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## Hubungan antara Kemampuan Bersikap Fleksibel dan Adaptif dengan Sikap Toleransi Siswa: Suatu Pendekatan Korelasional

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## The Relationship between Flexible and Adaptive Behaviour Ability and Students' Tolerance Attitude: A Correlational Approach

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**Kata Kunci:**  
fleksibilitas, adaptasi,  
toleransi siswa, kecerdasan  
spiritual, pendekatan  
korelasional.

**Abstrak:** Tingkat toleransi di kalangan pelajar menjadi isu penting di tengah keberagaman sosial saat ini. Fleksibilitas dan kemampuan beradaptasi sering kali dianggap sebagai faktor pendukung sikap toleran. Penelitian ini bertujuan untuk menganalisis korelasi antara kecakapan dalam bersikap luwes serta mudah menyesuaikan diri dan tingkat toleransi pelajar di SMA Negeri 15 Bandar Lampung. Metode yang digunakan adalah kuantitatif korelasional dengan sampel 74 responden yang dipilih secara acak. Pengumpulan data dilakukan melalui kuesioner skala Likert, lalu dianalisis dengan uji non-parametrik mengingat data tidak terdistribusi secara normal. Hasil analisis menunjukkan tidak ada korelasi signifikan antara fleksibilitas dan adaptabilitas dengan sikap toleransi (nilai signifikansi di atas 0,05). Hal ini menyarankan bahwa faktor lain, seperti pengaruh lingkungan, pembelajaran multikultural, dan penanaman nilai-nilai Pancasila lebih dominan dalam membentuk toleransi. Implikasi penelitian ini menekankan perlunya pendidik mengembangkan program pembangunan karakter yang komprehensif, tidak terbatas pada pelatihan fleksibilitas, tetapi juga mencakup dimensi lain seperti pelatihan empati dan interaksi sosial nyata. Untuk penelitian selanjutnya di harapkan mengeksplorasi faktor-faktor lain yang berpotensi memengaruhi tingkat toleransi pelajar, seperti peran pendidikan karakter,

lingkungan keluarga, dan pengalaman lintas budaya. Selain itu, disarankan menggunakan pendekatan campuran (mixed methods) untuk mendapatkan pemahaman yang lebih mendalam mengenai dinamika pembentukan sikap toleransi di kalangan pelajar.

**Keywords:**

flexibility, adaptation, student tolerance, spiritual intelligence, correlational approach.

**Abstract:** The level of tolerance among students is an important issue in the midst of social diversity today. Flexibility and adaptability are often considered as supporting factors for tolerant attitudes. This study aims to analyse the correlation between skills in being flexible and adaptable and the level of tolerance of students at SMA Negeri 15 Bandar Lampung. The method used was quantitative correlation with a sample of 74 randomly selected respondents. Data were collected through a Likert scale questionnaire, then analysed with non-parametric tests considering the data were not normally distributed. The results of the analysis showed no significant correlation between flexibility and adaptability with tolerance (significance value above 0.05). This suggests that other factors, such as environmental influences, multicultural learning, and the cultivation of Pancasila values are more dominant in shaping tolerance. The implications of this study emphasise the need for educators to develop comprehensive character building programmes, not limited to flexibility training, but also including other dimensions such as empathy training and real social interaction. Future research is expected to explore other factors that could potentially influence students' tolerance levels, such as the role of character education, family environment, and cross-cultural experiences. In addition, it is recommended to use a mixed methods approach to gain a deeper understanding of the dynamics of tolerance attitude formation among students.

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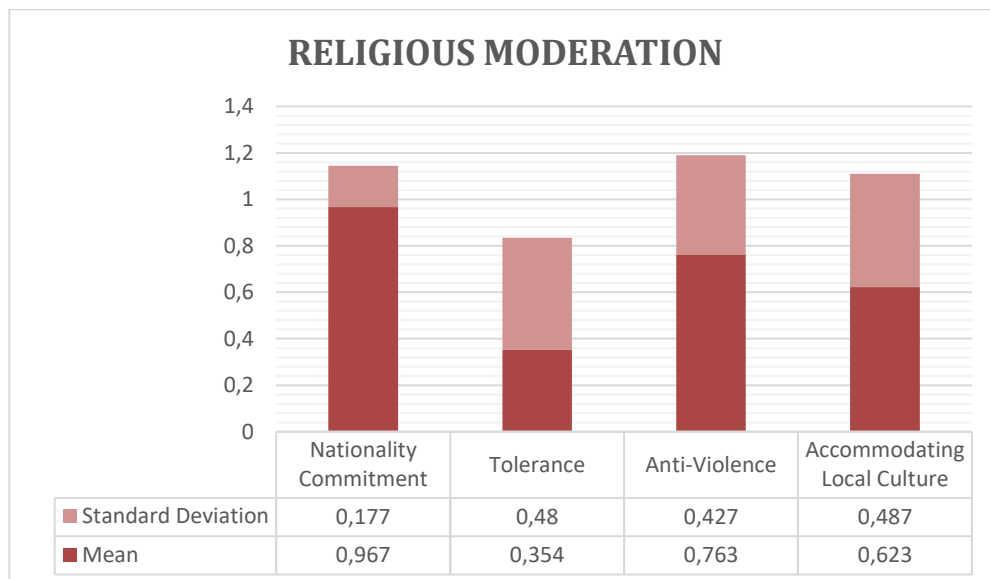
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## INTRODUCTION

In modern education, student character building not only focuses on academic achievement, but also includes the development of constructive social attitudes (Mursalim, 2021). One of the essential social attitudes is tolerance, which enables students to respect differences and create a harmonious life in a heterogeneous society (Fayza et al., 2024). The ability to be flexible and adaptive contributes to building this tolerance. Flexibility allows individuals to adjust to diverse situations and perspectives (Pesau, 2023), while adaptability helps them respond to changes and differences with an open mind (Septiliana et al., 2024). This research shows that education that focuses on developing adaptive attitudes can increase students' tolerance levels (Stephanie, 2021).

Tolerance in students is a key element in creating an inclusive and multicultural educational environment (Ruba, 2024). This attitude does not simply accept differences, but also involves rational and emotional maturity in interacting (Suroyyah & Harmanto, 2021). Tolerance should be the main character of students, especially in dealing with diversity in culture, religion, and social status in the school environment, as a provision for living in a pluralistic society. Habituation of tolerance from an early age will create harmony and balance in social relations (Anggraeni et al., 2022). However, facts in the field show that not all students have an adequate level of tolerance.



**Image . 1**

### Religious Moderation Questionnaire Diagram

Based on descriptive statistical analyses of the four indicators of religious moderation, interesting variations in responses were found. The *national commitment* indicator has the highest mean score (0.967) with a low standard deviation (0.177), indicating strong and homogeneous agreement among respondents. In contrast, the

*tolerance* indicator had the lowest mean score (0.354) with a high standard deviation (0.48), indicating a diversity of perceptions and potential differences in understanding. These findings, especially the low mean score and high variation on the tolerance indicator, confirm the importance of intervention programmes to strengthen the value of tolerance among students.

In order to address the challenge of low tolerance levels among students, educational approaches need to integrate the development of flexibility and adaptability skills. These two competencies facilitate students in adjusting to social dynamics while developing respect for diversity (Santiago Jr et al., 2021). Research Anggraeni et al., (2022) revealed that the formation of tolerance in elementary school students requires a synergy between the active role of educators, parental involvement, and the application of varied learning methods. Research (Ardina Kamal, 2023), further confirms the importance of the teacher's role in internalising tolerance values through the learning process and extracurricular activities. Empirical support also comes from research (Iwan Ramadhan, Izhar Salim, 2020) which proves the significant effect of character education on the formation of a tolerant attitude.

Several related research findings corroborate this argument. The study Daşcı et al., (2023) identified psychological flexibility as a crucial mediator between uncertainty coping and academic adjustment. In primary education. (Rahayu & Fitriyah, 2020) found a negative correlation between tolerance and aggressive tendencies, while (Hendri et al., 2020) proved the positive contribution of tolerance to academic achievement. Recent research from (Artawijaya & Supratiwi, 2024) also revealed a close relationship between cognitive flexibility and resilience in adolescents, suggesting the role of cognitive adaptation in the development of mental resilience. These findings support the importance of developing flexibility and adaptation as strategies to enhance tolerance attitudes among students.

From various previous studies, it appears that although aspects of flexibility, adaptability and tolerance have been widely studied, most of these studies highlight the relationship between these variables separately or in different contexts, such as resilience, academic achievement or emotional intelligence. There is no research that specifically and comprehensively examines the combined influence of flexibility and adaptability on students' tolerance attitudes, especially at the high school level. This research is here to fill that void by presenting a focused analysis of the relationship between these two personal competencies and tolerance. The urgency of this research lies in the need for a deeper understanding of the internal factors that support the formation of tolerant attitudes amid the challenges of increasingly complex social diversity, so that it can be the basis for developing more effective and contextual character education strategies.

This research offers a unique perspective by comprehensively investigating the combined influence of flexibility and adaptability on students' tolerance. In contrast to Artawijaya's research which focused on the relationship between cognitive flexibility and resilience, or Satici's study on the role of mental flexibility in learning adjustment

during the pandemic (Betz et al., 2022), this study specifically examines the link with tolerance. Similarly, the study (Febria et al., 2020) on tolerance and learning achievement, nor the study conducted by Dina and Panjaitan on emotional intelligence and religious tolerance, has not included an in-depth analysis of the role of flexibility and adaptability (Fauzia Khairani, Risma Dina, 2023)

This research makes a significant contribution to the educational literature by comprehensively examining the role of flexibility and adaptability as determinants of students' tolerance attitudes, which are key components in religious moderation and spiritual intelligence development. The findings (Armawinda et al., 2022) confirm that the implementation of character education through a structured curriculum can produce optimal levels of tolerance among learners. The novelty aspect in this study lies in the effort to link the concept of student resilience with a flexible and adaptive approach in shaping tolerance attitudes, which is expected to strengthen social cohesiveness in a multicultural educational environment.

The phenomenon of lack of tolerance among students has the potential to trigger various psychosocial problems, especially in the context of learning that does not support the principles of inclusiveness and collaboration. Starting from this condition, this research seeks to identify factors that reinforce tolerance, with a special focus on the role of students' flexibility and adaptability capacity. The importance of strengthening the value of tolerance in adolescence is increasingly crucial considering that this developmental phase is a critical period in the formation of individual character (Christ, 2022). The findings of this research are expected to be a reference in designing curriculum models and pedagogical approaches that are more responsive to diversity, while creating a harmonious and inclusive educational ecosystem. Thus, an in-depth understanding of the correlation between flexibility-adaptability competence and student tolerance is an essential foundation in realising a conducive learning environment for the growth and development of the younger generation.

The main objective of this study is to analyse the relationship between flexibility and adaptability with the level of tolerance of students at SMA Negeri 15 Bandar Lampung. This research is intended to fill a gap in the literature that has not explored the relationship between these two personal competencies simultaneously with tolerant attitudes among adolescents. By understanding the correlation between these variables, this study is expected to make a practical contribution in the development of more effective character education strategies, in order to strengthen the value of tolerance in a multicultural and inclusive educational context.

## METHOD

This research was conducted in the odd semester of the 2024/2025 academic year at SMA Negeri 15 Bandar Lampung. Methodologically, this study used a quantitative approach with a correlational research type to analyse the relationship between the ability to be flexible and adaptive with students' tolerance attitudes. The

research design applied is correlational, where this researcher aims to determine the relationship or relationship between two or more variables without manipulating these variables. Correlational research does not try to find cause and effect, but only sees the extent to which the variables move together, whether they increase together, decrease together, or move in opposite directions.

The study population included all students of class XI SMA Negeri 15 Bandar Lampung, totalling 277 people. The sampling technique used *probability sampling* with the *simple random sampling* method to ensure that each member of the population had the same opportunity to be selected as a sample. The determination of the sample size refers to the Slovin formula with an error tolerance level of 10%, resulting in 74 respondents who are considered representative and adequate for the purpose of generalising the research results.

Data collection was conducted using non-test instruments. This study used a five-point Likert scale questionnaire instrument (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) to measure two main variables. The independent variable (X) the ability to be flexible and adaptive is measured through indicators: (1) ability to adjust in various situations, (2) openness to change, (3) flexibility of problem-solving strategies, (4) resilience to social pressure, and (5) ability to learn from experience. While the dependent variable (Y) tolerance attitude is measured through indicators: (1) respect for differences in opinion/belief, (2) resistance to provocation of differences, (3) willingness to collaborate with different backgrounds, and (4) acceptance of cultural and religious diversity in the school environment.

Before being applied to the 74 main respondents, the research instrument first went through a trial stage to respondents outside the research sample. This validation stage aims to verify the suitability of each question item with the variable indicators under study. The results of the validity and reliability tests prove that all questionnaire items meet the eligibility criteria for use in research. In this study, researchers used correlational analysis with a quantitative approach to determine the relationship between the ability to be flexible and adaptive with students' tolerance attitudes. Because the normality test results show that the data is not normally distributed (significance value  $<0.05$  in Kolmogorov-Smirnov and Shapiro-Wilk tests). In addition, simple linear regression analysis was also conducted to test the linear relationship between the two variables. The classical assumption test used includes normality test, homogeneity test, and linearity test, the results of which show the data is not normal but homogeneous and not linear. To strengthen hypothesis testing, researchers also used the Mann-Whitney test to see the difference in mean rank between variables. The coefficient of determination ( $R^2$ ) test is also used to measure how much flexibility and adaptability contribute to students' tolerance attitudes.

## RESULTS AND DISCUSSION

This study aims to analyse the relationship between the ability of flexibility and adaptability with the tolerance attitude of students at SMA Negeri 15 Bandar Lampung. The research stages began with validation of the instrument by experts, followed by testing on non-sample students to ensure the quality of the measuring instrument. After going through validity and reliability tests that showed satisfactory results, the final questionnaire was distributed to 74 students as the main sample. Data analysis was then conducted to test the significance of the relationship between flexibility-adaptability (X) and tolerance (Y) variables in the context of the school environment.

### Prerequisite Test

#### 1. Normality Test

The normality test was conducted to check the distribution of data in this study. The following analysis results are listed in Table 1:

**Table 1.**  
**Tests of Normality**

Variables	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Results Flexible and Adaptive	.231	74	.000	.917	74	.000
Tolerance	.181	74	.000	.935	74	.001

a. Lilliefors Significance Correction

Based on the normality test results shown in Table 1, it is known that the significance values for the Flexible and Adaptive variables are 0.000 in the Kolmogorov-Smirnov test and 0.000 in the Shapiro-Wilk test, while for the Tolerance variable they are 0.000 and 0.001, respectively. All of these values are below the significance limit of 0.05, both in the Kolmogorov-Smirnov and Shapiro-Wilk tests. This strongly suggests that the data does not follow a normal distribution. As a logical consequence of this finding, the researcher then applied non-parametric statistical methods in further data analysis, given that these methods are specifically designed to process data that does not meet the assumption of normality. The selection of this non-parametric method is considered the most appropriate because it is able to provide valid analysis results even though the data is not normally distributed.

#### 2. Homogeneity Test

Based on Table 2, the homogeneity test results show that the data variances of both groups are homogeneous (significance value > 0.05). Thus, the homogeneity assumption is met and data analysis can be continued.

**Table 2.**  
**Test of Homogeneity of Variances**

	Levene Statistic	df1	df2	Sig.
Results Based on Mean	.091	1	146	.763
Based on Median	.007	1	146	.933
Based on Median and with adjusted df	.007	1	143.409	.933
Based on trimmed mean	.137	1	146	.712

Based on Table 2, the homogeneity test results show that the data variance of the two groups is homogeneous ( $0.763 > 0.05$ ). Thus, the homogeneity assumption is met and data analysis can be continued.

### 3. Linearity Test

To determine the effect of flexible and adaptive abilities on students' tolerance attitudes, this study used simple linear regression analysis. The results of the analysis can be seen in Table 4.

**Table 3. Linearity Test**  
**ANOVA Table**

	Sig.
Tolerance * Flexible and Adaptive Between Groups (Combined)	.184
Linearity	.921
Deviation from Linearity	.124
Within Groups	
Total	

Based on Table 3, the analysis results show a linearity significance value of 0.124 ( $> 0.05$ ). This proves that there is no significant linear relationship between flexible and adaptive ability and students' tolerance attitudes. In other words, variations in flexible and adaptive ability do not consistently affect students' tolerance levels in a linear pattern.

### Hypothesis Test

#### 1. Mann-Whitney Test

Since the data were not normally distributed, the analysis was continued with the Mann-Whitney test as a non-parametric test. Based on Table 3, the following results were obtained:

**Table 4. Mann-Whitney Test Results  
Test Statistics<sup>a</sup>**

	Results
Mann-Whitney U	.000
Wilcoxon W	2775.000
Z	-10.613
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Variable

Based on the Mann-Whitney test results presented in Table 4, a significance value of 0.000 ( $p < 0.001$ ) was obtained. This value is far below the significance level of  $\alpha = 0.05$ , so it can be concluded that there is a highly significant difference between the compared variables. However, it is important to note that the Mann-Whitney test as a non-parametric test is only able to detect mean rank differences between variables, without being able to explain the direction of the relationship (positive or negative) or the strength of the relationship between variables.

## 2. Determination Coefficient Test

This test aims to measure the magnitude of the contribution of the independent variable to the dependent variable.

**Table 5. Determination Coefficient Test  
Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.011 <sup>a</sup>	.000	-.014	1.269

a. Predictors: (Constant), Flexible and Adaptive

b. Dependent Variable: Tolerance

Based on Table 5, it can be seen that the correlation coefficient (R) value of 0.011 indicates a very low relationship between flexible and adaptive abilities and students' tolerance attitudes. The R Square value of 0.000 confirms that the independent variables are completely unable to explain the variation in the tolerance variable. Furthermore, the negative Adjusted R Square (-0.014) indicates the unsuitability of this regression model to be applied to a wider population, while the Standard Error of Estimate of 1.269 reflects a high level of prediction error. Thus, this study concludes that there is no significant relationship between flexible and adaptive skills and students' tolerance attitude at SMA Negeri 15 Bandar Lampung. Although theoretically there is a possible relationship between the two variables, where students who are more flexible and

adaptive are expected to have higher tolerance, the results of statistical analysis in this study do not support this hypothesis.

## Discussion

This study aims to analyse the relationship between flexibility and adaptability skills and students' tolerance attitude, with a different approach from previous studies. Unlike the study(Sianturi et al., 2024) , which explored collaborative learning strategies for tolerance character strengthening, or the study(Lisa et al., 2024) , on the cultivation of multicultural values in the school environment, this study specifically focuses on the role of individual capacity in being flexible and adaptive. Differences are also seen with the study(Safitri et al., 2024) which examines multicultural education in inclusive schools, while this study uses a correlational method to examine the relationship between two variables of personal abilities with the level of tolerance of students.

This finding is in line with previous research that shows the complexity of factors shaping tolerance. (Novianti et al., 2024) proves the influence of multicultural education on tolerance, while(Nizam & Ubabuddin, 2025) emphasises its role in the development of inclusive learning.

Conceptually, an individual's capacity to be flexible and adaptive does have a strong correlation with tolerance. Theory states that individuals with high flexibility are generally better able to adapt in heterogeneous social environments and show greater acceptance of differences(Nakhostin-Khayyat et al., 2024) . However, implementation in the field shows greater complexity. In the educational ecosystem, the formation of tolerance attitudes turns out to be influenced by multiple interacting factors. The findings of this study reveal that although flexibility and adaptability are important personal attributes, these two variables do not stand alone as the main determinants of tolerance among students.

The findings of this study suggest that the insignificance of the relationship between flexibility and tolerance can be explained by several key factors. Firstly, the social environment in which students interact on a daily basis exerts considerable influence. Second, parenting in the family and character education implemented at school also play an important role(Komang Aneda Salasih & Darminto, 2021) . Third, interactions with peers also shape students' perceptions and attitudes towards diversity. Several related studies corroborate these findings,(Oktaviana, 2024) proving the effectiveness of multicultural education in developing student tolerance. Meanwhile,(Mahemi et al., 2023) specifically emphasises the crucial role of multicultural education in the formation of tolerance character at the primary school level. These findings suggest that holistic environmental and educational approaches are more significant than individual flexibility factors alone.

Multicultural education and the strengthening of Pancasila values have an important role in shaping tolerant attitudes in students(Haryono et al., 2024b) . Yudana also found that the implementation of Pancasila values at SMA Negeri 3 Singaraja contributed positively to the improvement of students' tolerance attitudes, indicating

the need for a more holistic approach to fostering these attitudes (Yudana et al., 2024). Teachers practise various learning strategies such as diverse seating arrangements and group discussions, which have proven effective in instilling the value of tolerance in inclusive schools (Wahyuni et al., 2020). In the midst of political situations and digital content that often triggers divisions, it is important to have a curriculum that integrates human values. The concept of Merdeka Belajar, which is more flexible, is expected to be able to answer this challenge, especially through strengthening character based on the Pancasila Student Profile. Findings from (Nurhayati & , Langlang Handayani, 2024) emphasise the importance of learning strategies that are adaptive and responsive to students' needs, interests and learning styles in order to create an inclusive and effective learning environment. Globally, tolerance education aims to build a culture of peace and mutual respect so that people can manage differences constructively (Sakallı et al., 2021), Therefore, schools need to develop learning activities and school culture that support tolerance attitudes, such as cross-cultural activities and digital literacy to counteract hoaxes. The implications of this research encourage the development of learning policies and practices that emphasise the formation of tolerant characters at the high school level, by involving synergies between teachers, parents and communities and empowering students as agents of change in building social harmony (Arifin et al., 2024).

Students' adaptability plays a crucial role in the process of self-development and enhancing their learning capacity (Rakha Aditya Putra et al., 2024). Adaptability itself refers to a person's ability to adjust cognitive, behavioural, and emotional aspects when faced with new or uncertain situations (Stockinger et al., 2020). However, adaptability alone is not enough to guarantee the formation of a high tolerance attitude in students (Heriawati & Manik, 2023). Differences in student perceptions in understanding the meaning of flexibility and tolerance can lead to a gap between what is assessed and the actual behaviour shown (Haryono et al., 2024a). This has an impact on research results and confirms the importance of a more in-depth approach to explore the factors that influence tolerance attitudes (Aisyah et al., 2024).

Thus, the results of this study emphasise that building tolerance cannot rely solely on strengthening flexibility and adaptability. A more comprehensive approach is needed, such as the integration of multicultural education, empathy training, cross-group social activities, and learning methods that are contextualised and encourage openness to differences. The implications of these results provide direction for educators and policy makers to design a more integrated student character development programme, emphasising real social experiences as the foundation of tolerance learning.

## CONCLUSIONS

Based on the research findings, it is known that there is no significant relationship between flexible and adaptive abilities and students' tolerance attitude at SMA Negeri 15 Bandar Lampung. However, this study has a number of limitations that need to be

observed. Firstly, the correlational method used is only able to show the relationship between variables without being able to identify the direction or causal influence in depth. Secondly, the limited number of respondents who only came from one school in one area reduced the scope of generalisation of the research results. In addition, the use of a closed questionnaire instrument based on self-perception is prone to subjectivity bias. For this reason, further research is recommended to use a mixed methods approach to gain a broader and deeper understanding of the determinants of tolerance attitudes. Future researchers are also expected to expand the study area, including students with more diverse socio-cultural backgrounds, and consider other factors such as character education based on Pancasila values, cross-cultural experiences, and environmental and media influences. This effort will open new exploration space and enrich the understanding of the process of forming tolerance attitudes in students more thoroughly and contextually.

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