

Correlation Between the Attitude of Religious Tolerance Educators with Religious Intolerance of Learners

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ABSTRACT

Indonesia is a pluralistic country that has religious, linguistic and cultural diversity, if without good tolerance management it will have the potential to cause disputes in society, especially the religious sector because religion is a guideline for people's beliefs. So that there is a need for religious tolerance in society, there are many studies that examine the level of religious tolerance in schools, but there is no research that discusses the relationship between educators' religious tolerance and students' religious intolerance. This research is important to be carried out to find out whether there is a relationship. The question of this research is how to interpret the religious tolerance attitude of educators and students' religious intolerance at MTsN 1 Surabaya city?. How is the relationship between the religious tolerance of educators and the religious intolerance of students at MTsN 1 Surabaya? The purpose of this study was to determine the understanding of the religious tolerance of educators and the religious intolerance of students at MTsN 1 Surabaya City and to determine the relationship between the two attitudes. This is a quantitative research with correlation method with analytical technique, namely product moment statistic. The results of the study, namely, the attitude of religious tolerance of educators obtained a coefficient value that was categorized as "very good", the attitude of religious intolerance of students obtained the category of "not good" meaning that the tolerance attitude of students was very good too, but only correlated "low/weak" because the effect was only 9- 10%. It can be concluded that educators and schools have a small role in shaping students' attitudes and character because 90% are more influenced by other factors.

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1. INTRODUCTION

The essence of educational institutions is to instill noble values and togetherness which includes components of knowledge, attitudes and actions to implement these values. In its implementation, it will involve all parties and components of education, such as curriculum, educators/teachers, learning process, subject development, school management and attitudes and work ethic of the school. Thus can create a good learning climate for students in Indonesia which is a pluralistic country. (Misrawih, 2010). Tolerance is an important thing to be cultivated throughout the population of Indonesia, because the state of Indonesia consists of various tribes and religions that are unique to Indonesia. But if not managed properly, the diversity can cause various problems in the community. Therefore, the educational center should be actively involved in promoting the spirit of tolerance, especially among religious people. Families, schools and communities become the three pillars of education that become the main milestones in the cultivation of the nation's character.

In research Fuad (2015) explained that the demands of social, political, economic, cultural and even religious, shows that any program to improve the quality of life in peace and security is important to apply. One of the efforts to create a peaceful condition of "being peaceful "and safe" being secure " is through strengthening the attitude of religious tolerance, because it is known that the Indonesian nation as a pluralistic country as mentioned above. So that the culture of peace becomes a necessity that must be owned in order to achieve local, regional, national and even global security. Thus, the program to increase religious tolerance occupies an important and strategic role. If the application of religious tolerance goes well, the conditions that are expected to be created are safe and peaceful conditions for the whole community. Religious tolerance can be applied and developed from one's smallest environment, namely family and education. Because in the study of Kartini et al (2019) having a tolerant attitude is one of the paths that must be taken by all religious people in an effort to realize the harmony of life of religious people. So it is necessary to know the relationship between the attitude of a teacher to the development of the attitude of learners.

Fuad (2015) explained in his research that the dimensions of religion (religiosity) has a great role and meaning for people's lives. Religion provides a system of religious beliefs and social relations. Religion in the realities of everyday life can be a fundamental function that is beneficial to the formation of a "moral community". Furthermore, strengthening religious tolerance in the community can be an effort to prevent religious conflicts. The cause of religious conflict is due to the low attitude of religious tolerance in society. Tolerance can be understood as the attitude of an individual who accepts the existence of different beliefs or other actions, even if they are different from him. The essence of religious tolerance is the attitude or action of individuals who value the freedom of others to believe, embrace and practice worship according to their beliefs. On the contrary, religious intolerance is an attitude that shows the act of rejecting (takfir), not respecting the freedom of others in terms of believing, embracing and worshiping according to different beliefs, intolerant people tend not to be able to appreciate and respect different beliefs and be fanatical about their religion by denying the beliefs of others. So that religious intolerance has the potential to be the cause of conflict between followers of different religions (Fuad, 2015). In a study related to the attitude of tolerance of high school students in Banda Aceh by Syafrilsyah & Mauliana (2015) explained that there are four aspects of tolerance shown, namely allowing, recognizing, respecting and permitting, it is also expected that all students in Indonesia have religious tolerance as well as in Banda Aceh.

Furthermore, Widhayat and Jatningsih (2018) in their research mentioned that the absence of tolerance can cause many conflicts that can obscure the comfort and harmony of religious life. Violent events using religious symbols became the problem of the Indonesian nation which became a national problem and even became an international issue. Intolerance behavior often leads to acts of radicalism, so it is important to find out the level of tolerance and intolerance of educators and learners in schools to find out the potential for intolerance in the world of Education. Alwi, etc. (2002) means radicalism as an assumption or understanding that requires social and political renewal or change by violence or drastic in ways that impose the will of others or cause unrest and violence and terror that lead to social conflict.

Based on the survey of UIN Syarif Hidayatullah in 2017, almost 1/3 of Muslims in Indonesia have an attitude of religious intolerance, from the survey it is known that the education sector has a large share in shaping the attitudes of learners. Then education should be able to form a good character and can prevent religious intolerance, because it can trigger more dangerous attitudes or actions such as radicalism and terrorism. There are many examples of acts of radicalism and even terrorism that occurred in Indonesia, such as terrorism in Surabaya and Sidoarjo, suicide bombing terrorism in churches, rusunawa and even Makobrimob Surabaya. This incident became a hard slap for the government, society and the world of education because one of the perpetrators of terror is known to be a graduate of a famous High School in Surabaya and a graduate of one of the best campuses in Indonesia (surya.co.id, 2018).

In the research of Agustin and Susanto (2020), Misrawi explained that the measure of tolerance can be maintained, namely: the public consciously opposes violence and terrorism, the existence of Pancasila and the Constitution as a symbol of unity, the legawa attitude and patience of minorities as part of the nation. Further explained by Bakar (2015) that tolerance and freedom of religion is an interesting topic to be discussed, but in the current conditions, where Islam gets a lot of criticism given by people who are not happy with Islam, criticism such as Islam is intolerant, discriminatory and extreme religion. Islam is seen as a religion that does not provide freedom of religion or freedom of opinion. In contrast, Islam is closely linked to violence in the name of a religion far from peace, compassion and unity. So education, especially Islamic education should be able to dismiss the criticism by showing that Islamic students have a high attitude of religious tolerance.

Based on the research results of Dewi, Dewi and Furnamasari (2021) the formation of religious tolerance in religious education is learning that is not only centered on the knowledge (cognitive) of students but also aspects of attitudes and behavior (affective) of students. . In the Government Regulation of the Republic of Indonesia Number 32 of 2013 Article 77 paragraph 1, it is explained that the purpose of religious education is intended to form students to become human beings who believe and fear God Almighty and have noble character including ethics. From the exposure of studies related to religious tolerance, this research has the following research questions; 1) how is the attitude of religious tolerance of educators at MTsN 1 Surabaya?, 2) how is the attitude of intolerance of students at MTsN 1 Surabaya?, 3) is there a relationship between religious tolerance of educators and religious intolerance of students at MTSN 1 Surabaya? 4) What is the relationship between the religious tolerance of educators and the religious intolerance of students at MTsN 1 Surabaya?

Then in research Mumin (2018) explained that views on religion are often interpreted with the impression of hard, rough, and very cruel, causing fear and anxiety that arise because religious people who seem violent and appear with violence. Religious intolerance is a potential that can arise at any time even in education. So this study is important to determine the level of tolerance in schools and the correlation between the attitude of tolerance of educators with intolerance of learners. Because basically every religion has its own truth claim as a teaching that has its own value and history of development. If this is not done properly, it can cause friction between the followers of his religion. As quoted Ismail (2012) that in terms of religious life, differences are not uncommon to ignite some conflicts and even wars between religious people. So that the results of this study is expected to be an example of the role of schools in shaping the attitude and character of their students, then this study requires further refinement in the research process and can be developed to be more accurate in the results of research.

Research gaps were found from several previous studies. For example, the first research on Religious Affiliation Relationship, Service Attendance and Other Factors Against Homophobic Attitudes Among Students (Finlay & Walther, 2003), in this study, religious adherents are separated into Catholic, Conservative Protestant, Moderate Protestant, Liberal Protestant. Furthermore, the second research is on Religion in public schools: Examination of school personnel's knowledge of the law and attitudes towards religious expression (Herbstrith et al, 2020), this study explains tolerance for religious differences. The findings of this study are 1) that school personnel with more tenure have less accurate knowledge of the laws of religious expression than school personnel with less tenure, and more

knowledge is associated with increased sensitivity to religious practices in schools. 2) conceptually replicated this relationship with a sample of pre-service teachers and found that Right-wing authoritarianism mediates the relationship between legal knowledge and religious sensitivity, presenting avenues for intervention in increasing religious sensitivity.

2. METHODS

This study aims to determine the correlation between the attitude of religious tolerance educators with religious intolerance of students, conducted in MTsN 1 Surabaya with a quantitative approach. The study was conducted for 2 weeks. Based on the research of Nurhadi & Fatmayanti (2020), it is stated that correlation research is carried out by measuring a number of variables and calculating the correlation coefficient, so that correlated variables can be determined. Then, for the population in this study are all students of MTsN 1 Surabaya city which amounted to 725 peoples, Sugiyono (2018) explained population or population is the number of people who have certain qualities and characteristics that have been determined to be studied and drawn conclusions. Furthermore, researchers set a research sample of 80 students or more than 10% of the population. Abdurrahman et al (2011) explained that the sample is the smallest part of the population taken according to a certain character so that it can represent the population. For quantitative research procedures in general according to Sugiyono (2015) are as follows:

- a. Identification of problems, researchers determine the problem that is looking for a correlation of two attitudes namely tolerance and religious intolerance between educators and learners. Further deepen the study of literature to expand the existing theory,
- b. Identification and definition of variables, hypotheses, and research questions, identification of variables that is X is the attitude of tolerance of educators and Y is the attitude of intolerance of learners, then determine the hypothesis H_a and H_0 , develop and develop questions that become the basis for the development of research instruments, instruments used are questionnaire sheets and interview guidelines used for interviews. Researchers used tools in the study such as smartphones with specifications of 4GB RAM and 32GB ROM to record the results of interviews and stationery to record the results of interviews and field observations,
- c. Sampling technique, the researchers used a proportional stratified random sampling technique (proportional stratified random sampling), by selecting random samples from Grades 7, 8 and 9 in proportion (Salim, 2017),
- d. The main data collection is the questionnaire technique/questionnaire, containing questions and statements related to the object/problem of research. Questionnaire distributed to the sample of students MTsN 1 Surabaya. According Komalasari (2011) questionnaire consists of three parts, namely the title of the questionnaire, introduction and content (containing questions and statements) in the form of opinions or facts. Equipped with other techniques such as, 1) interview/interview, interviews are conducted to one student randomly from each class level as well as educators who act as homeroom teachers at each class level. Interviews were conducted to obtain explanations related to religious tolerance and intolerance in the school environment. In Sugiyono (2018) the interview is a meeting of two people (interviewers & resource persons) to exchange information through question and answer and the results can be constructed meaning on a particular topic. 2) observation, researchers make observations to find facts related to the application of religious tolerance in the school environment to strengthen the data from questionnaires and interviews. 3) documentation, documentation is done on the notes of educators such as rapot books related to the attitude of learners.
- e. Data analysis, this study uses statistical techniques pearson product moment, the data that has been collected will be processed through the following procedures (Warsito, 2005):
 - 1) Editing, which is to check the questionnaire that has been filled by the respondent.
 - 2) Coding, which gives a number symbol in the respondent's answer from the questionnaire.

- 3) Tabulation, which composes and calculates the results of coding to be presented in the form of a table.
- 4) Determine the standard with interpretation of the calculation:
 - a) The number of questions in each variable questionnaire there are 10 items. With the lowest score (1) and the highest score (5). So the lowest value is 10 and the highest value is 50.
 - b) Then find the range with the formula $R = H - L + 1$. With the following information;
 - H = Highest Value
 - L = Lowest Value
 The range found is:
 - $R = 50 - 10 + 1$
 - $R = 41$
 - c) It is known that there are 4 categories, namely: very good, good, good enough, and not good. Furthermore, 41 (range) divided by 4 (category) obtained a value of 10. Thus obtained the interval for standard interpretation as follows;
 - 41-50 = Very Good
 - 32-41 = Good
 - 23-32 = Good Enough
 - 14-23 = Bad/Not Good

Once the research data has been obtained, the next step is to analyze the data. The analysis techniques used as follows:

- a) To answer questions related to how a) attitude of religious tolerance educators and B) religious intolerance of students in MTsN 1 Surabaya, researchers use the formula percentage / frequency relative to the formula:

$$Mx = \frac{\sum x}{N}$$

Description:

M = Mean sought

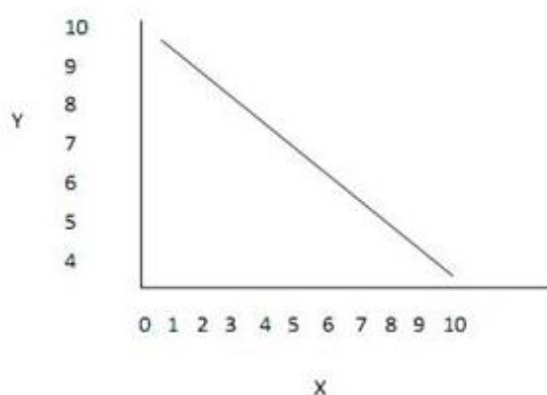
$\sum x$ = The sum of the scores

N = Number of cases (number of scores)

Then the results are interpreted according to the interpretation above.

- b) To answer questions related to the correlation of religious tolerance of educators with religious intolerance of students, because the data is in the form of intervals, the researchers used the Pearson product moment Formula (Sugiyono, 2018) with the help of SPSS for windows application.

Figure 1. Simple Correlation Direction



The figure above shows the direction of correlation of variables X and Y, where the variable X will affect the variable Y, to find out the results in addition to using the SPSS application, can also be with the following formula:

Figure 2 Pearson Test Formula / Product Moment

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{(n \sum x_i^2 - (\sum x_i)^2)(n \sum y_i^2 - (\sum y_i)^2)}}$$

Where:

r_{xy}	= correlation between x and y
x_i	= i-th x value
y_i	= i-th y value
n	= number of values

3. FINDINGS AND DISCUSSION

Data Description

In order to analyze the collected research data and examine the hypothesis, this study uses statistical techniques, namely correlation analysis with the Pearson product moment Formula. Because this study is a quantitative research method of correlation, namely research that connects one variable with other variables. The relationship of variables in this study in the form of bivariate, namely the relationship involving one independent variable (variable X) and one dependent variable (variable Y). The bivariate relationship can be described as follows: description: X = attitude of religious tolerance educators y = attitude of religious intolerance learners. Broadly speaking, this study is divided into two stages, namely:

- Stage of preparation: a. early observations, B. set up grilles and research instruments, c. consult the schedule of research to the school.
- Stage of implementation, namely: a. the researcher visited MTsN 1 Surabaya City, B. researchers explain the instructions for filling the questionnaire to respondents, c. researchers guide respondents in filling the questionnaire.

Next will be presented the results of research and data analysis process with statistical techniques accompanied by a description as an explanation at the end of the calculation.

a. Analysis of the attitude of religious tolerance educators (variable X)

In order to answer this first problem, researchers use the data that has been collected will then be calculated by calculating the percentage/relative frequency with formula:

$$Mx = \frac{\sum x}{N}$$

Description:

M	= Mean sought
$\sum x$	= The sum of the scores
N	= Number of cases (number of scores)

Answers:

$$Mx = \frac{\sum x}{N}$$

$$Mx = \frac{3645}{80} = 45,56 \text{ (X)}$$

Then the results of the calculation of the percentage adjusted to the standard interpretation as before, as follows:

- 41-50 = Very Good
- 32-41 = Good
- 23-32 = Good Enough
- 14-23 = Bad/Not Good

Based on the above calculation, the mean of the variable X is 45.56, this value is in the category of "very good", corresponding to the interval 41-50. Thus the attitude of religious tolerance educators in MTsN 1 Surabaya city is very good because they give a response to the questionnaire and obtained such results.

b. Attitude analysis of religious intolerance of students (variable Y)

In order to answer the second problem, researchers use the data that has been collected will then be calculated by the formula above, namely the percentage/relative frequency:

$$My = \frac{\sum y}{N}$$

Answers:

$$My = \frac{\sum y}{N}$$

$$My = \frac{1442}{80} = 18,02 \text{ (Y)}$$

The next stage is the same as the calculation above, the percentage calculation results are adjusted to the existing interpretation standards, as follows:

- 41-50 = Very Good
- 32-41 = Good
- 23-32 = Good Enough
- 14-23 = Bad/Not Good

From the above calculation results can be seen the mean of the variable Y which is 18.02, and this is included in the category of "bad/not good", can be seen from the interval 14-23. Thus, the intolerance of students in MTsN 1 Surabaya city is a category that is not good, but because of this intolerance attitude is an attitude that should be avoided, the intolerance of students in MTsN 1 Surabaya city is very good if they get a low score in the calculation.

It should be noted that learning and knowledge are considered through different approaches. In transformative-experiential ER learning is not considered a process of storing a kind of memory trace. Knowledge is also not the result of processing information in the form of a symbolic calculation of a reality that exists independently of one's self. It is considered a human creation which depends on the context of the person. It is generated in school education through experience and is the experience itself, which becomes a useful asset for the interpretation of reality, oneself, others and the world. It is an interactive, interpersonal and co-dialectical process. It involves thinking, reflection and, of course, action. Basically, it is a transformation process. In it, there is a collective negotiation of meaning and the transformation of students is realized in their specific context. He participates in activities that require specific actions while generating new actions and interactions, reflecting on the importance of the different actions embodied in those activities. Thus, education becomes transformative on a personal and collective level (Stahi-Hitin & Yarden 2022).

c. Analysis of the correlation between the attitude of religious tolerance educators with intolerance of learners

Religion and science are conventionally polarised at two ends due to their classic epistemic and ontological divides. However, both subjects are unarguably developed and sustained by similar scholarly attitudes and share the same overarching goal of nurturing a critical mind—one that is open to argument, evidence and scepticism. These commonalities of the two subjects have been disproportionately neglected in comparison to their disparities. Prolongedly driven by debates towards polarisation as well as unification, the two subjects are intrinsically the most interesting arena for researching argumentation and the question of knowing. Therefore, argumentation and its power in promoting crosscurricular learning can be effectively examined at the junction of religious and science education (Viinikka, Ubani & Lipiäinen 2022).

In order to answer the formulation of the third problem, the researchers used the data that has been collected and calculated with the Pearson product moment correlation formula, this formula is used to determine the level of correlation of two variables, the formula is as follows:

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{(n \sum x_i^2 - (\sum x_i)^2)(n \sum y_i^2 - (\sum y_i)^2)}}$$

Where:

r_{xy} = correlation between x and y
 x_i = i-th x value
 y_i = i-th y value
 n = number of values

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

$$r_{xy} = \frac{80.65456 - 3645.1442}{\sqrt{(80)(166623 - 3645)^2 (80)(27172 - 1442)^2}}$$

$$r_{xy} = \frac{5236480 - 5256090}{\sqrt{(13329840 - 13286025)(2173760 - 2079364)}}$$

$$r_{xy} = \frac{-19610}{\sqrt{(43815)(94396)}}$$

$$r_{xy} = \frac{-19610}{\sqrt{(4135960740)}}$$

$$r_{xy} = \frac{-19610}{64311,4355}$$

$$r_{xy} = -0,305$$

The results of the above correlation calculations show that there is a relationship or correlation of -0.305 which means that this correlation is included in the category of "low/weak" and has the opposite shown by the minus sign (-), meaning the greater the X then the smaller Y and vice versa, according Supangat (2007) negative correlation is the level of relationship between two variables that have characteristics, that the change of the variable X will be followed by the change of the variable Y "opposite". The value of the coefficient is then adjusted to the table below, the value is included in the low category, can be seen in the following table:

Table 1 interpretation of the correlation coefficient

Interval Coefficient	Degree Of Relationship (Correlation)
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0,80 – 1,000	Very Strong

To strengthen the answer, SPSS is used to perform recalculation, the same result is obtained with the calculation formula -0.305 , can be seen from the following SPSS results table:

Table 2 calculation results with SPSS

Correlations

		X	Y
X	Pearson Correlation	1	-.305**
	Sig. (2-tailed)		.006
	N	80	80
Y	Pearson Correlation	-.305**	1
	Sig. (2-tailed)	.006	
	N	80	80

**.

Correlation is significant at the 0.01 level (2-tailed).

d. Hypothesis Test Analysis (Magnitude Of Correlation Effect)

To determine the magnitude of the influence of variable X on variable Y, researchers perform significance testing using data obtained from the field, then looking for R-determination with the following formula:

$$\begin{aligned}
 &= r^2 \times 100\% \\
 &= -0,3049224426035^2 \times 100\% \\
 &= 0,09297769600328 \times 100\% \\
 &= 9297769600328\% \\
 &= \mathbf{9\%-10\%}
 \end{aligned}$$

Based on the results of the analysis of the calculation above, it is known that the relationship of -0.305 is included in the interval of $0.20-0.399$ with the category of low relationships. Whether or not the comparison between R-count with R-table is $R_h = 0.305 > R \text{ table}$ with significance level $0.305 > 0.220 = \text{error Level } 5\%$, and $0.305 > 0.286 = \text{significance level } 1\%$. This means that the attitude of tolerance of Educators has little influence on the intolerance of learners with only about less than 10% , so that the influence from outside the school and educators can exert a much greater influence.

Furthermore, the analysis of Interview results from educators and students, respondents all understand the concept of religious tolerance, such as ARN's answer "should not hate, ostracize even hostile to neighbors or other people who are different beliefs with us if they are kind to us". Similarly, another answer that states that the concept of tolerance is to respect each other human

beings and religious people. Based on the answers related to where they learn tolerance, learners initials ARN replied "Where to live, because there can interact with neighbors, with other friends". Furthermore, "in the mosque, from the mosque can get a lesson about bertoleran because there is a place taught many things" From the interview answers respondents no one answered from the school, but it does not mean the educator or the madrasah does not play a role in shaping the attitude of learners. This is in accordance with the results of the interview answer by AWS "teachers often exemplify tolerance attitude", from this answer it can be known that educators in MTsN 1 Surabaya city always give examples of tolerance and do good to others. Then the results of interviews to educators also give the same answer that they as educators should have given a good example of tolerance to fellow religious people, although MTs is a religious-based School of Islam of course diverse tolerance attitudes should also be taught because sooner or later learners will interact with followers of other religions.

Based on the operational theory that the attitude of religious tolerance. As stated by Azyumardi Azra (2002:210), restructuring can be started with an open, honest, and sincere dialogue between the related parties. If viewed as a whole tolerance can be categorized as positive tolerance, namely the existence of support and assistance for the existence of other groups (Abdullah, 2001: 72), support here means moral support. One of them is respecting the existence of non-Muslim teachers or students. As the results of this study indicate that moral support by teachers to students in terms of developing an attitude of religious tolerance is quite necessary.

4. CONCLUSION

Based on the results of data analysis and discussion in the study can be concluded that the attitude of religious tolerance educators in MTsN 1 Surabaya city can be interpreted in the category of "very good" ie with an interval of 41-50, for the intolerance of students MTsN 1 Surabaya city can be interpreted in the category of "not good" is at the value of the interval 14-23, but the attitude of intolerance is a bad attitude and should be avoided, so the category of "bad/not good" from the intolerance of students then the tolerance attitude owned by students is very good. Related to the correlation between the attitude of tolerance of educators with intolerance of learners, researchers use Pearson product Moment correlation formula, with the result that the correlation of these two attitudes is "low/weak" because the coefficient of -0.305 is at the value of the interval 0.20 – 0.399 and with the minus sign (-) means inversely proportional (opposite), the greater X then Y will be smaller and vice versa. Although the attitude of tolerance of educators and learners is very good, but based on the results of r-determinant only by 10%, it shows that 90% of the attitude of tolerance and intolerance of learners is influenced by other factors outside of Education.

From the above explanation shows that educators and schools only play a small role in shaping the attitude of learners, it is the outside school environment that plays a big role such as family, home environment, social sphere and so on. This kind of research can be carried out with a larger population and sample to obtain more accurate results. In other words, formal, informal and even non-formal education remains the foundation in shaping one's attitude and character. Many studies discuss the development or cultivation of tolerance or other religious attitudes in the educational environment, because the problems related to tolerance has always been a major problem, especially for Indonesia which is a pluralistic country from religion, culture to recognized language.

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