

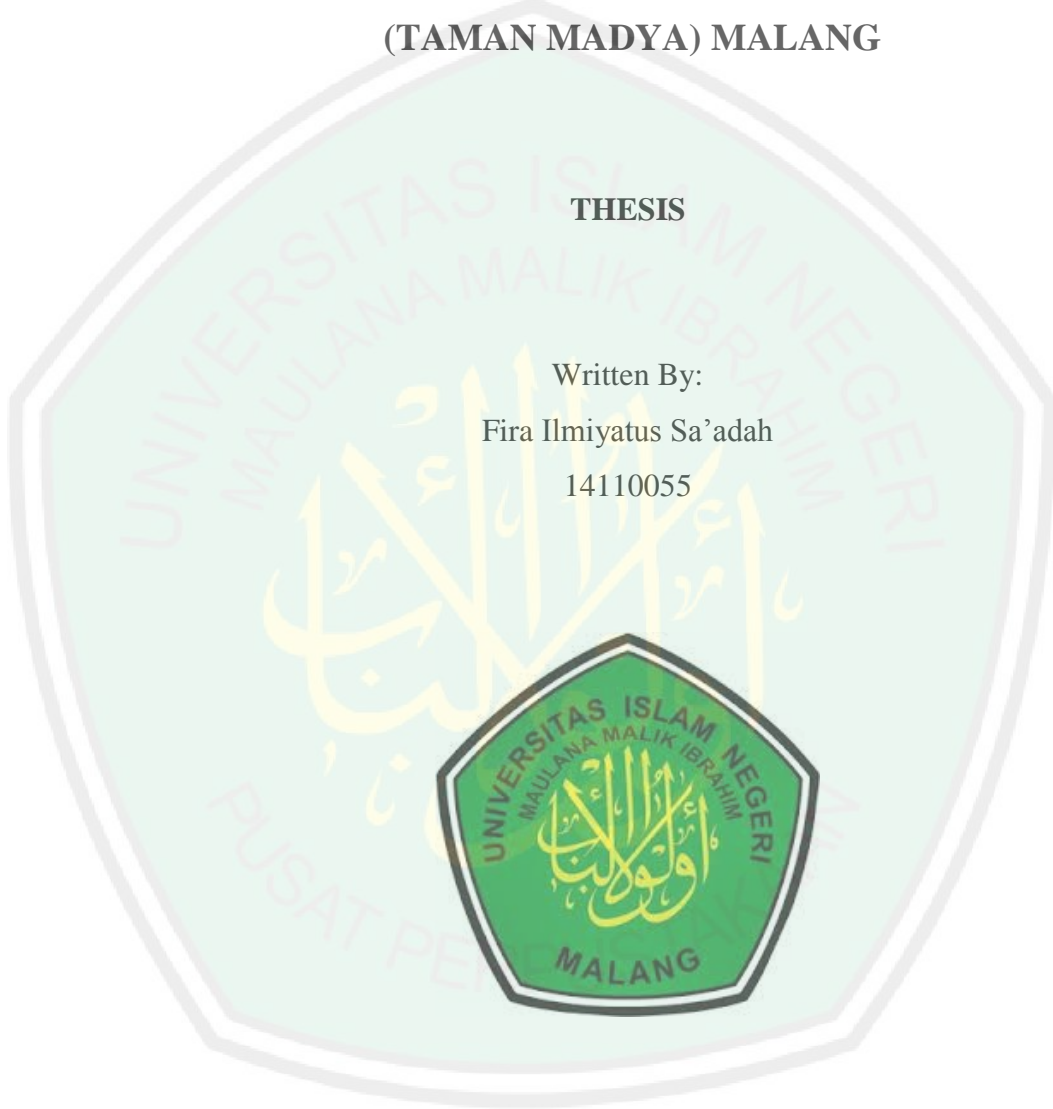
**THE INFLUENCE LEARNING ACHIEVEMENT ON ISLAMIC
EDUCATION TO STUDENT TOLERANCE ATTITUDE GRADE XI
IN SENIOR HIGH SCHOOL TAMAN SISWA
(TAMAN MADYA) MALANG**

THESIS

Written By:

Fira Ilmiyatus Sa'adah

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**ISLAMIC EDUCATION DEPARTEMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY MALANG
MAY, 2018**

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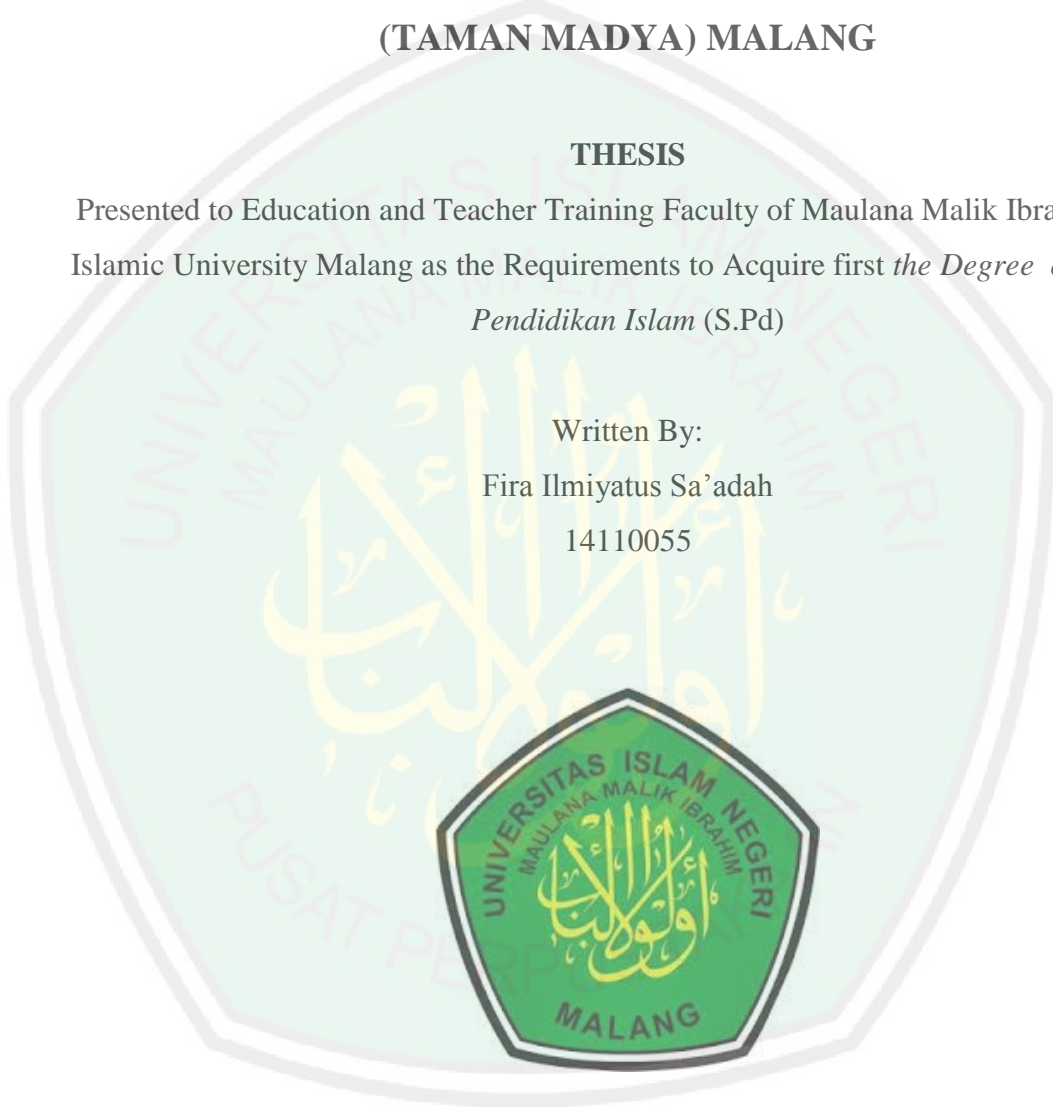
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Presented to Education and Teacher Training Faculty of Maulana Malik Ibrahim State
Islamic University Malang as the Requirements to Acquire first *the Degree of Sarjana*
Pendidikan Islam (S.Pd)

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**ISLAMIC EDUCATION DEPARTEMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY MALANG**

MAY, 2018

APPROVAL SHEET

THE INFLUENCE LEARNING ACHIEVEMENT ON ISLAMIC EDUCATION TO STUDENT TOLERANCE ATTITUDE GRADE XI IN SENIOR HIGH SCHOOL TAMAN SISWA (TAMAN MADYA) MALANG

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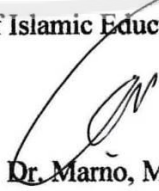
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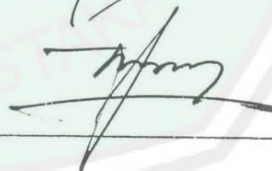
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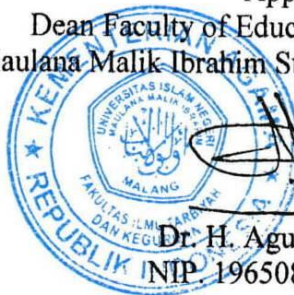


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Dedication

Thanks to Allah SWT who always give me His mercies and blessings and also the opportunity to finish this thesis. Shalawat and salam are always given to Prophet Muhammad SAW who delivers us from the darkness to the lightness Islam.

My beloved parents, Mr. Wahib and Mrs. Zuhriyah who always give me motivation, pray and Support in everytime and everywhere. *Rabb, Irhamhuma kama Rabbayani Shoghiro.*

All of lecturer in Faculty of Education and Teacher Training for the great lesson and knowledge. And all of my teacher in Senior High School Taman Siswa (Taman Madya) Malang for the opportunity the research conducted

Thanks to all of my close friends in Islamic State High School, my friends in the University, My Classmates PAI ICP English of 2014. You all my spirit during my study in this university

And all of the parties who supported me in this thesis finishing process, Than for your time in helping me during the process.

MOTTO

وَمَنْ جُهِدَ فَإِنَّمَا يُجَاهِدُ لِنَفْسِهِ ۚ إِنَّ اللَّهَ لَغَنِيٌّ عَنِ الْعَالَمِينَ

"And whoever strives, then the jihad is for himself. Verily, Allah is Rich really (need of) the worlds"¹



¹ (QS.At-Talaq, 65:2 – 3)

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consulted in the area of research content, language, and writing composition.

Wassalamu'alaikum Wr. Wb

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CERTIFICATE OF THESIS AUTHORSHIP

I hereby declare that this skripsi is originally written by Fira Ilmiyatus Sa'adah, student of Islamic Education Department (PAI) as the requirement for degree of Sarjana Pendidikan Islam (S. Pd), Faculty of Education and Teacher Training at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana* status of other Higher Tertiary Education, Except those which are indicated in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, May 11th, 2018



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Praise and great gratitude submitted to Almighty God, Allah SWT who always gives His gracious mercy and tremendous blessing that has helped the author finished this thesis, entitled: “The influence of Islamic Education Learning Achievement to the Tolerance Attitude of Student Grade XI in Senior High School Taman Siswa (Taman Madya) Malang” on time. *Shalawat* and *Salaam* always presented to our prophet Muhammad SAW, the last messenger of Allah who has save the human’s life from the destruction to safety namely Islam is the true religion. May we be together with those who believe and receive intercession from Him in the day of Judgement. Aamiin.

This thesis is proposed to fulfill the task of academic requirement as the last task for getting bachelor or under graduate degree. With all the support and help, discussions and guidance and directions from all parties involved during the process of completing this thesis, so the author give thanks so much and appreciation for the respectables:

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Hopefully, by imparting what has been learned during the course of study in the Education and Teacher Training Faculty, Maulana Malik Ibrahim State Islamic University Malang, the benefit will be gotten all readers and the author self. Realizing the fact that error and weakness is impartial to being human, and that this thesis is still far perfection, the author appreciates constructive criticism and suggestions for the improvement and betterment of this thesis

Malang, May 11th, 2018

TRANSLATION GUIDELINES OF ARAB LATIN

Translation of Arab Latin in this thesis utilize in translation guidelines based on the agreement between Religion Minister and Education and Culture Minister of Indonesia number 158, year 1987 and number 0543 b/U/1987. Those are:

A. Letter

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	h	ط	=	sh	و	=	w
خ	=	kh	ظ	=	th	ه	=	h
د	=	d	ع	=	'	ء	=	,
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vocal

Vocal (a) long	=	â
Vocal (i) long	=	î
Vocal (u) long	=	û

C. Diphthong Vocal

أَوْ	=	aw
أَيَّ	=	ay
أُو	=	û
إَيَّ	=	î

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ABSTRAK

Sa'adah, Fira Ilmiyatus. 2018. *Pengaruh Hasil Belajar Pendidikan Agama Islam Terhadap Sikap Toleransi Siswa Kelas XI di SMA Taman Siswa (Taman Madya) Malang*. Skripsi, Pendidikan Agama Islam, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim, Malang. Pembimbing Skripsi: A.Nurul Kawakip, M. Pd., MA

Kata Kunci: Pengaruh, Hasil Belajar, Pendidikan Agama Islam, Sikap Toleransi

Sikap toleransi menghindarkan terjadinya diskriminasi sekalipun banyak terdapat kelompok atau golongan yang berbeda dalam suatu kelompok masyarakat. Sikap toleransi dipengaruhi oleh beberapa faktor, baik yang bersumber dari internal maupun eksternal. Salah satu faktor eksternal dari sikap toleransi adalah pengetahuan yang didapat dari lingkungan sekolah. Mata Pelajaran Pendidikan Agama Islam yang diajarkan disekolah mempunyai peran penting dalam mewujudkan generasi yang berkualitas, yang beriman dan bertakwa terhadap Tuhan Yang Maha Esa, melalui penanaman dan pelaksanaan nilai-nilai toleransi. Oleh karena itu, Hasil belajar pendidikan agama islam menjadi jalan untuk mengembangkan pengetahuan agama islam yang bertujuan untuk meningkatkan sikap toleransi yang sudah diajarkan dalam pembelajaran pendidikan agama islam. Sikap toleransi sangat penting diajarkan agar siswa dapat menghormati dan menerima perbedaan-perbedaan orang lain serta menghargai kebebasan-kebebasan fundamental siswa lainnya.

Berdasarkan latar belakang tersebut, maka penelitian ini bertujuan untuk menjelaskan hasil kajian lapangan tentang (1) Hasil belajar Pendidikan Agama Islam kelas XI di SMA Taman Siswa (Taman Madya) Malang, (2) Pengaruh hasil belajar Pendidikan Agama Islam terhadap sikap toleransi siswa kelas XI di SMA Taman Siswa (Taman Madya) Malang.

Penelitian ini termasuk jenis penelitian deskriptif Kuantitatif Korelasional, karena penelitian ini bertujuan menetapkan arah dan besarnya pengaruh antara variable-variable yang diteliti. Subjek penelitian ini adalah siswa kelas XI di SMA Taman Siswa (Taman Madya) Malang sebanyak 34 responden. Pengumpulan data menggunakan teknik angket, dokumentasi, wawancara dan observasi. Data penelitian yang telah terkumpul kemudian dianalisis dengan menggunakan teknik analisis deskriptif regresi linier sederhana. Hasil penelitian menunjukkan bahwa: (1) Hasil belajar Pendidikan Agama Islam di SMA Taman Siswa (Taman Madya) Malang dalam kategori cukup, serta mempunyai Sikap Toleransi dalam kategori cukup. (2) Terdapat Pengaruh yang signifikan dari hasil belajar Pendidikan Agama Islam terhadap Sikap Toleransi, dengan hasil $t_{hitung} > t_{tabel} = 13,690 > 2,0136$ semakin tinggi hasil belajar Pendidikan Agama Islam meningkatkan sikap toleransi siswa di SMA Taman Siswa (Taman Madya) Malang. Sedangkan nilai R square sebesar 0,854. Nilai itu mengandung arti bahwa pengaruh hasil belajar (X) terhadap Sikap Toleransi (Y) adalah sebesar 85,4% sedangkan 14,6% dipengaruhi oleh variable lain yang tidak diteliti.

ABSTRACT

Sa'adah, Fira Ilmiyatus. 2018. *The Influence Learning Achievement on Islamic Education to Student Tolerance Attitude Grade XI in Senior High School Taman Siswa (Taman Madya) Malang*. Thesis, Islamic Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: A.Nurul Kawakip, M. Pd., MA

Keywords: *Influence, Learning Achievement, Islamic Religious Education, Tolerance Attitude.*

Tolerance avoids discrimination even though there are many different groups within a community. Tolerance is influenced by several factors, both internal and external. One of the external factors of tolerance is knowledge gained from the school environment. Islamic Education Lessons taught in schools have an important role in realizing a quality generation, faithful and devoted to God Almighty, through planting and implementing the values of tolerance. Therefore, the results of Islamic religious education learning to be a way to develop Islamic religious knowledge that aims to improve the tolerance that has been taught in Islamic religious education. A very important attitude of tolerance is taught so that students can respect and accept the differences of others and respect the other students' fundamental freedoms.

Based on this background, this study aims to explain the results of the field study on (1) The learning achievement of Islamic Education Grade XI in Senior High School Taman Siswa (Taman Madya) Malang, (2) Influence of Learning Achievement on Islamic Education to Student Tolerance Attitude Grade XI in Senior High School Taman Siswa (Taman Madya) Malang.

This research is a type of correlational quantitative descriptive study, because this study aims to determine the direction and magnitude of the influence between the variables studied. The subjects of this study were students of Student Grade XI in Senior High School Taman Siswa (Taman Madya) Malang as many as 34 respondents. Data collection using questionnaires, documentation, interviews and observation. Research data that has been collected and then analyzed by using technique of descriptive analysis of simple linear regression.

The results showed that: (1) The learning achievement of Islamic Religious Education Grade XI in Senior High School Taman Siswa (Taman Madya) Malang in sufficient category, and have Tolerance attitude in enough category. (2) There is a significant influence from the learning result of Islamic Religious Education on Tolerance Attitude, with $t_{count} > t_{table} = 13,690 > 2.0136$ the higher learning achievement of Islamic Religious Education improves students' tolerance attitude in Taman Siswa High School (Taman Madya) Malang. While the R square value of 0.854. The value means that the effect of learning achievement (X) on Tolerance attitude (Y) is 85.4% while 14.6% is influenced by other variables that are not examined.

ملخص

سعادة ، فيرا ٠ ٢٠١٨ أثر النتائج التعليمية للتثقيف الديني الإسلامي ضد التحمل الطلابي للفئة الحادية عشرة
فيثانوية تامان سيسوا مالانج كلية علوم التربية والتعليم، جامعة مولنا مالك إبراهيم الإسلامية الحكومية مالنج
الدشرف :احمد نورول كواكب الماجستير

البحث كلمات : تأثير، نتائج التعلم، التربية الدينية الإسلامية، موقف التسامح

موقف التسامح منع حدوث التمييز على الرغم من أن هناك العديد من فئات مختلفة أو مجموعات داخل مجموعة مجتمع. موقف التسامح يتأثر بعوامل عدة، سواء من مصادر من الداخلية والخارجية. واحد العوامل الخارجية من موقف التسامح هو المعرفة المكتسبة من البيئة المدرسية. مواضيع التربية الدينية الإسلامية وتدرس في جميع المدارس دوراً هاماً في تحقيق جيل جودة، الذي الإيمان والتقوى تجاه الله، من خلال زراعة وتنفيذ قيم التسامح. ولذلك، أصبحت نتائج دراسة التربية الإسلامية وسيلة لتطوير المعرفة بدين الإسلام الذي يهدف إلى تحسين موقف التسامح التي يتم تدريسها فعلاً في تعليم التربية الدينية الإسلامية. موقف التسامح مهم جداً حيث أن الطلاب يمكن أن تدرس احترام وقبول الاختلافات الأخرى الشعبية ونقدر فوندامينتاسل حريات الطلاب الآخرين.

استناداً إلى الخلفية، وتهدف الدراسة إلى نتائج ميجيلاسكان في ميدان الدراسة (١) نتائج الدراسة لفئة التعليم الديني الإسلامي الحادي عشر في الفقراء المدرسة الثانوية تامان سيسوا (مشارك)، (٢) تأثير التربية الدينية الإسلامية نتائج التعلم ومن المؤسف الصف "الحادي عشر مدرسة ثانوية حديقة الطلاب" (مشارك) ضد موقف التسامح.

يتضمن هذا البحث البحوث المتعلقة إلى النوع الوصفي الكمي كوريلاسيونال، نظراً لأن هذا البحث يهدف إلى تحديد اتجاه وحجم التأثيرات من العلاقات المتبادلة بين المتغيرات المتغيرات التي تم دراستها. موضوع هذا البحث هو الصف الحادي عشر في المدرسة الثانوية تامان سيسوا (مشارك) المؤسفة كالعديد من المجيبين ٣٤. الآن باستخدام تقنيات جمع البيانات والوثائق والمقابلات والملاحظات. البحث عن البيانات التي تم جمعها وتحليلها ثم استخدام تحليل الانحدار الخطي للأسلوب الوصفي بسيط.

البحث نتائج مينوئجوكان التي: (١) نتائج دراسة التربية الإسلامية في "الطلاب حديقة" المدرسة الثانوية (مشارك) إلى الفئة للأسف ما يكفي، فضلاً عن وجود موقف التسامح في الفئة بما فيه الكفاية. (٢) هناك بينجارهو كبيرة من نتائج دراسة التربية الإسلامية نحو التسامح، مع نتائج سيكا تي الكونت < في الجدول = > ١٣٦٩٠ > ٢٠١٣٦ التربية الدينية أعلى نتائج التعلم الإسلام تحسين موقف تسامح طلاب في مالانغ الحديقة (حديقة نائب) طلاب المدارس الثانوية. في حين قيمة ر مربعة من ٠.٨٥٤. القيمة يحتوي على الشعور بأن تؤثر على نتائج الدراسة (X) ضد الموقف من التسامح (Y) هو. ٨٥,٤ في المائة في حين تتأثر متغيرات أخرى لم تنظر. ١٤,٦٪.

CHAPTER I

INTRODUCTION

A. Background of the Research

Allah Almighty creates His creatures differ in terms of physical, ethnic, cultural and nationality. Of these differences have the wisdom that can be taken so that humans know and establish communication among others, not favor each other. Actually, diversity becomes a very high value, making people's lives dynamic, colorful, not monotonous, and making between one another complement each other and need each other. Such diversity creates a multicultural society environment.

Indonesia is one of the most multicultural countries in the world.² The statement can be understood from the motto of the Unitary State of the Republic of Indonesia "Bhineka Tunggal Ika" means that Indonesia has different ethnic, cultural, linguistic and religious backgrounds. But on the other hand, it is also vulnerable to social problems that will threaten the integrity of the nation that is colored by issues such as hostility, intolerant attitude. and interreligious conflicts or hatred of other cultures. People or communities are willing to engage in anarchism and radicalism because of their socio-cultural and religious differences, they tend to be egocentrism due to differences in social status and so on. One of the greatest sources of human conflict (often the case) is the result of not understanding the multicultural nature of individuals or communities, as well as a lack of awareness of tolerance for other

² M. Ainul Yaqin, *Pendidikan Multikultural. Cross-Cultural Understanding untuk Demokrasi dan Kealan*. (Yogyakarta: Pilar Media, 2007), P. 3

With so many religions and beliefs in Indonesia there are some conflicts that are often inevitable. In the year 2016, Some cases about intolerance are discussed by many people, such as the case of bomb Samarinda, Solo, and permit the establishment of places of worship in various areas that are still difficult to do. Increased violation of freedom of religion throughout 2015 as many as 190 events with 294 actions, The number is up 20% from 2014 as many as 158 events.³

Research Findings by Kemendikbud in Salatiga and Singkawang areas in 2017 and about students' rejection of different councils of OSIS. The problem raises the intolerant seeds in school. Intolerant seeds can be seen from there are still some opinions from Master and Students who assume that the leader must be a religionist, Chairman OSIS must be from the majority religion in school, to not congratulate the holiday to people of different religions with us.⁴

From some of the above problems, education is seen as the most effective medium for instilling a multicultural ideology, an ideology that teaches equality and justice for every human being. At a minimum, education must be able to provide awareness to society that conflict is not a good thing to cultivate.⁵ On the other hand, the planting of multicultural values is able to awaken the public about the importance of tolerant and respectful attitude among mutant human beings.

One component of education is learning. To improve the reality of society, it needs to start from the learning process. In this regard, religious education in private and public schools is expected to be able to instill tolerance values in the

³ Tim Penyusun, *Laporan Kebebasan Beragama/ Berkeyakinan 2015* (Jakarta: The Wahid Institute: 2015), P 69

⁴ <http://www.tribunnews.com/nasional/2017/05/03/benih-benih-intoleransi-di-sekolah-siswa-tolak-ketua-osis-yang-beda-agama?page=2> Accessed on Date 22 November 2017, 3:27

⁵ Choirul mahfud, *Pendidikan Multikultural*, (Yogyakarta: Pustaka Pelajar, 2008), P 5

learning process in schools, by using learning that leads to the appreciation of differences among fellow human beings, so that the peace and tranquility of the society's life order can be realized. That should be instilled early on, and one of the right institutions to instill and develop it is a school institution.

Schools have a big role in shaping the character of the classic students. Amidst a pluralistic Indonesian society, one of the main tasks of the school is to instill a tolerance. Within the scope of the school the attitude of tolerance becomes one of the essential and fundamental pillars to be developed. Tolerance is very important to be developed among students, so that they can respect and accept the differences of others, can appreciate the fundamental freedoms of other students.

So tolerance among students can be interpreted as a tribute, acceptance, and appreciation of the diversity of habits, culture and differences in the ability of students and other elements that exist in the school environment in an effort to create togetherness and harmony together.

As UNESCO's Director-General indicates, tolerance is integral and essential to the realization of human rights and achievement of peace. In its most simple and fundamental form, tolerance is according other the rights to have their persons and identities respected.⁶ The lack of tolerance towards others will increase the potential for social division and jealousy in society.

Recognizing the importance of the problem then the religious education of Islam aims to print a devoted man to Allah SWT and good attitude (*akhlakul karimah*) should be able complete problems or conflicts that exist mainly in

⁶ Unesco, *Tolerance: The threshold of peach*, (France: United Nation Educational, 1994), P 3

students through the planting and implementation of tolerance values in the material PAI is able to contribute to the development of student tolerance.

Teachers must be able to create teaching and learning process in a good teaching environment in order to achieve the goal effectively and efficiently. Teaching has characteristics: educational interaction between teacher and child, child-centered teaching, varied teaching methods, professional teachers, a conducive environment and supportive learning tools and the materials taught should be appropriate and useful.

Based on the observations of researchers in Senior High School Taman Siswa (Taman Madya) Malang has a fairly heterogeneous conditions. The school is viewed as a very representative subject to know the level of student tolerance. Because of religious backgrounds, different classroom and economic classifications also make students sometimes just want to be friends with the same economy and religion as themselves.

So is the implementation of learning in Senior High School Taman Siswa (Taman Madya) Malang, although the teacher has been trying to create teaching and learning process of Islamic religious education subjects are good so that students can obtain a satisfactory learning result that is the creation of tolerance changes in accordance with the existing material in Islamic religious education. But the results are not necessarily in accordance with the expected goals.

From the results of this observation researchers who make the reason researchers to find out how the Effect of Islamic Education Learning Results on

Tolerance Attitude on Students of Grade XI in Senior High School Taman Siswa (Taman Madya) Malang.

B. Focus of the Research

Based on the background of the problems that have been stated above it can be formulated the problem that is:

1. How is Learning Achievement on Islamic Education to Student Grade XI in Senior High School Taman Siswa (Taman Madya) Malang ?
2. Does Influence Learning Achievement on Islamic Education to Student Tolerance Attitude Grade XI in Senior High School Taman Siswa (Taman Madya) Malang ?

C. Objectivities of the Research

Based on this background, the purpose of this research are:

1. To explained the Learning Achievement on Islamic Education to Student Grade XI in Senior High School Taman Siswa (Taman Madya) Malang.
2. To identify the Influence Learning Achievement on Islamic Education to Student Tolerance Attitude Grade XI in Senior High School Taman Siswa (Taman Madya) Malang.

D. Significances of the research

The results of this study are expected to provide the following benefits:

1. Theoretical benefits

Theoretically, this research is expected to provide benefits to:

- a) Development of science and a reflection for Senior High School Taman Siswa (Taman Madya) Malang especially PAI teachers to achieve the goal

of learning religious education of Islam to the attitude of tolerance in the school environment.

- b) As a researcher himself, a new scientific treasure related to the learning of Islamic religious education based on tolerance.

2. Practical benefits

- a) To contribute to solving socio-cultural problems in the nation in general or specifically in the implementation of education in schools
- b) As a foothold for subsequent cultivation.

E. Hypothesis of Study

Hypothesis is a temporary answer to the formulation of research problems, where the formulation of research problems have been expressed in the form of a question sentence. It is said temporarily, because the answer given is based on a relational theory, not yet based on empirical facts obtained through data collection. So the hypothesis can also be a theoretical answer to the formulation of research problems, not empirical answers.⁷

Hypothesis work is also called alternative hypothesis, abbreviated Ha. Used to express the influence between variables X and Y. While the statistical hypothesis is also called the null hypothesis, abbreviated Ho. Used to express the absence of influence between variable X with Y. In this study variable X is the Result of Islamic Education Learning and variable Y is the attitude of student tolerance. The hypothesis in this research are:

⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2009), P 64

- a. Ho: There is no influence of Islamic education learning achievement (X) to the Tolerance Attitude Students of Grade XI in Senior High School Taman Siswa (Taman Madya) Malang.
- b. Ha: There is an influence of Islamic education learning achievement (X) to the Tolerance Attitude Students of Grade XI in Senior High School Taman Siswa (Taman Madya) Malang.

F. Scope of the Research

To facilitate the discussion in this study later, in order not to widen to things that are not in accordance with the formulation of the problem and research objectives, it is necessary to provide the scope of research.

Based on the above title, the research that will be conducted in this thesis is about the influence of Islamic education learning achievement (X) to the Tolerance Attitude Students of Grade XI in Senior High School Taman Siswa (Taman Madya) Malang. In this case it could be the result of learning Islamic religious education in it can have a positive impact of tolerance attitude of Senior High School Taman Siswa (Taman Madya) Malang. This is the main point for researchers in this study.

The scope of this research consists of two variables, namely the independent variable and the dependent variable. The independent variable is the result of Islamic education learning achievement Grade XI in Senior High School Taman Siswa (Taman Madya) Malang, and the dependent variable that is the tolerance attitude of the grade XI students.

This research was conducted in Senior High School Taman Siswa (Taman Madya) Malang, with the subject of the research is the students of Grade XI.

G. Previous Research

Research that focuses on religious tolerance of students, has actually been studied by previous researchers, so the researchers listed as one of the comparison media for the originality of the study. And it can be explained that the position of this researcher is a follow up of previous research. Previous studies that related to the title of this thesis proposal are as follows

Azanuddin's research entitled *Pengembangan budaya toleransi beragama melalui pembelajaran Pendidikan Agama Islam (PAI) Berbasis Multikultural di SMA NEGERI AMALPURA-BALI Negeri Amalpura-Bali tahun 2010*.⁸ This research is action research, using qualitative approach. Research of this action is done in two cycles and each cycle consists of three times face to face. The result of the research is the learning of multicultural-based PAI in developing the culture of religious tolerance in SMA Negeri 1 Amalpura-Bali has been going well. This is evidenced by (1) The existence of multicultural-based PAI learning planning begins with the development of multicultural PAI-based syllabus model by incorporating the multicultural values in the PAI syllabus indicator (2) The process of implementing the multicultural-based PAI learning has gone well and in accordance with the plan . This is supported by data of student behavior in following learning, student interaction and participation in learning of PAI based on multicultural that is 76,33% showing good and student motivation data like

⁸ Azamuddin, *Pengembangan Budaya Toleransi Beragama melalui Pembelajaran Pendidikan Agama Islam (PAI) Berbasis Multikultural di SMA Negeri 1 Amalpura-Bali*, Tesis, Malang: Program Pascasarjana UIN MALIKI Malang, Jurusan Manajemen Pendidikan Islam, 2010

interest, attention and discipline with average of 77% showing good. (3) The result of PAI assessment Multicultural based has shown good data supported that is 87% task and 87% test. So also student responses to learning PAI Multicultural-based very positive that is in scale strongly agree.

Siti khurotin research entitled *pelaksanaan pembelajaran agama berwawasan multicultural dalam membina toleransi beragama siswa di SMA selamat pagi Indonesia Batu*,⁹ in 2010 this study used a qualitative approach by using research techniques that include: interview, observation, and documentation study. Data analysis technique used in this research is qualitative descriptive analysis technique. While the validity of the data will be reinforced by checking the data using triangulase technique and using reference materials. The results of this research are: first, implementation of religious education in SMA Selamat Pagi Indonesia Batu consists of formal and and formal education (dormitory), when the process of religious learning in school takes place students enter classes based on their respective religions other than in school they also get the education religious dormitory through activities of worship, discussion forums, and other religious activities. Curriculum that is in use is KTSP. Secondly, religious tolerance in SMA Selamat Pagi Indonesia Batu is shown by Both teachers, students, and employees recognize the existence of religions and respect the rights of religious people in living and decreasing their own religious traditions, tolerate religious differences, including attitudes tolerance against things that are not in accordance

⁹ Siti Khurotin, *Pelaksanaan Pembelajaran Agama Berwawasan Multikultural dalam membina Toleransi Beragama Siswa di SMA Selamat Pagi Idonesia Batu*, Skripsi, Malang: UIN Maulana Malik Ibahim Malang, 2010

with the religious beliefs adopted, 3) pay attention to social solidarity attitude to humanity (*ukhuwah basyariyah*).

Itsna Fitria Rahma Thesis entitled *Menumbuhkan sikap toleransi siswa beda agama melalui mata pelajaran pendidikan religiositas kelas XI di SMA BOPKRI 1 Yogyakarta*.¹⁰ In this thesis concluded that the emergence of subjects education background the development of a plural society of Yogyakarta. Religiosity materials can improve the tolerance attitude of different students of class XI SMA BOPKRI 1 Yogyakarta both in school environment and in society in general.

Aida Witin research entitled *Pengaruh Hasil Belajar Akidah Akhlak terhadap Tingkah laku siswa kelas II Madrasah Ibtidaiyah Asy Syairiyah Plumbon Kec. Limpung Kab. Batang*.¹¹ This research using Quantitative approach with regression analysis technique one predictor. The data collected in the analysis with regression statistics, then the results of the study is the existence of a significant influence between the teaching of belief toward the behavior of second grade students Madrasah Ibtidaiyah Asy Syairiyah.

Akhmad Faishol, with research entitled *Toleransi Beragama Siswa (Studi Tentang Pengaruh kepribadian siswa, lingkungan sekolah dan prestasi belajar pendidikan agama terhadap toleransi beragama siswa di SMA Negeri 8*

¹⁰ Itsna Fitria Rahma, *Menumbuhkan Sikap Toleransi Siswa Beda Agama Melalui Mata Pelajaran Pendidikan Regisiolitas Kelas XI di SMA BOPKRI 1 Yogyakarta*, (Yogyakarta: PAI Tarbiyah dan Keguruan UIN Suan Kalijaga:2012).

¹¹ Witin Aida, *Pengaruh Hasil Belajar Akidah Akhlak terhadap Tingkah laku siswa kelas II Madrasah Ibtidaiyah Asy Syairiyah Plumbon Kec. Limpung Kab. Batang* (Semarang: IAIN Walisongo: 2012)

Malang),¹² this research uses quantitative approach with descriptive analysis method and inferential statistic that is simple linear regression and multiple linear regression. The results showed that there is a significant influence between student personality variables, school environment and learning achievement of religious education on the variables of religious tolerance of students.

To more easily understand the differences and similarities between the research above with the study of religious tolerance of students, it can be seen in the table below:

Table 1.1
Previous Research

No	Name of Researcher, Title, Form (Thesis / Journal / etc), and Year of Research	Equation	Difference	Originality research
1	Azanuddin, <i>Pengembangan Budaya Toleransi Beragama Melalui Pembelajaran Pendidikan Agama Islam (PAI) Berbasis Multikultural di SMA Negeri 1 AmalpuraBali</i> , 2010	Involves Variables of Religious Tolerance and Religious Education	Using the Qualitative approach and not involving variables of tolerance in general is not just religious tolerance alone	Researchers use Quantitative approach and focus on Islamic religious education Achievement based on the attitude of
2	Siti Khurotin, <i>Pelaksanaan</i>	Involving Variables of		

¹² Akhmad Faishal, *Toleransi Beragama Siswa (Studi tentang Pengaruh Kepribadian Siswa, Lingkungan Sekolah dan Prestasi belajar Pendidikan Agama terhadap Toleransi Beragama Siswa di SMA Negeri 8 Malang)*, (Malang; UIN Malang, 2012)

	<i>Pembelajaran Agama Berwawasan Multikultural dalam Membina Toleransi Beragama Siswa di SMA Selamat Pagi Indonesia Batu, 2010</i>	Religious Tolerance and Religious Education		student tolerance
3	<i>Itsna Fitria Rahma, Menumbuhkembangkan Sikap Toleransi Siswa Beda Agama Melalui Mata Pelajaran Pendidikan Regisiolitas Kelas XI di SMA BOPKRI 1 Yogyakarta, 2012</i>	Involves the variable attitude tolerance of different religious students		
4	<i>Witin Aida, Pengaruh Hasil Belajar Akidah Akhlak terhadap Tingkah laku siswa kelas II Madrasah Ibtidaiyah Asy Syairiyah Plumbon Kec. Limpung Kab. Batang</i>	Use Quantitative Approach	The dependent variable is the behavior of students of class II, And the independent variable is the result of learning moral character	
5	<i>Akhmad Faishal,</i>	Use	The	

	<i>Toleransi Beragama Siswa (Studi tentang Pengaruh Kepribadian Siswa, Lingkungan Sekolah dan Prestasi belajar Pendidikan Agama terhadap Toleransi Beragama Siswa di SMA Negeri 8 Malang), UIN Malang, 2012</i>	Quantitative Approach	dependent variable is student's personality, school environment and learning achievement and the independent variable is student's religious tolerance	
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H. Operational definition of key term

The definition and term related to limitation in the title of this paper are as follow:

1. Achievement

Achievement are a capability that learners gain after going through the teaching and learning process. For example before student have not been able to understand the meaning of tolerance, and after learning learners can understand the notion of tolerance. Achievement is essentially a competency that includes aspects of knowledge, attitudes, skills and values that show in the habit of acting

and thinking. Learning outcome is the ability of a child who obtained after doing the teaching and learning process¹³

So the learning outcome is the ability possessed by learners after through the process of learning to achieve the learning objectives of learning.

2. Islamic Religious Education

Islamic Education is a conscious and planned effort in preparing learners to know, understand, respect, to believe, Islamic religious teachings coupled with the demand to respect the followers of other religions in relation to harmony between religious communities to realize unity and unity of the nation. Islamic Religion Education is a systematic and pragmatic effort in helping students to live in accordance with the teachings of Islam¹⁴

Based on the above description it is clear that Islamic religious education is the process of transferring values, knowledge, and skills by the pedagogue in learning the teachings of Islam.

3. Tolerance

Tolerance according to baidawi is the establishment or attitude that manifested in the willingness to accept various views and standpoint that diverse though not agree with him.¹⁵

So, Tolerance is the virtue that makes the peace of mind and contributes to the replacement of culture of war by culture of peace. Tolerance is an attitude

¹³ Abdul Mulyono Abdurrahman, Pendidikan bagi anak kesulitan belajar, (Jakarta:Depdikbud dan PT Rineka cipta,2003) P 37

¹⁴ Zuhairani, *Metode khusus penddikan agama*, (Surabaya: Usaha Nasional,1983) P 27

¹⁵ Bahari, *Toleransi Beragama*. (Jakarta: Maloho Jaya Abadi Press,2010) P 51

and action that respects different religions, ethnicities, opinions, attitudes, and actions of others who are different from themselves.

I. Composition of Research Findings

The composition of research findings are divided into six chapters. Each chapter has the systematic discussion to explain its sub-chapters. Six chapters that will be discussed are:

First chapter is introduction. In this case discussed globally, including: background problems, research focus, research objectives, research benefits, originality of research, definition term, and systematic discussion.

Second chapter is literature studies, in this chapter contains literature review on basic theory that is relevant to Achievement, religious education of Islam, and tolerance attitude. And continued with the last sub-chapter of the framework of thinking.

The third chapter is a research methodology, which describes the approach and type of research, the location of the study, the variables of the study, the population and the sample, data and data sources, research instruments, data collection techniques, validity and reliability tests, data analysis and research procedure.

Fourth chapter is research findings. In this chapter discusses the exposure of data and data results. In this discussion is a systematic answer from the formulation of the problem and findings of studies on the implementation of Islamic religious education and student tolerance.

Fifth chapter is discussion of research findings. Classify and position the findings that have been formulated in chapter I in the rationale with the theories presented in chapter II which have been studied and systematically with the methodology as described in chapter III and presented in chapter 4 of the research that the influence of Islamic Education Learning Achievement to the Tolerance Attitudes of Grade XI in Senior High School Taman Siswa (Taman Madya) Malang.

Sixth chapter is closing. This chapter contains the conclusion of the research. Contains conclusions from previous chapters and suggestions related to the problems of the findings of the study presented in chapter IV and chapter V

CHAPTER II

THEORETICAL PARADIGM

A. Theoretical Framework

1. Islamic Education Learning Achievement

a. Understanding of Achievement

According Mudjiono and Dimyati learning outcomes is an interaction of learning and teaching.¹⁶ In terms of teachers, the act of teaching ends with the process of evaluation of learning, while the students can be seen from the learning that is the end of the peak of the learning process. Learning outcomes are the final determinations in teaching and learning activities, whether or not a learning can be measured through a test of learning outcomes such as Deuteronomy or Trials. According to Horward cited by Nana Sudjana, the learning results are divided into three kinds, including:¹⁷

- 1) Skills and habits
- 2) Knowledge and skills
- 3) Attitudes and aspirations

The success of learning can be measured from the results obtained as the more information in the search and get the better the learning results are also obtained but the learning results are also determined by the accuracy and speed. Thus the learning outcome is a capability possessed by learners after doing the learning process to learning objectives.

¹⁶ Dimati dan Mudjiono, belajar dan pembelajaran (Jakarta: Rinea Cipta: 2006), P 3

¹⁷ Nana Sudjna, *Dasar-dasar Proses Belajar Mengajar* (Bandung: Sinar Baru Algensindo:2011), P 45

b. The important Aspects in the effectiveness of learning Key aspects of the effectiveness of learning are four:

- 1) Speed for work
- 2) Careful mastery of behavior learned
- 3) The retention rate of what is learned
- 4) Level of expert work

c. The Factors that influence of Achievement

The factors that influence the learning outcomes are:

- 1) Environmental factors, in an environment learners will interact through the chain of life, interdependence between abiotic and biotic environments
- 2) The instrumental factor, at a school has its own goals to be achieved, but to enlarge it requires a set of supportive tools to be empowered according to the function of each school.
- 3) Physiological factors, this condition is very influential in the ability to learn students, because when people who have physical fitness will be different learning with people who are in a state of exhaustion.
- 4) Psychological factors, which determine the intensity of children's learning such as interest, intelligence, motivation, talent and cognitive ability that can also affect the process and learning outcomes of learners

According to sugihartono, et al. Learning outcomes as one indicator of achievement of learning objectives in class is not independent of the factors that affect learning outcomes, including:¹⁸

- 1) The internal factor is the factor that exists within the individual who is studying
 - 2) External factors are factors that exist outside the individual.
- d. Types of learning outcomes
- 1) The type of cognitive learning outcomes, consisting of:
 - a. Understanding
 - b. Knowledge of rote
 - c. Implementation
 - d. Analysis
 - e. Evaluation
 - 2) The type of affective learning outcomes, consisting of:
 - a. Receiving, that is the sensitivity in receiving the stimulation from outside in the form of problem, situation or symptom.
 - b. Responding, is the reaction given to external stimuli
 - c. Valuing
 - d. Organization, which is related to the development of state value in a scoring system
 - e. Characteristic, that is affirming the integrity of all value system owned by someone

¹⁸ Sugihartono. Dkk. Psikologi pendidikan, (Yogyakarta: UNY Press, 2007). P 76-77

3) Type of psychomotor learning outcomes, consisting of:

- a. Reflex movement
- b. Skills on basic movements
- c. Skill movements, ranging from simple skills to complex skills.

e. Principles of learning outcomes

The principles that exist in Achievement among others are:

- 1) Functional learning outcomes can be related to each other that can be discussed separately
- 2) Learning outcomes are complemented by experiences that can be equated with learning with good judgment
- 3) Learning outcomes can be accepted by learners if in terms of satisfaction on the needs and useful and meaningful for himself.
- 4) Learning outcomes that have been achieved is not simple and static that is complex that is to be changeable

f. Islamic Religious Education

1) Understanding of Islamic Religious Education

Religious Education is an effort to strengthen the faith and piety of God Almighty in accordance with the religion embraced by the educators involved in solving the demands of respecting other religions in the relations of religious harmony within society to realize national unity.¹⁹

¹⁹ Muhaemin, *Paradigma Pendidikan Islam, Upaya Mengefektifkan PAI di Sekolah*. (Bandung: Remaja Rosdakarya 2002) P 75

In the 2004 PAI curriculum, as quoted by Ramyulis, it is said that Islamic Education is a conscious and planned effort in preparing learners to know, understand, live, believe, pious, noble, practice the teachings of Islam from the main source of the holy book Al-Qur'an and Al-hadith through the activities of guidance, teaching, practice and the use of experience.²⁰

The essence of education is the transfer of values, knowledge and skills of the older generation to the younger generation so that the younger generation can live. Therefore, when we call Islamic religious education, it will cover two things:

- a) Educate students to behave in accordance with Islamic value or morals.
- b) Educate students to study the material of Islamic teachings.

From this understanding can be found some things that need to be considered in learning Islamic Religious Education (PAI), namely:²¹

- a) Islamic Religious Education as a conscious effort, that is an activity of guidance, teaching or exercises done in a plan and conscious of the goals to be achieved
- b) The learning activities of Islamic Religious Education are directed to increase the belief, understanding, appreciation, and the identification of Islamic teachings from learners in addition to forming or personal qualities as well as to establish social piety.

²⁰ Ramayulis, *Metodologi Pendidikan Agama Islam* (Jakarta: Kalam Mulia, 2005), P 21.

²¹ *Ibid.*, P 76

g. The Purpose of Islamic Religious Education

The aim of religious education in Islamic schools or madrasah is to cultivate and improve faith through the giving and sharing of knowledge, appreciation, practice and experience of learners about the religion of Islam to become a growing Muslim human in terms of faith, piety, state and state, and to continue at the higher education level.

Educational Objectives Religion researchers adjust the goals of Religious Education in formal educational institutions and researchers divide the goals of Religious Education into two parts with the following description:

1) General purpose

The general objective of Islamic Religious Education is to achieve the qualities mentioned by the Qur'an, the hadith and the realization of human beings as servant of God, he says that this goal will realize specific goals. By quoting Surah at-Takwir verse 27:²²

إِنْ هُوَ إِلَّا ذِكْرٌ لِلْعَالَمِينَ

Meaning: "It is nothing but a reminder to the worlds"

The point is to all humans. So according to Islam, education should make the whole human beings to be self-sacrificing to God or in other words worship God. The point is to all humans. So according to Islam,

²² Al- Qur'an Surah At Takwir Verse 27

education should make the whole human beings to be self-sacrificing to God or in other words worship God.

2) Special purpose

The specific objectives of Religious Education are the goals that are tailored to the growth and development of the child according to the level of education it passes, so that each Religious Education goal at every level of school has different goals, such as the goal of Religious Education in primary schools is different from the goal of Religious Education in junior high, High school and different with the goals of Religious Education in universities.

Special education objectives such as in high school are to enhance intelligence, knowledge, personality, noble character, self-esteem skills and further education and improve the way of reading al-Qur'an and tajwid to the rules of applying mad and waqf reading laws. Familiar with commendable behaviors such as *qanaah* and *tasawuh* and embrace self-destructive behavior such as *ananiah*, *hasad*, *ghadab*, *namimah*, understand and emulate the obligatory bathing procedures and mandatory prayers.²³

What we have witnessed all this time, either because of the failure of the formation of individuals or for others, values that have social implications. Therefore, speaking Islamic religious education both meaning and purpose should refer to the planting of Islamic values and

²³ Riyanto, Yatim. 2006. *Pengembangan Kurikulum dan Seputar Kurikulum Tingkat Satuan Pendidikan (KTSP)*, IKAPI : Universiti Press. P 160

not justified to forget social ethics or social morality. The cultivation of these values is also in order to reap the success of life in the world for the students who will then be able to produce good hereafter.

h. Content

Islamic educators generally share the view that Islamic education covers many areas: (1) religious, (2) aqidah and amaliah, (3) morality and character, (4) physical-biological, exact, mental-psychic, and health.²⁴

Above is the scope of Islamic education. Similarly, Islamic Religious Education also emphasizes the balance, harmony and harmony between human relationships with Allah SWT, human relationships with humans, human relationships with themselves, and human relationships with the environment. Seeing this statement then it can be said that the scope of Islamic Religion education covers the following aspects:

1) Qur'an and hadith as a source of Islamic teachings

The Qur'an and the Hadith are the fundamental source of teachings in Islam. The purpose of man is to seek happiness in the world and in the Hereafter, and in the Qur'an and the Hadith there is a guide to achieving that happiness.

2) Aqidah

The term aqidah in the general term is used to refer to the decision of a steady, correct and wrong mind. It can be concluded that the Aqidah of Islam is a belief that people must recognize about their

²⁴ Moh. Roqib, *Ilmu Pendidikan Islam: Pengembangan Pendidikan Integratif di Sekolah, Keluarga dan Masyarakat*, (Yogyakarta:LKiS, 2009), P 22

truths based on the prophecy of prophecy and also the prophecy of naqli. The basis of this Islamic Cause is found in the Qur'an of Al-Baqarah verse 285:²⁵

آمَنَ الرَّسُولُ بِمَا أُنزِلَ إِلَيْهِ مِنْ رَبِّهِ وَالْمُؤْمِنُونَ ۚ كُلٌّ آمَنَ بِاللَّهِ وَمَلَائِكَتِهِ
وَكُتُبِهِ وَرُسُلِهِ لَا نُفَرِّقُ بَيْنَ أَحَدٍ مِنْ رُسُلِهِ ۚ وَقَالُوا سَمِعْنَا وَأَطَعْنَا ۚ غُفْرَانُكَ
رَبَّنَا وَإِلَيْكَ الْمَصِيرُ

It means: "The Messenger has faith in the Koran which has been sent down to him from his Lord, as well as the believers. They all believe in Allah, His angels, His books and His apostles. They say: We make no distinction between any of His messengers, and they say: We hear and we obey. (They say): "Forgive us, our Lord, and to You is the return."

As well as the Muslim history hadiths which read:²⁶

ان تؤمن بالله وملائكته وكتبه ورسله واليوم الآخر وتؤمن بالقدر خيره
وشره (رواه مسلم)

It means: "Believe in Allah, His angels, His books, His messengers, the Last Day, and believe in the good and bad provision."

4. Akhlaq

Akhlaq is able to create self-awareness for humans to hold firm to the noble norms and values. Akhlaq gets special attention in Islam.

Rasulullah SAW. said:²⁷

انما بعث لاتمم مكارم الخلاق

²⁵ Al-Qur'an Surah Al-Baqarah Verse 25

²⁶ <http://library.islamweb.net/mainpage/nindex.php?page=iwebsearch1&stxt=%C7%E1%CE%E1%C7%DE>, Access : February 25,2018, 10:15 WIB

²⁷ *Ibid*, Access : February 25,2018, 10:18 WIB

It means: "Verily I am (Muhammad) sent forth to complete the noble morality."

5. Fiqih

fiqih is the science of a set of syara 'laws that are furu'iyah that obtains obtained through reasoning or istidlal.²⁸ Thus, in short it can be said fiqih is a strong allegation achieved by a mujtahid in his effort to find the law of God.

6. Tarikh/ history of Islam

Islamic dates and cultures cover the history of pre-Islamic aristocracy; the resurrection of the prophet in it describes the existence of the prophet as bearer of the brochure and so forth.

i. Strategy

The term strategy is often used in many learning contexts, as revealed by Nana Sudjana as follows:²⁹

"Teaching strategies are tactics that teachers use in implementing teaching and learning processes in order to influence learners to achieve teaching objectives effectively and efficiently."

While learning is a the process of teaching learners to learn something relevant and meaningful to themselves. The definition of learning strategy of Islamic Religious Education is a strategy that explains about the common components of a set of learning materials of religious education and procedures that will be used together with these materials to

²⁸ Amir Syarifuddin, *Ushul Fiqh*, (Jakarta: PT Logos Wacana Ilmu, 1997), P. 2-4

²⁹ Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar*. (Bandung: PT. Remaja Rosdakarya, 1989) P 25

achieve the learning objectives that have been established effectively and efficiently . The common components of a set of learning materials for religious education include:

- 1) Preliminary activities,
- 2) Presentation activities
- 3) cover.

The following are common types of learning strategies:

- 1) Learning Expository Strategy
- 2) Inquiry Learning Strategy
- 3) Cooperative Learning Strategy

j. Evaluation

Evaluation in Islamic religious education is taking a number of decisions related to Islamic religious education to see how far the success of education is in harmony with Islamic values as the goal of Islamic education itself. Various types of evaluation of learning outcomes in the teaching and learning process of religious education in schools can be distinguished into: ³⁰

1) Formative Evaluation

Formative Evaluation is an evaluation done after the completion of one subject. In its implementation in school this formative evaluation is a daily test.

2) Sumative Evaluation

³⁰Zuhairini dkk, “*Metodologi Pendidikan Agama*”, (Solo: Ramadhani, 1993) P 151

Sumative evaluation can be equated with general repetition which is usually done at the end of the quarter or the end of the semester.

3) Evaluation Placement

This test is carried out at the beginning of the school year to determine the level of students' knowledge related to the material that has been submitted.

4) Diagnostic Evaluation

Diagnostic evaluation is an evaluation that serves to recognize the background of the life of students who have learning difficulties

2. Tolerance Attitude

a. Understanding of Tolerance Attitude

Attitude as a certain regularity in terms of feeling (affection), mind (cognition) and predispose actions a person to an aspect in the surrounding environment. From the definition can be concluded that the attitude consists of three components that support each other. These three components are cognitive components, affective components, and conative components as the structure of attitude formation.

Tolerance comes from the word 'tolerant' which means to be tolerant (tolerance, allowing, allowing) different stands or beliefs, neighbors.³¹ Simply tolerance is the recognition of a plural society, which recognizes peace. Tolerance actually develops within the framework of

³¹ Kamus Besar Bahasa Indonesia, (Balai Pustaka: Jakarta, 1989), P 106

diversity, primarily religious and cultural diversity including the customs, traditions, or customs that accompany it.

Tolerance is the ability to respect the nature, beliefs and behaviors that others have. In the religious literature of Islam, tolerance is called premises *tasamuh* which is understood as the nature or attitude of respect, let, or allow our establishment (view).³²

The goal of developing a tolerance attitude among students at school is as a means of training so that they can further apply and develop it widely in community life. The development of tolerance among students should also be placed as a fundamental part of the education and learning process in schools. The values of the Awards, the respect for the rights and differences and the diversity of others are part of Islamic religious education that should be oriented towards student tolerance.

The attitude of tolerance can be reviewed from the following indicators:³³

- 1) Acknowledge the rights of everyone; a mental attitude that recognizes the right of everyone in identifying his behavior and attitude by not violating the rights of others.
- 2) Respect other people's beliefs; it is not justified that a particular person or group of insist impose their own will with regard to belief or diversity to people or groups.

³² Ngainun Naim dan Achmad Sauqi, Pendidikan Multikultural konsep dan aplikasi (Yogyakarta: Ar-Ruzz, 2008), P 77

³³ Umar Hasyim, *Toleransi dan kemerdekaan beragama dalam islam sebagai dasar menuju dialog dan kerukunan antar agama*, (Surabaya: PT. Bina Ilmu, 1991), P 23-25

- 3) Agree in disagreement; agree in the difference. This principle is always honored by the former minister of religion, Prof. Dr. H. Mukti Ali, there is no difference between enmity and opposition.
- 4) understanding each other; not mutilating, not hating each other, and respecting each other.
- 5) Awareness and honesty, this trait is exemplified in a public bus, there is a small child who cries. People who are unconscious and have no tolerance of course will move or swear, but for those who have a high awareness and honesty he will suppress his feelings or even feel sorry, because he never was.
- 6) The soul of Pancasila philosophy, in the life of nation and state we have the basis of Pancasila as a reference for the peace of a nation, the Pancasila is the middle way among various tribes, groups, religions and so forth.

Islam prohibits violent behavior against anyone. Allah SWT. Speaking;³⁴

مِنْ أَجْلِ ذَلِكَ كَتَبْنَا عَلَىٰ بَنِي إِسْرَائِيلَ أَنَّهُ مَنْ قَتَلَ نَفْسًا بِغَيْرِ نَفْسٍ أَوْ
فَسَادٍ فِي الْأَرْضِ فَكَأَنَّمَا قَتَلَ النَّاسَ جَمِيعًا وَمَنْ أَحْيَاهَا فَكَأَنَّمَا أَحْيَا النَّاسَ
جَمِيعًا وَلَقَدْ جَاءَتْهُمْ رُسُلُنَا بِالْبَيِّنَاتِ ثُمَّ إِنَّ كَثِيرًا مِنْهُمْ بَعْدَ ذَلِكَ فِي
الْأَرْضِ لَمُسْرِفُونَ

It means: "We therefore set up (a law) for the Children of Israel, that anyone kills a person, not because he kills another person (qisas), or does not commit a damage on earth, as if he had killed all human. Whoever preserves the life of a human, it seems as though he has

³⁴ Al- Qur'an Surah Al-Maidah: 32

preserved the lives of all human beings. Our Messengers have come unto them with clear proofs. But then many of them after that go beyond the limits of the earth. "(QS Al-Maidah: 32)

Realizing harmony and tolerance in interreligious life is part of the effort to create common good and smooth relationships between people of different religions so that each religious group can carry out part of the demands of their respective religions.

b. Various kinds of tolerance

1) Tolerance of Islam in the field of worship

A muslim is required to have a deep and wide tolerance attitude towards other people of different religions. Moreover, the lag against Muslim fellow Muslims due to Muslim tolerance attitude can be grown by looking at more aspects of equality in Islam, rather than increasing the different aspects of difference.³⁵ Islamic religion is light and easy to operate, and prohibited complicate or aggravate the burden. The rule of Islam is actually tolerance in the field of worship is also there is tolerance, because Islam is a fitrah religion, the core of Islamic teachings is very mild.

So the authors conclude that in the teachings of Islam there is tolerance, therefore we should be tolerant to others even though we are different tribes, races, customs or religion.

2) Islamic tolerance in the field of Mu'amalah

³⁵ Abdullah Ali, Agama dalam ilmu perbandingan, (Bandung: Nuansa Aulia:, 2007) P 124-125

In the case of *mu'amalah* or inter-human relations, the Shari'ah of Islam shows a lot of high tolerance, namely the relationship between Muslims with other faiths. Tolerance in interrelationship between religious people stems from the appreciation of their respective religious teachings. According to Said Aqil Al-Munawar there are two kinds of tolerances: static tolerance and dynamic tolerance. The static tolerance of tolerance by not giving birth to cooperation is only theoretical, while dynamic tolerance is the active tolerance of generating cooperation for a common purpose so that harmony between religious people is not in theoretical form, but as a reflection of the unity of the religious community as a nation.³⁶

Kindness to God will not be realized except by doing good to His creatures. A person who worships God aloof and looks khusyu 'will not benefit if he still hurts his relatives, be poor to his neighbors, and others Even this worship would not be beneficial to him if he was still bad to God's creatures weak, even against the creature who is not even imagined.

Rasulullah sallallaahu 'alaihi wasallam, said:³⁷

دَخَلَتْ امْرَأَةٌ النَّارَ فِي هَرَّةٍ رَبَطَتْهَا فَلَا هِيَ أَطْعَمَتْهَا وَلَا هِيَ أَرْسَلَتْهَا تَأْكُلُ مِنْ خَشَاشِ الْأَرْضِ

حَتَّى مَاتَتْ هَرَلًا

³⁶ Said Aqil, *fiqh hubungan antar agama* (Jakarta: Ciputat Press, 2003) P 16

³⁷ <http://library.islamweb.net/mainpage/nindex.php?page=iwebsearch1&stxt=%DD%ED+%DF%E1> Accessed: May 6, 2018. 08:40

"A woman entered Hell because of a cat she tied. He did not feed him and did not let him eat the insects of the earth, so he died of starvation."
 "(Muttafaq 'Alaih)

This is the story of the women of the Israeli Judaism who locked a cat, but he did not feed and drink until the cat died of hunger and thirst. This shows the harsh and cruel nature of the woman's character, how bad it is, and there is no compassion in her heart. He deliberately hurt. If in his heart there is compassion, he must have let go of the cat. And it seems like he locks it all day and night. She feels thirsty and hungry with a voice that asks for help and help. A voice with distinctive features known by people who know the voice. However, the heart of this woman has been stabbed and not knocked by the whiff of the cat. He ignored his hopes and dreams. The voice was weakened, then disappeared. The cat is dead. He complained to his God about the *zhalim* of man whose heart was hard and hardened. This act has harmed the woman, so she entered Hell.

In addition Islam teaches to do good to every creature including animal. Among the hadiths is to talk about a woman who gives a drink to a dog and eventually get forgiveness of sins.

From Abu Hurairah *radhiyallahu 'anhu*, Rasulullah *shallallahu 'alaihi wa sallam* said:³⁸

³⁸*Ibid*, [Accesed: May 6, 2018. 08:40](#)

« بَيْنَمَا رَجُلٌ يَمْشِي بِطَرِيقٍ اشْتَدَّ عَلَيْهِ الْعَطَشُ فَوَجَدَ بِئْرًا فَنَزَلَ فِيهَا فَشَرِبَ ثُمَّ خَرَجَ فَإِذَا كَلْبٌ

يَلْهَثُ يَأْكُلُ التُّرَى مِنَ الْعَطَشِ فَقَالَ الرَّجُلُ لَقَدْ بَلَغَ هَذَا الْكَلْبُ مِنَ الْعَطَشِ مِثْلُ الَّذِي كَانَ

بَلَغَ مِنِّي. فَنَزَلَ الْبِئْرَ فَمَلَأَ خُفَّهُ مَاءً ثُمَّ أَمْسَكَهُ بِفِيهِ حَتَّى رَفَعَى فَسَقَى الْكَلْبَ فَشَكَرَ اللَّهُ لَهُ فَغَفَرَ

لَهُ ». قَالُوا يَا رَسُولَ اللَّهِ وَإِنَّ لَنَا فِي هَذِهِ الْبَهَائِمِ لِأَجْرًا فَقَالَ « فِي كُلِّ كَبِدٍ رَطْبَةٌ أَجْرٌ »

"When a man was walking, he felt very thirsty, then he went down to the well and drank. When he came out, there was a dog stretched out his tongue licking wet soil due to thirst. He said, 'This dog is thirsty like me.' So he fills his shoes and holds it with his mouth, then he goes up and gives the dog a drink. Allah bless him and forgive him. "The Companions asked," O Messenger of Allah, can we get the reward of the beast? "He replied," Any drink of the animal will get a reward. "

Abu Hurairah, Nabi *shallallahu 'alaihi wa sallam* said:

أَنَّ امْرَأَةً بَغِيًّا رَأَتْ كَلْبًا فِي يَوْمٍ حَارٍّ يُطِيفُ بِنِئْرٍ قَدْ أَدْلَعَ لِسَانَهُ مِنَ الْعَطَشِ فَنَزَعَتْ لَهُ بِمُوقِهَا
فَغَفَرَ لَهَا

"There's a woman in adultery seeing a dog on a hot day so hot. The dog surrounded the well while stretching out his tongue because of thirst. Then she took off her shoes (then dumped water with her). He was also forgiven for the practice. "

That hadis mean the animals mean is a respected animal that is not ordered to be killed. Giving a drink to the animal will be rewarded. Feeding also includes a form of doing good to her. The above hadith also contains the motivation to do good to human beings. If by giving a drink to a dog can get the forgiveness of sins, then giving a drink to humans would also get a great reward.

From the above description it can be concluded that in muamalah Islam is also tolerant as the example above in various things for common purpose. And also tolerance not only do human beings but also fellow beings created by Allah

c. Factors affecting Tolerance Attitudes

Education affects the formation of a tolerance attitude, meaning that the circumstances and conditions of a person's relationship will greatly determine the level of tolerance. Broadly speaking, the factors that influence a person's tolerance and intolerance are grouped into two factors: religious and non-religious factors.

1) Religious factors

Religious factors include:

a. Religious fanaticism

Every religion must believe in its religion as an absolute truth because it is essentially no religion in this world born to hostile, offensive or vilifying religion or adherents of other religions. show intolerant attitude more under the understanding and understanding of religion that is less intact and true (Kaffah), as well as the religious way of its adherents.³⁹

2) Non-Religious Factors

Non-religious factors such as, economic, political, social, cultural and other. Factors that allegedly affect sika tolerance of which is the

³⁹ Kementrian Agama RI Badan Litbang dan Diklat Puslitbang Kehidupan Keagamaan, *Toleransi beragama mahasiswa*, (Jakarta: Maloho jaya abadi Press, 2010) P 22

factor of within a person's own selectivity or personal power to receive and process the influence that comes from outside the personal form of social interaction outside the group.⁴⁰

Many factors are suspected of affecting tolerant and intolerant attitudes, suggesting that complex problems can not be seen from the point of view but must be seen from different angles.

3. The Influence of Islamic education learning achievement to the Tolerance Attitude Students

The learning achievement of Islamic religious education is the nature of student behavior change which can be seen after the student learns religious education of Islam which is the final assessment of a process and the introduction has been done repeatedly. Learning achievement determines how thinking can produce good work behavior by looking at Islamic norms.

Islamic religious education in schools is expected to increase the deep Islamic knowledge, thus making students become good Muslims by realizing the teachings of Islam with good student morale. In relation to the religious process, Islamic religious learning becomes an important thing that must be applied in the planting of tolerance values in order to instill mutual respect and respect. Related to the importance of tolerance, Allah (SWT) affirms in His Word as follows:⁴¹

⁴⁰ *Ibid*, hal 25

⁴¹ Al- Qur'an Syrah Yunus Verse 40-41

وَمِنْهُمْ مَّنْ يُؤْمِنُ بِهِ ۖ وَمِنْهُمْ مَّنْ لَا يُؤْمِنُ بِهِ ۗ وَرَبُّكَ أَعْلَمُ بِالْمُفْسِدِينَ ۝ ٤٠ وَإِنْ كَذَّبُوكَ فَقُلْ لِّي عَمَلِي وَلَكُمْ عَمَلُكُمْ أَنْتُمْ بَرِيُونَ مِمَّا أَعْمَلُ وَأَنَا بَرِيءٌ مِّمَّا تَعْمَلُونَ ٤١

Meaning:

"Among them there are those who believe in the Qur'an, and of them there are those who do not believe in it. Your Lord is best aware of those who do mischief. If they deny thee, then say. for me my work and for you work. you are free of what I do and I'm free from what you do. " (QS Yunus 10: 40-41)

The above verse explains the need to appreciate difference and tolerance.

With these differences, it is expected that humans have an attitude of tolerance to the differences. How to appreciate difference and tolerance, among others, does not interfere with the activities of others. Rasulullah SAW. Said:⁴²

عن حيوة بن شريح ، أخبرنا شرحبيل بن شريك ، أنه سمع أبا عبد الرحمن سمعت عبد الله بن عمرو ، يقول : قال رسول الله : عبد الله بن يزيد الحبلي ، يقول خير الأصحاب عند الله عز وجل خيرهم لصاحبه ، وخير الجيران عند الله " : ﷺ عز وجل خيرهم لجاره

Meaning: From Ibn Umar ra. The Messenger of Allah (may peace be upon him) said, "The best of the Companions with Allah is the best among them. And the best of the neighbors in the sight of Allah is the best among them towards their neighbors. "(HR.Attirmizy)

To be able to produce good learning outcomes, teachers are required to provide a material explanation of tolerance through moderate religious understanding, creating an atmosphere of learning in differentiation, mutual understanding, building mutual trust, upholding mutual love, deepening material

⁴²<http://library.islamweb.net/mainpage/nindex.php?page=iwebsearch1&stxt=%C7%E1%CE%E1%C7%DE> Access : February 25,2018, 13.03 WIB

on tolerance, and guiding and provide motivation to learners in conducting tolerance activities such as not discriminating both Muslims and non-Muslims.

Messenger of Allah. has exemplified the tolerance among religious believers, both when he was in Mecca and in Medina. One time the Meccan infidels offered tolerance to the Messenger of Allah. Some of the pagan figures in Mecca like Aswad bin Abdul Muttalib, Umayyah ibn Khalaf, and Al-Walid bin Al-Mughirah came to the Messenger of Allah. offering compromise on worship. They propose that the Prophet and Muslims follow their religion and they will follow the religion of Islam. They said: *"O Muhammad, what if we worship your Lord for a year and you also worship our Lord for a year. If your religion is right we benefit, and if our religion is true, you also benefit."* The Messenger of Allah. firmly replied: *"I take refuge in Allah so as not to belong to those who behave and behave shirk or associate with Allah."* To reinforce the rejection of the Messenger of Allah. is, Allah SWT. lowered the letter of Al-Kafirun. After the Messenger of Allah. received the revelation of the letter of Al-Kafirun, he went to the characters of Makkah. In the middle of a crowd of people who were gathered at the Grand Mosque, Rasulullah saw. read Q.S. Al-Kafirun verses 1-6 are:⁴³

قُلْ يَا أَيُّهَا الْكَافِرُونَ ﴿١﴾ لَا أَعْبُدُ مَا تَعْبُدُونَ ﴿٢﴾ وَلَا أَنْتُمْ عِبُدُونَ مَا أَعْبُدُ ﴿٣﴾ وَلَا أَنَا عَابِدٌ مَّا عَبَدْتُمْ ﴿٤﴾ وَلَا أَنْتُمْ عِبُدُونَ مَا أَعْبُدُ ﴿٥﴾ لَكُمْ دِينُكُمْ وَلِيَ دِينِ

steady and aloud. Say (Muhammad), *"O those who disbelieve, I will not worship what you worship, and you are not worshipers of what I worship, and I have never been a worshiper of what you worship, and you have never worshiped*

⁴³ Al Qur'an Surah Al-Kafirun verses 1-6

what I worship. For you your religion, and for me my religion. " (Q.S. Al-Kafirun verses 1-6)

Moreover, the attitude of tolerance to fellow Muslims should be further strengthened. This was once exemplified Rasulullah saw. and Muslims while in Medina. The brotherly relationship between Muhajirin (the Muslims of Mecca) and the Ansar (the Muslims of Medina) is very closely intertwined. The lives of the two groups are every day overwhelmed by the atmosphere of mutual understanding, mutual help and mutual cooperation. If an Ansar has a house, it is used with the Muhajirin. If Muhajirin has food and drink, then food and drink is divided by Ansar. With such high brotherhood and tolerance, the Muslims of that time had strong ties. Messenger of Allah. likes Muslims as one body. If any part of the body is sick then other body parts also feel pain. Similarly with Muslims, if there is one member of the Muslim community has difficulty then the other residents should help him To other religious people, Islam also teaches for tolerance.⁴⁴

In the Law of the Republic of Indonesia Number 20 of 2003 on National Education System Article 12 paragraph 1 (a) stated that: ⁴⁵

"Every learner in every educational unit has the right to educate in accordance with the religion that is held and taught by a religious educator".

Therefore, in the implementation of Islamic religious education learning in public schools, although there is a policy from the school that non-Islamic that

⁴⁴ M. Ahsan dan Sumiyati, *Pendidikan agama islam dan budi pekerti*, (Jakarta: Menteri pendidikan dan kebudayaan, 2015) P 171

⁴⁵ Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional. P 101

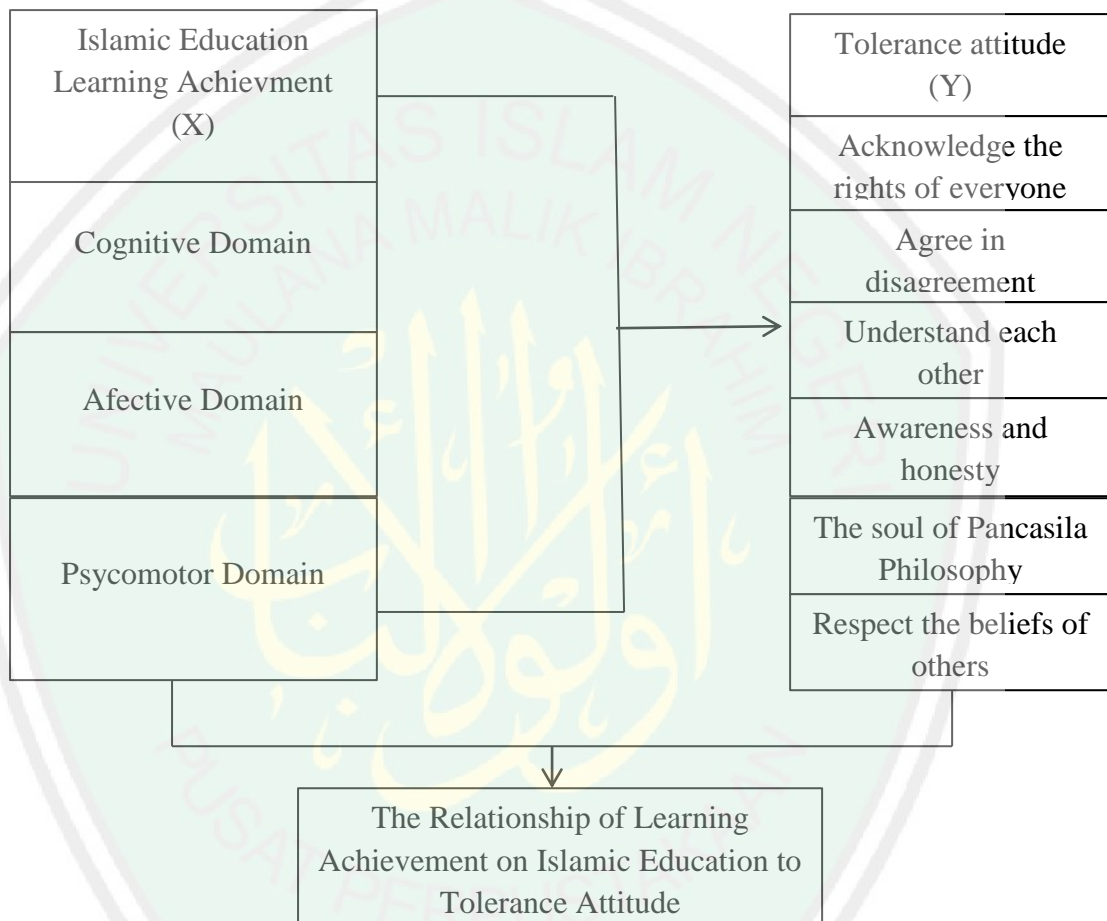
may participate in the implementation of existing PAI lessons, but the school still provides religious teachers who are religious with them.

Islamic religious education is made into a national education subsystem so that the form in the form of an effective media to give birth to a generation that has a view that can make diversity, and is expected learners can grow attitude *tasammuh* both at school and society, increase strength in faith, increase the sense of nationalism, so get good and satisfactory learning outcomes, because tolerance will be increasingly needed in the great process when the changing times occur due to the face of a new world civilization. As the age progresses, life becomes more full of selfishness and rivalry and the righteousness that usually attitudes of interpersonal acceptance of each other diminishes.

B. Research roadmap

Table 2.1

Research roadmap



CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Setting

This research was conducted at Taman Siswa High School (Taman Madya) Malang City which addressed at Jl. Serayu Utara District Blimbing, Bunulrejo, Malang. Respondents in this study are data or someone who can provide information relating to research needs. Respondents in this study are students of class XI. This research was conducted on semester 2018-2019 on January-March 2018.

B. Approach and research Design

In this research,. The approach used is a quantitative approach. Then the method used in this study is descriptive method of analysis, descriptive research is a study that describes a phenomenon, events, and events that occur at the moment by explaining and understanding what is there, the process takes place and the effects or effects that are developing.⁴⁶

Selection of correlation method in this research to find out whether there is relationship and if there is, how closely the relationship and mean or not the relationship. Understanding of research methods descriptive correlation is to study the relationship of two variables in other variables.

The data obtained is quantized or arranged in numbers by using the product moment correlation technique to determine whether there is a relationship between variable X and variable Y so that the height and magnitude of the

⁴⁶ Syofian Siregar, *Metode Penelitian Kuantitatif dilengkapi dengan perbandingan perhitungan manual dan SPSS*, (Jakarta: Kencana Prenadamedia Group, 2014) P 125

relationship is expressed in terms of correlation coefficients which are further interpreted to draw conclusions.

With this design is expected to be known whether or not there is influence of learning outcomes of Islamic religious education on the attitude of student tolerance in school.

C. Research variable

Variables of research is an attribute or the nature or value of people, objects or activities that have a certain variation set by researchers to be learned and then drawn conclusions.⁴⁷

In this study used two variables, namely the dependent variable and the independent variable. Free variable is a variable that mepengaruhi or be the cause of change or the emergence of the dependent variable (bound). Independent variable referred to in this study is the result of learning Islamic High School Education Taman Siswa (Taman Madya) Malang, While the dependent variable (dependent) is referred to in this study is the attitude of students tolerance class XI.

D. Population and Sample

1. Population

Data and information from reliable data sources is required in every research activity. Data is used to answer the problem under study or to test the hypothesis. All these data sources are called populations, which are the whole object to be studied. Population is the whole object of

⁴⁷ Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*, (Bandung: Alfabeta, 2009), P 61

research either consisting of real objects, abstracts, events of any symptoms that are the source of data and have a certain character.⁴⁸

In this study the population is all students of class XI SMA Taman Siswa (Taman Madya) Malang. From the data obtained by the number of students class XI is 42, but there are some students who are unable to attend 8 students so the total of 34 respondents as the respondents, as for as follows:

Table 3.1

Population Student Class XI SMA Taman Siswa Malang

No	Class	Total students
1	XI IPA	21
2	XI IPS	21

Data source: Exceeded in 2018

In this study, researchers used the population in finding answers whether there is a positive influence or a negative influence between the results of learning with the attitude of student tolerance.

2. Sample

The sample is part of the number and characteristics possessed by the population. When large populations, and researchers are not likely to study everything in the population, for example due to limited funds,

⁴⁸ Sukandar Rumidi, *Metodologi Penelitian* (Yogyakarta: Gajahmada University Press, 2004), p.47

energy, and time, researchers can use samples taken from that population.⁴⁹

E. Data and Data source

The collection of data compiled directly by the researcher in particular to solve the ongoing problem is called the primary source, the data collected not only for research purposes but also for other purposes is called secondary. Deni Darmawan argued "quantitative data is data in the form of numbers as a tool to find information about what we want to know".⁵⁰

Data sources are places, people, or objects where researchers can observe, ask or read about matters pertaining to the variables studied. The variable of this study consists of two variables, namely the independent variable (X) The result of learning Islamic religious education while the dependent variable is the attitude of student tolerance (Y).

Sources of data from this research are:

- a) Primary Data, primary data in this research is the result of questionnaire given to the respondent of student
- b) Secondary data, data obtained in the form that has been so and obtained from a second source, such as data taken from the middle exam achievement of student of Class XI Senior High School Taman Siswa (Taman Madya) Malang.

⁴⁹ Muchlis Anshori dan Sri Iswaati, *Metodologi Penelitian Kuantitatif*, (Surabaya: Airlangga University Press, 2009), P 94

⁵⁰ Sukandar, *op.cit.*, P.37.

Table 3.2**Description of data and Research Data Sources**

No	Data	Data Source
1	Islamic education learning achievement	Document (score in Mid-Term Raport at even semester)
2	Tolerance attitude	Student (Responden)

Data source: Exceeded in 2018

F. Research instrument

In preparing the instrument to measure the variables, the researcher develops himself through the theoretical studies that have been discussed earlier then make the lattice first then make indicator after that newly described in some items about. The following is the lattice:

Table 3.3**Variable Descriptive, Sub Variable and Indicator**

No	Variable	Sub Variable	Indicators	Instrument	Question
1	Islamic Education Learning achievement	-	Score of Mid-Semester Raport at Even Semester	Document	-
2	Attitude tolerance of class IX students	Tolerance	Acknowledge the rights of everyone	1. Not taking, robbing, and harassing the property of school friends 2. Do not respect the opinions of others 3. Do not impose their desire in socializing and	1,2,3

				socializing between friends	
			Respect the beliefs of others	1. You do not join in praying when the reader of prayer is led by other religious leaders 2. Creating a sense of security for minority religions in carrying out their respective worship. 3. Appreciate people who celebrate their religious festivals	4,5,6
			Agree in disagreement	1. You do not discriminate friends according to race / class or religion 2. Not to make religious differences as an obstacle to creating peace in the life of society	7,8,
			Understand each other	1. There are no student quarrels at school 2. Help explain to your friends about unfamiliar material	9,10,11

				3. Easily vent anger to a friend when he makes mistakes	
			Awareness and honesty	1. Believing in his own ability to do anything, because God has given advantages and disadvantages to every human being. 2. Do not imitate a friend's reply (cheat) when replicating or doing class assignments. Obey school rules 3. Apologize and forgive when doing mistake	12,13,14
			The soul of Pancasila philosophy	1. Be fair to anyone.	15

Data source: Exceeded in 2018

1) Test with scale

In making this instrument used Likert scale. The answer of each instrument item using Likert scale has gradation from very positive to very negative. Scale ranges, essentially odds with range 3, ositive (accepting), zero (neutral), negative (rejects), since the range forms a continuum, so the range can be expanded to even 5 or 7. For requirement analysis quantitative, then the

answer was scored with 5 alternative options. For positive revelation and alternative negative statements the following scores are given:

Table 3.4
Positive Alternative Score

Alternative Options	Scores
Strongly Agree	5
Agree	4
Neither Agree nor Disagree	3
Disagree	2
Strongly Disagree	1

Table 3.5
Negative Alternative Score

Alternative Options	Scores
Strongly Agree	1
Agree	2
Neither Agree nor Disagree	3
Disagree	4
Strongly Disagree	5

In this instrument there are 15 questions, with the lowest score of 15 (the multiplication result between score 1 and 15) and the highest score is 75 (the multiplication result between score 5 and 15 statement).

G. Data collection

There are two main things that affect the quality of data research results, namely the quality of instruments and Collect quality data.⁵¹ As for this research, the method used in data collection through:

1. Observation Method

Observation in the study is not only limited to observe dengan eyes only. Observations that are also called observations include the activity of loading attention to an object dengan using all the sensory devices. Observation method which researcher use in this research is field observation, that is collecting data where researcher conduct direct research to symptom of subject studied.

2. Questionnaire (Questionnaire)

The questionnaire is a data collection technique that is done by giving a set of questions or written questions to responder to answer.

In this study, data collection using primary sources because researchers use research instrument in the form of a questionnaire (questionnaire).

3. Interview or interview method

Interview method is a dialogue conducted by the interviewer to obtain information from the interviewer of this method use to obtain information, responses, opinions oral from sources who will interview researchers to obtain data that the author needs anatara others:

a) Student at Senior High School Taman Siswa (Taman Madya) Malang

⁵¹ Suharsimi Arikunto, *Prosedur penelitian satu pendekatan praktik*, (Jakarta: Rineka Cipta, Ed-revisi, 2010), P 198

- b) Teacher Islamic Religious Education at Senior High School Taman Siswa (Taman Madya) Malang

4. Documentation Method

Documentation method is a method of collecting data by investigating written objects such as books, documents, regulations, diaries, etc.⁵²

The researcher used the documentation method to get general data of SMA Taman Siswa (Taman Madya) Malang and the material syllabus of PAI class XI. From the description it is clear that the document methods that exist in this study are:

- a) A report card value in the middle semester of students in class XI Even Semester
- b) Student Data and High School Teachers Taman Siswa Malang
- c) School Profile SMA Taman Siswa Malang

H. Test of reliability and validity

1. Test Validity

Validity is a measure that indicates the validity or validity of an instrument. A valid or authentic instrument has high validity. Conversely, the less valid instrument means having a low validity. An instrument is said to be valid if able to measure what is desired. An instrument is said to be valid if it can reveal the data of the variables in detail precisely.⁵³

A valid instrument means that the measuring tool used to get the data (measure) is valid. Valid instrument can be used to measure what should be

⁵² *Ibid*, P. 201

⁵³ Sugiono, *Metode penelitian Pendekatan Kuantitatif, Kualitatif, dan R & D*, (Bandung: Alfabeta, 2009), P 173

measured. Kind of validity is divided into three namely the validity of the construct, the validity of the content, and external validity. To test the validity of constructs, Expert Judgment can be used. In this research the instrument we got comes from the theory put forward by Umar hasyim.

The validity test construct (Construct validity) is used to measure whether or not a questionnaire is valid in measuring a contract. Validity test in this research use Pearson's Product Moment correlation formula. The steps are as follows:

Calculate the correlation price of each item with the Pearson Product Moment formula, as follows:

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

Information :

r_{xy} = correlation coefficient

n = number of test respondents

$\sum X_i Y_i$ = Total multiplication results between X and Y

$\sum x_i$ = Total score of X

$\sum Y_i$ = Total number of Y score

$\sum X_i^2$ = Number of squares X

$\sum Y_i^2$ = Number of squares Y

b) Calculating the price t count with the formula as follows:

$$t_{count} = \frac{r_{xy} \sqrt{(n-2)}}{\sqrt{1 - r_{xy}^2}}$$

Information :

t = Value t count

n = number of test respondents

r = correlation coefficient of r result

- c) Find t table if known significance for $\alpha = 0.05$ and $dk = 34 - 2 = 32$, with two-party test then r table = 0.349

From the calculation yields valid and invalid items, by comparing r count with r table. If r count is greater than r table ($r_h > r_t$) then the instrument is valid, but vice versa if r count smaller than r table ($r_h < r_t$) then the instrument is not valid and not used in research.

Factor analysis is done by correlating the number of factor scores with the total score. If the correlation of each factor is positive and the magnitude of 0.3 and above then the factor is a strong construct. In calculating the validity test will be done with the help of SPSS, with the results in the table below:

Table 3.6
Variable Y Validity Test (Tolerance Attitude)

Number of Item	r count	r table	Significance	Description
Y1	0,733	0,349	0,000	Valid
Y2	0,681	0,349	0,000	Valid
Y3	0,688	0,349	0,000	Valid
Y4	0,860	0,349	0,000	Valid
Y5	0,742	0,349	0,000	Valid
Y6	0,855	0,349	0,000	Valid
Y7	0,763	0,349	0,000	Valid

Y8	0,813	0,349	0,000	Valid
Y9	0,860	0,349	0,000	Valid
Y10	0,847	0,349	0,000	Valid
Y11	0,742	0,349	0,000	Valid
Y12	0,816	0,349	0,000	Valid
Y13	0,754	0,349	0,000	Valid
Y14	0,868	0,349	0,000	Valid
Y15	0,805	0,349	0,000	Valid

Data source: Exceeded in 2018

Validity Test Results above states that the variable tolerance attitude (Y) with 15 items statement > r table and significant <0.05 valid, so it can be used as a research instrument.

2. Test Reliability

Reliability shows the ability to deliver relatively fixed measurement results. Various methods can be used to test reliability to produce Reliability index.⁵⁴

The test used is the *Alpa formula*. Because Alpha formula is used to find the reliability of the instrument whose score is not 1 and 0, for example a questionnaire or question form description. The Reliability score is 0.70.

This test determines the consistency of respondents' answers to a research instrument. a reliable instrument if it has a *Cronbach Alpha* coefficient above 0.60. To calculate the reliability using the alpha formula, the steps are as follows:

a) Calculating the variance score of each item include:

⁵⁴ Purwanto, *Metodologi Penelitian Kuantitatif*, (Yogyakarta: Pustaka Pelajar, 2010), P 196

$$S_i = \frac{\sum X \frac{2}{i} - \frac{(\sum X_i)^2}{N}}{N}$$

Where :

S_i = Variance score of each item

$\sum X_i^2$ = The sum of squares of items X_i

$(\sum X_i)^2$ = The number of items X_i squared

N = Number of respondents

- b) Summing up the variance of all items by the formula:

$$\sum S_i = S_1 + S_2 + S_3 + \dots S_n$$

- c) Calculate the total variance with the formula:

$$S_t = \frac{\sum X \frac{2}{t} - \frac{(\sum X_t)^2}{N}}{N}$$

- d) Calculate Alpha value with formula:

$$r_{11} = \frac{k}{k-1} \times \left\{ 1 - \frac{\sum S_t}{S_t} \right\}$$

Where :

r_{11} = Reliability value

$\sum S_i$ = Number of variance score of each item

S_t = Total Variance

k = Number of items

- e) Finding the value of r table Pearson's Product Moment if known significance for

$$\alpha = 0.05 \text{ and } dk = 34 - 2 = 32, \text{ then } r \text{ table} = 0.349$$

- f) Compare r count with r table. If r count is greater than r table ($r_h > r_t$) then the instrument is reliable, but otherwise if r count smaller than r table ($r_h < r_t$) then the instrument is not reliable. If a negative number is obtained, it indicates a reverse order. Correlation index is never more than 1.00. If the coefficient of Alpha > 0.60 then the item in the questionnaire is said to be reliable. To facilitate the process of calculation of reliability test, then performed with the help of computer with SPSS program 16. For reliability test, the results of the questionnaire statement shown in the table below:

Table 3. 7
Realibility Test of Y Variable (Tolerance Attitude)

Case Processing Summary

		N	%
Cases	Valid	34	100.0
	Excluded ^a	0	.0
	Total	34	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.770	16

Data source: Exceeded in 2018

The results of the above table is on Case Processing Summary that Case Valid all respondents as much as 34 or 100%. Then in the Reliability

Statistic table in column *Cronbach's Alpha* obtained with many items 15 per questionnaire and the number of respondents 34 people obtained correlation value of 0.770. This value can be very good or very good. It can be concluded that this tolerance attitude questionnaire can be believed because Cronbach Alpha (0.770) > 0.60

I. Data Analysis

The method used in this research is statistic method which function as analytical as well as decision making tool. statistic is the study of how the collection, copying, processing and taking conclusions by considering the element of uncertainty based on the concept of probability.

1. Descriptive analysis

This analysis is used to provide an overview of the data presented for easy understanding and informative. Descriptive analysis consists of descriptive, frequency, explore, crosstab and ratio. One of the programs that helps in this analysis is with SPSS. The result of research hypothesis analysis can be generalized or not if hypothesis (H_a) is accepted, meaning the result of research can be generalized. Step to test the first analysis by grouping variables X and Y with reference to the average value and standard deviation ago with the process of percentage with the formula:

$$P = \frac{f}{n} \times 100\%$$

n
Description:

P : percentage

F : frequency

N : number of subjects

After that it will be known the subject is at a high level, medium, or less with the help of calculations using *SPSS*.

2. Simple Linear Regression Simple Analysis Test

a) Test Basic Assumptions

(1) Normality test

Normality test is used to know the normal or not the data used, in this study using *Kolmogorov Smirnov test* and see the residual data plot, if the normal distributed variable, then the assumption of normality is met, then the data can be continued simple regression test. Basic decision-making by looking at the significance of α 5% as follows

- (a) Probability > 0.05 , then the data is normally distributed
- (b) Probability < 0.05 , then the data is not normally distributed

(2) Linearity Test

Linearity test is used to find out whether the two variables have a linear relationship or not. The linearity test calculation will use *SPSS* with Test for Linearity at the 0.05 level. Two variables will be said to be linear if the significant level is less than 0.05.

b) Classic Assumption Test

(1) Heteroscedasticity Test

This test is performed to determine the deviation of the classical assumption of heteroscedasticity with the variant inequality of the

residual for all observations in the regression model because the requirements that must be met in the regression model is the absence of symptoms of heteroscedasticity.

3. Hypothesis Testing

Hypothesis used in this research is associative hypothesis. The associative hypothesis is a conjecture of the presence and absence of a significant relationship between two or more variables. To find the relationship between two or more variables is done by calculating the correlation between variables that indicate the direction and relationship between two variables or more. Direction is expressed in terms of positive and negative relations, while the strength of the relationship is expressed in the magnitude of the correlation coefficient.

Relationship variable is stated positive if later a variable is improved, it will increase the other variable and vice versa if One variable is lowered it will lower the other variable. Relationship variable declared negative, if later one variable raised it will decrease the value of other variables and vice versa if the value of a variable is lowered, then increase the value of another variable.

CHAPTER IV

EXPOSURE DATA AND RESEARCH FINDINGS

A. Description of Research Object

In this chapter will be presented a description consisting of a description of the data presented with the topic in accordance with the questions of research and the results of data analysis and hypothesis testing.

B. Description of Research Object

1. Profile of Senior High School Taman Siswa (Taman Madya) Malang

Taman Malang High School (Taman Madya) Malang, established since 1925, is one of the private schools that apply self-discipline, free and inner self. Headquartered in Yogyakarta which is a struggle school founded by Raden Mas Suyardi Suryaningrat known as Ki Hadjar Dewantara as the first Minister of Education of the Republic of Indonesia. By virtue of notarial deed which is by RM. Wiranto, increasingly acting on the steps taken by the pamong and employees with the principle of Pronsip Patrap Triloka has elements including "*ing ngarsa sung tulada*" (which in front of the example), "*ing madya mangun karsa*" (which in the middle build the will / initiative), and "*tut wuri handayani*" (from behind supports). Strategic location on Jl. Serayu 14 Malang Phone (0431) 491457, traversed by public transport of AMG, AJG, ASD, CKL, and AT lines.

Every student who attends at all levels of Taman Siswa will be taught under the basic principles of *Patrap Triloka*, which guides the guardians. This concept was developed by Suwardi Suryaningrat (surname Ki Hadjar) after he

studied the progressive education system introduced by Maria Montessori (Italy) and Rabindranath Tagore (India / Bengal).

2. Vision, mission and aim

a) Vision

- 1) Being a school with knowledge of science and technology, faithful and devout and noble virtuous character.

b) Mission

- 1) Creating a learning environment that can improve the sharpness of mind, feelings and intentions.
- 2) Growing interest in learning throughout the school community
- 3) To cultivate the appreciation and practice of art and culture
- 4) To cultivate the appreciation and practice of religious teachings
- 5) Implementing the education of the state in order to instill moral values
- 6) Familiarize the attitude of *ing ngarsa sung tuladha, ing madya mangun karsa, tut wuri handayani*

c) Purpose

- 1) The availability of pamogs and qualified personnel in their field
- 2) The establishment of a safe, orderly and disciplined school environment
- 3) Occurrence of harmonious work relation between school residents
- 4) Achieving the development of potential citizens
- 5) Achievement of the percentage increase of students' graduation

- 6) The realization of school residents who own, appreciate and preserve the arts and culture of the nation
- 7) Realization of religious teachings for the citizens of the school in everyday life
- 8) Realization of noble character for the citizens of the school through education ketamansiswaan (Teachings Ki Hadjar Dewantara)
- 9) The manifestation of *ing ing ngarsa sung tuladha, ing madya mangun karsa, tut wuri handayani*

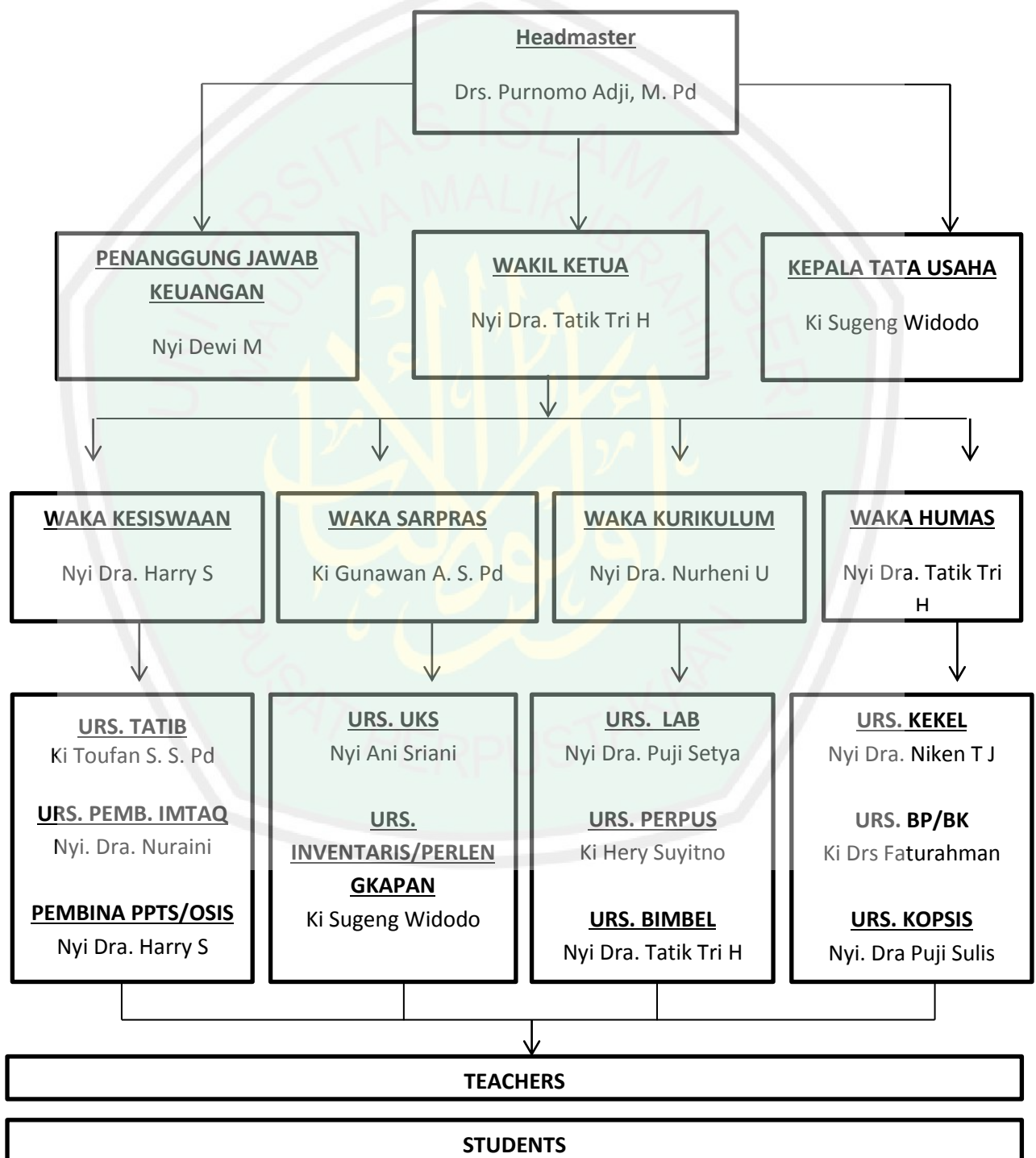
3. Geographic Location SMA Taman Siswa Malang

Geographically, Taman Siswa Senior High School is located on Jl Serayu Utara no. 14 District Blimbing, Bunulrejo, Malang. Distance to districts 4km and distance to regional autonomy 3km. Taman Siswa High School is located quite strategic because it is located near the highway that connects the poor with the direction to Surabaya. Transportation is also easy to reach so it is not surprising that new student enrollment is increasing.

4. Organization Structure of SMA Taman Siswa Malang

Bagan Picture 4.1

Organization Structure SMA TAMAN SISWA Malang 2018/2019



5. Condition of Students Senior High School Taman Siswa Malang

Students at Taman Siswa High School in the year 2018/2019 learning recorded as many as 111 students from grade X to class XI. More details, the number of students in Taman Siswa High School is as follows:

Table 4.1

Student Data SMA Taman Siswa (Taman Madya) Malang 2018/2019

Class	Gender		Count
	L	P	
X	27	5	32
XI	27	15	42
XII	29	8	37

Data source: Exceeded in 2018

6. Facilities and Infrastructure at Taman Siswa High School

In improving the quality of education Facilities and infrastructure are as supporting educational facilities because it is a tool, a tool used either directly or indirectly in learning. Facilities and infrastructure that now exist in SMA Taman Siswa Malang. (*Attachment*)

C. Research Result

1. Validity Test and Reliability Test Result

In this study there are two important things that apply to the questionnaire that the questionnaire should be valid and should be reliable. Questionnaires are said to be valid when statements in the questionnaire can reveal something that is measured. Then a questionnaire is said to be reliable if the answer answered by the respondent to the revelation can be stable. Validity and

Reliability Test is used in the process of testing whether the questionnaire is valid or reliable.

The questionnaire item is said to be valid if the r_{th} value is greater than the r table value, and the questionnaire item is said to be reliable if the *Cronbach Alpha* value of each variable is equal to or above 0.60. Below is the result of validity test and Reliability Test of questionnaire data from statement of tolerance attitude (Y):

Table 4.2
Test Result Validity and Test Reliability X and Y

Number of Item	r hitung	r table	Significance	Description	Crobach's Alpha	Description
Y1	0,733	0,349	0,000	Valid	0.770	Reliable
Y2	0,681	0,349	0,000	Valid		
Y3	0,688	0,349	0,000	Valid		
Y4	0,860	0,349	0,000	Valid		
Y5	0,742	0,349	0,000	Valid		
Y6	0,855	0,349	0,000	Valid		
Y7	0,763	0,349	0,000	Valid		
Y8	0,813	0,349	0,000	Valid		
Y9	0,860	0,349	0,000	Valid		
Y10	0,847	0,349	0,000	Valid		
Y11	0,742	0,349	0,000	Valid		
Y12	0,816	0,349	0,000	Valid		
Y13	0,754	0,349	0,000	Valid		
Y14	0,868	0,349	0,000	Valid		
Y15	0,805	0,349	0,000	Valid		

Data source: Exceeded in 2018

Based on the test results validity is known that all items Y statement variable that is tolerance attitude from Y1 to Y15 has value $r_{count} > r_{table}$. It

can be concluded that the item statement of the tolerance variable (Y) is valid because they meet the validity test requirements.

Instruments of a research can be said reliable if the value of cronbach alpha equal or above 0.60. Based on result data known that alpha cronbach value 0,770 so it can be concluded that variable attitude tolerance (Y) reliable.

2. Analysis Result

Data analysis was done to know the influence of learning achievement of Islamic religious education toward student tolerance attitude done by descriptive analysis and regression analysis. Before doing the regression analysis should also test the analysis of simple linear regression analysis.

a) Descriptive analysis results

Descriptive analysis is used to distribute and explain the respondents' answers from each variable, both on learning achievement (learning outcomes) Islamic religious education and tolerance as well.

1) The result of learning religious education of Islam

The classification of learning achievement of Islamic religious education is divided into three categories, namely; well, enough and less. This classification makes it easy to classify and to present frequency values. Below is the result of frequency distribution of learning result of Islamic religious education. (*Attachment*)

From the table, it is known that the average learning result of Islamic religion of class XI Senior High School Taman Siswa Malang

is 74.50 and standard deviation 2,034. Next the categorization of values is below: (*Attachment*)

Table 4.4

Categorization of Variable Achievement of Islamic Religious Education

Formula	Category	Scale Score
$X \geq \text{Mean} + \text{SD}$	Good	$X \geq 76,534$
$(\text{Mean}-\text{SD}) \leq X \leq (\text{Mean} + \text{SD})$	Enough	$72,466 \leq X \leq 76,534$
$X \leq (\text{Mean}-\text{SD})$	Less	$X \leq 72,466$

Data source: Exceeded in 2018

Table 4.5

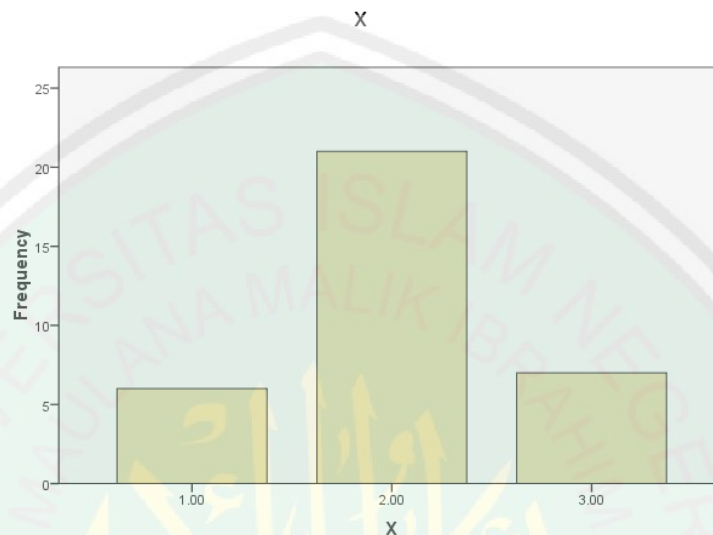
Table Category Frequency Variable Result Islamic Religious Education

Achievment of PAI

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Good	6	17.6	17.6	17.6
Enough	21	61.8	61.8	79.4
Less	7	20.6	20.6	100.0
Total	34	100.0	100.0	

Data source: Exceeded in 2018

Figure 4.2
Graph of Percentage of Achievement of Islamic Religious Education



Data source: Exceeded in 2018

In the table and graph above can be seen that the learning achievement of Islamic religious dedication covering the category of High (Good) as much as 17.6%, enough category (medium) 61.8% and low (20.6%). From the data, it can be concluded that the learning achievement of Islamic class XI in SMA Taman Siswa (Taman Madya) is moderate or enough that is 61,8%.

2) Tolerance

Grouping tolerance is divided into three categories: good, sufficient, and poor categories. To determine the classification of tolerance and frequency values, the description of the tolerance level is based on the item score. The results of the frequency distribution are described as follows. (*Attachment*)

In the table the average variable tolerance attitude is 53.50 and Standard Deviation 11.825. From the table it can be categorized as follows:

Table 4.7

Variable Category Tolerance Attitude

Formula	Category	Scale Score
$X \geq \text{Mean} + \text{SD}$	Baik	$X \geq 65.325$
$(\text{Mean}-\text{SD}) \leq X \leq (\text{Mean} + \text{SD})$	Cukup	$41.675 \leq X \leq 65.325$
$X \leq (\text{Mean}-\text{SD})$	Kurang	$X \leq 41.675$

Data source: Exceeded in 2018

Table 4.8

Variable Frequency Categories of Tolerance Attitudes

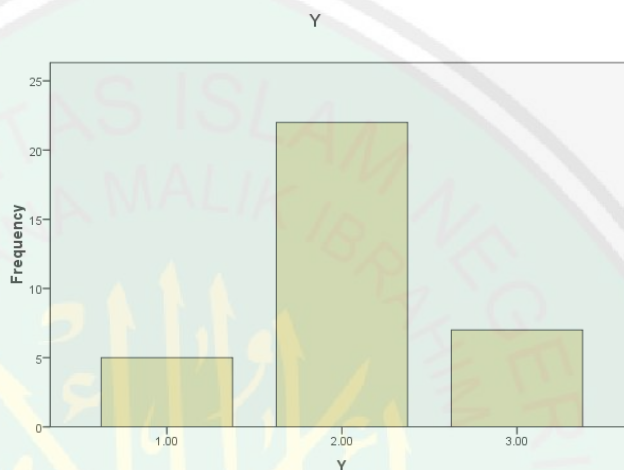
Y

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	5	14.7	14.7	14.7
	Enough	22	64.7	64.7	79.4
	Less	7	20.6	20.6	100.0
	Total	34	100.0	100.0	

Data source: Exceeded in 2018

Picture 4.3

**Graph of Presentation Ready for Student Tolerance of Class XI
of Senior High School Taman Siswa Malang**



Data source: Exceeded in 2018

In the table above and the graph states that Tolerance attitude has three categories that is good category as much 14.7%, enough category as much as 64,7% student, and less category as much as 20,6% student. It can be concluded that the attitude of tolerance of class XI students at Taman Siswa Senior High School (Taman Madya) is moderate or sufficient at 64.7%.

3. Results of Simple Linear Regression Analysis Requirements Test

a) Test of Basic Assumptions

1) Normality test

Normality test is used to test whether in a regression model, disruptive or residual variable has a normal distribution. Such as t test and f test which assumes that the residual value follows the normal

distribution value. If an assumption is not made then the statistical test becomes invalid for a small sample size. As for the normality test is by using Analyze Nonparametric Test 1-sample K-S and P-P plot normal with the help of SPSS 16.0 program for its calculation.

In this study, using *kolmogrov-smirnov* test is that if the significance is below 0.05 it means that the tested data has significant difference with the normal raw data and it can be concluded the data is not normal. And vice versa if the above 0.05 then the data is met at once can be said to be normal. And the residual model is said to be normal when the data in the normal P-P chart plot is located around the diagonal line. Result of normality test of research like table below:

(Attachment)

From the results of SPSS output, obtained a significance value of 0.642 then the assumption of normality is met. Because if the significant value of the test results $Kalmogorov-Smirnov > 0.05$ then the assumption of a normality is met. Furthermore, the P-P drawing plot of tolerance regression is as follows: (Attachment)

2) Test linearity

The linearity test has the assumption that between the variables to be analyzed follow the straight line so that if the regression equation obtained in the graph, then the line will look linear. in table Anova SPSS helps in deciding the type of regression used, by looking at the value of Sig. linerity and Sig. deviation from the linearity of each

variable independent with the dependent variable compared with the level of significance. (*Attachment*)

From the above output can be concluded that the value of significance on linearity of 0.000. Because of significance $< 0,05$ it can be concluded that between variable X and variable Y there is no linear relationship.

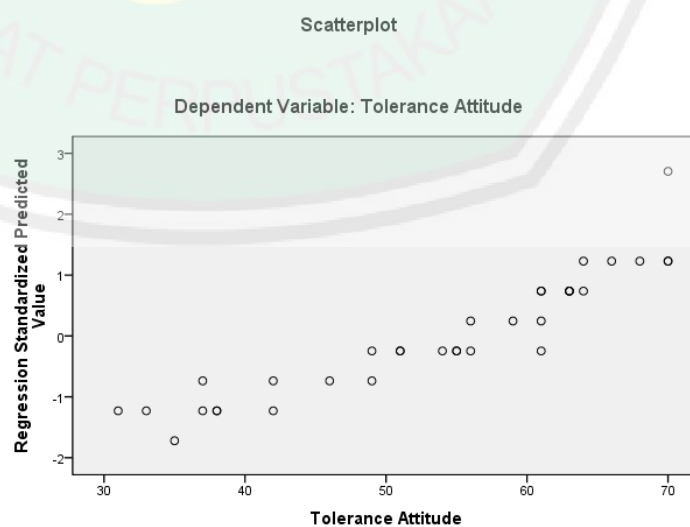
b) Classic Assumption Test

1) Heteroscedasticity test

The Heteroscedasticity test shows that the variable variance is not the same for all observations or observations, or it can be interpreted to test whether there are any variance and residual inequalities from any other observer. As for this research use scatterplot test as follows:

Figure 4.4

Scatter Plot of Tolerance Attitude



From the scatterplot, it appears that the spreading point randomly either above 0 or below the number 0 of the vertical axis or Y axis can be concluded that there is no Heteroscedasticity in the regression model.

3. Hypothesis Test

a) Regression Hypothesis Testing Analysis

Simple linear regression analysis is a linear relationship between one independent variable (X) with dependent variable (Y). This analysis is used to determine the direction of the relationship between variables X with Y whether positive or negative as well as predict the value of variable dependent if the value of independent variable increases or decreases.

(Attachment)

From the table obtained a simple linear regression as follows:

$$Y = (-346,835) + 5,374 X$$

Regression coefficient for social attitude of students obtained positive 5.374 Ha indicates any existence of student tolerance attitude will cause learning achievement of Islamic Religious Education equal to value of regression coefficient. In other words, any 1% increase for student tolerance will result in an increase in learning achievement in Islamic Religious Education subjects of 5, 374.

b) Hypothesis test results

The results of this hypothesis will show the influence or not independent variable Learning Outcomes Islamic education (X) against Dependent Variables Tolerance attitude (Y). Hypothesis test results are:

Table 4.12
Hypothesis test results
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	-346.835	29.252		-11.857	.000	-406.420	-287.250
Achievement	5.374	.393	.924	13.690	.000	4.574	6.173

a. Dependent Variable: Tolerance Attitude

Data source: Exceeded in 2018

1) The Effect of Islamic Education Learning Outcomes on Tolerance

H₀: (X) not Influence to (Y)

H_a: (X) Influence to (Y)

2) Criteria Test

H₀ is accepted if t count < t table or significant value > 0.05

H₀ rejected if t count > t table or significant value < 0.05

Based on the above table t count value 13.690 with a significant value of 0.000, analysis of the influence of Islamic religious learning outcomes on tolerance with 34 respondents have a value of t table 2.0136. Because the value of t arithmetic 13.690 is greater than t table 2.0316 and the

significance value of 0.000 is smaller than <probability 0.05. So it can be concluded that H_0 rejected and H_a accepted which means that "There is influence student learning outcomes (X) on the attitude of tolerance (Y).

For the influence of learning achievement variable of Islamic Religious Education (X) to Tolerance attitude (Y) in Simple Linear Regression Analysis can be done with R Square or R^2 as below:

Table 4. 13

R Square Value

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.924 ^a	.854	.850	4.586	.854	187.430	1	32	.000

a. Predictors: (Constant), Achievement

b. Dependent Variable: Tolerance Attitude

Based on the above output, it is known that R Square value of 0.854. This value states that the effect of learning achievement variable (X) on Tolerance attitude (Y) is 85.4%, while 14.6% Y is influenced by other variables that are not examined. Analysis of the data is data analysis of all students that show the influence of learning outcomes of Islamic religious education to the attitude of tolerance.

CHAPTER V

RESEARCH DISCUSSION

After the researchers collect data from the results of research with relevant agencies through interviews, observations, questionnaires and documentation, the researchers will perform data analysis to explain further from the results of research. The data analysis technique chosen by the researcher is quantitative analysis.

The data obtained will be analyzed by the researchers in accordance with the results of the study. The results of the analysis of research data are as follows:

A. Islamic Education Learning Achievement in Senior High School Taman Siswa (Taman Madya) Malang

The learning achievement of Islamic religious education which is intended in this research is in the cognitive and psychomotor aspect of class XI in Taman Siswa Senior High School which is written in the achievement of the semester reporting semester. Based on the results of research shows that 34 students of class XI in Taman Siswa Senior High School become the sample of research is quite with percentage 61,8%. These results indicate that the attainment of Islamic religious education learning has increased and is useful for improving tolerance.

Based on learning achievement theory. The stated that the achievement is the action to see show learning that has been achieved by students in the form of learning achievement that they show after the teaching and learning process.

"Student learning achievement is a process of behavioral change that covers the areas of cognitive, affective, and psychomotor. In the assessment of the learning process conducted to measure the extent of effectiveness and efficiency in achieving the goals of teaching and behavior change students "

Based on the results of the calculation, student achievement in the good category as much as 17, 6%, then enough category as much as 61.8% and less category as much as 20.6%. It shows that the average learning achievement in the category is enough. Differences in different learning outcomes caused by several factors, according to the theory put forward sugihartono, et al. that one indicator of achievement of learning outcomes in class is inseparable from the factors that influence learning outcomes, including:⁵⁵ Internal factors are factors that exist within the individual who is learning, for example physical factors and psychological factors and external factors that are factors that exist outside individuals, including family factors, community factors and school factors.

The result of Islamic religious education in Taman Siswa High School is also viewed from the aspect in determining the learning resources that teachers use in delivering learning materials, such as the results of the interviews presented by Islamic Religious Education Teachers

"In addition to using textbooks I also use Al'Qur'an, Hadits or other electronic media, in addition to the environment as well as a source of learning for them".⁵⁶

Teachers as facilitators in learning, so must prepare learning strategies, learning approaches, learning resources that support, because the use of learning resources wisely and effectively and efficiently will increase meaningful learning activities so can obtain expected learning results.

⁵⁵ Sugihartono. Dkk. Psikologi pendidikan, (Yogyakarta: UNY Press, 2007). P 76-77

⁵⁶ The results of interviews with Islamic religious education teachers, Nur Aini, SMA Taman Siswa Malang, 30 Maret 2018

Based on the results of research that has been implemented, the application of the principle of assessment of student learning outcomes in the subjects of PAI in Senio High School Taman siswa Malang has been running well with the use of the 2013 curriculum even though the newly applied teachers are able to understand the assessment well. Based on the results of research, the application of techniques and assessment of Islamic learning result of Islamic education is done with three techniques namely oral, written and deeds.

Assessment of attitudinal competencies in the 2013 curriculum is based on the spiritual attitudes and social attitudes of students performed by observation techniques. The students' cognitive assessment is done through written tests, oral tests, and assignments. The psychomotor domain assessment is based on an assessment of student skills aspects. Assessment of affective domains is based on an assessment of students' attitudes, both spiritual and social attitudes. It can be concluded that the assessment of student learning outcomes in PAI subjects for grade XI in Taman Siswa Malang High School has included cognitive (knowledge), psychomotor (skill), and affective (attitude) of students.

The learning outcomes of Islamic religious education in the cognitive domain indicate in sufficient category because it is indicated by the results of study (raport) with a value above the average. on the attitude assessment is done by observation of teachers to students in the learning process takes place.

Based on my observations when doing attitude research on class XI shows enough caegori because at the time of learning there are still some students who showed attitude on good and bad category. Yet not many students show an

attitude to the bad category because their average follow the learning and do the tasks that the teacher has given well.

B. Tolerance Attitude of Student' Senior High School Taman Siswa (Taman Madya) Malang

Tolerance attitude referred to in this study is the attitude of tolerance of class XI students in Taman Siswa High School (Taman Madya) Malang. Based on the results of the research shows that the tolerance attitude of 34 students of class XI in Taman Siswa Senior High School (Taman Madya) Malang who become the sample of research occupy the category of moderate or moderate with percentage of 64,7%.

Tolerance according to Ngainun naim is the ability of individuals in beliefs and behaviors that are owned by others as the nature of respect for differences.⁵⁷ Tolerance can encompass the values of respect and recognition. Respect refers to a more positive attitude towards differences. In other words, respect entails not only being patient with differences, but also appreciating differences and appreciating being different. After literal tolerance, respect is the second foundation for the value of recognition, which means that all human beings have equal dignity and rights.⁵⁸

⁵⁷ Ngainun Naim dan Achmad Sauqi, Pendidikan Multikultural konsep dan aplikasi (Yogyakarta: Ar-Ruzz, 2008), P 77

⁵⁸ Raihani, *A whole-school approach: A proposal for education for tolerance in Indonesia*, (Australia: sagepub.co.uk/journalsPermissions.nav, 2011) P 3

Tolerance should be instilled in students who are also taught within the scope of education in schools, in theory put forward umar hasyim, indicators of tolerance are:

"Recognize the right of everyone, respect the beliefs of others, agree I disagreement, understand each other, not discriminate, not hate each other, awareness and honesty and have a soul of philosophy"

The result of tolerance research in class XI In Taman Siswi Senior High School (Taman Madya) Malang showed 14.7% in good category, 64.7% in enough category and 20.6% in the less category. The results of interviews with class XI student representatives also show that;⁵⁹

"Forms of tolerance in Taman Siswa High School (Taman Madya) Malang one of them is love their own culture, respect others, not hate and do not discriminate"

From the exposure of the interview results in accordance with the theory put forward by umar hasyim in the six categories of tolerance attitude. However, the result of calculation of students' tolerance attitude by using questionnaires shows that there is still attitude of tolerance of students who enter in category less equal to 20,6%. These factors can be seen from the results of observations of researchers who concluded that of some students are still doing cheating practice, the lack of responsibility on group tasks and make rowdy atmosphere of the classroom.

In schools, teachers have a duty in shaping student tolerance, such as: taking into account the affective domain, the teacher's example, the habit of difference and training the heterogenitas in the group. The statement concludes that in the affective domain the teacher must be ingenious in integrating the

⁵⁹ result of interview with student of class XI, Dian Ayu, SMA Taman Siswa Malang, 30 Maret 2018

cognitive and affective indicators, and the teacher's exemplary model is an example for the students in class in speaking or acting or acting, and the habituation of difference is important in shaping tolerance.

In the process of teaching and learning in class XI Islamic religious education teachers have given understanding and knowledge about the importance of tolerance, discussing issues related to tolerance and intolerance. So it is still expected that students can interact and accept the difference with the attitude of tolerance applied early on so that later students will be familiar with the difference.

Teen age is vulnerable to various influences and changes, whether in terms of morals (moral), Sexual, even appearance. The level of tolerance and respect for the diversity of religions among senior high school students is quite problematic. Although more than half showed a high level of tolerance and respect, at least one third showed low levels, and was less tolerant and appreciative of plurality. Actually, "intolerance" is more influenced by elements outside belief. It means that it happens more because of political, economic, ego and lust.

Examples of Tolerance Attitudes in high school Tamansiswa Malang one of which religious tolerance there are many differences, especially in the background of the origin and the religion of the students. These conditions do not make us fragmented, although there is still a small "incident" that leads to juvenile delinquency, such as calling a clan or a physical difference. But in general it all makes us closer and never questioned the origin of our ancestors or religions that we profess.

Attitudes of tolerance shown by Muslim students themselves can be categorized enough because based on the observations there are some students who also have a high tolerance and tolerance is low, as in the class they do not choose a friend of a different religion or economy and love one to each other, to respect teachers and employees for bad categories. There are only a few students who are marked with a show of intolerance as there is still a ridicule of nicknames thrown at their friends, there is still a dishonest attitude when the exams of some students.

Tolerance is a solution to avoid division in the practice of religion, must be a personal awareness that is always familiarized in the form of social interaction. One of the forms of tolerance of religious life is to establish and strengthen the bonds between interfaith religions and maintain good relationships with other human beings.

C. The Influence of Islamic education learning achievement to the Tolerance Attitude in Senior High School Taman Siswa (Taman Madya) Malang

Learning outcomes are student achievement achieved in the process of teaching and learning activities by bringing a change and the formation of a person's behavior. To state that a learning process can be said to be successful, each teacher conducts a formative test to find out how far students have mastered the specific learning objectives to be achieved.

In the subjects of Islamic education of class XI there is a material of Tolerance which explains the importance of tolerance, Aqli and Naqli's Theory of

tolerance, and how to avoid violence. After the students get the knowledge is expected to get the results of learning in accordance with the objectives of the curriculum and can implement in everyday life.

Tolerance has an understanding as an attitude or behavior of allowing and allowing either the formation, beliefs or behavior that a person possesses. Tolerance attitude there are two kinds, namely tolerance in the field of worship and mu'amalah.

Results Analysis of data processing on the influence of Islamic religious learning outcomes on the attitude of tolerance of grade XI students at Taman Siswa Senior High School (Taman Madya) Malang shows that there is a direct positive and significant influence of the learning result of Islamic religious education with a contribution of 85.4%. The results of the analysis are in line with previous research results by Akhmad Faishal entitled berjudul *Toleransi Beragama Siswa(Studi tentang pengaruh kepribadian siswa, lngkungan sekolah dan prestasi belajar pendidikan agama terhadap Toleransi beragama siswa di SMA Negeri 8 Malang*. The results of this study states that there is a significant influence between variables student's personality, school environment, and learning achievement of religious education on the variables of students' religious tolerance.

Based on result of hypothesis test of this research show that H_0 is rejected and H_a accepted with significance value equal to 0.000 less than $<$ value of probability 0,05 because t value 13,690 bigger than t table 2, 0316 so concluded

that *"There influence Islamic Religious Education Achievemet to Attitude of Tolerance "*.

Learning outcomes achieved by students in school is one measure of mastery of subject matter that is conveyed. The role of teachers in delivering the subject matter can affect student learning outcomes. Student learning outcomes are influenced by two main factors as proposed by sugihartono, et al:⁶⁰

"factors affect that learning outcomes are divided into two, factors from within and outside factors. Internal factors are factors that exist within the individual while external factors are factors that come from outside the individual "

Influence in students is logical and natural, because he must exert all the power and effort to achieve it. Indeed, the results that can be achieved still depend on the environment, meaning that there are factors outside of itself that can determine the achievement of learning achievement, such as the quality of teaching, in the sense that the effectiveness of the learning process is influenced by the ability of students and the quality of teaching.

Education is still considered as an important instrument, because education is still believed to have a big role in shaping the individual characters that educate and have indicators for the progress of the younger generation of the nation. One of the roles and functions of religious education and how to increase the diversity of learners with religious beliefs and to provide openness to study or blame other religions to the extent to foster a tolerance.⁶¹ In the sense of learning achievement of religious education in principle also contributes to play a very big role in grows tolerance in the students.

⁶⁰ Sugihartono. Dkk. *Psikologi pendidikan*, (Yogyakarta: UNY Press, 2007). P 76-77

⁶¹ Jhon sealy, *Religius Education Philosopichal persepective*, (Ter. Yoana K.), Yogyakarta: Persada, 1995, P 43

Religious education should be able to reflect on the issue of pluralism by transmitting values that fosters tolerant, open and liberal stance in the younger generation. According to J. Drost in Ngainun naim say the education should start from respecting freedom, rights and personal power. In a sense, students can share life with others so that they can understand and appreciate the fact that their precious possessions are human beings. So education and teaching at school try to change the way students see themselves and other creatures, systems and community structures wherever they are.⁶²

In this study has shown the influence of Islamic religious learning outcomes on the attitude of tolerance of class XI students in Taman Siswa Senior High School (Taman Madya) Malang also strengthened from the results of interviews with Islamic religious education teachers as evidence of the influence of learning outcomes on the attitude of tolerance:⁶³

"There has never been a conflict or a problem of fanaticism, it's just a fake joke that causes students to misunderstand students. If the problem has not been severe "

Although in this study showed a positive influence, however, student learning outcomes are not enough if you rely on Islamic religious education only because the subjects of Islamic education get allocation of 3 hours of lessons in a week. And not to mention when the day off. Therefore, the whole or the school environment should also be a means or media for students to learn about life. Results Observation analysis also shows that the quality of teachers in teaching

⁶² Ngainun Naim, *Pendidikan Multikultural: Konsep dan Aplikasi* (Jogjakarta: Ar-Ruzz Media, 2008), hal 180

⁶³ The results of interviews with Islamic religious education teachers, Nur Aini, SMA Taman Siswa Malang, 30 Maret 2018

materials tolerance is very good, evident from the results of observation analysis that all indicators in the sheet are met. Islamic high school teacher of Taman Siswah (Taman Madya) Malang prepares a strategy and approach according to the class condition so that students can absorb tolerance understanding easily and produce good learning result according to the expected goal.



CHAPTER VI

CLOSING

A. Conclusion

According to the results of the research analysis, the discussion of the results of this study and hypothesis testing is done as described in the previous chapter, the researchers got the conclusion that is:

1. Student achievement in Taman Siswi Senior High School (Taman Madya) Malang in the category of Good 17.6%, moderate category (medium) 61,8% and low category as low as 20,6%.
2. Tolerance of high school students of Taman Siswa (Taman Madya) Malang has three categories, good category is 14,7%, enough category is 64,7% student, and less category is 20,6% student.
3. There is a significant influence of Islamic Religious Education Learning Outcomes of Student Tolerance of Class XI in Taman Siswa High School (Taman Madya) Malang.

Tolerance attitude in Senior High School Taman Siswa (Taman Madya) Malang obtained $t_{count} > t_{table} = 13,690 > 2.0316$ and significance value of 0.000 smaller than $< \text{probability } 0,05$. So it can be concluded that H_0 rejected and H_a accepted which means that "There is influence student learning outcomes (X) on the attitude of tolerance (Y).

B. Suggestion

To improve the quality of Islamic education in High School, then

1. For School Institution

Schools should improve the quality of learning, especially in the learning of Islamic Religious Education, for example in the development of religious teachers on a regular basis, to evaluate teacher performance, increase the means of worship so as to create a positive and energetic environment. It is expected that high learning outcomes can influence students in behaving, both in the school environment and in the community environments where students live.

2. For Teachers

Teachers should always improve their competence, so they can not only be good examples but also must be a real example in the mastery of science that can trigger the spirit of student learning and can implementation in everyday life. Teachers should also improve their teaching skills, learning methods, and use of instructional media. As well as embarrassing evaluation to learn a better Islamic education. So the process of internalization of Islamic values to students run well.

3. For further research

Variables used can be more by using environmental variables, organizational involvement variables or extracurricular activities and so forth. On the other hand any independent variables can also be associated with other independent variables, so it is not only connected with the dependent variable alone, then the result data can be concluded more fully between each variable.

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APPENDIX

Appendix I

Situation Facilities and Infrastructure SMA Taman Siswa 2018-2019

No	Facilities and Infrastructure	Total	Condition
1.	Ruang belajar/kelas	6	Good
2.	Multimedia	1	Good
3.	Lab. Komputer	1	Good
4.	Lab. Biologi	1	Good
5.	Lab. Fisika	1	Good
6.	Kantor TU	1	Good
7.	Kantor guru	1	Good
8.	Ruang Kepala Sekolah	1	Good
9.	Ruang UKS	1	Good
10.	Ruang BK	1	Good
11.	Sekretariat PPTS/OSIS	1	Good
12.	Ruang Tatib	1	Good
13.	Musholla	1	Good
14.	Ruang Otomotif dan Elektro	1	Good
15.	Lapangan Olahraga	1	Good
16.	Pos satpam	1	Good
17.	Aula	1	Good
18.	Lapangan Upacara	1	Good
19.	Tempat Parkir Guru	1	Good
20.	Tempat Parkir Murid	1	Good
21.	Kantin Sekolah	1	Good
22.	KOPSIS	1	Good
23.	Gudang	1	Good
24.	Kamar Mandi Siswa	2	Good
25.	Kamar Mandi Guru	2	Good

Appendix II (Permission Letter)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id>, email : fitk@uin-malang.ac.id

Nomor : 18 /Un.03.1/TL.00.1/01/2018
 Sifat : Penting
 Lampiran : -
 Hal : Izin Penelitian

05 Januari 2018

Kepada
 Yth. Kepala SMA Taman Siswa Malang
 di
 Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Fira Ilmiyatus Sa'adah
 NIM : 14110055
 Jurusan : Pendidikan Agama Islam (PAI)
 Semester - Tahun Akademik : Ganjil - 2017/2018
 Judul Skripsi : Pengaruh Hasil Belajar Pendidikan Agama Islam terhadap Sikap Toleransi Siswa kelas XI di SMA Taman Siswa Malang
 Lama Penelitian : Januari 2018 sampai dengan Maret 2018
 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



Dekan

Dr. H. Agus Maimun, M.Pd.
 NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan PAI
2. Arsip

Appendix III (Certificate of Research SMA Taman Siswa Malang)



**YAYASAN PERSATUAN PERGURUAN TAMANSISWA
CABANG MALANG
BERPUSAT DI YOGYAKARTA**
NPWP : 12.961.231.4.541.000
KEMENKUMHAM RI No. AHU-2671.AH.01.04. TAHUN 2011
BAGIAN TAMAN MADYA (SMA)
STATUS : TERAKREDITASI "A"
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KETERANGAN PENELITIAN
No. 2205 / TM-SW / E.6 / 2018

Yang bertanda tangan di bawah ini :

Nama	: Drs. PURNOMO ADJI, M.Pd.
NPA	: 4029
NUPTK	: 4237 7406 4420 0003
Jabatan	: Kepala Sekolah

Menerangkan dengan sebenarnya bahwa yang beridentitas di bawah ini :

Nama	: FIRA ILMIYATUS SA'ADAH
NIM	: 14110055
Program Studi	: S1 – Pendidikan Agama Islam (PAI) Universitas Islam Negeri Maulana Malik Ibrahim Malang

Benar-benar telah melaksanakan Penelitian dalam rangka menyelesaikan tugas akhir di SMA TAMANSISWA (Taman Madya) Malang berupa Penyusunan Skripsi yang berjudul **"Pengaruh Hasil Belajar Pendidikan Agama Islam terhadap Sikap Toleransi Siswa Kelas XI di SMA Tamansiswa Malang"**.

Demikian Surat Keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Malang, 25 April 2018
Kepala SMA TAMANSISWA
(Taman Madya) Malang,



Drs. Purnomo Adji, M.Pd.
NPA 4029

Appendix IV

Frequency Distribution of Islamic Education Achievement Variable

Statistics

Islamic Education Achievement

N	Valid	34
	Missing	0
Mean		74.50
Std. Error of Mean		.349
Median		74.00
Std. Deviation		2.034
Variance		4.136
Range		9
Minimum		71
Maximum		80

Distribusi frekuensi variable sikap toleransi

Statistics

Tolerance attitude

N	Valid	34
	Missing	0
Mean		53.50
Std. Error of Mean		2.028
Median		55.50
Std. Deviation		11.825
Variance		139.833
Range		39
Minimum		31
Maximum		70

Appendix V

Normality Test

Result of Tolerance Attitude Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		34
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	4.51578060
Most Extreme Differences Absolute		.127
	Positive	.096
	Negative	-.127
Kolmogorov-Smirnov Z		.741
Asymp. Sig. (2-tailed)		.642

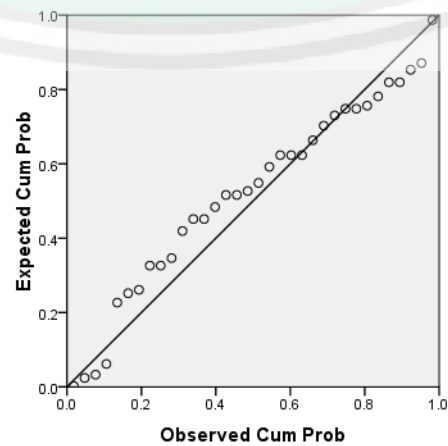
a. Test distribution is Normal.

Figure 4. 4

Normality P-P plot of Tolerance Attitude

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Tolerance Attitude



Appendix VI

Test linearity

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Tolerance Attitude * Achievment	Between Groups	(Combined)	4310.633	7	615.805	52.691	.000
		Linearity	3941.555	1	3941.555	337.255	.000
		Deviation from Linearity	369.078	6	61.513	5.263	.001
	Within Groups		303.867	26	11.687		
	Total		4614.500	33			

Hypothesis Test

Simple Linier Regression Analysis

Descriptive Statistics

	Mean	Std. Deviation	N
Kategori	53.50	11.825	34
Jumlah	74.50	2.034	34

Correlations

		Kategori	Jumlah
Pearson Correlation	Kategori	1.000	.924
	Jumlah	.924	1.000
Sig. (1-tailed)	Kategori	.	.000
	Jumlah	.000	.
N	Kategori	34	34
	Jumlah	34	34

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	-346.835	29.252		-11.857	.000	-406.420	-287.250
Achievement	5.374	.393	.924	13.690	.000	4.574	6.173

a. Dependent Variable: Tolerance Attitude

Appendix VII

Questionnaire of Attitude Tolerance of Class XI Students

I. Identity data

- a. Name :
b. Gender :
c. Class :

II. Charging instructions

Please fill in all the questions or statements by marking (√) the scoring column below which suits you.

III. Answer information includes

- SA: Strongly Agree
A: Agree
NAD: Neither Agree nor Disagree (Neutral)
D: Disagree
SD: Strongly Disagree

IV. Please note that all statements are filled in accordance with the actual situation without being affected by others.

No	Statement	SA	A	NAD	D	SD
1	Do not taking, robbing, and harassing the property of school friends					
2	Do not respect the opinions of others					
3	Do not impose their desire in socializing and socializing between friends					
4	You do not join in praying when the reader of prayer is led by other religious leaders					
5	Creating a sense of security for minority religions in carrying					

	out their respective worship.					
6	Appreciate people who celebrate their religious festivals					
7	You do not discriminate friends according to race / class or religion					
8	Not to make religious differences as an obstacle to creating peace in the life of society					
9	There are no student quarrels at school					
10	Help explain to your friends about unfamiliar material					
11	Easily vent anger to a friend when he makes mistakes					
12	Believing in his own ability to do anything, because God has given advantages and disadvantages to every human being.					
13	Do not imitate a friend's reply (cheat) when replicating or doing class assignments. Obey school rules					
14	Apologize and forgive when doing mistakes					
15	Be fair to anyone					

Appendix VIII

The Result of Questionnaire

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
Y1	2	2	2	2	3	2	3	2	2	2	2	1	3	1	2	31
Y2	3	3	3	3	3	3	4	3	3	3	3	1	3	1	3	42
Y3	5	3	4	5	5	4	5	5	5	4	5	5	5	5	5	70
Y4	3	2	3	3	3	3	4	3	3	2	5	2	5	2	3	46
Y5	4	2	5	5	4	4	5	4	4	3	3	2	4	2	4	55
Y6	4	4	4	5	4	5	5	5	5	5	5	5	5	5	4	70
Y7	2	2	3	3	3	2	3	2	2	2	2	1	3	1	2	33
Y8	3	3	4	4	3	4	4	4	4	3	3	4	4	4	3	54
Y9	5	4	4	5	5	4	5	4	5	4	4	4	5	5	5	68
Y10	4	3	4	4	4	5	5	5	3	4	4	4	5	4	5	63
Y11	3	3	3	5	3	3	3	4	4	4	3	2	4	3	4	51
Y12	3	3	4	5	3	4	4	4	5	4	4	2	5	2	3	55
Y13	3	3	3	5	3	4	4	4	5	5	5	4	5	5	3	61
Y14	2	3	4	5	3	4	4	4	4	3	3	2	3	2	5	51
Y15	5	3	4	3	4	3	5	4	3	3	3	1	4	1	3	49
Y16	2	2	3	2	3	3	3	3	3	3	2	1	3	1	3	37
Y17	3	4	4	4	4	4	5	4	5	4	3	5	4	4	4	61
Y18	3	3	3	3	3	2	4	4	3	3	3	1	3	1	3	42
Y19	4	4	4	4	4	4	4	4	4	5	4	3	5	3	5	61
Y20	3	3	3	5	5	5	5	4	5	5	5	4	5	4	5	66
Y21	2	3	3	5	3	3	4	4	3	4	3	2	4	2	4	49
Y22	3	3	4	4	3	3	4	4	5	4	3	4	4	4	4	56
Y23	5	4	4	5	5	5	5	5	5	5	3	4	5	5	5	70
Y24	3	2	3	2	3	2	3	3	3	2	2	1	3	1	2	35
Y25	2	3	3	2	3	2	3	3	3	3	2	2	3	2	2	38
Y26	5	3	5	5	5	4	5	4	5	5	5	2	3	4	4	64
Y27	3	3	4	5	3	4	4	4	5	5	3	3	4	5	4	59
Y28	3	3	5	5	4	3	3	3	4	4	4	5	5	5	5	61
Y29	2	3	3	2	3	2	3	3	3	2	3	1	3	1	3	37
Y30	2	3	3	2	3	2	3	3	3	2	3	2	3	1	3	38
Y31	4	4	4	5	4	5	4	5	5	4	4	4	4	4	4	64
Y32	5	4	5	5	5	3	4	4	4	4	4	4	4	4	4	63
Y33	3	3	4	4	3	3	4	3	4	3	4	4	5	4	5	56
Y34	4	3	5	5	4	5	5	5	5	5	5	2	4	2	4	63

Appendix IX

STUDENT INTERVIEW GUIDE ABOUT THE INFLUENCE LEARNING ACHIEVEMENT ON ISLAMIC EDUCATION TO STUDENT TOLERANCE ATTITUDE GRADE XI IN SENIOR HIGH SCHOOL TAMAN SISWA (TAMAN MADYA) MALANG

Respondent : Dian Ayu

Date : Jum'at, 30 Maret 2018

Place : SMA Taman Siswa (Taman Madya) Malang

No	Question	Answer
1.	Is there any activity in SMA Taman Siswa (Taman Madya) Malang that supports the process of student tolerance attitude?	There are, for example, the merging of students from outside the city of Malang or from different economic backgrounds to one in the student park high school. There is no difference or more to privilege the original from the unfortunate.
2.	What facilities does the school provide to support tolerance?	There are some extracurricular activities such as scout, art, paskibraka, as well as intra-school activities or OSIS. The members of the students / students are different religions.
3.	Is the existence of the learning process of Islamic religious education is sufficient understanding of students in the formation of tolerance?	I think it's pretty good because there are already some supporters. In addition, teachers also reminded not to do bullying. And in the material of Islamic religious education is explained about the importance of tolerance

4.	What are the forms of tolerance that exist in SMA Taman Siswa (Taman Madya) Malang ?	The form of tolerance is like loving your own culture, respecting others, not hating and not discriminating
5.	How does the students view the attitude of tolerance among students in SMA Taman Siswa (Taman Madya) Malang ?	If for religious tolerance, it seems not to be a problem. Because if my own thoughts, my religion islam and sometimes in running my own religion is still not perfect so have no interest ntuk mengurus religion of others. And we also do not discriminate religion in friendship.

Appendix X

TEACHER INTERVIEW GUIDE ABOUT THE INFLUENCE LEARNING ACHIEVEMENT ON ISLAMIC EDUCATION TO STUDENT TOLERANCE ATTITUDE GRADE XI IN SENIOR HIGH SCHOOL TAMAN SISWA (TAMAN MADYA) MALANG

Respondent : Dra. Nur Aini

Date : Jum'at, March 2018

Place : SMA Taman Siswa (Taman Madya) Malang

No	Question	Answer
1.	What aspects should be used in determining learning resources?	In addition to my instructional books using the Qur'an, Hadits or electronic media, in addition to the environment as well as a source of learning for them.
2.	How is the process of tolerance attitude of students in SMA Taman Siswa (Taman Madya) Malang?	We give understanding and knowledge about the importance of tolerance. Certainly many students bertamya about tolerant and intolerant material, there will be a discussion between educators with students. After that we can see the application
3.	What is the learning process of the assessment?	I do not just rate academics in the classroom. Not just a daily exam, a midterm exam, an upgrading exam and a job assignment. But the presence of students in class, the character of students, how modestly he met a teacher who does not teach in his class, and

		how students' attitudes toward in SMA Taman Siswa (Taman Madya) Malang such as employees, security guards, gardeners, and so forth. Besides that aspect of worship also as an assessment.
4.	Are the Learning Outcomes of Islamic religious education considered sufficient to shape student tolerance?	I do not think it's enough if we only rely on Islamic religious education, because we know that PAI get 3 hours of lessons in a week. And not to mention when it's day off. Therefore, the whole school environment must also be a means or media for students to learn about life.
5.	Have there been any conflicts or issues of fanaticism among students?	There has never been a conflict or problem of fanaticism. It's just a joke of fellow students who cause misunderstandings of students. If the problem is severe has never happened.v
6.	Are there any inhibitions in the process of tolerance?	Students at Taman High School students are quite plural background. Because there is acceptance of students from remote areas because it is a program from the government. Then high school kids are very unstable, still prone to be influenced in new things. If

		only affected in terms of positive is good but if affected in the negative then it must be evaluated and given the understanding. Another inhibiting factor is that the hours are very minimal.
7.	What is the solution to the constraints faced?	The solution is to instill an understanding of Islamic values, in other religions are also taught about his religion. Every religion teaches harmony, harmony. So they can respect each other. In addition to implementing modesty, karma in the school environment as a form of habituation.

Appendix XI
Observation Guidelines

No	Indikator	Ya	Tidak	Deskripsi Hasil Temuan
	Kegiatan Pendahuluan			
1.	Guru mengkondisikan suasana belajar yang menyenangkan	√		Guru mengucapkan salam, melakukan pengabsenan kehadiran siswa
2.	Guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya dengan kompetensi yang akan dipelajari dan dikembangkan	√		Guru mengaitkan dengan materi sebelumnya, materi yang akan diajarkan dan menjelaskan implementasi di kehidupan sekarang.
3.	Guru menyampaikan kompetensi yang akan dicapai	√		Aspek yang harus dicapai seperti, siswa mampu membaca ayat tentang toleransi, dan maksud kandungannya.
4.	Guru menyampaikan cakupan materi dan kegiatan yang akan dilakukan	√		Menyampaikan ayat-ayat Al-Qur'an tentang toleransi yaitu Surah Yunus 40-41 dan Al-Maidah ayat 30
5.	Guru menyampaikan teknik penilaian yang akan dilakukan	√		Guru menyampaikan beberapa aspek penilaian berupa penilaian sikap, keaktifan siswa dan juga kehadiran siswa dikelas.
	Kegiatan Inti			
6.	Guru memberikan pemahaman tentang toleransi	√		Memberikan materi pelajaran atau pemahaman kepada siswa mengenai toleransi yang bersumber dari buku

				ajar atau video.
7.	Transaksi Nilai a. Siswa membuat dan mengajukan pertanyaan, berdiskusi tentang informasi yang belum dipahami.	√		Setelah Ibu Nur Aini memberikan penjelasan mengenai toleransi, siswa mengajukan pertanyaan mengenai toleransi.
8.	Mengumpulkan informasi/ mencoba a. Siswa mengeksplorasi, mencoba, berdiskusi, membaca sumber lain selain buku teks	√		Pada tahap ini siswa diberikan kesempatan untuk mempresentasikan hasil temuan atau permasalahan pada sumber bahan ajar lain
9.	Menalar/mngasosiasi a. Siswa mengolah informasi yang sudah dikumpulkan, mengasosiasi atau menghbnngkan informasi yang terkaitt dalam rangka menemukan suatu pola, dan menyimpulkan	√		Guru memberi arahan dan klarifikasi mengenai tugas diskusi yang telah diadakan.
10.	Internalisasi a. Siswa melakukan pembiasaan sikap toleransi pada kegiatan sehari-hari	√		Pembiasaan nilai yang dilakukan diawali dengan penghormatan atau menghargai sesama anggota kelas.
	Kegiatan Akhir			

11.	Guru bersama siswa membuat rangkuman pelajaran	√		Pada tahap akhir akan selalu diulas mengenai inti materi yang telah dipelajari agar menjadi pengingat tentang garis besar pada materi belajar
12.	Guru bersama siswa memberikan umpan balik terhadap proses dan hasil pembelajaran	√		Memberikan umpan balik mengajukan pertanyaan, menjawab pertanyaan, memberi sanggahan dan opini
13.	Guru melakukan penilaian	√		Melakukan penilaian keaktifan siswa didalam kelas juga melakukan penilaian sikap keseharian siswa
14.	Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.	√		Menyampaikan mteri yang akan dipelajari pada ertemuan selanjutnya dan dikaitkan dengan materi sebelumnya.

Appendix XII
Documentation of research conduct



Filling out the questionnaire



Filling out the questionnaire



Islamic education learning



Islamic education Learning



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
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**BUKTI KONSULTASI SKRIPSI
JURUSAN PENDIDIKAN AGAMA ISLAM**

Nama : Fira Ilmiyatus Sa'adah
Nim : 14110055
Judul : The Influence Learning Achievement on Islamic Education to Student Tolerance Attitude Grade XI in Senior High School Taman Siswa (Taman Madya) Malang
Dosen pembimbing : A. Nurul Kawakip, M.Pd, MA.

No	Tanggal	Catatan Perbaikan	Tanda Tangan Pembimbing
1	19 Oktober 2017	Konsultasi Tema	
2	17 April 2018	Konsultasi Bab 1, 2 dan 3	
3	20 April 2018	Revisi Bab 1, 2 dan 3	
4	26 April 2018	Bab 4	
5	1 Mei 2018	Revisi Bab 4	
6	4 Mei 2018	Bab 5 dan 6	
7	7 Mei 2018	Revisi Bab 5 dan 6	
8	8 Mei 2018	Abstrak	
9	10 Mei 2018	Acc seluruh Bab	
10	11 Mei 2018	Acc final	

Malang, 11 Mei 2018
Mengetahui,
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