

# Theoretical Analysis of the Use of Social Scenario-Based “Diversity Card” Media in Tolerance Learning

<sup>1)</sup> Cindy Angga Setyawati, <sup>2)</sup> Didik Sukriono, <sup>3)</sup> Nuruddin Hady

Department of Law and Citizenship, Universitas Negeri Malang, East Java, Indonesia

\*Correspondence Author: [cindy.angga.2207116@students.um.ac.id](mailto:cindy.angga.2207116@students.um.ac.id)

## Article Info

### Keywords:

Tolerance, Pancasila Education, Diversity Card Media, Social Scenario, Game-Based Learning

## ABSTRACT

Tolerance learning in Pancasila Education subjects still focuses on cognitive aspects through conceptual explanations and memorization, so that students' tolerant attitudes have not been fully realized in everyday life. The use of "Diversity Cards" based on social scenarios is one of the uses of learning media to teach students about tolerance. The purpose of this study is to analyze the use of these media theoretically. The study uses a qualitative approach, which is a type of literature study, in which relevant scientific literature is analyzed. Content analysis involves data reduction, theme categorization, and concept synthesis. The results of the study indicate that combining game-based media with a social scenario approach can help students learn tolerance with more active involvement, social experience, empathy, and social skills. Theoretical synthesis shows that the "Diversity Cards" media based on social scenarios can serve as an alternative to a more contextual, interactive, and focused tolerance learning approach to strengthening students' character.

## Article Information

### Keywords:

Tolerance, Pancasila Education, Diversity Card Media, Social Scenarios, Game-Based Learning

## ABSTRACT

Tolerance learning in Pancasila Education subjects still focuses on cognitive aspects through conceptual explanations and memorization, so that students' tolerant attitudes have not been fully realized in everyday life. The use of social scenario-based “Diversity Cards” is one application of learning media to teach students about tolerance. The purpose of this study is to theoretically analyze the use of this media. The study employs a qualitative approach in the form of a literature review, in which relevant scientific literature is analyzed. Content analysis involves data reduction, theme categorization, and concept synthesis. The findings indicate that combining game-based media with a social scenario approach can help students learn tolerance through greater active engagement, social experiences, empathy, and social skills. The theoretical synthesis indicates that social scenario-based “Diversity Cards” media can serve as an alternative for a more contextual and interactive approach to tolerance learning that focuses on strengthening students' character.

## Article History

Received : 22/05/2026  
Revised : 19/07/2026  
Accepted : 21/07/2026

✉ **Corresponding Author:** (1) Cindy Angga Setyawati, (2) Department of Law and Citizenship, (3) Universitas Negeri Malang, (4) Jl. Semarang 5, Malang City, 65145, Indonesia, (5) Email: [cindy.angga.2207116@students.um.ac.id](mailto:cindy.angga.2207116@students.um.ac.id)

## 1. Introduction

Education plays a strategic role in developing students who are able to live together in a pluralistic society. One of the objectives of Pancasila Education is to instill tolerance, which is associated with respect for diversity as a core value in national and civic life (Tilaar, 2004; Winataputra & Budimansyah, 2012). UNESCO (2021) states that education plays an important role in creating a culture of peace, respect for human rights, and appreciation of cultural diversity. In this context, tolerance is defined as an attitude of appreciating, accepting, and respecting differences in the backgrounds, beliefs, cultures, and perspectives of others, thereby enabling peaceful and democratic coexistence (UNESCO, 2021; Harefa & Bawamenewi, 2021). Because tolerance learning in schools is more often provided in the form of conceptual explanations and memorization, it has not fully addressed students' affective and behavioral aspects. As a result, students may understand tolerance at a normative level, but may not be able to apply it consistently in their daily lives.

This condition indicates that the objectives of Pancasila Education differ from those of conventional education. In fact, the objective of Pancasila Education is to teach students civic knowledge, civic skills, and civic dispositions so that they can apply Pancasila values in community life (Winataputra & Budimansyah, 2012). Nevertheless, many studies show that classroom learning still focuses on the one-way delivery of material. Consequently, students do not receive learning experiences that support the internalization of values (Akbar et al., 2023; Prasetyo et al., 2024).

Contextual learning and learning based on social experience are needed to internalize values. This method has proven to be more effective in helping students understand diversity and demonstrate tolerance in their daily lives. In addition, game-based activities can create a positive and inclusive learning environment (Santoso & Eddy, 2025). Game-Based Learning can increase students' active engagement, information retention, and willingness to learn (Septiani, 2024). Furthermore, students experience greater challenge and emotional engagement in understanding national principles (Islam et al., 2024). During the learning process, game mechanisms help students learn to think rationally and interact with one another.

Social scenario-based media are an excellent learning method for use in education because they encourage learners to think critically and take positions through social problem scenarios. The social scenario-based "Diversity Cards" present social situations that are close to learners' lives. This method is aligned with character education, which emphasizes the development of social awareness and tolerance in the dynamics of peer life (Santoso & Eddy, 2025). In addition, theoretically, it is consistent with contextual and constructivist learning approaches, both of which emphasize the importance of learners' active participation in the process of understanding.

Various methods have been used to study tolerance learning in Pancasila education. Research on card media generally shows that such media can improve learners' motivation and learning outcomes, but these studies focus more on cognitive aspects than on incorporating social scenarios as a tool for fostering attitudes of tolerance (Pondokcina, G. S., 2018). In contrast, research on social scenario approaches has found that this method helps learners make better social decisions and encourages them to interact with others more frequently (Lonto, A. L., 2017). Other studies on game-based learning have also found that play activities can enhance learners' motivation, engagement, and interaction during the learning process (Septiani, 2024; Islam et al., 2024). However, these studies have not specifically integrated card media, social scenarios, and tolerance learning in the Pancasila Education subject. Based on this mapping, no research has conceptually combined these three components in a learning plan. Therefore, there remains room to develop a conceptual foundation for the use of social scenario-based Diversity Card media. This will serve as the basis for development research and empirical testing to be conducted at a later stage.

Considering these differences, this study aims to investigate the theoretical and conceptual foundations for the use of Diversity Card media, based on social scenarios, in tolerance instruction in Pancasila education. It is expected that this study will contribute a conceptual framework that can be used as a basis for the development of learning media. In addition, it will contribute empirical research on the validity, practicality, and effectiveness of the media at a later stage.

## 2. Methods

This study employed a qualitative approach, and a literature review research design was selected because the purpose of this study was not to empirically test the effectiveness of the media, but to develop a conceptual synthesis regarding the use of Diversity Card media, based on social scenarios, in tolerance learning. The research data were derived from various scientific literature relevant to tolerance learning and learning media.

Studies were accessed online through the Google Scholar, ERIC, Garuda, and Directory of Open Access Journals (DOAJ) databases in April 2026, with a focus on literature published between 2015–2025. However, several classical works, such as theories of constructivism, character education, and multicultural education, were still used despite being published outside this time range. "Tolerance education" OR "pembelajaran toleransi", "Pancasila Education" OR "Pendidikan Pancasila", "game-based learning", "card-based learning", "social scenario" OR "skenario sosial", and "media kartu" were among the keywords used. Subsequently, inclusion and exclusion criteria were used to select search results through title and abstract screening. To assess conceptual relevance to the research focus, literature meeting the following criteria was examined thoroughly. After the selection process was

completed, 36 references were collected and used as the basis for the conceptual development of this study.

The following inclusion criteria were used to select studies: (1) articles in peer-reviewed national and international journals; (2) academic books related to Pancasila education, character education, social tolerance, game-based learning, card media, constructivism, or multicultural education; and (3) studies that explicitly discuss diversity, social tolerance, learning media, game-based games, or scenario approaches. The exclusion criteria included: (1) articles discussing the concept of tolerance outside the context of social tolerance in education, such as *distress tolerance*, *risk tolerance*, *uncertainty tolerance*, *ambiguity tolerance*, or *addiction tolerance*. These concepts could not be used as the basis of this study because they have different definitions and theoretical foundations; (2) *publications* that did not provide full texts; (3) articles that *had not* undergone a peer-review process; and (4) duplicate publications or multiple versions of the same study, such that only the most complete and relevant source was used.

The literature selection process consisted of several steps. First, literature was identified based on predetermined keywords; second, titles and abstracts relevant to the research topic were selected; third, a comprehensive manuscript review, or full review, was conducted for literature that met the criteria; and fourth, the literature was grouped according to the main themes of the study, such as issues of tolerance in learning, game-based learning media, social scenario approaches, and the conceptual design of Diversity Card media. Only literature that met all inclusion requirements and had conceptual relevance was used as the basis for the synthesis.

Thematic content analysis was used to analyze the data. This analysis was conducted in three stages: (1) identification of relevant concepts, theories, and research findings; (2) categorization of data based on the main themes of the study; and (3) conceptual synthesis to explain the relationships among concepts and develop a theoretical foundation for the use of social scenario-based Diversity Card media in tolerance learning.

### 3. Results and Discussion

#### 3.1. Issues in Tolerance Learning in Pancasila Education

The synthesis findings indicate that when students internalize Pancasila values, tolerance education faces several challenges. One important value in Pancasila education is tolerance, which is consistent with Pancasila values and the motto *Bhinneka Tunggal Ika*. These values help build a democratic, inclusive society that respects diversity (Tilaar, 2004; Winataputra & Budimansyah, 2012). UNESCO (2021) states that education is essential for building a culture of peace, respect for cultural diversity, and human rights. As part of students' character development, tolerance must be fostered from primary through secondary education. Moreover, promoting tolerance is in line with the mandate of Article 29 paragraph (2) of the 1945

Constitution of the Republic of Indonesia, which guarantees every citizen the freedom to embrace a religion and worship according to their religion and beliefs. Therefore, respect for differences is an important part of national and civic life.

Tolerance learning in Pancasila schools should help students understand the concept and become more tolerant in everyday life. The literature synthesis findings indicate that tolerance is regarded as knowledge content delivered through concepts and memorization over an extended learning period. As a result, students understand tolerance at a higher level. When students are guided through learning approaches centered on cognitive aspects, they have a limited emotional and social understanding of diversity.

One-way learning limits students' social experiences in learning tolerance. They are unable to speak, express their opinions, or encounter diversity in society (Wirabumi, R., 2020). Experience is necessary for learning tolerance. Such experiences can help students understand differences, appreciate others' perspectives, and make wise social decisions. Teachers are also crucial in teaching the value of tolerance through attitudes and behaviors that recognize diversity in the classroom (Winataputra & Budimansyah, 2012). This condition indicates that tolerance learning requires a more contextual and participatory approach. This method can enable students to participate actively in the learning process.

#### 3.2. The Relevance of Game-Based Media in Tolerance Learning

Game-based learning media can increase students' engagement, motivation, and interaction during the learning process, according to a literature analysis conducted using various sources. The findings indicate that, compared with lecture-dominated learning, game-based media can make learning more active and enjoyable. Students also have opportunities to learn from experience, collaborate, and interact socially with peers through games. One-way learning not only results in lower student engagement but also does not provide them with opportunities to internalize Pancasila values. In Pancasila Education, attitudes of respecting diversity are developed through the Pancasila Student Profile, particularly the dimensions of global diversity and mutual cooperation. Active and collaborative learning experiences are essential to support the internalization of tolerance values. This condition indicates that students need active, engaging, and meaningful learning experiences to learn tolerance.

Studies indicate that game-based media can help students interact with one another through problem-solving activities, discussions, and teamwork. Interacting with others can improve social skills, such as collaboration and effective communication (Ramadhani et al., 2026). Improving social skills in Pancasila education can help instill a sense of tolerance in students when accompanied by reflective activities on the values of diversity. Tolerance is an attitude based on the ability to understand and

appreciate the views of others, even when those views are not always accepted (Harefa & Bawamenewi, 2021). Because Pancasila education tends to emphasize cognitive aspects and formal curriculum requirements, building tolerant attitudes in schools still faces many challenges. During the learning process, learning packaged in the form of games becomes more appealing to students and improves their social skills. In addition, lessons become easier to understand (Dewi, S. L., 2022).

Games can also help students learn. Students do not merely receive material passively; they are directly involved in the learning process through activities that require them to think, speak, and solve problems that arise in the game. Instructional media are strategic tools that can connect learning theory with practice (Deriani, S. D. L., AR, ED, dan Iswandi, D., 2025). In Pancasila education, tolerance is understood as a way of appreciating diversity, respecting the rights of others, and building democratic social relationships (Winataputra & Budimansyah, 2012; UNESCO, 2021; Harefa & Bawamenewi, 2021). Thus, various studies have found that game-based media can provide more contextual learning experiences through simulations, social interaction, and group discussions. Theoretically, these characteristics can help students learning Pancasila connect the concept of tolerance with social experiences. However, their effects on changes in tolerant attitudes require empirical evidence (Niga et al., 2020).

### ***1.3. The Use of a Social Scenario Approach in Tolerance Learning***

According to the literature analysis, the social scenario approach is highly relevant to tolerance learning because it can create social situations that are close to students' lives (Firdiana et al., 2025). Constructivism underpins the social scenario approach through the idea that students' knowledge and attitudes are shaped by social experiences (Vygotsky, 1896–1934; Dewey, 1929). This approach presents a number of scenarios depicting conditions of diversity, differences of opinion, social conflict, and the ways people interact with one another in everyday life. Studies show that the social scenario approach has characteristics relevant to tolerance learning because it brings social situations closer to students' lives. This approach helps students learn about tolerance comprehensively and become better at making decisions in social situations. In addition, several studies have shown that the application of social scenarios can increase student engagement in the learning process (Hendrowati & Suningsih, 2018; Naldi et al., 2024; Firdiana et al., 2025).

The social scenario approach, which is linked to social reality, helps students learn how to think and act in the context of diversity. This approach encourages them to review situations, consider various perspectives, and take appropriate positions on issues (Hendrowati, T. Y. & Suningsih, A., 2018). This process can enhance social skills, critical thinking, and empathy through activities involving discussion and the analysis of situations

from various perspectives. Theoretically, the social scenario approach enables tolerance learning to focus on the transmission of values. In addition, this approach teaches students how to make decisions in various social situations (De Vega et al., 2024). These conditions indicate that the social scenario approach can be beneficial for contextual engagement and tolerance learning.

Students' emotional engagement in social situations enables them to reflect on their everyday attitudes and behaviors. They can learn to appreciate the differences in their surrounding environment and understand what may happen if they fail to act. The social scenario approach enables learning based on direct experience because it allows students to experience the learning process emotionally and socially. This approach enables students to participate actively in scenarios that reflect the realities of life (Satar et al., 2025).

**Table 1.** Literature Synthesis as a Conceptual Basis for Developing Social Scenario–Based Diversity Card Media

| Synthesis Theme                        | Supporting Literature                                                                             | Synthesis Results                                                                                                                 | Implications for the Design of Diversity Cards                                        |
|----------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Issues in Tolerance Learning           | Winataputra & Budimansyah (2012); UNESCO (2021); Akbar et al. (2023); Prasetyo et al. (2024)      | Tolerance learning remains predominantly focused on cognitive aspects, so the internalization of values has not yet been optimal. | The media need to provide contextual and participatory learning experiences.          |
| Game-Based Learning                    | Septiani (2024); Islam et al. (2024); Ardhani et al. (2021); Ramadhani et al. (2026); Dewi (2022) | Games enhance motivation, participation, social interaction, and learning experiences.                                            | The media are designed as a card game that encourages group discussion.               |
| Social Scenario Approach               | Lonto (2017); Hendrowati & Suningsih (2018); Naldi et al. (2024); Firdiana et al. (2025)          | Social scenarios support problem analysis, decision-making, and empathy.                                                          | The card content consists of real-life cases of diversity that students must analyze. |
| Constructivism and Character Education | Vygotsky; Dewey; Lickona; Banks                                                                   | Knowledge and character develop through social experiences and reflection.                                                        | Card activities involve discussion, reflection, and collaboration.                    |
| Tolerance Indicators                   | UNESCO (1995);                                                                                    | Tolerance is reflected in                                                                                                         | These serve as the attitude                                                           |

| Synthesis Theme | Supporting Literature                                                      | Synthesis Results                                                       | Implications for the Design of Diversity Cards |
|-----------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------|
|                 | Banks (2008); Winataputra & Budimansyah (2012); Harefa & Bawamenewi (2021) | respect for differences, empathy, cooperation, and anti-discrimination. | indicators targeted by the media.              |

Game-based learning, the social scenario approach, constructivist theory, and tolerance education complement one another, according to the synthesis presented in Table 1. The social scenario approach provides real-world contexts for practicing decision-making in situations of diversity, whereas game-based learning provides a foundation for the importance of active learner engagement. Constructivist theory and character education, which center on social experience, reinforce these two approaches. The Diversity Cards media was developed by integrating these four components, thereby providing a conceptually mutually supportive theoretical foundation. Because this synthesis remains conceptual, the validity and effectiveness of the media still need to be empirically tested in future research.

#### 1.4. Theoretical Analysis of the Use of Social Scenario-Based "Diversity Cards" Media

Diversity Cards media can be defined as card-based learning media containing scenarios involving differences in opinions, religion, social conditions, and culture. This media is intended to encourage learners to examine their circumstances, discuss solutions, and make decisions that reflect the values of tolerance present in their culture. It combines the principles of game-based learning, the social scenario approach, and the characteristics of visual media (Karsono et al., 2014; Izhar, 2016), so that education is centered not only on the delivery of concepts but also on contextual learning experiences. Each card presents a situation that encourages learners to speak, think, and take a position based on the value of tolerance. Card media, which are effective and easy-to-use visual media, facilitate their use in the learning process for both teachers and learners (Izhar, I., 2016). The use of social scenario-based "Diversity Cards" media can also enhance learners' focus, creativity, and engagement. Theoretically, the characteristics of this media have the potential to make

learning more engaging and interactive because they enable learners not only to acquire information but also to participate in activities that encourage them to think, analyze, and consider the social situations presented. This can also help learners remember and understand the learning material (Izhar, I., 2016).

**Table 2** Operational Specifications of Diversity Cards Media

| Component            | Description                                                                               |
|----------------------|-------------------------------------------------------------------------------------------|
| Media Format         | Social scenario-based learning cards.                                                     |
| Number of Cards      | Determined according to the scope of the material and the tolerance indicators developed. |
| Scenario Categories  | Religious, cultural, ethnic, and linguistic diversity, and differences of opinion.        |
| Card Content         | Brief illustrations of social situations relevant to learners' lives.                     |
| Reflective Questions | 1–2 questions that encourage analysis from various perspectives.                          |
| Action Options       | Alternative solutions that learners can discuss.                                          |
| Tolerance Values     | Respect for differences, empathy, cooperation, anti-discrimination.                       |
| Activity Format      | Group discussions, presentations, reflection.                                             |

Based on Table 2, Diversity Cards media was developed not only as visual media but also as learning media that incorporate social scenarios, group discussions, and an understanding of tolerance values into learning activities.

The development of this media is in line with character education, which regards moral experience as an important component in the formation of learners' character (Lickona, 1991). Pancasila education aims to cultivate dispositions that value diversity, cooperation, and social responsibility. Furthermore, from a multicultural perspective, learners should be given opportunities to view various perspectives on their real-world experiences so that they can learn to appreciate diversity (Banks, 2008). Thus, the social scenarios in the card media not only function as a game but also help learners understand values, think critically, and become more tolerant.

**Table 3** Stages in the Use of Diversity Cards Media

| Stage | Activity                                                                  |
|-------|---------------------------------------------------------------------------|
| 1     | The teacher explains the learning objectives and game rules.              |
| 2     | Students are divided into small groups.                                   |
| 3     | Each group draws one card at random.                                      |
| 4     | The groups read and analyze a social scenario.                            |
| 5     | The groups discuss alternative solutions based on Pancasila values.       |
| 6     | The groups present the results of their discussion.                       |
| 7     | The teacher facilitates reflection and reinforces the value of tolerance. |

Constructivist learning principles underpin Table 3; this program involves students as active subjects in constructing understanding through social experiences, discussion, and reflection.

Because of the interactive features of the card media, students have the opportunity to participate actively in the tolerance-

learning process. Using "Kartu Kebhinnekaan" as a medium allows students not only to read content but also to participate in activities such as situation analysis, group discussions, and expressing their opinions on the social issues they encounter (Ruliandita et al., 2021). Learning through card media can help students connect the concept of tolerance with the social situations they encounter every day. In addition, learning through card media can make students more active and creative, thereby making learning more enjoyable (Izhar, I., 2016). The constructivist theory proposed by Piaget and Vygotsky states that students will more easily understand learning concepts if lessons are related to real social experiences and developed through interaction with peers (Suryana, 2022). Furthermore, Nastiti's (2019) study found that educational games can increase students' motivation and engagement in the classroom. According to the literature synthesis, these characteristics indicate that the Kartu Kebhinnekaan media can support tolerance learning by increasing student engagement and participation. However, empirical research needs to be conducted to demonstrate that this medium can improve attitudes of tolerance (Putri et al., 2019).

Students' involvement in using "Kartu Kebhinnekaan" is related to the development of social skills in tolerance learning. Media based on social scenarios can make learning more interactive. Students learn to respect their peers' opinions, listen to other viewpoints, and work together to solve problems in the game. These conditions enhance interpersonal skills and social attitudes, which are important for learning tolerance. The development of students' social skills is not limited to mastery of cognitive aspects. Effective learning also requires the development of students' character (Aulia, 2023). The ability to cooperate, communicate effectively, solve problems collaboratively, and demonstrate empathy are important social skills (Fadil, M. & Jamhari, M., 2024). Conceptually, the features of the Kartu Kebhinnekaan media, which are based on social scenarios, align with the objectives of tolerance learning because they enable students to participate in activities involving others, consider the value of diversity, and discuss differences of opinion. Nevertheless, this alignment still needs to be demonstrated through empirical research.

Ultimately, analyses of the literature indicate that media based on Kartu Kebhinnekaan social scenarios have a strong conceptual basis as an alternative for teaching Pancasila education. This medium has the potential to improve civic dispositions, particularly attitudes of tolerance, through the integration of visual media, game-based learning, character education, and constructivist approaches. Because these findings are only conceptual, development research and empirical testing are needed to demonstrate that the medium can help change students' tolerant attitudes.

#### **1.5. Research Limitations**

This study has several limitations. First, it only conducted a

literature review and therefore has not produced empirical evidence regarding the effectiveness of the Kartu Kebhinnekaan media based on social scenarios in improving students' attitudes of tolerance. Second, the synthesis conducted depends on the quality, scope, and availability of relevant literature, so there remains the possibility that relevant studies have not yet been accommodated. Third, this study did not evaluate the validity, practicality, and effectiveness of the media in a direct learning context. Consequently, the findings of this study should be regarded as a conceptual foundation requiring further testing through development research and experiments.

#### **1.6. Research Implications**

This review provides theoretical and practical implications for the development of Pancasila education tools. Theoretically, this study supports the idea that integrating game-based media with a social-scenario approach can serve as a conceptual foundation for tolerance learning that is more contextual, engaging, and focused on fostering civic dispositions. Practically, the resulting synthesis can be used as a basis for developing Kartu Kebhinnekaan media based on social scenarios.

**Table 4.** Research Roadmap

| Further Research Stage                              | Objective                                                                                                    |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| Development of a Kartu Kebhinnekaan Media Prototype | To produce a media design based on the conceptual synthesis of this study.                                   |
| Expert Validation                                   | To assess content, media, and instructional validity <i>through expert judgment</i> .                        |
| Practicality Testing                                | To test the ease of use of the media by teachers and students on a limited scale.                            |
| <i>Quasi-Experiment</i>                             | To test the effectiveness of the media compared with conventional learning.                                  |
| Measurement of Tolerance Attitudes                  | To measure changes in attitudes of tolerance using valid and reliable instruments before and after learning. |

Based on these stages, this study is positioned as a conceptual foundation for developing Kartu Kebhinnekaan media based on social scenarios. The next stage focuses on prototype development, expert validation, practicality testing, and effectiveness testing *through a quasi-experimental design*. The purpose of these stages is to gather empirical evidence regarding the effect of the media on improving students' attitudes of tolerance.

## **4. Conclusion**

According to the literature analysis, tolerance learning in Pancasila Education remains difficult for students to internalize because the learning process tends to focus on the delivery of concepts and mastery of cognitive aspects. To provide students

with opportunities to understand diversity through interaction, reflection, and decision-making in real life, a more contextual, participatory, and social experience-based learning approach is needed. Various studies also indicate that game-based media can enhance student participation and social interaction throughout the learning process.

Based on this conceptual synthesis, the Diversity Card media, centered on social scenarios, may serve as an alternative option for Pancasila Education learning. This media can combine game activities with discussion and reflection on situations of diversity. Through social problem analysis, group discussions, and value reflection, the media can help develop civic dispositions, particularly tolerance. However, these conclusions are merely ideas and have not yet demonstrated how effectively the media can improve students' tolerance.

The research findings indicate that few studies combine social scenarios, tolerance learning in Pancasila Education, and card media. Therefore, this study is expected to establish a conceptual foundation for the development of Diversity Card media and to enrich research on tolerance learning based on social experiences in Pancasila Education.

## References

- [1] Akbar, D. S., Firman, F., & Simaremare, T. P. (2023). The Effect of the Value *Clarification Technique Learning* Model on Democratic Attitudes. *Bhinneka Tunggal Ika: Study of Theory and Practice in Civic Education*, 10(1), 33–43. <https://doi.org/10.36706/jbti.v10i1.20510>.
- [2] Ardhani, A. D., Ilhamdi, M. L., & Istiningsih, S. (2021). Development of Monopoly Game-Based Learning Media for Grade IV Elementary School Natural Science Subjects. *Jurnal Pijar Mipa*, 16(2), 170–175.
- [3] Aulia, L. R., & Pebriani, Y. N. (2023). Developing Social Skills in Life through Social Studies Learning Models in Elementary Schools. *Journal of Social Studies Research and Education*, 17(1), 66–74.
- [4] Banks (2008) in Sipuan, S., Warsah, I., Amin, A., & Adisel, A. (2022). Multicultural Education Approach. *Aksara: Journal of Nonformal Education*, 8(2), 815–830.
- [5] Deriani, S. D. L., AR, E. D., & Iswandi, D. (2025). Improving Students' Tolerance Attitudes through Interactive Learning: A Study on the Use of the "New Semester" Board Game. *Journal of Community Service and Educational Research*, 4(1), 4074–4084.
- [6] Dewey (1929) in Astiti, K. A., Yanti, B. A. S., Suryaningsih, N. M. A., Poerwati, C. E., Zahara, L., & Wijaya, I. K. W. B. (2024). Constructivist Psychology Theory. *Nilacakra*.
- [7] Dewi, S. L. (2022). The Effects of Game-Based Learning on Early Childhood Education and Development. *Aulad: Journal on Early Childhood*, 5(2), 313–319.
- [8] De Vega, N., Raharjo, R., Susaldi, S., Laka, L., Slamet, I., Sulaiman, S., Rukmana, K., Abdullah, G., Jayadiputra, E., & Yusufi, A. (2024). Innovative Learning Methods & Models: Theory & Application of Various Innovative Learning Methods & Models in the Digital Era. PT. Sonpedia Publishing Indonesia.
- [9] Fadil, M., & Jamhari, M. (2024). The Use of the *Problem-Based Learning* (PBL) Model Assisted by Make a Match-Based *Card Game* Media to Improve Students' Social Interaction Skills in Grade VI Science and Social Studies at SD Negeri 1 Tatura. *Edu Research*, 5(4), 458–470.
- [10] Firdiana, T. H., Wahyudiana, E., & Sekaringtyas, T. (2025). The *Role-Playing* Model in Instilling Tolerance Attitudes among Elementary School Students. *Didaktik: Scientific Journal of PGSD STKIP Subang*, 11(2), 240–255.
- [11] Harefa, S. A., & Bawamenewi, A. (2021). Instilling Religious Tolerance Values among Students at SMK Negeri 1 Gunungsitoli Utara. *Journal of Education and Teaching Review*, 4(2), 419–425. <https://doi.org/10.31004/jrpp.v4i2.3623>.
- [12] Hendrowati, T. Y., & Suningsih, A. (2018). Why Do Learning Scenarios Need Character Education? *International Journal of Community Service Learning*, 2(1), 34–40.
- [13] Islam, K. R., Komalasari, K., Masyitoh, I. S., Juwita, J., & Adnin, I. (2024). The Effect of the *Game-Based Learning* Model on Students' Learning Motivation. *Ideas: Journal of Education, Society, and Culture*, 10(3), 619. <https://doi.org/10.32884/ideas.v10i3.1640>.
- [14] Izhar, I. (2016). Active, Creative, and Enjoyable Learning Scenarios for Developing Students' Ability to Write Sentences through the Use of Picture Card Media.
- [15] Karsono, K., Sujana, Y., Daryanto, J., & Yustinus, N. (2014). The Use of Quartet Cards to Improve Elementary School Students' Understanding of the Diversity of Indonesian Traditional Arts. *Mimbar Sekolah Dasar*, 1(1), 43–49.
- [16] Lickona, T. (2022). Educating for Character. Bumi Aksara.
- [17] Lonto, A. L. (2017). Civic Education Learning through the Social Simulation Model at SMA Negeri 1 Tondano. *Journal of Civic Education: A Medium for Studies of Pancasila and Citizenship*, 1(1), 30–36.
- [18] Naldi, A., Oktaviandry, R., & Gusmanelli, G. (2024). *Role-Playing* Learning Model in Improving Learners' Focus. *Jurnal Bintang Pendidikan Indonesia*, 2(2), 133–140.
- [19] Nastiti, P. T., & Wathon, A. (2019). Developing Project-Based Learning through Educational Game Activities. *Sistem Informasi Manajemen*, 2(1), 161–187.
- [20] Niga, M. J., Wibowo, M. E., & Purwanto, E. (2020). *The Effectiveness of Group Counseling with Games and Self-talk Technique to Reduce Communication Apprehension*. *Jurnal Bimbingan Konseling*.
- [21] Article 29 of the 1945 Constitution in Elita, L., Maulida, M., & Wahyuni, W. (2024). Instilling Tolerance Attitudes in Learners through Civics Learning in Elementary Schools. *Jurnal Pendidikan Guru Sekolah Dasar*, 1(3), 14.
- [22] Pondokcina, G. S. (2018). The Use of *Teams Games Tournament* (TGT) with Card Media to Improve Learning Outcomes. *Journal of Komodo Science Education* Vol, 1(01), 1–14.
- [23] Prasetyo, V. R. H., Salsabila, A. A., & Hayati, K. R. (2024). Implementing the Role of Civic Education in Shaping Civic Attitudes and Values among Senior High School Students at SMA Kemala Bhayangkari 1 Surabaya. *Jurnal Hukum dan Kewarganegaraan*, 3(8). <https://doi.org/doi.org/10.3783/causa.v2i9.2461>.
- [24] Putri, A. A., Handayani, T., & Mafruzah, M. (2019). The Use of Bhineka Card Board Media to Improve Students' Ability in Cultural Diversity Material among Grade 4 Students at SDN Tlogomas 2. *Jurnal Basicedu*, 3(1), 141–

- 145.
- [25] Ramadhani, A., Masnur, A., & Alfahani, K. (2026). Development of *Problem-Solving-Based Educational Game Media* on Diversity and Tolerance Materials in Civics Learning. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 11(2), 212–223.
- [26] Ruliandita, F., Ganda, N., & Mulyadiprana, A. (2021). Needs Analysis of Javanese Traditional House Picture Card Media for Indonesian Cultural Diversity Material in *Elementary Schools. PEDADIDAKTIKA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 8(4), 851–859.
- [27] Santoso, E., & Eddy, J. (2025). Strengthening Elementary School Students' Tolerance Values through Interactive and *Participatory Media. Advances in Education Journal*, 2(2), 728–737.
- [28] Satar, S., Judijanto, L., Haryono, P., Septikasari, D., Zamsir, Z., Pirmani, P., Wijaya, S. A., Djollong, A. F., & Gaspersz, V. (2025). *Innovative Learning Methods and Models: Theory and Practice*. PT. Green Pustaka Indonesia.
- [29] Septiani, T. B. (2024). The Relevance of the *Game-Based Learning Method* in Islamic Religious Education *Learning. Jurnal Al-Muaddib*, 7(1), 175–185.
- [30] Suryana, E., Aprina, M. P., & Harto, K. (2022). Constructivist Theory and Its Implications for Learning. *JlIP–Jurnal Ilmiah Ilmu Pendidikan*, 5(7), 2070–2080.
- [31] Tilaar (2004) in Elita, L., Maulida, M., & Wahyuni, W. (2024). Instilling Tolerance Attitudes in Learners through Civics Learning in Elementary Schools. *Jurnal Pendidikan Guru Sekolah Dasar*, 1(3), 14.
- [32] UNESCO (1995) in Lamere, F. (2025). *Great Teachers in Inclusive Classrooms: Skills, Empathy, and Innovation*. PT Indonesia Delapan Kreasi Nusa.
- [33] UNESCO (2021) in Istianah, A., Darmawan, C., Sundawa, D., & Fitriasisari, S. (2024). The Role of Diversity Education in Civic Education to Create a Peaceful School Environment. *Jurnal moral kemasyarakatan*, 9(1), 15–29.
- [34] Vygotsky (1896–1934) in Astiti, K. A., Yanti, B. A. S., Suryaningsih, N. M. A., Poerwati, C. E., Zahara, L., & Wijaya, I. K. W. B. (2024). *Constructivist Psychology Theory*. Nilacakra.
- [35] Winataputra & Budimansyah, 2012 in Elita, L., Maulida, M., & Wahyuni, W. (2024). Instilling Tolerance Attitudes in Learners through Civics Learning in Elementary Schools. *Jurnal Pendidikan Guru Sekolah Dasar*, 1(3), 14.
- [36] Wirabumi, R. (2020, October). *Lecture Learning Method. In Annual Conference on Islamic Education and Thought (ACIET) (Vol. 1, No. 1, pp. 105–113).*

