

The Effectiveness of a Psychological Guidance Model in Enhancing Student Management Tolerance: A Quasi-Experimental Study at Universities in Bandung, Indonesia

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Abstract

This study is grounded in the context of 21st-century education, which is marked by increasing diversity. Such conditions require students at both school and university levels to develop tolerance as a key multicultural competence. Previous research indicates that students' tolerance levels remain moderate, with some showing low awareness in respecting differences, raising concerns about potential social conflict. To address this challenge, the present study introduces a psychological guidance approach as an intervention model to strengthen the cognitive, affective, and psychomotor dimensions of tolerance. A quasi-experimental pretest-posttest control-group design was applied to 66 students from a teacher education faculty in Bandung. ANCOVA results revealed a significant difference between the experimental and control groups ($F = 37.944$; $p < .001$), accompanied by a large effect size ($r \approx 0.814$). These outcomes demonstrate that the psychological guidance model effectively enhances several indicators of tolerance, including persistence in managing differences, appreciation of diversity, and equal, non-discriminatory treatment of others. The study concludes that psychological guidance is a promising strategy for fostering tolerance in higher education settings. Future research should broaden the sample to include multiple institutions and employ qualitative methods to further explore the dynamics of tolerance development.

Keywords: psychological guidance, model, student, tolerance

Abstrak

Latar belakang penelitian ini berakar pada kondisi pendidikan di abad ke-21, yang ditandai oleh keragaman sosial, budaya, agama, dan bahasa yang menuntut pengembangan toleransi sebagai kompetensi multikultural yang penting bagi siswa sekolah dan perguruan tinggi. Berbagai penelitian menunjukkan bahwa tingkat toleransi di kalangan siswa masih moderat, dan beberapa bahkan menunjukkan kesadaran yang rendah dalam menghormati perbedaan, yang berpotensi menimbulkan konflik sosial. Untuk mengatasi masalah ini, penelitian ini mengusulkan pendekatan bimbingan psikologis sebagai model intervensi yang berfokus pada pengembangan aspek kognitif, afektif, dan psikomotor toleransi. Metode yang digunakan adalah quasi-eksperimental dengan desain kelompok kontrol pretest-posttest pada 66 mahasiswa Fakultas Pendidikan dan Pelatihan Guru di Bandung. Hasil analisis kovarians (ANCOVA) menunjukkan adanya perbedaan yang signifikan antara kelas eksperimen dan kontrol, dengan nilai $F = 37,944$; $p < 0,001$, dan ukuran efek yang besar ($r \approx 0,814$). Temuan ini mengonfirmasi bahwa model bimbingan psikologis secara efektif meningkatkan berbagai indikator toleransi, termasuk ketekunan dalam menghadapi perbedaan, apresiasi terhadap keragaman, dan perlakuan yang adil tanpa diskriminasi. Kesimpulannya, intervensi bimbingan psikologis dapat menjadi strategi efektif dalam menumbuhkan toleransi di kalangan mahasiswa perguruan tinggi. Penelitian lebih lanjut disarankan untuk memperluas sampel di berbagai institusi dan mengintegrasikan pendekatan kualitatif guna mendalami dinamika perkembangan toleransi.

Keywords: bimbingan psikologis, model, mahasiswa, toleransi

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INTRODUCTION

Schools and educational institutions in the 21st century are characterized by increased diversity (Gómez et al., 2025). When discussing diversity in education, individuals must recognize that it is not limited to expressing personal representations, views, attitudes, or experiences and emotions (Benabid et al., 2024; Tavares & Benediktsson, 2025). However, educational experiences that take diversity into account are crucial to the learning process (Aziz, 2024). Each individual is expected to interact with values that differ from their own and to learn to live and work together while respecting one another (Cruz et al., 2025). Amidst differences, tolerance plays an important role in developing multicultural competence. Developing a tolerant attitude is a strategic goal for educational institutions, especially for teachers and students (Sitanggang et al., 2025). Research on tolerance conducted by Septian et al. (2024) among 846 students from the faculty of teacher training and education at private campuses in Greater Bandung found that 599 students, or around 70.8%, were in the moderate tolerance category. Meanwhile, 137 students, or around 16.2%, were recorded as having a high tolerance profile, and 110 respondents, or 13%, had a low tolerance profile. The results of the confirmatory factor analysis showed that the aspect of peace contributed most to tolerance, whereas the aspect of equality contributed less (Septian et al., 2023).

In studies on tolerance, there is still little research that highlights the importance of intergroup relations that focus on identity and individual freedom to define and develop oneself, while providing significant space for diversity (Pfetsch et al., 2022). The majority of intergroup interactions occur in school settings, indicating that the classroom context plays an important role in explaining the development of tolerance among adolescents aged 16 to 18 years (Cruz et al., 2025). In addition, mapping of minority and disadvantaged target groups remains underexplored, with key questions and theoretical pathways that require further research and development (Verkuyten et al., 2020). Moreover, conducting qualitative research that explores the values of tolerance and its benefits in detail will greatly contribute to students' development (Pfetsch et al., 2022).

Research shows that tolerance varies by age and gender. A cross-subject analysis in Australia shows a significant influence of age on tolerance levels and behavioral outcomes (Robles et al., 2025; Santra et al., 2025). The findings show that children aged 11 to 12 tend to firmly reject intolerance and support tolerant attitudes. Conversely, expressions of intolerance are more common in older age groups. In terms of gender, there is a significant relationship showing that girls tend to express higher levels of tolerance overall. When considering age and gender, boys aged 15 to 16 show the highest levels of intolerance (Robles et al., 2025). Gender-related differences show that, in general, girls are more tolerant than boys. Research also found that male adolescents aged 14 to 16 tend to be more intolerant than females of the same age, and more intolerant than younger or older males and females. In addition, adolescence or youth groups and education levels did not show a significant correlation with tolerance levels (Lee, 2024).

Tolerance in late adolescence or early adulthood, as reflected among university students, is reflected in research by Irawati (2020), which finds that university students in Jakarta have low awareness of appreciating and understanding cultural diversity. This is in line with Paronyan & Ayunts, (2025) research, which assesses that students' understanding of diversity and cultural diversity is also low. Basically, the more multicultural a person's personality, the higher their tolerance. Conversely, if multicultural personality is low, student tolerance will also decrease (Dela Cruz et al., 2025), students are expected to play a leading role in creating tolerance and harmony in



society, starting from the campus environment. In addition, students can serve as facilitators in achieving harmony. Students play a very important role in promoting tolerance (Fossen et al., 2022). As agents of change, students are expected to set an example in instilling an attitude of respect for differences (Altman et al., 2025). To increase tolerance, efforts from various parties are needed to encourage mutual respect (Mamlok, 2023).

Higher education institutions in Indonesia currently have a diverse student body with different social, cultural, religious, and linguistic backgrounds. This diversity poses a significant challenge in building tolerance among students and their interactions on campus, with the aim of developing a character that is mutually respectful, democratic, and peace-loving (Mahpudz & Palimbong, 2022). A study conducted at seven public universities found that the educational environment has the most direct impact on students' tolerance. In the university environment, differences in ethnicity, language, and culture cannot be ignored, as they can affect harmony among students (Goncharenko et al., 2024). Higher education institutions serve as a forum for the educational process and must instill in students respect for and understanding of cultural diversity, as well as play an important role in society's cultural transformation and the management of that diversity. Intolerance in the context of education can arise in classrooms, hallways, and playgrounds, manifesting as insults, emotional outbursts, social distancing, belittling, and rejection of others' points of view during class discussions (Abdulai et al., 2025).

Preventing intolerance and diversity issues can be achieved by promoting tolerance through the educational process (Lee, 2024). Education plays a very important role in shaping individual character and can guide the younger generation (Fossen et al., 2022). Education must include teaching about the values of tolerance, and with an inclusive pedagogical ontology, educators can teach students to respect cultural, religious, and lifestyle differences (Lee, 2024). The most appropriate educational model amid diversity is one that emphasizes tolerance and mutual respect for all differences (Medetova, 2024). Education that emphasizes tolerance can help students understand and appreciate differences across religion, culture, and outlook on life, thereby supporting the creation of an inclusive and harmonious society (Sugiyanto et al., 2023). Tolerance education is designed as an anticipatory measure against potential conflict and to achieve sustainable peace.

If tolerance education is implemented, no individual will belittle one another, so that such conflicts will never arise (ТОМИЛИНА, 2023). Without tolerance education, diversity, which should create harmony and beauty, instead leads to division (Matus et al., 2025). The implementation of tolerance education can be categorized based on where it is carried out. The most common settings for tolerance education research are schools and Islamic boarding schools, whereas communities, families, and campuses are rarely used (Septian & Budiman, 2021). Research on tolerance in education aims to respect the basic rights of individuals who care about and are responsible for other cultures, and to enable them to appreciate freedom, respect human dignity and individual uniqueness, and prevent or resolve conflicts peacefully (Brill et al., 2025). In educational institutions, tolerance provides a platform for individuals to adapt to differences and diversity, enabling them to coexist and work together. Meanwhile, for students, tolerance plays a role in developing multicultural competencies (Fossen et al., 2022). A UNESCO (2020) report shows that education that emphasizes tolerance and diversity can reduce the potential for conflict on campus.



According to Boysen et al. (2023), education plays a crucial role in preparing the younger generation to understand both national and global cultures. As globalization accelerates, Indonesia needs to be prepared and more open to interacting in a global context. (Mahpudz & Palimbong, 2022) reveal that, in the 21st century, the challenge lies in working across cultural and political boundaries. Therefore, it is important to increase understanding and appreciation of diversity and cultural differences. In the Indonesian context, the younger generation must internalize the values of *Bhinneka Tunggal Ika* (unity in diversity) and apply them in their daily lives. Positive appreciation of ethnic identity, including culture, language, physical appearance, religion, and skin color, is very important (Mamluk, 2023). Understanding diversity in education encompasses ideas, beliefs, and the understanding that social or societal change, even social transformation, can occur through educational institutions (Rasulova & Torojev, 2024). Prejudice and racism in diverse societies can be minimized by using parts of the education system to help young people learn about tolerance, mutual understanding of differences, and diversity in all its aspects (Kryshtanovych et al., 2024). This effort can be achieved not only by studying differences but also by learning to interact with diverse individuals through language, including the ability to compete in different social and cultural contexts and backgrounds.

Sivtseva et al. (2024) explain that, from a pedagogical and psychological perspective, developing tolerance on campus is crucial for addressing diversity in backgrounds and perspectives. This not only supports effective interaction but also fosters mutual respect and deeper understanding among students. Atkinson & Kenneally (2021) emphasize the importance of holistic well-being, encompassing cognitive, affective, and social aspects, as well as understanding each student's specific needs. Psychological counseling plays an important role in supporting individual growth (Franchini et al., 2025). A well-designed psychological counseling program can help students broaden their horizons and build mutual respect, which, in turn, contributes to the development of tolerance on campus (Eren & Gül, 2022). Psychological guidance that emphasizes character building and empathy can help students face challenges and build tolerance for differences in cultural, religious, and social backgrounds (Bacchoo et al., 2024). This psychological counseling process helps individuals develop positive attitudes and skills that benefit their future lives. According to Kashkhyrbay et al. (2024), psychological education plays an important role in helping higher education institutions formulate effective strategies to increase pedagogical tolerance and create a more equitable and inclusive learning environment for all stakeholders. The implementation of tolerance development programs at universities has shown positive results for students, as reflected in increased understanding, acceptance, and appreciation of individual differences. Students have become more open to interacting and collaborating with individuals from different backgrounds (Fortunato et al., 2024).

Despite extensive discussions on tolerance in educational settings, existing research still shows gaps in intervention-based studies that systematically strengthen tolerance through psychological development. Prior studies have predominantly focused on mapping tolerance levels, demographic predictors, or theoretical discussions of intergroup relations, yet few offer empirically tested models that address the cognitive, affective, and psychomotor components of tolerance simultaneously. Moreover, tolerance education research at the university level, especially in the Indonesian context, remains limited, even though higher education serves as a critical arena where identity negotiation, intergroup encounters, and conflict potentials are highly visible. This study addresses



these gaps by introducing and empirically validating a psychological guidance intervention model specifically designed to enhance multidimensional tolerance among university students. The novelty of this research lies in its integration of psychological counseling principles into a structured developmental program and its use of a quasi-experimental design to generate rigorous empirical evidence of effectiveness. By demonstrating significant improvements in key tolerance indicators, this study contributes a practical, evidence-based framework that can be adopted by higher education institutions. It also expands the scientific map by offering an intervention model that bridges theoretical discussions of tolerance with applied psychological practice, thereby meeting the need for actionable strategies to address growing diversity challenges on 21st-century campuses.

METHOD

This study is quantitative and uses a quasi-experimental design. The design used is a pretest-posttest control group design (Cresswell, 2018). The population in this study was students of the Faculty of Teacher Training and Education at private universities in the city of Bandung. The research sample was taken using purposive sampling. Purposive sampling is a technique in which samples are selected based on certain criteria set by the researcher (Cochran, 1977). The main purpose of this technique is to obtain rich, in-depth information from sources considered most relevant to the research objectives (Patton, 2015). According to Cresswell (2018), purposive sampling assumes that researchers aim to understand specific phenomena, so they select participants who can provide the most information. Thus, the samples selected are not random but based on predetermined.

The basis for determining the sample for this study is as follows. 1) Theoretically, Allport (1954) views tolerance in individuals in adulthood as being confronted with various differences in a broader social environment; 2) Tolerance is influenced by age and gender, with intolerance being expressed more frequently in the responses of the adult age group. Gender is significantly related to women expressing more tolerance overall (Thomas & Witenberg, 2004; Witenberg, 2002); 3) Tolerance in adulthood is related to the ability to manage conflict and solve problems constructively. Tolerant individuals tend to be open to dialogue, compromise, and seeking joint solutions (Pettigrew & Tropp, 2006); 4) Tolerance in adulthood increases empathy and concern for others, so that tolerant individuals are able to understand other people's perspectives and appreciate diversity (Verkuyten & Yogeewaran, 2017); 5) Tolerance in adulthood is not limited to religious or ethnic differences, but also includes differences in lifestyle, sexual orientation, and socioeconomic background (Verkuyten et al., 2020); 6) Research conducted by Nugroho & Utomo (2019) shows that tolerance helps individuals in the adult phase adapt and build harmonious relationships with their diverse backgrounds. In adulthood, individuals become increasingly involved in various aspects of life such as work, family, and society; 7) Research conducted by Dewi & Suparno, (2018) shows that late adolescents and adults with high levels of tolerance tend to have better adaptability in educational environments. In addition, tolerance also helps in managing conflicts and differences of opinion with peers (Dewi & Suparno, 2018); 8) Third semester students are considered the right group for tolerance intervention because they are in the late adolescence and adulthood stages of development. The subjects in this study were 66 students from the Faculty of Education at IKIP Siliwangi, majoring in Guidance and Counseling and Primary School Teacher Education, residing in Greater Bandung.



The research instrument was a tolerance instrument developed based on several theories of tolerance (Allport, 1954; Vogt, 1997). The results of the instrument measurement included a validity test of 0.304 and a reliability test of 0.913. The results of instrument testing using CFA showed that all items had factor loadings >0.5, construct reliabilities >0.7, and average loadings >0.5, indicating that all items were factors forming the latent variable. The theoretical construct was synthesized by the researcher without changing its meaning and substance. This instrument comprises the aspects and indicators presented in Table 1.

Table 1.
 Aspects and Indicators of Tolerance

Aspect	Indicator
Cognitive	Flexible thinking
	Knowledge of diversity
	Understanding of differences
Affective	Perseverance in the face of adversity
	Respectful attitude
	Appreciation of diversity and differences
	Acceptance of diversity and differences
	Recognition of humanity
Psychomotor	Equal treatment
	Selection of actions
	Demonstration of harmony
	Activation of social relationships
	Acting humanely

The psychological guidance model is implemented through pre- and post-tests, with a total of thirteen intervention sessions, each lasting fifty minutes or one credit hour. The techniques used include discussion, reflective learning, assertiveness training, and role play. The qualifications for implementing the psychological guidance model can be met by counselors at universities or academic advisors who have undergone training, ensuring they have the knowledge, ethics, interest, personality, and ability.

The data collection procedure was carried out by recruiting two comparable groups (experimental and control), administering a pretest to both groups to measure the initial conditions, then the experimental group received treatment/intervention, while the control group received regular learning or alternative treatment, after which both groups were given a posttest with the same instrument to measure the changes. The pretest and posttest data were analyzed using covariance analysis (ANCOVA) to test differences in means between two or more groups while controlling for covariates that might affect the dependent variable. Test the assumptions of Analysis of Covariance (ANCOVA) using homogeneity and normality tests. The homogeneity test is used to ensure that the error variances across groups are comparable, while the normality test ensures that the residuals are normally distributed. The effect size measures the practical influence of the psychological guidance model intervention.



RESULTS AND DISCUSSION

Results

In this section, the effectiveness of the psychological guidance model for developing student tolerance was obtained through the following stages: (1) calculating descriptive statistics, used to provide an overview of the data, such as the mean, standard deviation, minimum, and maximum; (2) conducting a homogeneity test, used to examine whether two or more data groups have the same variance or are homogeneous; (3) conducting a normality test, performed to determine whether the data is normally distributed; (4) performing a covariance analysis test to test the difference in means between two or more groups by controlling for covariates that may affect the dependent variable; and (5) calculating the effect size, used to measure the magnitude of the influence or effectiveness of the psychological guidance model applied.

The first stage in testing the effectiveness of the psychological counseling model for developing student tolerance is to calculate descriptive statistics, which provide an overview of the data, such as the mean, standard deviation, minimum, and maximum. Table 2 presents descriptive statistics for the pre-test and post-test results of the service provided using the psychological guidance model in the experimental class.

Table 2.
Descriptive Statistics Results

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Pretest	66	146	187	160.94	7.878	.953	1.418
Post-test	66	157	195	171.92	8.640	.799	.419
Valid N (listwise)	66						

Table 2 above shows that both the pretest and posttest results are right-skewed (positive skewness), meaning most of the data is below the mean, with a few higher values causing the right tail. The posttest mean is higher (171.92) than the pretest mean (160.94), indicating an increase in scores from the pretest to the posttest. The posttest standard deviation is greater (8.640) than the pretest standard deviation (7.878), indicating that the variation or spread of scores in the posttest is greater. The pretest has higher kurtosis (1.418), indicating a sharper distribution, while the posttest has lower kurtosis (0.419), indicating a flatter distribution. The pretest and posttest data have similar distributions, although there are slight differences in the data center and dispersion.

After obtaining descriptive statistics, the second stage is to conduct a homogeneity test to determine whether two or more data groups have the same variance (homogeneity). Table 3 presents the results of the homogeneity test.



Table 3.
 Homogeneity Test Results

		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	.959	1	64	.331
	Based on Median	.663	1	64	.418
	Based on Median and with adjusted df	.663	1		.419
	Based on trimmed mean	.730	1	64	.396
Post-test	Based on Mean	.252	1	64	.618
	Based on Median	.018	1	64	.894
	Based on Median and with adjusted df	.018	1		.894
	Based on trimmed mean	.143	1	64	.706

Based on Table 3 above, the p-values for all types of Levene's tests (based on Mean, Median, and Trimmed Mean) for the pretest are all greater than 0.05. Since p-value > 0.05, we fail to reject the null hypothesis and conclude that the variances between groups are homogeneous for the pretest. The p-values for all types of Levene's tests (based on Mean, Median, and Trimmed Mean) for the posttest are also greater than 0.05. Because the p-value > 0.05, we fail to reject the null hypothesis and conclude that the posttest groups' variances are homogeneous. Both the pretest and posttest show that the variance between groups is homogeneous, as all Levene's test p-values exceed 0.05. This means that the assumption of homogeneity of variance is satisfied for both classes, namely the control and experimental classes.

After obtaining the homogeneity test results, it was found that the variances were homogeneous across both classes, namely the control and experimental classes. The next step was to conduct a normality test to determine whether the data were normally distributed. Table 4 shows the normality test results.

Table 4.
 Normality Test Results

		Tests of Normality				
Classes		Kolmogorov-Smirnov ^a			Shapiro-Wilk	
		Statistic	df	Sig.	Statistic	df Sig.
Tolerance	Experimental class	.095	36	.200*	.963	36.269
	Control class	.117	30	.200*	.973	30.615

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the above output, both the experimental and control classes passed the normality tests (Kolmogorov-Smirnov and Shapiro-Wilk) because the p-values were greater than 0.05. Therefore, the data in both groups did not show significant deviations from normality and can be considered normally distributed.

Based on the assumption tests from the homogeneity and normality tests, further testing is required using a covariance analysis to examine differences in means between two or more groups while controlling for covariates that may affect the dependent variable. Table 5 presents the results of the covariance analysis.



Table 5.
 Results of Covariance Analysis Tests for Differences in Study Programs

Dependent Variable: Toleransi Post						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1073.618 ^a	1	1073.618	37.944	<.001	.372
Intercept	1916568.891	1	1916568.891	67735.748	<.001	.999
kelas	1073.618	1	1073.618	37.944	<.001	.372
Error	1810.867	64	28.295			
Total	1943750.000	66				
Corrected Total	2884.485	65				

a. R Squared = .372 (Adjusted R Squared = .362)

Based on Table 5 above, the first result from the Corrected Model is $F = 37.944$, $p < .001$, indicating that the model significantly explains the variability in tolerance. This shows that, after controlling for the guidance and counseling study program and Primary School Teacher Education as covariates, the independent variables still have a significant effect on tolerance. Meanwhile, Partial Eta Squared = .372: Approximately 37.2% of the variability in tolerance is explained by the model, including the effects of independent variables and study program covariates. Second, the intercept, namely $F = 67735.748$, $p < .001$, is significant and indicates that the overall average tolerance value differs from zero. Third, the Independent Variable, namely $F = 37.944$, $p < .001$, can be said that the class variable still significantly affects tolerance even though the influence of the study program has been controlled and Partial Eta Squared = .372, states that the class variable explains 37.2% of the total variance in tolerance after taking into account the influence of covariates; Fourth, Error, namely Mean Square Error (MSE) = 28.295, shows the average residual variation or error in the model; Fifth, Total and R-Squared, namely R-Squared = .372, Adjusted R-Squared = .362, which means that the model explains 37.2% of the total variance in tolerance, and the Adjusted R-Squared value indicates the stability of the model even with covariate control.

The results of the Covariance Analysis above show that the experimental and control class variables significantly affect tolerance, even after controlling for the guidance and counseling study program and the Elementary School Teacher Education study program as covariates. This indicates that differences in tolerance between groups in the classroom are not solely influenced by the study program but are also significantly shaped by classroom treatment and conditions, as illustrated in Figure 1 below.



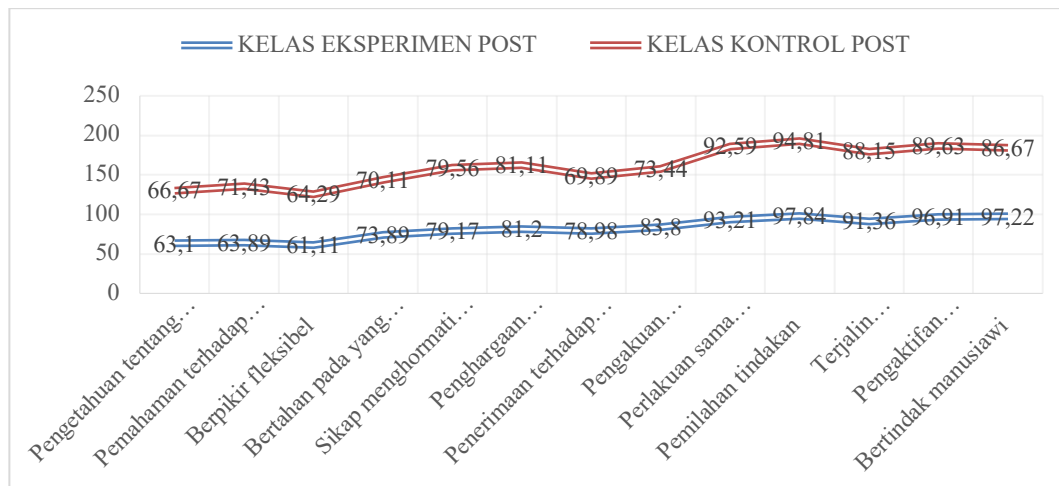


Figure 1. Percentage Graph of the Post Test for the Experimental Class and Control Class

Figure 1 above illustrates the comparison between the experimental class and the control class, where the experimental class shows a higher percentage in most indicators, particularly in indicators such as Perseverance in the face of adversity, Acceptance of diversity and differences, Recognition of humanity, Equal Treatment Without Discrimination, Sorting Actions, Harmony Amid Diversity, Activating Social Relationships, and Acting Humanely. In addition, indicators such as Knowledge of Diversity show nearly identical values across the two classes. Thus, it can be concluded that the intervention given to the experimental class is more effective at increasing the post-test tolerance percentage than the control class. This figure supports the notion that the psychological guidance model provided to the experimental class had a positive impact on the aspects tested.

Effect size is used to measure the magnitude of the influence (effectiveness) of psychological guidance models that are highly effective in increasing student tolerance, regardless of sample size. Based on Cohen's $r \approx 0.814$, this indicates a large effect size. This large effect size indicates that the psychological guidance model is effective in developing student tolerance. These results reinforce that the intervention had a significant impact on increasing student tolerance, making psychological guidance an effective method for developing it.

Discussion

Based on the study's findings, the psychological guidance model is highly effective in developing students' tolerance. This is due to an approach that can help students in developing knowledge of diversity; understanding differences; flexible thinking; perseverance in the face of adversity; respectful attitudes; appreciation of diversity and differences; acceptance of diversity and differences; recognition of humanity; equal treatment without discrimination; sorting actions; establishing harmony amid diversity and differences; activating social relationships in diversity; and acting humanely in an optimal manner.

According to Xiong et al. (2023), psychological guidance is an element in supporting individual development. A similar model from the research by Zećirević, (2024) highlights the importance of paying attention to overall well-being, which includes cognitive, emotional, and social aspects, as well as understanding and meeting the unique



needs of each student. Well-planned psychological counseling can help students gain a broader perspective and build mutual respect among themselves, ultimately contributing to the development of tolerance on campus (Bedri Yavuz Hatunoğlu, 2021; Eren & Gül, 2022). Research by Sivtseva et al. (2024) explains that, from a pedagogical and psychological perspective, fostering tolerance in the campus environment is important for addressing diversity in backgrounds and perspectives in the academic environment. Tolerance not only supports effective interaction but also helps develop mutual respect and a better understanding among students.

Furthermore, research conducted by Canoğulları (2025) shows that psychological guidance that includes social skills training and emotion management can reduce intolerance among students. In addition, psychological guidance focused on character building and empathy can help students face challenges and build tolerance for cultural, religious, and social background differences (Banse et al., 2022). Psychological guidance and counseling programs play a role in supporting individual development and fostering positive attitudes and skills needed to navigate life in the future (Saeidnia et al., 2024). Psychological guidance and counseling services complement each other and are considered an integrated service.

The educational model emphasized in Mehta & Aguilera's (2020) study highlights several important points. First, the importance of building relationships and engagement among students. Second, the need for flexibility and adequate support. Third, technology serves as a tool, not as the main objective. Fourth, the value of feedback and collaboration in the learning process. High-quality pedagogical research (Evans et al., 2021) should have clear relevance and practical impact on teaching and learning in higher education. The development of tolerance in education must be a serious concern. Education that instills values of tolerance plays an important role in fostering an inclusive and harmonious society, where understanding and appreciation of differences support peaceful community development (Giwangsa et al., 2023).

Psychological guidance plays a role in the continuity of students' careers. Research shows that student preparation must include not only good pedagogical competence, but also emotional intelligence to build social relationships (Abdurahmonov, 2021). Kosim et al. (2025) explain that students' social skills and adaptability greatly influence the interactions and social relationships they form. Research by Easterbrook et al. (2025) identifies a number of specific characteristics in the educational process that can increase social engagement among young people, including the development of social and communication skills; the integration of practical and participatory activities; the strengthening of identity and a sense of belonging; collaboration with relevant parties; and the development of leadership and initiative.

Research by Zhuang (2025) shows that psychological education helps shape and develop a more inclusive and tolerant learning environment and prepares students to hold attitudes and values that support diversity. This can be achieved in several ways, namely: first, the use of varied, inclusive teaching materials that encourage intercultural understanding; second, educators' efforts to encourage students to think critically, appreciate differences, and participate in constructive discussions; third, the creation of a learning atmosphere that supports equal participation for students from various backgrounds; fourth, an emphasis on universal values such as justice, humanity, and mutual respect. Furthermore, Kashkhynbay et al. (2024) found that psychological education can help higher education institutions formulate effective strategies to increase



pedagogical tolerance and create a more equitable and inclusive learning environment for all stakeholders.

According to Sukardi et al. (2025), tolerance development programs implemented in higher education institutions have had a positive effect on students, as evidenced by increased understanding, acceptance, and appreciation of individual differences. Students have also become more willing to interact and collaborate with individuals from different backgrounds. Furthermore, Stoykov (2022) emphasizes the importance of education studies programs in designing curricula and learning activities that can enhance students' experiences interacting with diverse backgrounds. In addition, the influence of the media, education, and the social environment must be considered as factors that can affect students' tolerance levels. Therefore, developing programs to increase students' tolerance in education, such as training, workshops, or community-based activities, is very important. This aims to ensure that prospective teachers have adequate tolerance competencies to create an inclusive and diversity-appreciating learning atmosphere in the classroom. In Abduganiev (2021) view, a comprehensive and structured analysis of pedagogical and psychological aspects, as well as various strategies and approaches applied, can be utilized by educators and students to develop attitudes of tolerance.

Education that promotes tolerance is not merely about conveying information; it also involves developing the attitudes, behaviors, and skills necessary to live in a diverse society (Mamlok, 2023). Existing models of tolerance focus on cognitive, affective, and behavioral dimensions, as well as on decision-making processes in situations involving differences (Kosim et al., 2025). Fitriyani et al. (2025) argue that education plays an important role in promoting values of tolerance, mutual understanding, and respect for diversity. Research by Udvardi-Lakos et al. (2023) shows that a combination of direct and indirect training approaches can be an effective strategy in developing student competencies.

According to Mustafaa (2023), the theoretical framework developed provides deeper insights into the relationship between identity and culture-relevant pedagogical practices. It is important to note that not all students will respond positively to this intervention. Individual variations can affect the model's effectiveness (Yadav & Kar, 2024). Psychological guidance models are particularly relevant in higher education, where students face unique challenges in meeting their individual needs and realizing their potential (Toledo-Candia, 2021). Models designed to understand individual diversity can demonstrate the effectiveness of psychological educational guidance in developing tolerance among students, which can be seen from various perspectives, especially in terms of how psychological approaches can help students understand and accept differences, whether in terms of race, religion, culture, or life perspectives (Septian et al., 2022, 2025).

CONCLUSION

This study aimed to test the effectiveness of a psychological guidance model in enhancing students' tolerance. The ANCOVA results demonstrated that the psychological guidance model was significantly effective in improving students' tolerance scores ($F = 37.944$, $p < .001$) with a large effect size ($r \approx 0.814$), confirming its strong practical impact. The most substantial improvements were observed in affective and psychomotor indicators, particularly perseverance, acceptance, and humane actions, which reflect meaningful behavioral and emotional transformation. These findings empirically support the theoretical assumption that structured psychological approaches can effectively



develop multicultural competence within higher education contexts. The novelty of this research lies in its empirically validated intervention model that integrates psychological guidance techniques into a systematic developmental framework, providing a replicable strategy to address intolerance in universities. Practically, higher education institutions are encouraged to integrate psychological guidance modules into general courses or student character development programs to strengthen inclusivity and multicultural understanding. Future research should examine the model's long-term effectiveness through longitudinal studies and explore mediating mechanisms such as empathy, emotion regulation, and social connectedness to deepen understanding of how psychological interventions foster tolerance.

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