

Strengthening the Tolerant Character through Deep Learning Approach in Pancasila Education at Surakarta Vocational High School

Doi: 10.23917/blbs.v8i1.17114

Nadzua Widya Sugesti¹, Obby Taufik Hidayat^{1*}

* Corresponding author: oth785@ums.ac.id

¹ Universitas Muhammadiyah Surakarta, Indonesia

ARTICLE INFO	ABSTRACT
Keywords: Tolerance Pancasila Education Deep learning Character Vocational students	<i>This study aims to analyze how the implementation of the deep learning model in Pancasila education at vocational high schools strengthens students' character in terms of tolerance. This study employs a descriptive qualitative approach, with data collected through observation, interviews, and documentation. The research subjects consisted of teachers and students at a vocational high school in Surakarta who were selected through sampling. The findings indicate that integrating tolerance education into Pancasila education provides students with a holistic understanding and enables the successful application of deep learning to strengthen student character in vocational high schools. Despite differences in students' backgrounds and levels of self-confidence, these conditions actually present opportunities to further strengthen the values of tolerance. Teaching Pancasila using a deep learning approach has had a positive impact on students' understanding and attitudes. This approach has resulted in high levels of participation during learning activities.</i>

INTRODUCTION

Tolerance is an attitude and behavior that respects differences in ethnicity, religion, and opinion. In the context of national life, tolerance serves as a vital foundation for fostering unity in Indonesia, a nation characterized by diversity in ethnicity, religion, culture, and language, and is therefore essential to prevent the country from being easily divided (Masril et al., 2020). To address this, fostering a tolerant attitude among students through Pancasila Education plays a vital role in shaping a tolerant character. Pancasila values education aims to ensure that the younger generation possesses a strong understanding of the moral principles and basic ethics of social life, and can develop attitudes of tolerance, justice, and good moral character (Risdiyani & Anggraeni Dewi, 2021). However, in the current climate, this primary social capital faces serious challenges amid the tide of globalization, which is eroding traditional social values perceived as unable to address the ongoing realities of problems in Indonesia, a nation of diversity. One such issue is tolerance. Epistemologically, tolerance is viewed as a foundation of knowledge that acknowledges that truth has many facets (pluralistic) and that humans have limitations in understanding absolute truth; that is, the recognition of plurality or a fundamental attitude that values the diversity of perspectives, opinions, and beliefs as something natural (Zamzam & Haikal, 2023).

In this regard, education plays a strategic role in fostering values of tolerance, particularly through Pancasila education. The learning process does not focus solely on cognitive aspects but also encompasses students' affective and behavioral aspects. Thus, students are expected to internalize, interpret, and implement the value of tolerance in real life. Contextual and meaningful learning approaches, such as the deep learning model, can help students internalize this value more deeply. Therefore, tolerance is not merely a theoretical concept but evolves into a tangible attitude that shapes students' character in social life. Consequently, tolerance is inseparable from Indonesia's diverse social conditions. Tolerance is a key element in maintaining social balance and cohesion amidst diversity.

Indonesia itself possesses social capital in the form of cooperation, solidarity, and tolerance, which have long served as the glue holding societal life together. However, in the current context, this social capital faces various challenges, particularly due to the tide of globalization that has the potential to erode long-established social values (Waman, Y., & Dewi, 2021),

Although Pancasila Education has been integrated into the curriculum, the reality on the ground shows that the erosion of Pancasila values among students remains a serious challenge this is supported by research (Ananda Nurlaili, 2025), which indicates that challenges to tolerance persist, including initial awkwardness, fears of rejection in social settings, and experiences of verbal discrimination among minority students. This indicates the need for effective strategies to in still Pancasila values, particularly within educational settings, including vocational high schools. Furthermore, research on the limited effectiveness of Pancasila education in fostering tolerance, specifically a study by the Wahid Foundation and LIPI (2016), reveals that approximately 7.7% of high school and vocational high school students still exhibit intolerant attitudes toward followers of other religions. Furthermore, a study (Febriana et al., 2025) found that low levels of student tolerance are characterized by mocking, a lack of respect for differences, and the imposition of social will. In line with this, another study by (Rinda et al., 2025) revealed that students' tolerance levels remain low, necessitating intervention through Pancasila education. This indicates a gap between knowledge of Pancasila values and their application in real life. However, the challenges of applying Pancasila values in vocational high school education are quite complex and varied. One significant challenge is the lack of awareness and understanding of Pancasila values. Many students do not fully understand the meaning and relevance of these values in daily life, leading to their suboptimal application. Furthermore, research by (Asmoro, 2024) indicates that Pancasila education still faces

various challenges, such as low student awareness of Pancasila values in real life. Research by (Jurais et al., 2024) also confirms that students' lack of understanding of the value of tolerance is one of the main factors contributing to weak attitudes of tolerance, making it necessary to innovate teaching media or approaches to strengthen character.

It is evident that students' tolerance levels are still not optimal; therefore, there is a need for innovative learning approach that are more meaningful and reflective. One suitable method is deep learning. According to Säljö, Marton & Biggs, Tang, the goal of deep learning is to enhance critical thinking, analytical, and reflective skills, as well as to foster an open and tolerant attitude toward differences. Deep learning focuses on developing students' self-confidence through group discussions, conducting experiments, or undertaking research projects. In addition, students have the opportunity to reflect on what they have done. Through this, students will identify their shortcomings in the learning process. Key aspects of the deep learning approach encompass several dimensions. First, the cognitive aspect, which emphasizes mastery of concepts and the connection of knowledge to real-life situations. Second, the affective aspect, which fosters an appreciation for differences, empathy, and openness. Third, the psychomotor or social aspect, reflected in collaborative practices, active participation, and tolerance within the learning environment. Fourth, the reflective aspect, which encourages students to evaluate their own attitudes and thought processes. Fifth, the creative-innovative aspect, which enables students to generate new solutions to problems (Fullan, 2014). It is hoped that through reflection, students can enhance their competencies so that learning outcomes can be achieved as expected (Adnyana, 2024). Several studies focus on methodological innovations, such as (Liantori, 2025), which examines the cultivation of tolerance through deep learning to address digital diversity in elementary schools. Additionally, research on specific contexts has also been conducted, for example by (Rahmawati & Harmanto, 2020) who investigated strategies to foster tolerance among students with special needs in Civic Education learning

The urgency of this research lies in finding a solution to strengthen the character trait of tolerance through deep learning, that is, learning that is more meaningful, enjoyable, and mindful. Thus, this approach emphasizes essential concepts rather than merely theoretical knowledge. According to research by (Parisu & Saputra, 2025), deep learning not only enhances understanding but also fosters character development; elementary school students can connect the values of Pancasila with real-life situations, making the learning process contextual, reflective, and relevant to social challenges. Furthermore, research by (Angganing & Yuliana, 2019) indicates that deep learning in Pancasila education can enhance the actualization of Pancasila values among high school students, particularly tolerance, cooperation, and inter-individual dialogue. These findings confirm that deep learning can transform learning into a more active and holistic process, where students not only understand the value of tolerance but also apply it through in-depth discussions, case simulations, and self-reflection. Without interventions such as deep learning, character education tends to remain trapped in conventional approaches that are less effective, as evidenced by the low student tolerance index according to a Ministry of Education and Culture survey (2023). Therefore, this study is expected to catalyze the development of a more adaptive national curriculum, ensuring that the younger generation is not only intellectually capable but also strong in character, thereby building a harmonious and inclusive society. Thus, the findings of this study will provide practical insights for teachers, schools, and policymakers in implementing sustainable character education.

Previous research has focused more on fostering a spirit of tolerance among students in elementary and high schools through Pancasila education and the use of deep learning; however, these studies have not examined character development among students at the vocational high school level, creating a gap that requires further analysis, especially given the unique characteristics of vocational high school students who are more oriented toward vocational skills and the challenges of the workforce that demand cross-cultural tolerance and team collaboration. Therefore, this study offers a novel approach by focusing on a deep learning model to foster students' tolerance. The application of deep learning provides students with opportunities to actively engage through discussion, reflection, and contextual learning experiences. Through this process, students are expected to develop a deeper understanding and enhance their awareness of how to act with tolerance (Adnyana, 2024). Nevertheless, research on strengthening tolerance through deep learning approaches within the framework of Pancasila Education, particularly in vocational high schools, remains limited. By addressing this gap, this study not only complements prior literature but also provides a practical, replicable model to enhance the quality of national character education in an inclusive manner.

The main contributions of this research lie in its theoretical and practical aspects. Theoretically, this study fills a gap in previous research, which has not yet integrated a deep learning approach to strengthen tolerance in Pancasila education at vocational high schools. In practice, this study provides implementation guidelines for analyzing the challenges and application of deep learning approaches to strengthen students' tolerance in the vocational high school environment. Thus, this research aims to underscore the urgency of a deep learning-oriented approach, making it increasingly relevant in modern education. This aligns with the needs of 21st-century education, which emphasizes not only conceptual mastery but also promotes deep understanding, critical thinking skills, and collaboration. Consequently, deep learning is increasingly important, as it prioritizes competencies to address the challenges of the global world (Harris, 2019). Based on this explanation, the author proposes the title of this study: "Strengthening Tolerance Character in Pancasila Education through a Deep Learning Approach at Surakarta vocational high schools."

LITERATURE REVIEW

Various previous studies have examined the cultivation of tolerance and the application of deep learning approaches; however, these approaches have not been comprehensively integrated, particularly in the context of Pancasila education in vocational high schools. (Purnomo, 2021) indicates that the internalization of tolerance values within multicultural curricula in higher education emphasizes the importance of inclusive education grounded in an awareness of diversity. In line with this, (Waman, Y., & Dewi, 2021) assert that Pancasila and Citizenship Education play a significant role in shaping students into citizens capable of living amidst diversity. From a learning perspective, (Hattie & Donoghue, 2016) argue that deep learning emphasizes deep conceptual understanding as well as the skill of connecting understanding to new contexts. Research by (Mei & Jayatri, 2025) adds that the success of deep learning implementation depends heavily on teacher competence, particularly in effectively utilizing learning technologies.

Other studies highlight the importance of reinforcing Pancasila values as the foundation for character development. (Kurniawan et al., 2025) demonstrate that the internalization of Pancasila values requires synergy between formal learning and a conducive school environment. In line with this, research by (Saputri & Ardivanto, 2025) emphasizes that character education makes a significant contribution to shaping students' personalities. Meanwhile, (Roziq, 2016) found that integrating Pancasila values into learning can enhance awareness and the practice of these values in real life. Although these various studies show positive results, most still focus on general contexts or specific educational levels. Studies that specifically integrate deep learning approaches into Pancasila education to strengthen tolerance in vocational high schools remain limited. Therefore, this research aims to fill this gap while contributing academically and practically to the development of character education.

In the context of curriculum and learning innovation, (Barkah et al., 2025) examined the application of deep learning principles in Pancasila education. (Wahyuni, 2025) demonstrated that this approach can concretely enhance students' understanding of Pancasila values. Furthermore, (Mardatillah et al., 2025) found that project-based learning within a deep learning framework is effective in enhancing students' critical thinking skills, creativity, and collaboration. Although these studies yield positive results, most remain focused on general contexts or specific educational levels. Studies that specifically integrate deep learning approaches into Pancasila education to strengthen tolerance in vocational high schools remain limited. Therefore, this study aims to fill this gap while contributing academically and practically to the development of character education.

Constructivism Theory

Constructivism emphasizes that knowledge is not transferred directly from the educator to the student, but is actively developed through interaction with the environment (Vygotsky, 1980). Piaget explained that learning occurs through the processes of assimilation and accommodation, enabling students to develop new understandings based on their experiences. The constructivist approach promotes student-centred learning, in which students actively construct knowledge through discussion, exploration, and reflection. This enables the formation of deeper and more meaningful understanding. Research (Muhibin & Hidayatullah, 2020) indicates that implementing generative learning is effective when supported by appropriate teaching methods, optimal teacher involvement, and a conducive learning environment. Thus, constructivism serves as a crucial foundation in deep learning approaches that emphasize active engagement and meaningful learning.

Theories of Tolerance Attitude Formation

The formation of tolerant attitudes can be described through social learning theory. Bandura (1997) explains that individual behaviour is shaped through the processes of observation, imitation, and reinforcement. In an educational context, students learn not only from the material being taught but also from social interactions and the examples set by teachers and peers. Furthermore, Festinger (1954), through social comparison theory, explains that individuals develop attitudes by comparing themselves to others within a social group. This process enables individuals to understand differences and develop an attitude of acceptance toward diversity. These two theories complement each other in explaining the formation of a tolerant character, where constructivism emphasizes meaningful learning processes. In contrast, social learning theory underscores the essential role of social interaction in shaping attitudes.

The Character of Tolerance

Character is a fundamental value that shapes an individual's mindset, attitudes, and behaviour. Etymologically, the term "character" derives from the Greek word *charassein*, meaning "to carve," which suggests that character is formed through an ongoing process. Lickona (1991) explains that character education is a conscious effort to help individuals understand, experience, and practice moral values. Character is reflected in an individual's ability to make decisions and take responsibility for their consequences. In the context of tolerance, character is defined as an attitude of respecting differences and the ability to live harmoniously within society (Dewi & Kusuma, 2023). The development of a tolerant character involves internalizing values through direct experience, social interaction, and reflection (Sururi, 2026). Teachers play a significant role in this process through instruction, modelling, and supportive school activities (Elita et al., 2024). The character of tolerance through learning details the application of tolerance values through thematic learning in Civic Education, aiming to shape students who are moral, ethical, and possess a tolerant character both at school and in society (Saputra & Rofiqoh, 2020). Thus, the character of tolerance is not merely cognitive but is also reflected in students' actual behaviour.

Pancasila Education

Pancasila Education is a strategic tool for shaping students' character in accordance with national values. Based on Government Regulation No. 4 of 2022, Pancasila Education is a required subject in the curriculum aimed at fostering students with strong character and a nationalist spirit. According to (Munthe et al., 2023), Pancasila Education aims to develop critical thinking skills, democratic attitudes, and civic awareness. (Asmoro, 2024) adds that this education plays a role in shaping individuals who are devout, virtuous, and who possess a deep love for their homeland. Furthermore, Pancasila Education also serves as a filter against the influences of globalization that can erode the nation's cultural values (Anggraini et al., 2020). Therefore, the implementation of Pancasila values in the learning process is crucial for strengthening students' character (Hanum, 2019). Pancasila education aims to shape and enhance the potential of the younger generation, the nation's future leaders. In addition to developing intellectual abilities in various general fields of knowledge, they must also become people of faith, possessing good morals and character, as well as Indonesian citizens who internalize and apply democratic values. Furthermore, individuals must also possess a sense of patriotism and nationalism, so that they can love their country sincerely and become good citizens. This is achieved by living as members of society, the nation, and the state in accordance with the values enshrined in the Constitution and Pancasila as a guide to life (Asmaroini, 2016).

Deep Learning Instructional Approach

Deep learning is an instructional approach that emphasizes a deep understanding of the material and the connections between concepts (Marton & Säljö, 1976). This approach aims to develop critical, reflective, and creative thinking skills. According to (Suwandi et al., 2024), deep learning shifts the learning paradigm from rote memorization to a meaningful, constructive process. This approach also connects learning to students' real-world experiences and creates a meaningful and engaging learning environment. The core principles of deep learning include meaningful, contextual, and student-centred learning, as well as the development of 21st-century skills such as analytical reasoning, innovation, communication, and collaboration (Astuti, 2024). Furthermore, according to (Fullan, 2014), the success of deep learning is determined by the integration of pedagogy, leadership, and the learning system. The learning process involves the stages of understanding, applying, and reflecting on knowledge continuously. According to (Suwandi et al., 2024), the deep learning approach seeks to transform the traditional learning paradigm, which tends to emphasize memorization and repetition of information, into a more constructive and reflective form of learning. This shift enables students not only to understand the learning content but also to develop critical thinking skills, creativity, and problem-solving abilities. Thus, deep learning becomes a relevant approach for fostering tolerance as it integrates cognitive, affective, and social aspects into the learning process.

METHOD

Research Design

This study employs a qualitative case study design. This approach was chosen because the research aims to gain an in-depth understanding of the dynamics of fostering a tolerant character as a form of internalizing the values of Pancasila within a specific social

context. Research problems centred on processes, meanings, and experiences cannot be explained through a quantitative approach but require an interpretive exploration of the social reality experienced by the participants. The case study design allows researchers to examine phenomena in depth and in context within a real-world setting. This approach aligns with the constructivist paradigm, which views reality as a social construction, in which the researcher serves as the primary instrument, data are collected through triangulation, and analysis is inductive and emphasizes meaning (Sugiyono, 2019).

Research Location, Object, and Participants

This research was conducted at a vocational high school in Surakarta, Central Java. This location was chosen because it has students from diverse backgrounds and is relevant to the research focus on tolerance in Pancasila education. The research was conducted over a period of 6 months, from September to February 2026. This timeframe includes the planning phase, data collection through observation and interviews, and data analysis and validation. The research was conducted in accordance with the school's academic calendar to avoid interfering with the learning process. The material object of this study is the phenomenon of tolerance within the vocational high school environment, including social and cultural interactions at school. The formal objective is to strengthen a tolerant character through Pancasila Education and the deep learning model. At the same time, research subjects were selected using purposive sampling—that is, the deliberate selection of informants based on their relevance to the research focus. The participants consisted of:

1. Four students with diverse backgrounds.
2. One Pancasila Education teacher.

The subjects consist of 4 students with diverse backgrounds, male and female students who have demonstrated tolerant attitudes both at school and in the community and 1 teacher who teaches Pancasila Education and is deemed relevant to explain the strengthening of students' tolerant character. These criteria serve as the primary characteristics in subject selection because they meet the requirements for a sample appropriate to the research needs. The number of informants was adaptive and determined by the aim of achieving data saturation that is, when the information obtained became repetitive and no longer yielded new findings (Creswell, 2014).

Types and Sources of Data

This study utilizes both primary and secondary data. Primary data were collected through in-depth interviews, participatory observation, and field notes describing the participants' experiences, perspectives, and interpretations of tolerance and the values of Pancasila. Secondary data were obtained from school documents, including the Pancasila Education curriculum, student conduct policies, violation reports, and records of school activities. Data sources in this study include:

1. Informants (students, teachers, and school officials),
2. Setting (school environment),
3. Events (social practices related to tolerance),
4. Documents (school records and policies).

This approach aligns with the principle of multiple sources of evidence in case studies (Yin, 2018).

Data Collection Techniques

In-depth interviews were conducted using a semi-structured approach to allow the researcher to explore the informants' experiences and perspectives openly (Meleong, 2017). Data were collected through three main techniques: First, conducting semi-structured and in-depth interviews. The interviews were divided into three sessions, with the first session involving teachers. The researcher explained the purpose of the interview by reading the prepared interview guidelines, followed by a question-and-answer session lasting approximately 15–20 minutes, using questions previously reviewed by the Pancasila Education teachers. Next was the interview session with four students, lasting 40–60 minutes, using questions prepared by the researcher; the interview was conducted in a semi-structured manner to explore the participants' experiences and interpretations. The in-depth interviews were guided by an instrument developed from the research questions and designed to address them. Conducting the interviews, a draft of the interview instrument was reviewed by the supervising professor, an expert in the field, to ensure the validity of the data. Following the interviews, the researcher conducted observations of the school environment and classrooms. The observations conducted by the researcher were participatory; the researcher participated in classroom learning activities and observed social interactions among students during the learning process. The researcher also observed school activities, particularly those related to tolerance among students. Finally, the researcher conducted documentation; the analysis of this documentation was performed on records such as school regulations, activity reports, and other documents to support or validate the data from the interviews and observations.

Data Analysis Techniques

The data analysis technique used in this research was thematic analysis, with familiarization interview transcripts, field notes, and documents to facilitate the researcher's work. This was then conducted inductively through the phases of data analysis, data presentation, and coding. This process occurred simultaneously during and after data collection. The researcher identified key themes related to strengthening the character of tolerance and implementing deep learning in Pancasila Education.

Data Validity and Research Ethics

The validity of the research data was ensured through member checking, which involves confirming the interview results with the informants to ensure data accuracy. After the interviews were transcribed, the informants were allowed to review the transcripts to verify the accuracy of the content and meaning. Next, triangulation was used to enhance the credibility of the data; it involves integrating information from interviews, observations, documentation, and theory to enhance the validity of findings (a procedure for assessing the accuracy, validity, or reliability of research findings, based on the perspective of the researcher, participants, or readers) (Creswell, 2014). Finally, a key informant review involves validating data through key informants such as teachers. This study also applies the principles of social research ethics, including: informed consent, anonymity, and data confidentiality ensuring data is used solely for research purposes as well as.

This study applied the principles of social research ethics, including:

1. Informed consent, namely participants' agreement after receiving complete information about the study.
2. Anonymity, by disguising participants' identities using codes or initials.

3. Data confidentiality, ensuring data is used solely for research purposes as well as.

Voluntariness, whereby participants have the right to refuse or withdraw their participation without coercion.

RESULTS AND DISCUSSION

Results

This study was conducted at State Vocational High School X in Surakarta, a vocational high school with a diverse student body in terms of social, economic, and cultural backgrounds. These conditions make the school a relevant site for research on fostering tolerance through Pancasila education. The study employed a descriptive qualitative approach, utilizing data collection techniques such as observation, interviews, and documentation. Observation served as the primary data source because it allowed the researcher to directly understand the dynamics of social interaction within the school environment. Meanwhile, interviews with teachers and students, as well as documentation, were used as supporting data to reinforce the findings. Research informants were selected through purposive sampling, consisting of one Pancasila Education teacher and four students from diverse backgrounds. To maintain research ethics, the informants' identities were disguised using codes.

1. The Experiences Of Students At Vocational High School X In Surakarta Regarding The Value Of Tolerance After Participating In Pancasila Education Classes Using The Deep Learning Approach

The interview results revealed positive student responses to Pancasila Education lessons on the theme of tolerance, in which students not only understood the concept theoretically but also internalized and applied it in their daily lives. These findings align with the research question, namely, the experiences of students at Vocational High School X in Surakarta regarding the value of tolerance after participating in Pancasila Education lessons using the deep learning model. An in-depth analysis indicates that the deep learning model, which emphasizes deep information processing through group discussions, reflection, and contextual application, successfully transforms cognitive understanding into affective attitudes and tangible behaviour. The following is a critical discussion linked to relevant theories (such as the theory of deep learning in character education, the strengthening of Pancasila character, and the formation of a tolerant personality), along with an interpretation of the findings. These findings are not merely descriptive but reveal deeper insights.

a. An In-Depth Understanding of Tolerance

It is evident that students' understanding of tolerance is already quite good; they can grasp the concept not merely as a theory but also to apply it in their daily lives. Tolerance can also help differences, especially since schools serve as a forum or gathering place for students from diverse backgrounds. Tolerance itself also serves as the foundation for a person's attitude toward accepting others, teaching respect for each other's beliefs and embracing differences. Teachers' observations support this statement; the interview results with GW-01 provide insight into how students demonstrate tolerance within the school environment. According to the teacher, students have already applied or learned about tolerance, so the material taught is not merely theoretical but is implemented in real life.

"Take the first principle belief in one supreme God for example. Yesterday, the Muslim students were fasting, and there were non-Muslim students in the same class. So, if they needed to eat, they shouldn't let the students who were fasting know; they should step outside first and ask for permission. That's an example of respect, isn't it?" (Teacher, interview transcript, April 8, 2026).

The fact that students have put this into practice indicates that it aligns with the character development expected in Pancasila Education through the deep learning model. As evidenced by the statement from interviewee SW-01, who said, "When I was with my friend, he wanted to go to the mosque but didn't have anyone to go with, so I took him there right away. I actually went inside too, but I didn't disturb the prayer. I just stayed on the sidelines, just keeping him company." With a fairly good understanding, students were able to explain the concept of tolerance and expressed that tolerance is very important because its absence can lead to a lack of mutual respect, racism, and divisions among nations. Tolerance can also help address differences, especially since schools serve as a gathering place for students with diverse backgrounds. In-depth observations reinforce awareness of the importance of a tolerant attitude within the school environment, fostering harmonious relationships among students. This awareness is not merely cognitive but also develops in the affective and behavioural domains, where students experience and apply the value of tolerance in their daily lives. Supporting studies such as (Saputri & Ardivanto, 2025) confirm that character education plays a significant role in shaping students' personalities, a finding consistent with this study. This is reflected in students' attitudes toward diversity and in their ability to appreciate and respect others.



Figure 1. Students participating in religious activities

Figure 1 depicts a religious activity by Catholic students held in a dedicated religious studies room, with a teacher present to guide the students, as a form of implementing tolerance within the school environment. This serves as a facility and policy provided by the school to students at the Surakarta Vocational High School, which has students from diverse backgrounds. Consequently, students from minority groups still have the right to engage in religious activities within the school environment.

b. Active Engagement in Tolerance Education

The implementation of tolerance education in the school environment has increased student engagement, leading to high participation in learning activities. This is evident in students' active involvement in question and answer sessions and discussions with their peers, whether when the teacher poses questions or when students ask about the material being studied. This situation demonstrates that the learning process fosters a harmonious, conducive environment. Consequently, such education contributes to the development of students' character. GW-01 noted that activities involving active student participation, such as discussions and group work, were conducted. We provide real-life examples, foster a culture of mutual respect, and connect the material to daily life so that children understand and apply it. This is supported by an interview with GW-01, as follows:

“Their students were actively participating in the Q&A session and contributing meaningfully to the group discussion.” (Teacher, interview transcript, April 8, 2026).

This situation illustrates that the implemented learning process has successfully encouraged students’ active engagement while fostering values of tolerance in character development; the attitude of respect during discussions serves as a key indicator, particularly in creating a harmonious and conducive learning environment. This is supported by SW-02, which states, “Yes, we discuss and listen to the teacher when they provide guidance.” Based on the results of the observation conducted on April 10, 2026, it is very clear that student engagement is active, that the influence of tolerance in the classroom is highly positive, and that it is genuinely implemented within the school environment and daily life. This study aligns with the notion that developing a tolerant character entails internalizing values through direct experience, social interaction, and reflection (Sururi, 2026). Direct observation revealed that the classroom environment was conducive, and students were actively engaged, making the learning experience enjoyable and effective.



Figure 2. Students actively asking questions during class

Figure 2 illustrates student engagement in the classroom, as students ask the teacher questions and read the textbook material in accordance with the teacher’s instructions, so they will be able to answer the questions the teacher will later pose. In this way, classroom learning becomes conducive and active, rather than merely listening to the teacher lecture on the material. The table below presents the results of the responses to research question one, covering informants, problems, strategies, and impacts, as follows.

Table 1. Learning Strategies for Character Building

Informants	Issue	Strategy	Impacts
Student	Students’ understanding of tolerance from a theoretical perspective	Teachers relate the concept of tolerance to real-life situations	Students are able to deeply understand the concept of tolerance and apply it in their daily lives.
Students and Teachers	Active student participation	Learning takes place though active engagement, including question-and-answer sessions, discussions, and group work.	Students are actively engaged and able to apply the material, thereby changing their attitudes.

2. Implementation Of The Deep Learning Approach In Pancasila Education Classes To Strengthen Tolerance At Vocational High School X In Surakarta

Interview results indicate that Pancasila education teachers at Vocational High School X in Surakarta have successfully implemented the deep learning model in context, not merely as content deliverers but as facilitators in strengthening tolerance. This approach aligns with the research question: the implementation of the deep learning model in Pancasila education to strengthen the character of tolerance. This discussion will critically analyze the findings, relate them to constructivist theory (Vygotsky, 1980), and provide relevant interpretations highlighting strengths, weaknesses, and practical implications.

a. Contextual Learning in Deep Learning

Teachers use a deep learning approach to assess the extent to which students engage in discussion and critical thinking through question-and-answer sessions about the material, and encourage students to discuss and relate these topics to the value of tolerance. This demonstrates that the teacher’s role is not merely to deliver content, but also to serve as a facilitator who fosters a culture of mutual respect. The teacher’s attitude of accepting diverse student answers and emphasizing the importance of listening to others’ opinions is a concrete way to strengthen the character of tolerance in Pancasila education. To connect this to the manifestation of tolerance, the teacher poses a question to one student; all students listen and respect that student’s answer, and the teacher accepts it. The statement from GW-01 reinforces this:

“I always accept whatever answer students give when there’s a question or a case; if a student expresses an opinion, others should be willing to listen—that’s what I instill in my students.” (Teacher, interview transcript, April 8, 2026)..

Based on interviews with Pancasila Education teachers, it was found that during the learning process, teachers consistently strive to create an open and inclusive classroom environment. Teachers stated that they always accept the various answers students provided without immediately judging them as right or wrong; the use of deep learning also helps students understand real-world contexts for contextual learning. SW-03 and SW-04 support this statement: “I really like learning using deep learning; it makes me feel more open, able to understand myself, and able to share my thoughts with others.” This finding is supported by Constructivist Theory, which emphasizes that knowledge is not transferred directly from the educator to the student but is actively constructed through interaction with knowledge and the environment (Vygotsky, 1980). The constructivist approach promotes student-centred learning, in which students actively construct knowledge through discussion, exploration, and reflection.



Figure 3. Students reading books on tolerance material

As shown in Figure 3, students read the book to understand the material, then ask the teacher questions about the content, and listen to their classmates to exchange ideas and share their own thoughts. This fosters an active question-and-answer session in the classroom, and the teacher interprets the material within a relevant real-life context. Through this process, students develop their own perspectives.

b. Students Reflection in Character Building

The application of the deep learning approach in the Pancasila Education course at Vocational High School X in Surakarta focuses not only on cognitive aspects but also encompasses students' affective and behavioural aspects, particularly in fostering a character of tolerance. Character building is evaluated on an ongoing basis to measure the extent of students' understanding and the changes in attitude demonstrated during the learning process. Students are encouraged to reflect on their attitudes toward differences, as well as the experiences they have had while discussing with their peers. These reflection activities provide a space for students to express their understanding and attitudes more freely.

Based on the research findings, teachers use various assessment techniques, such as observational assessment, attitude assessment, and assessment of group discussion outcomes. During discussion activities, teachers observe how students express their opinions, respect differences, and collaborate with peers from diverse backgrounds. The statement from GW-01 supports this:

“We teachers and the school certainly evaluate the events that occur with the children and their progress in learning.” (Teacher, interview transcript, April 8, 2026).

In this context as well, the teacher evaluates the material presented and guides students to conclude it. The teacher then reflects on students' understanding of the lesson to help them retain the information. Additionally, the teacher poses open-ended questions and assigns reflective tasks designed to encourage students to think critically and connect the concept of tolerance to their daily lives. Through this evaluation, the teacher can gain a deeper understanding of students' comprehension levels and assess the extent to which the value of tolerance has been internalized. These findings align with Marton & Säljö (1976). This approach aims to build critical, reflective, and creative thinking skills. According to (Suwandi et al., 2024), the deep learning approach seeks to transform the traditional learning paradigm, which tends to emphasize memorization and repetition of information into a more constructive and reflective form of learning. This change enables students not only to understand the learning content but also to develop critical thinking skills, creativity, and problem-solving skills. Thus, deep learning is a relevant approach to fostering tolerance as it integrates cognitive, affective, and social aspects of learning.

Reflection also helps teachers easily assess whether learning with the material already explained in class is proceeding smoothly. Overall, teachers' reflections confirm that character building does not rely solely on the theoretical delivery of values, but rather that these values are brought to life through interaction, modelling, and meaningful learning experiences. Thus, reflection is essential for teachers to continuously improve their teaching practices to achieve better character development in students.



Figure 4. Teacher-led reflection with students

As shown in Figure 4, the teacher leads a reflection session with the students after presenting the material in class. The purpose of this reflection is to provide students with a summary of the material so they can review it at home and take notes in their textbooks. This allows the teacher to assess students' understanding of the material presented in class and gauge the extent to which the value of tolerance has been internalized.

Table 2. Learning Strategies in Strengthening Character

Informants	Issue	Strategy	Impacts
Students and Teachers	Using deep learning as a tool to assess student abilities	Teachers assess student abilities through discussions and group work, and encourage students to respect the opinions of their peers.	Students are able to think critically and demonstrate tolerance.
Teachers and Students	Reflections on learning to foster students' character	Teachers implement deep learning and use assessment techniques	Students demonstrate changes in attitude after participating in the learning process

Based on the data presented in the table, it can be concluded that Vocational High School X in Surakarta has successfully strengthened students' character of tolerance by using a deep learning approach implemented in daily life through three main aspects. First, students' experiences after participating in tolerance education, where they feel freer to express their opinions, respect differences among peers, and apply these lessons to their daily lives. Second, implementing the deep learning approach encourages students to be more active in applying it in real-life situations.

Discussion

1. The Experiences Of Students At Vocational High School X In Surakarta Regarding The Value Of Tolerance After Participating In Pancasila Education Classes Using The Deep Learning Approach

Research findings indicate that students' engagement in tolerance education in the classroom is proceeding smoothly. The teacher explains the lesson, and then the students begin answering the questions provided. In addition to question-and-answer sessions, the teacher leads discussions of the questions to assess students' understanding of tolerance. Tolerance is the foundation of a personal attitude toward accepting others, fostering respect for individual beliefs, and acknowledging differences such as differing opinions during discussions or in forums as well as interacting with peers from diverse backgrounds. Learning that instills the value of tolerance is one way to shape students' character in school. Therefore, this tolerance education aligns with the deep learning approach, which focuses not only on theory

but also on teaching its application in daily life. This is consistent with the findings of (Dewi & Kusuma, 2023), which indicate that, in the context of tolerance, character is understood as the ability to respect differences and live harmoniously in society. The interview results show that students at the Surakarta Vocational High School have gained a comprehensive understanding of tolerance not merely by memorization, but by integrating that knowledge into their social interactions. Concrete examples from the transcripts GW-01: "If you're eating, don't let the children who are fasting see you; ask permission to step outside first," and SW-01: "I take them to the mosque, but I just stay on the sidelines, accompanying them" illustrate the application of tolerance in the context of religious diversity, where students consciously respect differences without external coercion.

In-depth observations revealed an interesting finding: students felt happy, particularly when using discussion or group methods, because they were free to express their opinions. This demonstrates that the value of tolerance is well-ingrained in students, leading to positive changes after participating in Pancasila education using the deep learning approach. According to (Rasyid & Wihda, 2024), through character education, it is hoped that students will be able to independently enrich their knowledge and utilize it to act in accordance with noble values in various situations. This will be highly beneficial in preparing them to become high-quality heirs of the nation with strong character in the future. Awareness of the importance of tolerance ultimately plays a role in building more harmonious relationships among students and the school community and, overall, in creating a positive school atmosphere that embraces all parties. This statement is rich in psychological and pedagogical significance because it describes the process of instilling a character of tolerance in students. This process occurs through self-motivation rather than external coercion and develops through the formation of students' habits and their own awareness. In teaching, teachers employ strategies that encourage student engagement, such as question-and-answer sessions and discussions, and provide explanations relevant to daily life. Through these strategies, students are given as many opportunities as possible to express their opinions and share their ideas. This demonstrates that learning is focused on character development.

Thus, field results indicate that the efforts of Pancasila education teachers have been implemented effectively and aligned with the learning objectives. Teachers not only design concepts but also focus on character building, particularly fostering tolerance among students. This finding is supported by (Mei & Jayatri, 2025), who state that the success of deep learning implementation heavily depends on teachers' competencies, particularly their ability to use learning technologies effectively. Through this implementation, students who were previously indifferent or insensitive to differences have become more sensitive and practice tolerance within the school environment. This is not merely a teacher's observation; it is also evident in students who directly demonstrate tolerance at school. Non-majority students assist their non-Muslim peers in performing prayers at the mosque by accompanying them and waiting until they finish. Pancasila education for students aims to develop critical, rational, and creative thinking skills. It fosters a sense of nationalism and patriotism within the framework of Pancasila's values and morals, as well as the values and norms of the 1945 Constitution of the Republic of Indonesia. Furthermore, to foster good citizens, it is stated that the essence of Pancasila is to cultivate good citizens who are "Pancasilais" those who firmly adhere to the principles of Pancasila or to create individuals who are "Pancasilais" and capable of personal growth (Munthe et al., 2023).

Bandura (1977) posits that tolerance is not a situational reaction but a permanent disposition. Crucially, this addresses the shortcomings of conventional education in vocational high schools, which often focus on vocational skills; in contrast, deep learning of Pancasila integrates a tolerant character as the foundation of social harmony. Similarly, the observations and studies by (Saputri & Ardivanto, 2025), which affirm the contribution of character education to students' personalities, reinforce the validity of these findings. They demonstrate that students' experiences with Pancasila education using the deep learning approach have had positive and significant impacts, leading them to apply these principles in their daily lives. These findings interpret students' experiences as evidence of deep learning's effectiveness in fostering social resilience at Vocational High School X in Surakarta, a context prone to conflict due to ethnic and religious diversity. Critically, although positive, these findings are context-specific to a relatively homogeneous school; generalization to high-conflict areas requires further testing. Relevant interpretation: students experience empowerment through freedom of expression, which reduces prejudice and fosters empathy, a direct response to the research question, where learning is not a transfer of knowledge but a transformation of life experiences.

This is consistent with the findings of (Wahyuni, 2025) research, which used a qualitative descriptive study to examine how deep learning methods can transform the way school students understand and demonstrate the values of Pancasila in their daily activities. Students can also understand the meaning of tolerance and feel happy, particularly when using discussion or group methods, with a fairly good understanding of the concept of tolerance; students also state that tolerance is crucial because the absence of tolerance can trigger a lack of mutual respect, racism, and international conflicts. In line with (Roziq, 2016) research, integrating Pancasila values into the teaching-learning process increases student awareness of these values and enables them to apply them in their daily lives. Research findings indicate that deeper learning prepares students for college and careers by equipping them with critical thinking skills and adaptability. In-depth observations reveal harmony among students, where awareness evolves from the cognitive to the affective-behavioural domains. Based on the Merdeka Curriculum and the Ministry of Education and Culture Regulation (2022) on Pancasila Education, the emphasis is on strengthening the Pancasila Student Profile through deep learning, in which tolerance, as a dimension of global diversity, is built through collaborative experiences. This is consistent with Festinger's (1954) theory of character development at the post-conventional stage, in which students internalize the norm of tolerance as a universal principle, rather than merely a school rule. Supporting research by (Saputri & Ardivanto, 2025) adds that character education makes a significant contribution to attitudes of respect for diversity.

2. Implementation Of A Deep Learning Approach In Pancasila Education Classes To Foster Tolerance At Vocational High School X In Surakarta

Key findings from the interviews indicate that deep learning is a process that encourages students to think critically through question-and-answer sessions, discussions, and contextual connections to the value of tolerance. Teacher (GW-01) stated: "I always accept whatever answer students give when there is a question or case; if a student expresses an opinion, others must be willing to listen—I instill that in my students." This approach fosters an inclusive classroom environment in which the teacher avoids direct right-or-wrong judgments, allowing students to feel safe sharing their opinions. A student (SW-03) confirmed: "I really enjoy learning through deep learning; it makes me feel more open, helps me understand myself better, and allows me to share my thoughts with others." This finding is strongly supported by Vygotsky's constructivist theory, which emphasizes that knowledge is not passively transferred from teacher to student, but is actively developed through social interaction. Crucially, Vygotsky's constructivism complements deep learning by explaining why this approach is effective: tolerance is not instilled, but "built" through collaboration. However, Vygotsky placed less emphasis on the emotional aspects of deep learning (such as self-reflection SW-03), which can be combined with other theories, such as Fullan's (2017) theory on modern deep learning, to strengthen the Pancasila learner profile. The findings are directly relevant to the research question, proving that deep learning is effective in strengthening tolerance character in Pancasila Education at Vocational High School X in Surakarta. Implementation Effectiveness: Teachers successfully shifted the paradigm from teacher-centred to student-centred, with subjective evidence (quotes GW-01 & SW-03) indicating increased openness and appreciation. This addresses "how the implementation was carried out," namely through the facilitation of contextual, inclusive discussions.

The findings indicate that learning Pancasila Education using a deep learning approach influences students' understanding and attitudes. Students not only understand the concept of tolerance but also tend to practice it in their daily lives. These findings align with

(Saputra & Rofiqoh, 2020) who highlight that fostering tolerance through education entails implementing tolerant values through thematic learning in Civic Education, aiming to cultivate students who are moral and ethical and possess a tolerant character both at school and in society. This is evident in students' courage to oppose actions inconsistent with tolerance values and their desire to create a mutually respectful environment. Based on interviews with Pancasila Education teachers, it was noted that during the teaching-learning process, teachers consistently strive to foster an open classroom atmosphere that embraces everyone. Teachers explained that they always accept the various responses students expressed without immediately judging them as right or wrong. This finding confirms that teachers play a crucial role in this process through instruction, approach, and supportive school activities (Elita et al., 2024). Based on the research findings, teachers also provide opportunities for students to express their ideas and feelings after participating in lessons. Students are encouraged to reflect on their attitudes toward differences and their experiences during discussions with their peers. This reflective activity provides a space for students to express their understanding and attitudes more freely.

Furthermore, the teacher emphasized the importance of helping students develop the habit of listening carefully to their peers' opinions. In every discussion or question-and-answer session, students were instructed not to interrupt, to respect differing viewpoints, and to respond politely. This was done as part of an effort to instill values of tolerance in daily classroom interactions. Students' statements support this; students also feel that this deep learning approach allows them to express their opinions freely and makes them feel comfortable with the learning process. Students agree with the statements made by the teachers. Furthermore, field results indicate that the teacher's role is not merely that of a content deliverer but also that of a facilitator who fosters a culture of mutual respect. The teacher's attitude of accepting diverse student answers and emphasizing the importance of listening to others' opinions is a concrete way to implement tolerance in Pancasila education. This aligns with research (Hanum, 2019) indicating that the implementation of Pancasila values in education is crucial to strengthening students' character.

Student Reflections on Character Building indicate that the deep learning method in Pancasila Education classes at Vocational High School X in Surakarta goes beyond the cognitive domain, encompassing affective and behavioural aspects through continuous reflection. These results are directly related to the question of applying deep learning in Pancasila Education to strengthen the character of tolerance, as reflection serves as a bridge between theoretical understanding and behavioural change. This discussion will critically examine these findings, relate them to constructivist theory (Vygotsky, 1980), Marton & Säljö (1976), and (Suwandi et al., 2024), and then interpret them. Consequently, these findings position reflection as a tool for strengthening the character of tolerance, where student reflection is facilitated through open-ended questions, summaries of the material, and tasks that connect tolerance to real-life situations. Teachers observe group interactions (respecting differences, cross-background collaboration), which allows for the early detection of value internalization. This results in meaningful learning, where tolerance is "embodied" through examples and experiences. Observation analysis indicates that affective attitudes and reflections complement cognitive assessments, aligning with the Pancasila Student Profile that targets holistic character development.

Thus, learning activities focus not only on knowledge but also on fostering positive social attitudes among students. Direct observations reveal a comfortable classroom environment where students are actively engaged, making the learning process enjoyable and smooth. Efforts to implement the deep learning approach in Pancasila education have been successful and aligned with learning objectives; teachers not only present concepts but also focus on character development, particularly fostering tolerance among students. This aligns with research by (Kurniawan et al., 2025); their qualitative study highlights that instilling Pancasila values emphasizes the importance of combining formal learning with a comfortable school environment for character development. During the learning process, teachers consistently strive to create an open classroom atmosphere that welcomes everyone. Teachers stated that they always accept a range of students' answers without immediately labelling them as right or wrong. This approach aims to encourage students' courage to provide feedback and build their self-confidence in learning activities. According to (Hidayat et al., 2025), character strengthening through experiential learning can also be used to instill character values in students. This aligns with research by (Purnomo, 2021), which shows that integrating tolerance values into a multicultural curriculum at the university level emphasizes inclusive learning grounded in an awareness of diversity. This study aims to examine the strengthening of tolerance as a character through the application of the deep learning approach in Pancasila Education lessons at Vocational High Schools. Thus, all of these answer the research question posed by the researcher: whether implementing a deep learning approach in Pancasila Education classes can strengthen character development among students at the Surakarta Vocational High School.

Based on the data analysis and discussion presented, this study has important implications both theoretically and practically. Theoretically, these findings can enrich scientific studies in the field of Pancasila education, particularly in examining the internalization of Pancasila values and the development of tolerance through the application of the deep learning approach in school settings. This study also contributes to the development of more contextual and transformative learning approach by emphasizing the importance of the values of unity, justice, and humanity. In practical terms, this research is intended to enhance students' understanding and awareness of the importance of a tolerant attitude and to encourage their active involvement in building a harmonious, democratic school life grounded in Pancasila values through deep learning-based instruction. For teachers, developing deep learning-based tolerance modules will strengthen their practical application. Previous research has shown that deep learning not only improves understanding but also fosters character development in elementary school students, enabling them to connect the values of Pancasila with real-life situations. This makes learning contextual, reflective, and relevant to social challenges. Furthermore, other studies have shown that deep learning in Pancasila education can enhance high school students' application of Pancasila values, including tolerance, cooperation, and dialogue. Meanwhile, research on strengthening the character trait of tolerance through a deep learning model within the framework of Pancasila education, particularly in vocational high schools, remains limited. Thus, this study fills this gap by proposing deep learning as a means to strengthen students' character of tolerance through Pancasila education. Deep learning-oriented instruction is increasingly relevant in modern education. This aligns with the needs of 21st-century education, which emphasizes not only conceptual mastery but also promotes deep understanding, critical thinking skills, and collaboration. This study offers a solution by demonstrating that deep learning shapes students' attitudes toward tolerance within the vocational high school environment.

CONCLUSION

Learning tolerance provides students with a positive experience and helps them understand the concept. Students then apply this in real life, aligning with the deep learning model that focuses on meaningful learning rather than mere theory. This learning approach is also highly effective in shaping students' character to respect differences among peers and express their opinions. Furthermore, Pancasila education using a deep learning approach has had a positive impact on students' understanding and attitudes. The implementation demonstrated high student participation throughout the learning activities. Based on the conclusions presented, the author seeks to explore new avenues for identifying research areas that have not yet been examined, there are still shortcomings that need to be addressed. However, the discussion on strengthening tolerance through deep learning can be revisited by future researchers. It is hoped that this research can lead to broader findings and refine the results obtained by incorporating different variables or locations.

Acknowledgement

The author would like to thank the Pancasila Education teachers and the students who agreed to serve as informants in this study. The author also extends gratitude to the administration of Vocational High School X in Surakarta for granting permission and the opportunity, which enabled the data collection process to proceed smoothly. Additionally, thanks are extended to those who assisted in preparing this

article; the author hopes this study can provide insights for future research and contribute to the development of character-building initiatives for high school students.

Funding Information

Not applicable

Research Ethics Statement

Not applicable

Declaration of generative AI Use

The researchers used artificial intelligence (AI) solely to refine the sentences so they would be easier to understand and read

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