

## THE EFFECT OF THE SCHOOL ENVIRONMENT ON THE ESTABLISHMENT OF STUDENT TOLERANCE

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### ABSTRACT:

*This study analyzes the relationship and scale of influence in the school environment toward students' tolerance. This research was conducted in Senior High School State 8 Yogyakarta. The population was all 809 students. The sampling technique used in this research is probability sampling with the method stratified random sampling so that the respondents were obtained, 271 students. The independent variable was in the school environment, and the dependent variable was in the form of tolerance. The data was collected used a questionnaire. The data has been collected and analyzed using bivariate correlation analysis and simple linear regression correlation using SPSS version 16. The bivariate correlation analysis was produced a correlation coefficient of 0.43 and a significance value of 0. It showed the relationship between school environment and tolerance with enough correlation categorize so that  $H_a$  accepted and  $H_0$  rejected. Meanwhile, regression similarity  $Y = 37.621 + 0.525 X$ . The significance value of the regression test was of 0,  $t\text{-count} > t\text{-table} = 7.815 > 1.968$ . So,  $H_a$  accepted, and  $H_0$  rejected. The school environment influences students' formation tolerance in Senior High School State 8 Yogyakarta of 53%.*

### ARTICLE HISTORY:

Received: 17 February 2021

Accepted: 19 Maret 2021

Published: 20 June 2021

### KEYWORDS:

School Environment  
Tolerance.

**ABSTRAK:**

Penelitian ini bertujuan untuk menganalisa hubungan dan besaran pengaruh lingkungan sekolah terhadap pembentukan sikap toleransi siswa. Penelitian dilakukan di SMA Negeri 8 Yogyakarta dengan populasi berjumlah 805 siswa. Teknik pengambilan sampel menggunakan probability sampling dengan metode stratified random sampling sehingga didapatkan responden 271 siswa. Variabel independen berupa lingkungan sekolah dan variabel dependen berupa sikap toleransi. Pengumpulan data menggunakan kuesioner. Data yang terkumpul dianalisa menggunakan analisis korelasi bivariat dan analisis regresi linier sederhana menggunakan bantuan SPSS versi 16. Analisis korelasi bivariat menghasilkan koefisien korelasi 0.43 dan nilai signifikansi 0. Hal ini menunjukkan bahwa terjadi hubungan antara lingkungan sekolah dan sikap toleransi dengan kategori kolerasi cukup sehingga  $H_a$  diterima dan  $H_0$  ditolak. Persamaan regresi  $Y = 37.621 + 0.525 X$ . Nilai signifikansi uji regresi  $0 < t\text{-hitung} > t\text{-tabel} = 7.815 > 1.968$ . Sehingga  $H_a$  diterima dan  $H_0$  ditolak. Artinya, Lingkungan Sekolah memiliki pengaruh yang signifikan terhadap pembentukan sikap toleransi siswa di SMA Negeri 8 Yogyakarta sebesar 53 %.

**Kata Kunci:** Toleransi Lingkungan Sekolah.

**INTRODUCTION**

Indonesia is an archipelagic country with a lot of diversity that should be grateful for, ranging from the variety of culture, religion, ethnicity, ethnicity, language, and customs. The diversity and plurality that exist make Indonesia has its style. However, if the existing variety cannot be adequately accommodated, it will allow for clashes between current cultural identities. Many inter-ethnic or intercultural conflicts have occurred, such as the bloody conflict in Sampit, until recently the conflict between Papuan students and local students in Surabaya. Moreover, issues related to religion are sensitive issues and are very prone to friction. This conflict has not only occurred in Indonesia but has also occurred in other parts of the world for a long time. Finally, the term multicultural education emerged, which was coined by James A. Banks in the 1960s and began to be applied in Indonesia after the Old Order.

As quoted by Pihma Sinta Utami, James A. Banks explained that multicultural education exists to actualize equality education for students from various racial, ethnic, cultural, social class differences, and languages (Utami, 2017). According to Andersen and Cusher, multicultural education is education about cultural diversity (Ibrahim, 2013). James Banks divides multicultural education into five dimensions. First, Content Integration involves using examples from multiple cultures as illustrations. Second, Knowledge



Construction about learning activities to help students understand the material. Third, An Equity Pedagogy, the development of teaching methods by facilitating heterogeneous students. Fourth, Prejudice Reduction assists students in developing racial democracy attitudes. Fifth, An Empowering School Culture, namely school management, accommodates various groups to get equality (Utami, 2017).

In this fifth dimension, the surrounding environment can implement multicultural education in schools to build multicultural awareness for students' intolerance. Individual interaction factors with their environment affect students' traits, character, and personality (Purwanto, 2011). It is in line with what was initiated by Ki Hajar Dewantara in the concept of the Education Trilogy. The role of the family, school, and community environment can be the primary driver in forming students' character and mentality (Yamin, 2009). It is a strong reason why the school environment is an influential factor in cultivating students' multicultural awareness.

So far, the discussion regarding implementing multicultural education has only been seen from teaching materials and strategies in its delivery. It indicates that the factors influencing students' tolerance, pluralism, and multicultural attitudes are only from implementing multicultural education through teaching materials and strategies or delivery methods. There has been no further study that examines the influence of the environment, especially the school environment, on the formation of student tolerance. The environment has a vital role in forming student attitudes or character, specifically, the school environment. At school ages, an individual will be heavily influenced by his school environment, especially his peers. They will learn a lot and imitate what is a habit in the surrounding environment. Therefore, it triggers the school environment to be an essential factor in the formation of student attitudes. If the school environment has good multicultural awareness, this will also trigger an increase in intolerance.

Many studies deal with the application of multicultural education that affects students' pluralist attitudes, such as the study conducted by Wirasari, Bain, and At no regarding multicultural education through History Subjects. This research was conducted with the subject of class XI students of SMA Negeri 2 Pekalongan. This study aimed to determine the effect of multicultural education through History Subjects on students' pluralist attitudes. Based on the results of

descriptive analysis, it is known that the average score of the implementation of multicultural education is 80.31 and is in a good category. Meanwhile, the pluralist attitude of students has an average score of 84.09 and is included in the high category. The results of the correlation analysis of the two variables show a correlation coefficient of 0.314. The variable of multicultural education has a relationship with the pluralist attitude of students and belongs to the category of low correlation. The magnitude of the influence of the two variables is 0.099 or 9.9%. Thus, multicultural education contributed 9.9% to the formation of students' pluralist attitudes, while 81.9% was contributed to other factors not examined. From the calculation of the t-test obtained  $t_{\text{count}} > t_{\text{table}}$  ( $4,190 > 1,975$ ). It shows a significant influence between these two variables (Wirasari & Atno, 2018). Thus, it can be concluded that the implementation of multicultural education through history teaching materials affects the pluralist attitude of class XI students at SMA Negeri 2 Pekalongan.

Apart from history teaching materials, multicultural education can also be delivered through *PAI* teaching materials. This research was conducted at SMK Negeri 1 Ampek Nagari in Agam Regency. The study conducted by Muhiddinur Kamal and Junaidi explains that multicultural education can be delivered through Islamic Religious Education. *PAI* learning tools have a multicultural perspective in the form of lesson plans and teaching materials. After being tested, it is said to be in the correct category (Kamal, 2018). In this development research, *PAI* learning can be used to affect student diversity behavior.

Linda Agustina and Zaini Bidaya also conducted a study on integrating the value of multicultural education in Civics learning at SMP Negeri 3 Lingsar, West Lombok. The results showed that the results of the implementation of learning were quite good. It is evident in students' daily lives who accept their friends with cultural diversity and do not discriminate against friends. However, some factors hinder multicultural learning, such as students do not respect each other. Furthermore, the school environment still discriminates against friends and students' lack of interest in multicultural knowledge.

On the other hand, some factors support multicultural learning, namely family, teachers, and the environment (Agustina & Bidaya, 2018). Findings in the field indicate that the domain is one of the factors supporting the application of



multiculturalism. Unfortunately, this study has not explored the influence of the environment on students' multicultural attitudes.

Umi Muzayanah also conducted another study regarding the index of multicultural education and student tolerance in SMA/K in Gunungkidul and Kulonprogo Yogyakarta. The results of this study indicate that students in rural areas are said to be more tolerant. It is evidenced by the tolerance index of Gunung Kidul and Kulon Progo students of 3.57 and 3.72, which are included in the high category. The multicultural education index is also included in the high class with a score of 4.06 and 4.16. However, in its implementation, multicultural education has not been maximized because there are still students who have not received their right to receive religious education following their religion, and 7.87% of students support acts of violence in the name of religion. (Muzayanah, 2017).

In addition to teaching materials, multicultural education can also be applied through learning strategies. One of them is the experiential learning method. The research was conducted by Mawardi Djamaluddin, Blasius Boli Lasan, and Adi Atmoko with 20 students from outside Java from several universities in Malang. The results showed an increase in scores after using this experiential learning method, with the experimental group scores from 142.6 to 234.1 and the control group scores from 143.3 to 164.3 (Djamaluddin, Lasan, & Atmoko, 2018). Thus, it can be concluded that experiential learning is effectively used to improve students' multicultural competence outside Java because there is an increase in pre-test scores to post-test.

Subroto Rapih and Sutaryanto also conducted a study on the formation of multicultural attitudes. This study said that multicultural perspectives could be done through the conceptual change learning method (MPPK). This study shows that there are differences in social studies learning outcomes and multicultural awareness of students who take conventional and conceptual learning with the works of  $F: 40.222; p < 0.05$ . There are also differences in social studies learning outcomes between students who take traditional education and students who take conceptual change learning with  $F: 70.520; p < 0.05$ . Differences also occur in multicultural awareness between students with conventional education and conceptual change with  $F: 12,089; p < 0.05$ . The hypothesis test results also say that this MPPK affects social studies learning outcomes and multicultural awareness of fourth-grade elementary school

students in Gondosuli Village. (Rapih & Sutaryanto, 2017). Therefore, this MPPK is an effective method to increase students' multicultural awareness.

All of the studies above have the same research focus as the research to be conducted. The focus of the study is to discuss strategies for implementing multicultural education to build multicultural awareness, which will be seen from a pluralist or tolerant attitude. However, in previous studies, the implementation strategy used was through History Subjects, *PAI*, *PPKn*, and learning methods such as *MPPK* and experiential learning. Meanwhile, in this study, the implementation strategy will be discussed by creating a conducive school environment.

So far, studies on multiculturalism are still limited to teaching materials and delivery strategies. No study explores the influence of the environment in the formation of students' awareness of multiculturalism. Researchers are interested in studying more because the school environment is considered one factor that plays a role in implementing multicultural education. In this case, the formation of student tolerance in schools can be triggered by the state of the school environment that is multicultural and has good multicultural awareness. The school environment in this study acts as an independent variable and tolerance as the dependent variable.

This research will be conducted at SMA Negeri 8 Yogyakarta with students from various cultures and religions so that it can be said that the environment in this school is multicultural. This multicultural condition can be well accommodated in this school, with the inculcation of religious values given to all students from various religions. Religious programs are offered according to their faith. Then there are student religious activities under OSIS for all religions. In addition, it can also be seen that the religious facilities provided are not only one religion. For example, there is a prayer room, a Christian religion room, and a Catholic religion room. With this kind of school environment, it will be measured how much influence the environment has on the formation of student tolerance.



## METHODS

This research was conducted using quantitative methods. The use of quantitative methods is because this study knows the relationship between the school environment variable and the tolerance attitude variable and the magnitude of the influence between these two variables. Respondents from this study were all students of SMA Negeri 8 Yogyakarta totalling 805 people. Determination of respondents using probability sampling technique where every student has the same opportunity to be a sample (Neolaka, 2014). Determination of the minimum sample limit using the Slovin formula, with the following calculations:

$$n = \frac{N}{1 + N e^2}$$

n = number of samples

N = population

e = fault tolerance limit (assuming 5% error rate)

N = 805 and e = 5% atau 0,05

$$n = \frac{805}{1 + 805 \cdot 0,05^2}$$

$$n = \frac{805}{1 + 805 \cdot 0,0025}$$

$$n = \frac{805}{1 + 2,0125}$$

$$n = \frac{805}{3,0125}$$

n = 267,2

n = 267 respondent

The data collection instrument used a questionnaire. This questionnaire contains questions based on operational variables. The following is a grid of the questionnaire:

**Table 1. Questionnaire Grid**

<b>Variable</b>	<b>Literature</b>	<b>Indicator</b>
School environment (X)	Adi Kristianto, "The Relationship between the School Environment and the Learning Achievement of Class II Students of the Automotive Mechanical Engineering Department of SMK throughout Sleman Regency," (thesis, Universitas Negeri Yogyakarta, 2012), 36-37.	a. Circumstances around school b. School facility c. School atmosphere d. Teacher habits in teaching e. Habits of study friends
The attitude of Tolerance (Y)	Nela Karmila Mandarinnawa, "The Influence of Religious Tolerance Levels on Social Interaction of Class XI Students at SMK Negeri 7 Semarang, 2015/2016 Academic Year" (Thesis, UIN Walisongo Semarang, 2016), 131-138.	a. Receive b. Appreciate c. Patience d. Freedom

Then this questionnaire needs to be tested for validity and reliability to determine the validity and consistency of the existing questions. From the validity test results using the bivariate correlate method. The results of all items have a significance of 0.000 (less than = 0.05). (Machali, 2018) which means all questions are valid. Then for the reliability test using the Cronbach's alpha technique, the results of the reliability test for the school environment variable value Cronbach's alpha of 0.675 and included in the Questionable category (questionable) (George & Mallery, 2003). However, because 0.675 is closer to the number 0.7 instead of 0.6, the Cronbach's alpha value of 0.675 is included in the Accepted reliability category (accepted). While the reliability test of the tolerance attitude variable, the value of Cronbach's alpha is 0.904 and is included in the Excellent (Perfect) reliability category. (George & Mallery, 2003). The next step is to analyze the data using descriptive statistics and differential statistics. Descriptive statistics explain and describe the composition of the sample and the frequency distribution of the data.

Furthermore, the analysis uses inferential statistics, namely correlation and regression analysis. Correlation is used to determine the level of relationship between the independent variable (school environment) and the dependent variable (attitude of tolerance) using the bivariate correlation technique through the Pearson product-moment correlation. (Machali, 2018).





The regression analysis determines the magnitude of the influence between variables in the study using simple linear regression (Machali, 2018). So that it can be seen the effect of the school environment on the formation of student tolerance. It is also be seen whether a multicultural school environment can increase student tolerance. Meanwhile, to determine the magnitude of the influence of the variable X (school environment) to the variable Y (patience), the formula is used:

$$Y = \alpha + b (X)$$

Y = tolerance attitude variable

$\alpha$  = constant value

b (X) = School Environment variable regression coefficient

From this formula, it can be explained that if X (School Environment) increases by one point, then the amount of addition to the tolerance level (Y) is equal to the value of b at a significance level of 0.05 or a 95% confidence level. (Healey, 1996).

## FINDINGS

Characteristics of respondents describe the conditions and composition of the sample based on grade level, major, gender, and religion. The student population is 805, which is then determined by the sample size of 267 students. Facts in the field researchers obtained samples that exceeded the minimum limit of 271 students, which was already representative. The following are the characteristics of the respondents in this study:

1. The composition of the sample at each grade level is almost the same. The number of respondents in class X is 91 students or 33.6%, class XI is 91 students or 33.6%, and class XII is 89 students 32.8% of the total respondents.
2. The number of respondents was 271 students. The majority came from science majors, as many as 239 students or 88.2%. At the same time, the remaining 11.8% came from the Social Studies major as many as 32 students. Thus, the number of respondents from the science department is more than the respondents from the social studies department.

3. Of the 271 respondents, most were female, as many as 178 students or 65.7% of the total respondents. At the same time, the respondents were male, as many as 93 or 34.3%. Thus, the majority of respondents are female.
4. The total respondents were 271 students. So, most of the students who were respondents were 79.7% Muslims or 216 students. In comparison, 20.3% are non-Muslims, as many as 55 students. So, most respondents were Muslim, as many as 216 students and 55 students from non-Muslims.

**Table 2. Frequency Level Category Research Variables**

No.	Variable	Category		
1.	School environment (X)	Less conducive = 52 respondents (19.2%)	Quite conducive = 178 respondents (65.7%)	Conductive = 41 respondents (15.1%)
2.	Attitude of Tolerance (Y)	Low = 54 respondents (19.9%)	Medium = 149 (55%)	High = 68 (25.1%)

Table 2 shows that the total number of respondents is 271 regarding the state of the school environment, which is divided into three categories, namely less conducive, moderately conducive, and conducive. Of the 271 respondents, most students stated that the school environment was reasonably conducive, as many as 178 students or 65.7% of the respondents. Meanwhile, 52 students, or 19.2%, stated that the condition of the school environment was in the less conducive category. The remaining 41 students, or 15.1% of the total respondents, said that the school environment was a conducive type. Thus, it can be concluded that the majority of students noted that the state of the school environment at SMA Negeri 8 Yogyakarta was in the quite conducive category as many as 178 students or 65.7%.

Meanwhile, students are divided into three categories regarding student tolerance, namely low, medium, and high. The majority of students have a tolerance level in the medium category, as many as 149 students or 55%. In comparison, 25.1% or 68 respondents are in the type of high tolerance level. And 54 students are to the kind of low tolerance level of 19.9%. Thus, most students at SMA Negeri 8 Yogyakarta have a moderate tolerance level of 55% of the total respondents with 149 students, compared to high and low tolerance levels.



**Tabel 3. Correlations**

		<b>School Environment</b>	<b>Attitude of Tolerance</b>
School environment	Pearson Correlation	1	.430**
	Sig. (2-tailed)		.000
	N	271	271
Attitude of Tolerance	Pearson Correlation	.430**	1
	Sig. (2-tailed)	.000	
	N	271	271

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

It can be seen that there is a significant relationship between the school environment and student tolerance. It is proven by a significance value of 0.000. The significance value is less than  $= 0.05$ . The correlation value between the school environment variable and the student's tolerance attitude variable is 0.430. So, the relationship between the two variables is in the interval 0.400-0.599 with an outstanding category. The correlation coefficient between the two variables is also positive, which means that the relationship between variables is unidirectional. The higher or conducive the level of the school environment, the higher the student's attitude of tolerance. Vice versa, the lower the story of the school environment, the lower the level of student tolerance. So, it can be concluded that the independent variable in the form of the school environment has a positive or unidirectional relationship with the dependent variable in the form of student tolerance in SMA Negeri 8 Yogyakarta so that  $H_a$  is accepted and  $H_0$  is rejected.

**Table 4. Model Summary**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.430 <sup>a</sup>	.185	.182	5.541

While the coefficient of determination or R Square is 0.185, so it can be interpreted that the variable of tolerance can be explained by the School Environment variable of 18.5%. Then 81.5% is explained by other factors not examined in this study.

Tabel 5. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1874.780	1	1874.780	61.072	.000 <sup>a</sup>
	Residual	8257.759	269	30.698		
	Total	10132.539	270			

The output results from the Anova table show a significance value of 0.000, which means the significance value is smaller than  $\alpha = 0.05$ . So, it can be concluded that the school environment has a significant influence on the formation of student tolerance in SMA Negeri 8 Yogyakarta.

Tabel 6. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	37.621	3.952		9.520	.000
School environment	.525	.067	.430	7.815	.000

From the table of regression analysis results, it can be seen that the account of the school environment variable is 7,815, while the  $t_{\text{table}}$  is 1,968. So,  $t_{\text{count}} > t_{\text{table}}$ . Meanwhile, the significance value is smaller than  $\alpha = 0.05$ , which is 0.000. So it can be concluded that  $H_a$  is accepted and  $H_0$  is rejected, meaning that the independent variable in the school environment has a significant favorable influence with the dependent variable in student tolerance. It is proven by the contribution of the independent variable to the dependent variable by 53%.

The following results are obtained based on the regression equation  $Y = \alpha + b(X)$ .

- Suppose the students' school environment at SMA Negeri 8 Yogyakarta has a constant value of category (0) zero. In that case, it does not mean that students do not have an attitude of tolerance. Students still have a tolerance attitude of the constant value in the coefficients table, which is 37,621. Here is the form of the equation,

$$Y = \alpha + b(X)$$

$$Y = 37.621 + 0.525(0)$$

$$Y = 37.621$$



- b. If the student's school environment at SMA Negeri 8 Yogyakarta is not conducive or belongs to category 1 (one). Then students have a tolerance attitude of 38,146. In the form of the equation,

$$Y = \alpha + b (X)$$

$$Y = 37.621 + 0.525 (1)$$

$$Y = 37.621 + 0.525$$

$$Y = 38.146$$

- c. If the condition of the student's school environment at SMA Negeri 8 Yogyakarta is quite conducive or belongs to category 2 (two). So students have a tolerance attitude of 38,671. In the form of the equation,

$$Y = \alpha + b (X)$$

$$Y = 37.621 + 0.525 (2)$$

$$Y = 37.621 + 1.05$$

$$Y = 38.671$$

- d. If the condition of the student's school environment at SMA Negeri 8 Yogyakarta is conducive or includes category 3 (three). So students have a tolerance attitude of 39,196. In the form of the equation,

$$Y = \alpha + b (X)$$

$$Y = 37.621 + 0.525 (3)$$

$$Y = 37.621 + 1.575$$

$$Y = 39.196$$

## DISCUSSION

These findings are in line with the research results conducted by Wardatul Baldah et al. The cultivation of multicultural values can be done by internalizing values in each subject to form a pluralist attitude of students. The correlation value between the two variables is 0.702, indicating that the two variables are strongly correlated. Followed by hypothesis testing, obtained a significance value of 0.000 (Sig > 0.05) and the equation  $Y = -1.275 + 0.956 X$ , which means that multicultural education has a significant effect on the formation of students' pluralist attitudes by 96% (Baldah, Sumarna, & Yuniarto, 2016). Meanwhile, at SMA Negeri 8 Yogyakarta, it was found that the correlation value of the school environment and tolerance was 0.430 with a significance

value of 0.000. That is, the two variables have a positive relationship in the moderate category. Furthermore, the regression test results produce an R square of 0.185 so that the X variable contributes to the Y variable of 18.5%. The regression equation  $Y = 37.621 + 0.525 X$ . The results of  $t_{\text{count}} > t_{\text{table}} = 7.815 > 1.968$  and a significance value of 0.000 so that  $H_a$  is accepted. Therefore, the school environment has a significant influence on students' tolerance attitude.

Research Wardatul Baldah et al. It is said to be in line with this research because schools can be a medium for teaching multicultural values to build students' multicultural awareness, which can be seen from an attitude of tolerance or pluralism. Schools are indeed an effective medium in fostering students' multicultural understanding. It can be done by internalizing values into subjects, delivering material through learning strategies, and creating a conducive environment that respects differences. An environment with good multicultural awareness will also impact increasing students' multicultural understanding, which can be seen from students' tolerance attitude. Research by Linda Agustina and Zaini Bidaya also proves that domain is one of the determinants of students' multicultural development. The background is the most decisive external factor in forming a child's character (Agustina & Bidaya, 2018).

The results also show that most students at SMA Negeri 8 Yogyakarta have a tolerance level in the medium category as many as 149 students or 55%, the high tolerance category 25.1% or 68 respondents, and 54 students 19.9% are in the low tolerance level category. The majority of students are said to have tolerance at SMA Negeri 8 Yogyakarta following the research results conducted by A.M Wibowo on multiculturalism related to the tolerance index of DIY Muslim students of religious education. The results showed that the multiculturalism of Muslim students in SMA was higher than in SMK and MA. So that high school students are more tolerant than other students. It is proven by the multicultural value of high school students of 224,976, vocational students of 219,634, and MA students of 192,6155 (Wibowo, 2018). Both of these studies say the same thing that high school students in Yogyakarta have tolerance.

The condition of students at SMA Negeri 8 Yogyakarta, which is multicultural and still tolerant of each other, is in line with research conducted by Ainna Amalia and Ricardo Freedom Nanuru. The subjects of this study are the



Muslim communities of Bali, Papua, and Maluku, who are minorities in their area. The tolerance of the Muslim community in these three areas is in the high category, as evidenced by the people who can live side by side with followers of other religions and do not prevent followers of other faiths from worshipping (Amalia & Nanuru, 2018). So, religious differences do not affect a person's tolerance.

The correlation value of 0.430 and the equation  $Y = 37.621 + 0.525X$  indicate a relationship and influence between the school environment and tolerance. Following research conducted by Muhammad Ali Ramdhani, the educational climate impacts the character education of an individual (Ramdhani, 2014). The interaction between the individual and the surrounding environment will determine a person's character. With various environmental differences, an individual will also have different patterns and behaviors following the results of research at SMA Negeri 8 Yogyakarta, which shows that the conditions of the school environment influence students' tolerance attitude.

This research at SMA Negeri 8 Yogyakarta is also in line with the Dimensions of Multicultural Education theory by James A. Banks. An Empowering School Culture is mentioned in the fifth dimension, namely school management by accommodating various groups to get equality (Utami, 2017). In other words, schools must create an environment that respects and accommodates the differences in students so that the school environment in schools can influence building multicultural awareness of their students through an attitude of tolerance. In addition, this research is also in line with Ki Hajar Dewantara's Educational Trilogy theory which states that the educational environment includes the school environment, family environment, and community environment, which are the main driving factors in building students' mentality (Yamin, 2009). Therefore, creating a conducive and multicultural school environment can make students' mentality that respects differences. Thus, the more conducive the school environment, the more tolerant attitude of students at SMA Negeri 8 Yogyakarta will be.

## CONCLUSION

Based on the data taken and processed, it can be said that the school environment influences the formation of student tolerance in SMA Negeri 8 Yogyakarta. It is evident from the results of the bivariate correlation showing r

= 0.430 with a significance of 0.000. Thus, the school environment is significantly related to student tolerance. The implication is that the more conducive the school environment, the higher the tolerance level of students. It is reinforced by the findings in a simple linear regression analysis. The value of R Square = 0.185, meaning that the variability of Y can be explained by the variability of X of 18.5%. In comparison, 81.5% is explained by other factors not discussed in this study.

On the other hand, the t-test shows  $t_{\text{count}} > t_{\text{table}}$  results because  $7,815 > 1,968$ . Thus, the hypothesis test indicates that  $H_a$  is accepted and  $H_0$  is rejected. Furthermore, the regression equation  $Y = 37.621 + 0.525 X$ . This means that each addition of one unit to the School Environment variable can increase the number of students' tolerance attitudes variable by 0.525. Thus, the school environment makes a significant contribution to the formation of students' tolerance attitudes. Further research is expected to find other variables that become the media for implementing multicultural education.

## ACKNOWLEDGEMENTS

We want to express our gratitude to SMA Negeri 8 Yogyakarta for allowing us to conduct research and, of course, all students who have been willing to become respondents in this study to run as it should.

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