



Analysis of the Values of Bhinneka Tunggal Ika in Character Formation of Class X

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Abstract

This study aims to analyze how the values of Bhinneka Tunggal Ika are applied in the character building process of class X MPLB 1 students at SMK Negeri 1 Medan. Values such as tolerance towards cultural, religious, and ethnic differences are the main focus in building the character of students who are moral and have a national perspective. Through a descriptive qualitative approach, data were collected through observation, interviews with teachers and students. The results of the study show that the values of Bhinneka Tunggal Ika have been integrated into learning activities and daily life at school, both directly through lesson materials and through students' social interactions. The application of these values helps shape students' characters to be more tolerant, open to differences, and able to work together in a multicultural environment. In addition, the existence of school programs that support diversity also strengthens students' understanding of the diversity that exists.

Keywords: : Bhinneka Tunggal Ika, student character

INTRODUCTION

Indonesia is a country rich in cultural, ethnic, religious, racial, and linguistic diversity. This diversity is reflected in the national motto "Bhinneka Tunggal Ika," which means "Unity in Diversity." This motto not only symbolizes diversity but also serves as a fundamental principle that emphasizes national unity. In education, the application of the values of Bhinneka Tunggal Ika is crucial to teach and implement in daily life, particularly in the process of character building for students in schools (Palili, 2018) .

Vocational High Schools (SMK) are educational institutions that play a vital role in shaping a young generation that excels not only in practical skills but also possesses a strong personality (R. Sinaga, 2017) . Education in SMK does not merely focus on technical mastery, but also fosters the attitudes and character of students so they can adapt and make a positive contribution to life in a diverse society.

As one of the vocational schools located in the center of Medan, SMK Negeri 1 Medan bears a great responsibility in producing graduates who are not only professionally competent, but also ethical and uphold the values of togetherness in diverse social life.

The integration of diversity values into education is crucial, particularly in the context of character development for students, preparing them to face social and professional challenges in society. The values embodied in the motto "Bhinneka Tunggal Ika" serve as a moral foundation for developing inclusive and tolerant individuals (Hariyanti et al., 2023) .

The national motto "Bhinneka Tunggal Ika" (Unity in Diversity) is not only a symbol of Indonesian unity but also serves as a philosophical foundation for addressing differences. These values align closely with the principles of character education, particularly in a school environment that encompasses diverse backgrounds.

Students at SMK Negeri 1 Medan come from diverse ethnicities, religions, languages, and cultures. This diversity presents not only a challenge but also a significant opportunity to accustom students to living in harmony and instilling values of tolerance through daily interactions.

The application of diversity values in the educational process can be achieved by incorporating them into learning activities, curriculum development, and the implementation of social and cultural school programs. The importance of character education has been a major focus for the government in recent years. Various policies have been launched to strengthen moral, ethical, and national values within the education system, including at the vocational level, such as vocational high schools (SMK) (Baihaki, 2017) .

In addition to pursuing excellence in academics and work skills, schools are also required to create learning spaces that are able to develop students' personalities to uphold the values of unity and oneness in diversity.

State Vocational High School 1 Medan can serve as a model for implementing the Bhinneka Tunggal Ika (Unity in Diversity) value in education. This can be realized through activities such as cultural exchanges, tolerance campaigns, and collaborative projects between classes and departments.

Values such as respecting differences, working together, and fostering social solidarity are crucial to instill from an early age, as they will form a strong foundation for navigating the world of work and social life. The implementation of diversity-based character education has not always been smooth sailing. Several obstacles remain, preventing students from fully internalizing these values (Santoso et al., 2023) .

Although diversity is taught in specific subjects, some students still only understand these values superficially. Many view them as mere theoretical concepts, not as behavioral guidelines. Furthermore, external factors such as parenting styles, the influence of social media, and a homogenous social environment can influence students' views on differences and foster exclusive or intolerant attitudes.

During the author's Field Experience Internship (PPL) at SMK Negeri 1 Medan, he discovered that some students still preferred to associate with peers from similar cultural and religious backgrounds. He even observed jokes and comments that marginalized other groups. This suggests that values of mutual respect have not yet fully become part of the positive habits or culture within the school environment.

This phenomenon poses a serious challenge for schools, who must continue to seek effective approaches to strengthening diversity values in students' character education. Learning methods that are contextual, reflective, and involve real-life experiences are required (Raya et al., 2024) .

Therefore, comprehensive research is crucial to determine the extent to which students understand and apply the values of diversity. This research can serve as a basis for developing more targeted character development strategies. The results of this study can help schools identify the driving and inhibiting factors in implementing the values of Bhinneka Tunggal Ika (Unity in Diversity), as well as guide the design of more effective and sustainable character development programs (Iswatiningsih, 2019) .

This study aims to comprehensively assess how the values of Bhinneka Tunggal Ika (Unity in Diversity) are applied in the character development process of students at SMK Negeri 1 Medan. This way, the school can optimize the role of character education in creating a generation of integrity (Permatasari & Junanto, 2023) .

Through the results of this study, it is hoped that students of SMK Negeri 1 Medan will not only be ready to face the world of work with adequate skills, but will also be able to play a role as tolerant citizens, have a nationalistic spirit, and actively maintain harmony in the diversity of Indonesian society.

METHOD

This study employs a qualitative approach, employing descriptive methods as the primary strategy in examining the application of the values of Bhinneka Tunggal Ika (Unity in Diversity) in the character formation process of students at SMK Negeri 1 Medan. This approach was chosen because it is considered capable of comprehensively uncovering various social phenomena in their natural environment. Through descriptive methods, this study aims to provide a systematic, in-depth, and factual explanation of how the values of diversity are actualized in daily activities at the school.

This approach makes it easier for researchers to explore the social dynamics and subjective meanings experienced by students, educators, and other school members in internalizing and implementing values such as mutual respect, tolerance, cooperation, and a sense of community. With a qualitative approach, researchers can understand various individual perspectives and experiences, yet they play a crucial role in the overall character-building process of students. (SELAWATI et al., 2024) .

The data collection process in this study was carried out through three main techniques, namely direct observation, interviews, and documentation analysis.

Observations were carried out by actively observing interactions that occur between students and between students and teachers in various school activities, both in and outside the classroom, to see how the values of diversity are actually applied. In-depth interviews were conducted with key informants such as Pancasila and Citizenship Education (PPKn) teachers and students, with the aim of obtaining detailed information regarding the experiences and practices of implementing the values of Bhinneka Tunggal Ika in the school environment.

The results of this study are expected to provide a deeper understanding of the role of the values of Bhinneka Tunggal Ika (Unity in Diversity) in shaping the character of class X MPLB 1 students at SMK Negeri 1 Medan. Furthermore, this study also aims to provide recommendations to the school in improving character education strategies based on diversity and unity.

In qualitative research, data sources refer to various pieces of information obtained from individuals, documents, or directly observed events. This information is useful for researchers to gain a deeper understanding of a phenomenon based on its actual context (Rohim, 2021).

The characteristics of data sources in qualitative research are naturalistic and appropriate to the context in which they are obtained. This means that researchers collect data from uncontrived situations.

According toutama (Pasani et al., 2018) "data sources in qualitative research usually come from words and actions, the rest are additional data such as documents and archives." This confirms that in a qualitative approach, the main data collected is more narrative in nature and the result of direct observation.

The primary data source in qualitative research includes purposively selected informants, individuals deemed to have knowledge or experience relevant to the research object. Data are collected through methods such as in-depth interviews, field observations, and reviewing supporting documents.

The documents used can include personal notes, activity reports, images, audio, and video recordings, all of which contribute to understanding the phenomenon being studied. Lestari and Haryanto (Husnita & Suparno, 2020) state that "in qualitative research, data is obtained from various forms of communication and documentation that allow researchers to interpret the hidden meanings behind observed events." This suggests that researchers can extract important information not only from interactions but also from written or visual sources.

Research data sources are all forms of information used by researchers to collect data to answer research questions. These data sources can come from individuals, documents, or direct observations that support the analysis in the study.

In conducting research, data sources are generally divided into two main categories: primary data and secondary data. These two types of data complement each other and play

a crucial role in developing a comprehensive analysis and ensuring the validity of research results.

Primary data sources are information collected directly from research subjects. This data collection is conducted through techniques such as interviews, field observations, or experiments designed by the researcher. Because it is obtained directly from the parties involved in the phenomenon being studied, primary data has advantages in terms of accuracy and closeness to reality on the ground. For example, in the context of educational research, primary data could include interviews with students and teachers, or observations of teaching and learning interactions in the classroom. (Atika et al., 2019) .

Secondary data is information obtained from indirect sources or previously available data. This type of data typically comes from books, scientific articles, journals, previous research reports, policy documents, and relevant institutional archives. Although not collected directly from research subjects, secondary data remains important as a theoretical reference, supporting the research context, and for comparing and corroborating findings from primary data.

By utilizing both types of data, researchers can construct richer studies, both theoretically and practically. Primary data provides empirical evidence from the field, while secondary data provides literature and conceptual background that strengthens the arguments and interpretations of the research findings.

Data analysis techniques are methods researchers use to process and interpret collected data to produce information relevant to the research objectives. This process is crucial because it determines the extent to which the data can provide solutions to the problems being studied.

Sari and Yuliana (KAMAL & KHAIR, 2024) stated that "data analysis techniques are steps taken by researchers to organize data, categorize it, and find patterns in order to obtain conclusions that can answer the research problem formulation." This statement shows that data analysis functions not only to process information, but also to explore the meaning and patterns hidden in the data.

The use of appropriate data analysis techniques significantly impacts the accuracy of research results. By applying techniques appropriate to the type of data and research approach, the results obtained will be more reliable, objective, and accountable. A thorough understanding of various analysis techniques is essential for researchers.

The type of research approach is a major factor in determining the analytical technique to be used. In a quantitative approach, both descriptive and inferential statistical techniques are typically used. Conversely, in a qualitative approach, analysis is conducted through a process of data reduction, data presentation, and drawing conclusions based on interpretations of the collected data.

This study employed a descriptive qualitative approach. This approach was chosen because it aimed to describe and analyze the application of the values of Bhinneka Tunggal Ika (Unity in Diversity) in character formation among class X MPLB 1 students at SMK

Negeri 1 Medan. This qualitative approach provides a platform for a deeper understanding of the meaning inherent in the character formation process and the values applied in the school.

This research was conducted at SMK Negeri 1 Medan, a vocational high school in Medan, North Sumatra Province. The location was chosen based on the ethnic, religious, and cultural diversity of its students and the school's policies, which support the values of diversity in everyday life.

The population in this study was all students enrolled at SMK Negeri 1 Medan, consisting of various majors and grade levels. This population was chosen because this study aimed to explore how the values of Bhinneka Tunggal Ika (Unity in Diversity) are applied in developing students' character in general.

The sample in this study consisted of students selected using purposive sampling (based on specific considerations) from one class. The purpose of this sample selection was to obtain representation from students with diverse backgrounds, allowing the analysis to better represent the diversity within the school. (Atika et al., 2019) .

In this qualitative research, data analysis was conducted systematically to gain a deep understanding of the analysis of the values of Bhinneka Tunggal Ika in character formation of class X MPLB 1 students at SMK Negeri 1 Medan. With this sample, it is hoped to identify the extent to which the values of Bhinneka Tunggal Ika are applied and influence in shaping the character of class X MPLB 1 students at SMK Negeri 1 Medan.

RESULTS AND DISCUSSION

SMK Negeri 1 Medan is a vocational secondary education institution that was established in 1950 and is committed to producing graduates who have high competence and are ready to face the challenges of the world of work and industry. This school is located on Jalan Sindoro, Medan, North Sumatra, and has transformed into an educational institution with international standards. SMK Negeri 1 Medan has an "A" accreditation status that is valid until October 31, 2028. This accreditation was determined based on the Decree of the National Accreditation Board for Secondary Education (BAN-SM) Number 108 / BAN-PDM / SK / 2023. The decree determines the accreditation results for elementary and secondary education units in North Sumatra Province in 2023.

The learning process at SMK Negeri 1 Medan lasts for three years (grades X, XI, and XII) and has four majors: MPLB (Office Management and Business Services), ULP (Tourism Services Business), Accounting, and BDP (Digital Marketing Business). This school implements the Independent Curriculum, which emphasizes the integration of theory and practice. This curriculum is designed to develop student competencies according to the needs of the business and industrial world, while providing flexibility in learning so that students can develop their potential optimally.

The learning methods at SMK Negeri 1 Medan are tailored to the characteristics of each major. The school boasts adequate learning facilities, such as a computer lab and

library. These facilities support the implementation of project-based learning methods, hands-on practice, problem-based learning, and technology-based learning.

Research result

According to Soerjono Soekanto, research results are scientific activities carried out systematically, methodologically, and consistently with the aim of revealing the truth as a manifestation of the human desire to understand what is being faced. This statement emphasizes that research is not just an ordinary activity, but rather a scientific process carefully designed to gain a deep and objective understanding of a phenomenon. Through a systematic and methodological approach, this research can identify, analyze, and conclude findings that are reliable and accountable.

Soekanto also emphasized the importance of consistency in research. This consistency includes applying the same methods throughout the research process and ensuring consistency between objectives, procedures, and results. Research results are not merely information, but structured knowledge that can be used to explain, predict, or even address existing social problems. The importance of consistency is also reflected in the use of objective and testable scientific methods, ensuring high validity and reliability of research results.

The research results section plays a crucial role in a scientific paper because it presents the data or findings obtained after the information collection and analysis process. The primary purpose of research results is to answer research questions or test established hypotheses. Without a clear presentation of results, the scientific process will not be able to contribute valid knowledge that can be retested by other researchers (KAMAL & KHAIR, 2024) .

Research results must be presented logically, accurately, and impartially. Researchers must present data according to the sequence and steps outlined in the research methodology. Proper organization will make it easier for readers to understand the essence of the findings.

According to Susanto (Pradana, 2021) , "research results are a concrete depiction of findings obtained in the field based on the analytical techniques used, presented objectively without any interpretation by the researcher." This statement indicates that the results section should not contain the researcher's personal views or interpretations. The results only represent the actual conditions of the data collected.

The results section serves as the primary basis before researchers move on to the discussion section. Further interpretation or analysis can only begin after all data is presented in its entirety. It is during this discussion stage that researchers begin to relate the findings to theory, previous research, or provide academic interpretations of the data obtained.

Descriptive data were obtained through in-depth interviews with students and PPKn teachers. The interviews aimed to explore teachers' understanding and practices in integrating Pancasila values into their learning, while observations were conducted to

directly observe the application of these values in students' daily lives within the school environment.

The purpose of this study was to determine students' understanding of Pancasila values and to determine whether these values impact student character development. The results were compiled based on data obtained through observations, interviews, and documentation throughout the research process.

Students' Understanding of the Values of Bhineka Tunggal Ika

This study revealed that students at SMK Negeri 1 Medan have a strong understanding of Indonesia's national motto, *Bhinneka Tunggal Ika*, which means "Different but still one." This understanding is reflected in their attitudes and behaviors that respect ethnic, religious, racial, and intergroup (SARA) diversity in the school environment.

Students at SMK Negeri 1 Medan not only understand the concept of *Bhinneka Tunggal Ika* theoretically, but also implement it in their daily lives. They actively participate in various activities that reflect the spirit of unity in diversity, such as cultural events, interfaith discussions, and social activities involving students from diverse backgrounds. This demonstrates that the values of *Bhinneka Tunggal Ika* have become an integral part of the school culture and student behavior.

Teachers play a crucial role in fostering students' understanding of the values of *Bhinneka Tunggal Ika* (Unity in Diversity). Through Pancasila and Citizenship Education (PPKn), students are taught to respect differences and uphold unity. Extracurricular activities such as scouting, student council (OSIS), Red Cross (RPM), and school projects are also effective ways to instill these values.

Teachers must be role models in respecting differences and promoting inclusive attitudes. By setting a good example, teachers can inspire students to apply these values in their daily interactions.

According to Mrs. Ernawati Naibaho, S.Pd., in an interview on May 24, 2025, the 10th grade students of MPLB 1 at SMKN 1 Medan have a very good understanding of the values of *Bhinneka Tunggal Ika*. This is evident in their behavior in daily activities, both at school and outside the classroom. The students are able to demonstrate mutual respect for differences in religion, ethnicity, and culture without any discriminatory treatment or condescending attitudes. This condition reflects that the values of diversity are starting to be embedded in their lives.

Mrs. Ernawati explained that this can be seen in the students' high level of tolerance. They are able to collaborate in study groups comprised of diverse backgrounds without causing problems. Furthermore, they are actively involved in various school activities that reflect diversity, such as religious holiday celebrations, cultural exchanges, and extracurricular activities. Their participation demonstrates that their understanding of diversity is not merely theoretical but is actually applied in their behavior (Mardani & Sumaji, 2021).

He also added that the school implements a specific strategy to instill the values of diversity in students. This strategy is consistently implemented through subjects such as Civics, extracurricular programs, and fostering an open and inclusive school environment. Furthermore, the values of Bhinneka Tunggal Ika (Unity in Diversity) are frequently the theme of various activities, from flag ceremonies and class projects to counseling services. With this approach, students not only understand diversity conceptually but also learn to apply it in their daily lives.

Mrs. Ernawati also stated that students' understanding of the values of Bhinneka Tunggal Ika (Unity in Diversity) can continue to develop and persist in the long term, provided that schools and families continue to collaborate in fostering it. She emphasized that the values of diversity should not simply be used as a slogan, but rather should be formed as part of students' character and way of thinking. If this is instilled from an early age, the younger generation will grow into tolerant individuals who appreciate differences and are prepared to live harmoniously in a diverse society.

Implementation of the Values of Bhineka Tunggal Ika in the Student Learning Process

The implementation of the values of Bhineka Tunggal Ika (Unity in Diversity) in the learning process at SMK Negeri 1 Medan aims to instill tolerance, respect for differences, and strengthen a sense of unity among students. Through an inclusive and project-based approach, the school strives to shape a generation of young people who understand and appreciate diversity as a national treasure. In subjects such as Pancasila and Citizenship Education (PPKn), teachers teach the importance of respecting differences in ethnicity, religion, culture, and language.

The learning methods used include discussions, which encourage students to collaborate and understand different perspectives. This aligns with efforts to instill the values of tolerance and unity from an early age. SMK Negeri 1 Medan organizes various extracurricular activities such as scouting, choir, sports (futsal, badminton, etc.), PMR (Young Red Cross), and student council. Through these activities, students not only enrich their knowledge of other cultures but also strengthen their sense of unity, tolerance, and responsibility among themselves.

Teachers at SMK Negeri 1 Medan play a crucial role in instilling the values of Bhineka Ika (Unity in Diversity) in students. By exemplifying respect for diversity and promoting inclusive attitudes, teachers can inspire students to apply these values in their daily interactions. The values of Bhineka Tunggal Ika are not only taught in an academic context but are also applied in daily life within the school environment. Students are encouraged to interact with peers from diverse backgrounds regardless of ethnicity, religion, or culture. This helps shape students' character to be tolerant and respectful of diversity. Through these various approaches, SMK Negeri 1 Medan strives to instill and apply the values of Bhineka Tunggal Ika in the learning process, so that students are not only academically intelligent but also have strong characters that respect differences and uphold unity.

Based on an interview with Mrs. Ernawati Naibaho, S.Pd., on May 24, 2025, it was discovered that the implementation of the values of Bhinneka Tunggal Ika (Unity in Diversity) in school learning activities had been optimal. She explained that this was evident in the way teachers designed learning processes that accommodated diversity and encouraged an inclusive classroom atmosphere. Furthermore, students also demonstrated positive responses through behaviors of mutual respect and openness to differences. According to Mrs. Ernawati, mutual respect and cooperation among students have now become part of the daily learning routine (Sukmawati et al., 2021) .

Mrs. Ernawati explained that the application of diversity values in the learning environment is evident in various classroom activities. One example is through group discussions involving students from diverse cultural and religious backgrounds, which allow for the exchange of ideas from diverse perspectives. Teachers also frequently integrate diversity themes into lesson materials, particularly in Pancasila and Citizenship Education (PPKn). With this approach, students not only gain academic understanding but also cultivate inclusive social values.

Mrs. Ernawati stated that the success of implementing the Bhinneka Tunggal Ika (Unity in Diversity) values in learning is supported by several factors. One of these is the teachers' commitment to not only delivering subject matter but also shaping students' character through instilling national values. Furthermore, a school culture that emphasizes the importance of tolerance and unity serves as an important foundation for instilling a spirit of diversity. Various routine activities such as arts and culture performances, celebrations of religious holidays, and diversity-themed competitions help strengthen students' understanding of the importance of living in harmony despite differences. She also added that extracurricular activities such as Scouting and the Youth Red Cross (PMR) play a significant role in instilling tolerance. Through these activities, students become accustomed to working together in diverse groups, helping each other, and facing challenges together without distinction of background (Sari et al., 2018) .

Mrs. Ernawati also stated that instilling the values of Bhinneka Tunggal Ika (Unity in Diversity) in learning has a significant impact on student behavior. They become more open, less prone to exclusionary attitudes toward differences, and are able to work together in diversity. She believes that if these values are implemented sustainably and supported by all school components, both in teaching and extracurricular activities, students will grow into a tolerant generation that values diversity and is prepared to become responsible citizens.

The Impact of the Implementation of the Values of Bhineka Tunggal Ika on Students' Attitudes and Behavior

The implementation of the values of Bhineka Tunggal Ika (Unity in Diversity) at SMK Negeri 1 Medan, particularly in class X MPLB 1, has had a significant positive impact on student attitudes and behavior. Through the integration of these values into the curriculum

and school activities, students are taught to appreciate differences and develop an inclusive character (Fajri & Mirsal, 2021) .

One of the main impacts is increased tolerance among students. By introducing diverse cultures, religions, and social backgrounds through extracurricular activities such as scouting, choir, sports (futsal, badminton, etc.), PMR (Young Red Cross), student council programs, and religious holiday celebrations, students learn to respect differences and avoid negative prejudice. This aligns with findings that multicultural education helps students develop openness and empathy toward others. (Kurnia & Widayanti, 2020) .

The implementation of the Bhineka Tunggal Ika (Unity in Diversity) value also contributes to the development of students' sense of responsibility. Through involvement in extracurricular activities, students are encouraged to play an active role in preserving and celebrating diversity. Activities such as art performances and cultural carnivals provide opportunities for students to demonstrate pride in their cultural identity while respecting other cultures. (Susilawati, 2020) .

Overall, the implementation of the values of Bhineka Tunggal Ika (Unity in Diversity) at SMK Negeri 1 Medan not only enriches students' learning experiences but also shapes their character, making them more tolerant, responsible, and appreciative of diversity. By continuously integrating these values into the curriculum and school activities, it is hoped that the younger generation can grow into agents of change capable of maintaining unity in diversity. (Annisa, 2019) .

Based on an interview with Mrs. Ernawati Naibaho, S.Pd., on May 24, 2025, it can be concluded that the implementation of the values of Bhinneka Tunggal Ika in the school environment has had a quite positive influence on students' attitudes and behavior. According to Mrs. Erna Naibaho, students now demonstrate behavior that reflects respect for diversity in their daily activities, both inside and outside the classroom. They are more open, able to collaborate with friends from different backgrounds, and demonstrate mutual respect regardless of ethnicity, religion, or culture. (Safitri et al., 2022) . This shows that the value of diversity is not only conveyed theoretically, but is starting to be internalized in students' lives.

Mrs. Ernawati also shared several concrete examples of this behavioral change. In group learning activities, students no longer form groups based on shared backgrounds or beliefs, but instead are open to collaborating with anyone. They are able to respect each other's opinions and build harmonious cooperation. Furthermore, in routine activities such as flag ceremonies, religious celebrations, and student council activities, the solidarity and spirit of togetherness among students from diverse backgrounds are evident. This demonstrates that a tolerant and inclusive attitude has developed well among students. (Wati et al., 2022) .

Mrs. Ernawati stated that the successful implementation of the Bhinneka Tunggal Ika values is inseparable from the educational approach employed by the school. Teachers focus not only on academic aspects but also commit to instilling the values of unity and diversity

in various subjects, such as Civics. These values are reinforced in daily interactions between students and teachers, as well as among students. This approach helps students not only understand the theory but also internalize the values of diversity in their daily behavior.

Beyond classroom learning, extracurricular activities also play a vital role in fostering a spirit of diversity among students. Mrs. Ernawati emphasized that organizations like the Scouts and the Youth Red Cross (PMR) contribute significantly to fostering tolerance, cooperation, and social awareness. (Lestari & Mustika, 2021) . In these activities, students are accustomed to interacting and collaborating in diverse groups, facing challenges together, and helping each other regardless of their backgrounds. This way, students can understand and directly practice the values of diversity (M. Sinaga & Naibaho, 2021) .

Mrs. Ernawati also expressed her strong hope that the positive impact of implementing diversity values would continue and grow. She believes that as long as schools continue to create an environment that supports inclusive character development and respects differences, the values of Bhinneka Tunggal Ika (Unity in Diversity) will become more ingrained in students. This way, they will not only excel academically but also become tolerant, responsible citizens who are able to live harmoniously in a diverse society.

CONCLUSION

Based on the results of research on the analysis of the values of Bhineka Tunggal Ika in character formation of class X MPLB 1 students at SMK Negeri 1 Medan, the following conclusions can be drawn:

1. Students' Understanding of the Values of Bhineka Tunggal Ika, it can be concluded that the understanding of class X MPLB 1 students at SMK Negeri 1 Medan towards the values of Bhineka Tunggal Ika, especially the value of tolerance, is quite good. Students show a high awareness of the importance of respecting differences in the diversity of cultures, religions, and ethnicities that exist in Indonesia.
2. The implementation of the values of Bhineka Tunggal Ika (Unity in Diversity) in the learning process of students at SMK Negeri 1 Medan, especially in class X MPLB 1, has been implemented effectively through integration in the Pancasila and Citizenship Education (PPKn) subject and extracurricular activities such as Scouting, PMR, OSIS, and Choir. Through this approach, students are encouraged to understand and appreciate the importance of diversity as a force that enriches life together.
3. The Impact of Implementing the Values of Bhineka Tunggal Ika on Student Attitudes and Behavior, particularly tolerance, within the school environment has significantly positive effects on student attitudes and behavior. Through education that emphasizes respect for diversity, students are taught to respect differences in religion, ethnicity, culture, and opinion, which in turn creates an inclusive and harmonious learning environment.

Suggestion

Based on the research results, the author can provide the following suggestions:

- a) Creative human resources are needed to encourage an attitude of tolerance in students.
- b) There needs to be a learning process that respects each other during class discussions.
- c) There is a need for student activities to develop an attitude of tolerance.

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