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The Effect of Religious Tolerance on Social Interaction Class XII Students at MAN Demak

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Abstract:

This study aims to analyze the influence of religious tolerance on the social interaction of grade XII students at MAN Demak. Religious tolerance is an attitude of respecting and accepting differences in beliefs in social life, which plays an important role in building harmonious social relationships. In the context of education, tolerance is the main factor in creating a conducive and inclusive learning environment. This study uses a quantitative method with data collection techniques through questionnaires and observations. The data obtained were analyzed to see the relationship between the level of religious tolerance and the quality of students' social interaction. The results of the study show that the higher the attitude of religious tolerance that students have, the better the social interaction is formed. This is characterized by more effective communication, increased cooperation between individuals, and reduced conflicts in the school environment. This research emphasizes that character education, especially in terms of religious tolerance, has an important role in building social harmony in the school environment. Therefore, efforts are needed from schools and teachers in instilling the values of tolerance so that students can interact well in a diverse society.

Keywords: Religious tolerance, social interaction, students, MAN Demak

INTRODUCTION

Religious tolerance is an attitude of respecting and accepting differences in beliefs in community life, which plays an important role in building harmonious social relationships. In the context of education, schools are a miniature of society that reflects this diversity. Students at MAN Demak, for example, come from different cultural backgrounds and beliefs, so harmonious social interaction is highly dependent on the extent to which students can develop religious tolerance. Research shows that tolerance is the basis for social interaction with others, by respecting and supporting each other, an attitude of understanding will arise. (Sari, 2021).

In social life at school, it is hoped that every student will be able to interact well without discrimination or conflict caused by differences in beliefs. However, in reality, there are still several obstacles in the implementation of religious tolerance, such as exclusivity, lack of understanding of diversity, and prejudice against certain groups. (Setiawan, 2022).

This study aims to analyze the influence of religious tolerance on the social interaction of grade XII students at MAN Demak. By understanding the relationship

between these two variables, it is hoped that the research can provide broader insights into how the level of religious tolerance can affect social dynamics in the school environment. In addition, this study also aims to identify factors that can increase or inhibit tolerance attitudes among students.

It is hoped that this research can contribute to the development of school policies in forming a more inclusive and harmonious environment. In addition, the results of this study can be used as a reference for educators in designing learning strategies that instill tolerance values in students. Not only that, this research is also expected to increase students' awareness of the importance of respecting differences in their social lives.

Although religious tolerance is an important value, the reality on the ground shows that there are still challenges in its application in the school environment. Some students still have an exclusive attitude that leads to a lack of interaction with groups of different beliefs. In addition, the lack of understanding of diversity and the existence of stereotypes or prejudices against certain groups are also obstacles in building harmonious social interactions. Several previous studies have shown that low tolerance attitudes can trigger social conflicts and hinder effective communication among students. (Yunita, 2020)

To overcome these challenges, religious tolerance education must be an integral part of the learning system in schools. Teachers have an important role in instilling diversity values through an inclusive learning approach. In addition, extracurricular activities and school programs that encourage interfaith interaction can be an effective way to strengthen students' understanding and tolerance attitudes. Thus, schools can play an active role in creating an environment that is conducive to the development of harmonious social attitudes. (Wulandari, M. 2021)

This research is expected to provide benefits for various parties, including educators, students, and school managers. With empirical data on the relationship between religious tolerance and social interaction, schools can take strategic steps to create a more inclusive environment. In addition, the results of this study can also be the basis for further research that discusses more deeply about effective strategies in instilling tolerance values in education. With the increasing awareness of the importance of religious tolerance, it is hoped that social interaction in schools can run better and have a positive impact on community life more broadly.

METHODS

This study uses a quantitative approach by collecting data from primary and secondary sources. Primary data was obtained directly from respondents, namely class XII students at MAN Demak. The main instrument in primary data collection is a questionnaire designed to measure two main variables: the level of religious tolerance and the quality of social interaction. This questionnaire is prepared based on relevant theories and adapted to the educational context at MAN Demak. The use of questionnaires as research instruments is very common in quantitative studies because it allows researchers to obtain measurable data systematically (Sugiyono, 2021).

In addition to questionnaires, this study also uses a participatory observation method to gain a deeper understanding of students' social interactions. Observations are carried out inside and outside the classroom to observe patterns of communication, cooperation, and other forms of interaction that reflect religious tolerance. This method of observation is important in social research because it allows researchers to capture phenomena that may not have been revealed only through questionnaires (Creswell, 2022).

Secondary data in this study were obtained from related literature, such as scientific journals, articles, books, and previous research results that discussed religious tolerance and social interaction. The use of secondary data aims to strengthen the theoretical foundation and provide a broader context in understanding the phenomenon being studied. According to Neuman (2021), secondary data in social research plays an

important role in building a theoretical framework and providing additional insights that can strengthen primary data analysis.

To ensure the validity and reliability of the data, this study also conducts a documentation study on school policies, curriculum, and extracurricular programs related to tolerance education. The documents were analyzed to find out the extent to which schools have implemented the principles of diversity and inclusivity in the learning environment. Document analysis is often used in educational research to obtain empirical evidence that can support or confirm findings from other methods (Bowen, 2021).

By using a combination of primary and secondary data, this study can provide a more comprehensive picture of the relationship between religious tolerance and social interaction in MAN Demak. This approach is in line with the principles of quantitative research methodology that prioritize the accuracy of measurement and data collection from various credible sources (Bryman, 2022). The results of this combination of methods are expected to make a wider contribution to the study of multicultural and social education in the school environment.

Data AnalysisThe data obtained from the questionnaire was analyzed using descriptive and inferential statistical techniques. The descriptive analysis aims to describe the characteristics of the data, such as frequency distribution, percentage, and average score of religious tolerance and social interaction among students. The results of this descriptive analysis provide a preliminary understanding of the level of tolerance of students at MAN Demak and how they interact with friends who have different faith backgrounds (Suryana, 2020).

Furthermore, to test the relationship between the level of religious tolerance and social interaction, inferential analysis with the Pearson correlation test was used. This technique is used to measure the extent to which changes in the variable of religious tolerance affect the change in the variable of social interaction. If the correlation results show a significant positive coefficient value, it can be concluded that the higher the religious tolerance of students, the better their social interaction will be (Journal of PGSD Unipol, 2023).

If the data obtained meet the assumptions of normality and linearity, a simple linear regression analysis will be used to measure the magnitude of the influence of religious tolerance on social interaction. This regression allows the study to determine the extent to which religious tolerance can be a predictor factor in shaping patterns of social interaction in the school environment. If the results of the analysis show a low significance value ($p < 0.05$), then it can be said that religious tolerance has a significant influence on social interaction.

In the data processing process, statistical software such as SPSS is used to ensure the accuracy and validity of the analysis carried out. Validity and reliability tests are also applied to the research instruments to ensure that the questionnaire used is really able to measure the variables studied. The results of reliability tests, such as Cronbach's Alpha coefficient, are used to evaluate the consistency of respondents' answers and ensure that the research instrument is trustworthy (Unipol PGSD Journal, 2023).

Based on the results of data analysis, the findings of this study can be the basis for designing more inclusive education policies in schools. If the results of the study show that religious tolerance has a significant positive impact on social interaction, then schools can strengthen learning programs and extracurricular activities that emphasize diversity and inclusivity. Thus, the results of this research not only provide academic insights, but can also be used as a basis for school policies in improving social harmony in the educational environment (Suharto, 2021).

This study revealed that the level of religious tolerance among grade XII students at MAN Demak is quite high. Based on the results of a questionnaire given to 100 students, around 80% showed a positive attitude in accepting religious diversity, while the other 20% still had an exclusive tendency in social interaction. This attitude of tolerance is reflected in their ability to cooperate, communicate, and make friends without discriminating against religious backgrounds (SETARA Institute, 2023).

The results of observations in the school environment show that most students can interact well without any significant conflicts. However, there are several obstacles such as a lack of understanding of diversity and stereotypes against certain groups. In group discussions that discuss religious topics, there is still a small tension due to differences of view. This shows that even though the level of tolerance is quite good, the understanding and application of diversity values still needs to be improved (Yunita, 2020).

Quantitative data analysis showed that the average score of religious tolerance of students was in the range of 70–85 on a scale of 100, which indicates that inclusive attitudes are beginning to be embedded but still need to be strengthened (Wismanto, Y., Ramli, E., & Ridwan, 2023). Interviews with some teachers showed that social interaction between students generally went well, although some students still tended to interact in certain groups that had similarities in beliefs or cultural backgrounds.

The data shows that students with a broader and more open understanding of religion tend to be more receptive to diversity and establish harmonious social relationships. In contrast, those with exclusive views tend to limit interactions with other groups of different beliefs. The role of teachers in providing an understanding of the importance of religious tolerance is a key factor in improving the quality of social interaction in schools.

One of the factors that affects the level of religious tolerance is character education applied in the school curriculum. Programs that emphasize togetherness and mutual respect, such as interfaith activities or interfaith dialogue, have been proven to be able to increase students' awareness of the importance of harmonious coexistence (Cahyaningtiyas, N., Nabila, & Rahayu, D. N., 2023).

Religious Tolerance Data Table

Measurement Aspects	Number of Students (%)
Embracing diversity	80%
Tends to be exclusive	20%
Tolerance score 70-85	75%
Good social interaction	85%
Still experiencing stereotypes	30%

Based on the table above, the majority of students showed a good level of tolerance in social interaction, although there were still some obstacles that needed to be improved.

As part of efforts to increase tolerance, several school policies have been implemented, such as holding group discussions and collaborative activities between students from different backgrounds. Data shows that schools that actively promote diversity through extracurricular activities and inclusive religious programs can improve students' understanding of plurality and reduce negative prejudices (SETARA Institute, 2023).

In addition, this study also revealed that family environmental factors and social media play a role in shaping students' attitudes of religious tolerance. Students who come from families with open values tend to be more receptive to differences, while those who

are often exposed to exclusive information on social media are more susceptible to negative stereotypes (Cahyaningtiyas, N., Nabila, & Rahayu, D. N., 2023).

Data Verification

To ensure the validity of these findings, the study used the data triangulation method by comparing the results of questionnaires, observations, and interviews. This method aims to improve the accuracy of the results by evaluating findings from various sources. Data triangulation is an effective technique in social research because it allows researchers to confirm the correctness of information obtained from various perspectives (Denzin, 2020). The results of the triangulation show that the data from the three methods support each other and provide a consistent picture of the condition of religious tolerance in schools.

The validity of the research instrument was tested through content validity tests and construct validity. The validity test of the content was carried out by asking for the opinions of experts in the fields of education and sociology to ensure that the questionnaire accurately measured aspects of religious tolerance. The validity of the content is important in quantitative research because it ensures that the research instrument reflects the aspect to be measured precisely (Sugiyono, 2021). Meanwhile, the validity of the construct was tested using exploratory factor analysis (EFA) which showed that each indicator in the questionnaire had a significant correlation with the variables measured (Hair et al., 2021).

The reliability of the research instrument was tested using the Cronbach's Alpha reliability test. This test aims to ensure the internal consistency of each item in the questionnaire. In this study, the Cronbach's Alpha value obtained was above 0.70, indicating that the instrument has high reliability (Ghozali, 2021). Good reliability ensures that research instruments can be used consistently in a variety of situations and produce trustworthy data.

In addition to validity and reliability testing, data verification is also carried out by normality and homogeneity tests. The normality test aims to find out whether the data follows a normal distribution, while the homogeneity test ensures that the variance between data groups is balanced. These two tests are important in statistical research to ensure the data meet the basic assumptions in inferential statistical analysis, such as regression tests or correlation tests (Santoso, 2022).

Further data analysis uses inferential statistical methods by considering classical assumption tests so that the results are more valid and can be generalized. If the data is not normally distributed, then data transformation or nonparametric statistical tests will be used as an alternative (Sarwono, 2021). With this approach, the results of the research become more credible and can be used as a reference in making educational policies related to religious tolerance in schools.

Overall, these findings confirm that although the level of religious tolerance in MAN Demak is quite high, strategic steps are still needed to strengthen the understanding and application of diversity values in students' daily lives. The results of this study can be the basis for schools to develop more inclusive programs in building a better culture of tolerance in the educational environment (Wibowo, 2023).

Data validation is an important step in this study to ensure that the instruments used are really able to measure the variables being studied accurately and consistently. Validation is carried out through two main methods, namely content validity and construct validity. The validity of the content refers to the extent to which the items in the questionnaire reflect the concept to be measured. For this reason, the opinions of experts in the fields of education and sociology are asked to assess the relevance of each questionnaire item to aspects of religious tolerance and social interaction. According to Sugiyono (2021), the validity of good content ensures that the research instrument does not deviate from the measurement objectives that have been set.

In addition, the validity of the construct was tested using Exploratory Factor Analysis (EFA) to find out whether the indicators in the questionnaire had a significant

correlation with the research variables. This analysis is carried out by calculating the eigenvalue and loading factor. According to Creswell (2022), a loading factor value of ≥ 0.4 indicates that an indicator has a strong enough contribution to the measured variable. In this study, the results of EFA showed that all items in the questionnaire had qualified loading factors, so that the instrument could be considered valid in measuring religious tolerance and social interaction.

In addition to validity, the reliability of the instrument was also tested to ensure the consistency of respondents' answers in filling out the questionnaire. Reliability testing was carried out using Cronbach's Alpha, which measures the extent to which items in the questionnaire provide consistent results when retested under similar conditions. Neuman (2021) stated that Cronbach's Alpha value > 0.7 indicates that an instrument has a good level of reliability. In this study, Cronbach's Alpha value for the religious tolerance variable reached 0.82, while for the social interaction variable it was 0.79, which means that the questionnaire has high reliability and can be used for further research.

Furthermore, this study also applies the data triangulation method to strengthen the validity of the findings. Triangulation was carried out by comparing the results of questionnaires, observations, and interviews. The results of triangulation show that the findings of these three methods support each other, so it can be concluded that the data collected has a high level of validity. According to Bryman (2022), triangulation is an effective technique to increase the credibility of research because it allows researchers to see phenomena from various perspectives. In the context of this study, triangulation ensures that religious tolerance among students is not only measured based on questionnaires, but also directly observed in their social interactions.

With the validation and reliability that has been carried out, this research instrument can be ascertained to have high credibility in measuring the level of religious tolerance and social interaction at MAN Demak. The findings of this study can be used as a basis for the development of more inclusive educational programs and strategies to increase understanding of diversity in the school environment. In line with Bowen (2021), robust data validation allows research to make a more significant contribution to evidence-based policymaking. Therefore, these validation steps are very important in ensuring the quality and accuracy of research results.

Based on the results of the content validity test, experts in the field of education and sociology assessed that the questionnaire used had reflected the concept of religious tolerance and social interaction well. Some improvements were made based on their suggestions, such as simplifying the language to make it easier for respondents to understand and removing some items that were considered less relevant. According to Bryman (2022), the validity of the content is very important in ensuring that the research instrument actually measures the aspect to be researched, so that the results can be interpreted accurately.

In addition to the validity of the content, this study also carried out construct validity using Exploratory Factor Analysis (EFA). The results of the analysis showed that all indicators in the questionnaire had an eigenvalue of > 1 and a loading factor > 0.4, which means that each indicator had a strong correlation with the variables measured. According to Hair et al. (2021), a loading factor value above 0.4 indicates that an indicator has a considerable contribution to the main variable, so it can be used in further analysis.

The results of the reliability test using Cronbach's Alpha showed that the religious tolerance variable had a value of 0.82, while the social interaction variable had a value of 0.79. With values above 0.7, these two variables have a high level of internal consistency. Bowen (2021) stated that research instruments with Cronbach's Alpha > 0.7 are considered to have good reliability, so they can be used in quantitative research with a high level of confidence.

In addition to quantitative validation, this study also applies a data triangulation method to strengthen the validity of the findings. Triangulation was carried out by comparing the results of questionnaires, observations, and interviews. The results of the triangulation showed that these three methods produced mutually supportive findings, namely that most students showed a good attitude of religious tolerance in their social interactions. However, interviews with several teachers showed that there were still students who were more comfortable interacting in groups based on common beliefs, so the understanding of diversity still needed to be improved.

Observations conducted in the school environment supported the results of the questionnaire, where students tended to make friends regardless of religious background. However, there were several moments in the group discussion that showed minor tensions due to differences of opinion on religious issues. This is in line with the findings of Creswell (2022), which states that although tolerance can be measured through daily attitudes, environmental factors and social habits still affect interactions between groups within a community.

In interviews with teachers, most stated that character education programs and interfaith activities in schools have helped improve students' understanding of diversity. However, they also emphasized the importance of strengthening interfaith dialogue and experiential learning to reduce social prejudices that may still exist. In line with Neuman's (2021) research, education based on direct experience tends to be more effective in forming inclusive attitudes compared to theory-based approaches alone.

With the results of the validation that has been carried out, this study has a strong basis in drawing conclusions about the relationship between religious tolerance and social interaction in schools. The validation of the data carried out ensures that the results of the research are not only credible, but can also be used as a reference for future research in the field of multicultural education and social interaction. This research also contributes to schools in designing more inclusive and diversity-based education policies.

CONCLUSION

This study revealed important findings related to the level of religious tolerance and social interaction among grade XII students at MAN Demak. Based on data obtained through questionnaires, observations, and interviews, the majority of students showed a positive attitude towards religious diversity, where around 80% of them were able to interact inclusively regardless of religious background. However, there are still 20% who have an exclusive tendency, although this does not lead to significant conflict in their social interactions. These findings show that although religious tolerance is already quite high, there needs to be an improvement in the understanding and application of diversity values.

The academic impact of these findings is significant in the context of education. The results of this research can be used as a basis for developing a more inclusive curriculum and emphasizing the importance of tolerance and social interaction in the educational environment. Character education programs that emphasize diversity, such as interfaith activities and interfaith dialogue, have proven to be effective in strengthening inclusive attitudes among students. In addition, this research also contributes to the development of hands-on experience-based learning methods, which can improve students' understanding of diversity and reduce social prejudice.

The social contribution of these findings is very relevant in creating a more harmonious society. By increasing religious tolerance and positive social interaction at school, students are expected to bring this inclusive attitude into their daily lives, both at the family, community, and work level. This is in line with the need to form a society that is more open, respectful, and free from discrimination. In addition, this study provides important insights into the influence of the family environment and social media on the

formation of tolerance attitudes, which can be a reference for related parties in designing more effective social policies to support the creation of a harmonious life.

Overall, this research not only makes a strong academic contribution to the development of multicultural education, but also has a significant social impact in strengthening the culture of tolerance and diversity in society.

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