

Religious Tolerance Attitudes in High School Students: How It's Influenced by Self-Control and Educational Environment

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Abstract: *In Indonesia, efforts to prevent inter-religious conflict must be encouraged. Instilling Religious Tolerance Attitudes among students will make the next generation of the nation accustomed to respecting differences so that they can maintain harmony in a pluralistic society. This study aims to determine (1) the influence of Self-Control and Educational Environment factors on Religious Tolerance Attitudes and (2) the regression model of Religious Tolerance Attitudes based on the factors of Self-Control and Educational Environment. This study uses a quantitative approach with a linear regression analysis technique. Data were obtained from a sample of 189 high school students. The results of the study showed: (1) Self-Control and Educational Environment have a significant effect on the Religious Tolerance Attitudes with R^2 of 44.9%; and (2) The regression model is, $Y = 42.010 + 0.310X_1 + 0.251X_2$, meaning that Self-Control and Educational Environment have a positive effect on increasing the Religious Tolerance Attitudes.*

Keywords: *Self-Control, Educational Environment, Religious Tolerance Attitudes.*

Abstrak: Di negara majemuk seperti Indonesia, upaya pencegahan konflik antarumat beragama sangat penting untuk digalakkan. Melalui penanaman Sikap Toleransi Beragama di kalangan siswa akan membuat mereka sebagai generasi muda penerus bangsa menjadi terbiasa untuk menghormati perbedaan sehingga mampu menjaga kerukunan dalam masyarakat. Penelitian ini bertujuan untuk mengetahui: (1) pengaruh faktor Kontrol Diri dan Lingkungan Pendidikan terhadap Sikap Toleransi Beragama siswa SMA; serta (2) model regresi dari Sikap Toleransi Beragama siswa SMA berdasarkan faktor Kontrol Diri dan Lingkungan Pendidikan. Penelitian ini menggunakan pendekatan kuantitatif dengan teknik analisis regresi linier. Data diperoleh melalui kuesioner yang dibagikan kepada sampel sejumlah 189 siswa SMA. Hasil penelitian yang dilaksanakan menunjukkan bahwa: (1) Kontrol Diri dan Lingkungan Pendidikan berpengaruh secara signifikan terhadap Sikap Toleransi Beragama dengan R^2 sebesar 44,9%; serta (2) Model regresinya adalah, $Y = 42,010 + 0,310X_1 + 0,251X_2$, artinya Kontrol Diri dan Lingkungan Pendidikan berpengaruh secara positif terhadap peningkatan Sikap Toleransi Beragama.

Kata kunci: Kontrol Diri, Lingkungan Pendidikan, Sikap Toleransi Beragama.

INTRODUCTION

Indonesia is the largest multicultural country in the world.¹ Indonesia has more than 13,000 islands, 300 ethnic groups, and 200 languages. Its people adhere to six main religions

¹ Arinal Husna and Yusqi Mahfuds, "Penanaman Nilai-Nilai Pendidikan Multikultural Di Pondok

and various beliefs. This diversity can be a great potential to strengthen sovereignty, but also poses a risk of conflict. Diversity is a national wealth as well as a challenge that must be managed well to maintain the unity and progress of Indonesia.²

Efforts to prevent conflict, especially conflicts between religious communities, are very necessary for every Indonesian citizen. One of them is an attitude of religious tolerance.³ Religious Tolerance needs to be instilled among students from an early age so that they will become the nation's next generation who are accustomed to respecting differences so that they are able to maintain harmony in a pluralistic society.⁴ According to Casram, religious tolerance refers to an attitude of mutual respect related to beliefs related to faith or belief in God held by individuals. Everyone has the right to have the freedom to believe in and adhere to the religion or faith of their choice and must be respected in implementing the teachings they adhere to or believe in.⁵

The digital era has given effect to the use of digital media in various aspects of life. Such as the use of social media applications such as Whatsapp, Tiktok, Instagram and others to communicate online, get the latest information, get various types of information content and even to meet the entertainment needs of the content presented.⁶ Based on the researcher's observation at SMAN 2 Ponorogo, there are still some students who are active on social media following discussions related to certain religions in the form of writing, pictures, or videos that are considered jokes.⁷ This condition shows that some students are not yet fully able to implement attitudes and behaviors that respect the religious rights of others.⁸ Some students make jokes using the word "login" which is intended to bully friends related to their beliefs, thus reducing the comfort of minority students.⁹ This condition shows that some students have not been able to fully internalize and implement the basic principle that every individual has the fundamental right to choose and practice their religion.¹⁰ Some students show a tendency

Pesantren," *Ma'alim: Jurnal Pendidikan Islam* 3, no. 2 (2022): 128.

² Novia Iffatul Izzah, "Urgensi Pendidikan Multikultural Di Indonesia Dalam Pendidikan Agama Islam," *Al Hikmah: Journal of Education* 1, no. 1 (2020): 141, <https://doi.org/10.54168/ahje.v1i1.5>.

³ Citra Ayu Rahmawati et al., "Toleransi Beragama Di Perguruan Tinggi," *Media Ilmiah Komunikasi Umat Beragama* 15, no. 1 (2023): 30.

⁴ Deffa Lola Pitaloka, Dimiyati Dimiyati, and Edi Purwanta, "Peran Guru Dalam Menanamkan Nilai Toleransi Pada Anak Usia Dini Di Indonesia," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 5, no. 2 (2021): 1697, <https://doi.org/10.31004/obsesi.v5i2.972>.

⁵ Casram Casram, "Membangun Sikap Toleransi Beragama Dalam Masyarakat Plural," *Wawasan: Jurnal Ilmiah Agama Dan Sosial Budaya* 1, no. 2 (2016): 188, <https://doi.org/10.15575/jw.v1i2.588>.

⁶ Andhita Dessy Wulansari et al., "Smart Digital Parenting Untuk Membentuk Karakter Anak Di Desa Sambalang, Kecamatan Bungkal, Kabupaten Ponorogo," *Indonesian Engagement Journal* 4, no. 2 (2023): 2, <https://doi.org/https://doi.org/10.21154/inej.v4i1.7063>.

⁷ Sendy Annafi Rizqi et al., "Strategi Islam Dalam Pencegahan Bullying Anak-Anak Sekolah Dasar," *Jurnal Pendidikan Guru Sekolah Dasar* 1, no. 4 (2024): 2, <https://doi.org/10.47134/pgsd.v1i4.734>.

⁸ Soraya Arifianti and Eva Septiana, "Toleransi Beragama Pada Siswa Sma: Hubungan Antara Intellectual Humility Dan Toleransi Beragama," *Jurnal Psikologi Insight* 5, no. 1 (2021): 89, <https://doi.org/10.17509/insight.v5i1.34246>.

⁹ Desti Septiani et al., "Sosio Religi: Jurnal Kajian Pendidikan Umum," *Menanggulangi Tindak Kekerasan Remaja Di Masyarakat* 21, no. 2 (2019): 35, <https://doi.org/https://doi.org/10.17509/sosio%20religi.v21i1>.

¹⁰ Faturohman Faturohman, Afi Nurul Febriyanti, and Jihan Hidayah, "Kebebasan Beragama Sebagai Bagian Dari Hak Asasi Manusia," *Aliansi: Jurnal Hukum, Pendidikan Dan Sosial Humaniora* 1, no. 3 (2024): 313, <https://doi.org/10.62383/aliansi.v1i3.229>.

to choose to work together in group learning activities with friends of the same religion rather than friends of different religions. This condition indicates limitations in students' ability to build social ties with individuals who have different religious backgrounds.¹¹

These problems also show that some students have not fully implemented the attitude of religious tolerance in their daily lives optimally. These problems can be caused by several factors, According to Baidi, the attitude of religious tolerance is influenced by several factors including self-control and the educational environment.¹²

According to Ghufron, someone with a high level of self-control pays close attention to the right way to act in various situations.¹³ According to Uliyatul, students who can manage emotions and reactions to differences in beliefs tend to be more open and appreciate the differences between them.¹⁴ Students who have good self-control can avoid intolerant behavior that may arise from impulsive reactions to different religious views or practices.

Furthermore, other factors that can influence the attitude of religious tolerance are the educational environment, consisting of family, school, and society,¹⁵ which have an important role in shaping the attitude of religious tolerance of students. In the family, the values of tolerance can be instilled through direct teaching and examples of parental behavior, so that children learn to appreciate differences and uphold the principle of mutual respect.¹⁶ Schools, as a second home for students, serve to strengthen attitudes of tolerance through a curriculum that teaches the importance of diversity and interfaith interaction, as well as through extracurricular activities that involve collaboration between students from different backgrounds.¹⁷ In addition, an inclusive society that supports religious diversity will strengthen students' attitudes of tolerance, because they can see firsthand real examples of harmonious living among various groups.¹⁸ Thus, these three environments complement each other in forming the character of students who are tolerant and respect differences.

Related research that supports this research is a study conducted by Alfina Masruroh et al., which concluded that the attitude of tolerance among junior high school students in the southern region of Kendal Regency was significantly influenced by the quality of Islamic

¹¹ Dewi wahyuto Sejati and Hardi, "Implementasi Moderasi Agama Di Lembaga Pendidikan," *AT-THARIQ: Jurnal Studi Islam Dan Budaya* 3, no. 02 (2023): 27, <https://doi.org/10.57210/trq.v3i02.258>.

¹² Baidi Bukhori, *Toleransi Beragama: Peran Fundamentalisme Agama Dan Kontrol Diri*, 1st edn (Semarang: CV. Pilar Nusantara, 2022), p. 25-30.

¹³ Ghufron, M. Nur and Rini Risnawita S, *Teori-Teori Psikologi*. (Yogyakarta: Ar-Ruzz Media, 2017), 22

¹⁴ Uliyatul Marfu'ah, 'Integrasi Nilai-Nilai Kecerdasan Emosional Perspektif Daniel Goleman', *Ma'alim: Jurnal Pendidikan Islam*, 5 (2024), 109-26 (p. 110). <https://doi.org/https://doi.org/10.21154/maalim.v5i1.8675>

¹⁵ Fariz Ramadan et al., "Manajemen Tri Pusat Pendidikan Sebagai Sarana Pembentukan Karakter Anak," *Bunayya: Jurnal Pendidikan Anak* 4, no. 4 (2022): 72.

¹⁶ Kadi and Anist Suryani, "Konsep Sakinah Mawaddah Wa Rahmah Menurut M. Quraish Shihab Dan Relevansinya Terhadap Pendidikan Anak Dalam Keluarga," *MA'ALIM: Jurnal Pendidikan Islam* 1, no. 1 (2020): 60-61, <https://doi.org/https://doi.org/10.21154/maalim.v1i01.2189>.

¹⁷ Akmal Nurullah, Bina Prima Panggayuh, and Sapiudin Shidiq, "Implementasi Moderasi Beragama Di Madrasah Aliyah Tahdzibun Nufus Jakarta Dalam Terbentuknya Nilai-Nilai Moderasi Beragama," *MA'ALIM: Jurnal Pendidikan Islam* 3, no. 02 (2022): 182, <https://doi.org/10.21154/maalim.v3i2.4950>.

¹⁸ Sulistiyowati Gandariyah, *Model Nilai Toleransi Beragama, Yayasan Salman Pekan Baru* (Pekanbaru: Yayasan Salman Pekanbaru, 2020), 37-38.

Religious Education (IRE) teaching (56.7%) and self-control (48.8%). Together, these two variables had an effect of 83.1% on the attitude of intolerance.¹⁹

SMAN 2 Ponorogo is one of the leading state senior high schools in Ponorogo Regency which is known not only in academics but also in building student character. As part of an effort to create an inclusive educational environment, SMAN 2 Ponorogo actively instills the values of religious tolerance in all students. Through various character-based learning activities inside and outside the classroom, this school is committed to forming students who value diversity and live in harmony in a multicultural society. Full support from teachers and education staff helps strengthen the atmosphere of harmony and mutual respect in the school environment.

This study aims to determine: (1) the Significance of the influence of self-control factors and educational Environment on the religious attitudes of high school students; and (2) the regression equation model of the attitude of religious tolerance of high school students based on self-control factors and the educational environment. So that it can be an additional insight related to strategies for increasing religious tolerance attitudes for students in diverse educational environments.

METHOD

The approach used in this study is quantitative which was carried out from January 15-22, 2025. The sample size in this study was obtained through the Krejcie and Morgan table of 186 samples, then calculations were carried out using the proportional random sampling formula to find the proportion of each subpopulation. Based on the calculations, the total respondents were 189 students from a population of 356 students.

Data were obtained through a questionnaire compiled based on a Likert scale. Validity test using Aiken's V validity test and evaluated by 5 expert judgments. The V_{table} value obtained is 0.87. Items are declared valid if $V_{count} \geq V_{table}$. The calculation results obtained valid items for the religious tolerance attitude variable as many as 25 items, self-control variables as many as 28 items, and educational environment variables as many as 23 items. The reliability test using the alpha Cronbach formula concluded that all instruments used for the religious tolerance attitude variable, self-control, and educational environment have a Cronbach's alpha value of more than 0.7 so $r_{11} > 0.7$, so that the instruments in this study are declared reliable.²⁰ Data analysis was carried out using simple and multiple linear regression techniques.

RESULTS

Normality Assumption Test

The normality test is conducted to determine whether the residual value is normally distributed. If the significance value is more than 0.05, then the residual is normally distributed. Conversely, if the significance value is less than 0.05, the residual is not normally distributed.

¹⁹ Alfina Masruroh, Nur Khoiri, and Muhammad Azhar, "Exploring the Impact of IRE Quality and Self-Control on Religious Tolerance in Junior High Students," *Al-Ishlah: Jurnal Pendidikan* 17 (2025): 658, <https://doi.org/10.35445/alishlah.v17i1.6270>.

²⁰ Abdul Muin Widodo, *Metode Penelitian Kuantitatif* (Malang: CV. Literasi Nusantara Abadi, 2023),

Based on the results of the normality test that has been conducted, it is known that the significance value of 0.200 is more than 0.05. Thus, it is concluded that the residual value is normally distributed.

Linearity Assumption Test

The linearity test is one of the requirements in simple linear regression analysis to determine the relationship between independent variables and dependent variables. The calculation is done using the statistical software. If the significance value in the deviation from linearity is more than 0.05, then the relationship between the independent and dependent variables is linear. Conversely, if the significance value is less than 0.05, then the relationship is not linear.

Based on the linearity test of the control variable on the attitude of religious tolerance, in the deviation from the linearity column, a significance value of 0.395 is obtained, more than 0.05. Thus, it can be concluded that there is a linear relationship between the self-control variable and the attitude of religious tolerance. Then the results of the linearity test of the educational environment on the attitude of religious tolerance, in the deviation from linearity column, a significance value of 0.011 is obtained, more than 0.05. Thus, it can be concluded that there is a linear relationship between the educational environment variable and the attitude of religious tolerance.

Multicollinearity Assumption Test

The multicollinearity test is also one of the classical assumption tests required in multiple linear regression analysis. This test is carried out to determine whether there is a strong intercorrelation or relationship between independent variables. The characteristics of a good regression model are that there is no intercorrelation between independent variables, so there are no symptoms of multicollinearity.

In this study, the analysis was carried out using statistical software with the tolerance and variance inflation factor (VIF) methods. Decisions are made based on the tolerance and VIF values. If the tolerance value is more than 0.10, then there are no symptoms of multicollinearity, while if the tolerance value is less than 0.10, then there are symptoms of multicollinearity. Meanwhile, if the VIF value is less than 10.00, then there is no indication of multicollinearity, but if the VIF value is more than 10.00, then multicollinearity occurs. The results of the multicollinearity test showed that the tolerance value of the self-control variable and the educational environment variable was 0.343 and the VIF value was 2.920. So it can be concluded that there are no symptoms of multicollinearity because the tolerance value is $0.343 > 0.10$ and the VIF value is $2.920 < 10.00$.

Heteroscedasticity Assumption Test

A heteroscedasticity test is used to determine the presence or absence of heteroscedasticity symptoms. In this study, the calculation was carried out using the statistical software by looking at the graph between the predicted values of the dependent variable and its residuals through the scatterplot test. Based on the results of the scatterplot test, the graph shows that the distribution pattern of the points appears to be spread randomly, not forming a

certain pattern such as clustering or forming a certain line. This indicates that there are no symptoms of heteroscedasticity so the assumption of homoscedasticity in the regression is met. In other words, the residual variance tends to be constant and does not show a certain pattern that reflects the presence of heteroscedasticity.

Data Analysis on the Influence of Self-Control on the Religious Tolerance Attitude of High School Students

The significant influence between self-control variables on students' religious tolerance attitudes can be determined by conducting a simple linear regression test with the help of statistical software. Details of the test results can be seen in Table 1. (ANOVA table) below.

Table 1. Anova Table of Self-Control on Religious Tolerance Attitudes

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5290,491	1	5290,491	136,273	,000 ^b
	Residual	7259,869	187	38,823		
	Total	12550,360	188			

a. Dependent Variable: Religious Tolerance Attitudes
 b. Predictors: (Constant), Self-Control

Hypothesis:

- H0 : Self-control does not have a significant effect on the attitude of religious tolerance of high school students
 H1 : Self-control has a significant effect on the attitude of religious tolerance of high school students

Test Statistics:

$$\alpha = 0.05$$

$$P\text{-value (Sig.)} = 0.000$$

Decision:

Based on observations in the ANOVA table above, it is obtained that the Significance value (P-value) is 0.000. Thus, it can be concluded that the P-value (0.000) < α (0.05), so that H0 is rejected. This shows that the Self-Control variable has a significant effect on the Religious Tolerance Attitudes of high school students.

Furthermore, to determine the significance of the influence of Self-Control on the Religious Tolerance Attitudes of high school students, the researcher performed calculations using statistical software. The results of these calculations can be observed in table 2. (model summary table) below.

Table 2. Summary Model Table of Self-Control Towards Religious Tolerance Attitudes

Model Summary ^b				
Model	R	Coefficient of determination	Adjusted Coefficient of determination	Std. Error of the Estimate
1	,649 ^a	,422	,418	6,231

a. Predictors: (Constant), Self-Control
 b. Dependent Variable: Religious Tolerance Attitudes

Based on the model summary table above, the Coefficient of determination (R^2) value is 0.422. This value shows that the Self-Control variable contributes 42.2% to students' Religious Tolerance Attitudes. This value is not yet high, this could be because students at the high school level are still in their teens and are in the process of finding their identity, so their ability to control themselves is still unstable and in the process of consolidation. Meanwhile, the remaining 57.8% is influenced by other factors not included in this study (outside the Self-Control variable).

In determining the simple linear regression equation, researchers use statistical software. More details can be seen in Table 3. (coefficients table) below.

Table 3. Table of Coefficients of Self-Control on Religious Tolerance Attitudes

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	45,535	3,916		11,628	,000
	Self-Control	,481	,041	,649	11,674	,000

a. Dependent Variable: Religious Tolerance Attitudes

Based on observations in the coefficients table above, the constant value (b_0) in Column B can be obtained as 45.535. While the self-control value (b_1) is 0.481. Thus the following regression equation can be obtained:

$$Y = b_0 + b_1X_1$$

$$Y = 45.535 + 0.481X_1$$

Based on the simple linear regression equation above, it can be concluded that an increase in the value of variable Y (attitude of religious tolerance) will be followed by an increase in variable X₁ (self-control). This means that students' religious tolerance attitudes will increase, marked by an increase in students' self-control.

Data Analysis on the Influence of Educational Environment on High School Students' Religious Tolerance Attitudes

The significant influence between the Educational Environment variable and students' Religious Tolerance Attitudes can be determined by conducting a simple linear regression test with the help of statistical software. Details of the test results can be observed in Table 4. (ANOVA table) below.

Table 4. Anova Table Educational Environment on Religious Tolerance Attitudes

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4882,521	1	4882,521	119,073	,000 ^b
	Residual	7667,839	187	41,004		
	Total	12550,360	188			

a. Dependent Variable: Religious Tolerance Attitudes
 b. Predictors: (Constant), Educational Environment

Hypothesis:

- H0 : Educational Environment does not have a significant effect on the attitude of religious tolerance of high school students
 H1 : Educational Environment has a significant effect on the attitude of religious tolerance of high school students

Test Statistics:

$\alpha = 0,05$
 P-value (Sig.) = 0,000

Decision:

Based on observations in the ANOVA table above, it is obtained that the Significance value (P-value) is 0.000. Thus, it can be concluded that the P-value (0.000) < α (0.05), so that H0 is rejected. This shows that the Educational Environment variable has a significant effect on the Religious Tolerance Attitudes of high school students.

Furthermore, to determine the significance of the influence of the Educational Environment on the Religious Tolerance Attitudes of high school students, the researcher performed calculations using statistical software. The results of these calculations can be observed in table 5. (model summary table) below.

Table 5. Summary Model Table of Educational Environment towards Religious Tolerance Attitudes

Model Summary				
Model	R	Coefficient of determination	Adjusted Coefficient of determination	Std. Error of the Estimate
1	,624 ^a	,389	,386	6,403

a. Predictors: (Constant), Educational Environment

Based on observations in the model summary table above, the Coefficient of determination (R^2) value is 0.389. This value shows that the Educational Environment variable contributes 38.9% to students' Religious Tolerance Attitudes. This value is not yet high, this could be because the Educational Environment is not the only environment for students to

interact and exchange information in their daily lives, sometimes students can feel more comfortable and often interact with the environment outside the Educational Environment (family, school, community) there are still other factors such as the peer environment (outside the Educational Environment and not included in this research variable). Meanwhile, the remaining 61.1% is influenced by other factors not included in this study (outside the Educational Environment variable).

In determining the simple linear regression equation, the researcher used statistical software. More details can be seen in Table 6. (coefficients table) below.

Table 6. Table of Educational Environment Coefficients on Religious Tolerance Attitudes

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	47,828	3,978		12,022	,000
	Educational Environment	,551	,050	,624	10,912	,000

a. Dependent Variable: Religious Tolerance Attitudes

Based on the observation of the coefficients table above, the constant value (b₀) in Column B can be obtained as 47.828. While the Educational Environment value (b₁) is 0.551. Thus, the regression equation can be obtained as follows:

$$Y = b_0 + b_1X_2$$

$$Y = 47.828 + 0.551X_2$$

Based on the simple linear regression equation above, it can be concluded that an increase in the value of the Y variable (Religious Tolerance Attitudes) will be followed by an increase in the X₂ variable (Educational Environment). This means that students' Religious Tolerance Attitudes will increase, marked by an increase in the good Educational Environment for students.

Data Analysis on the Influence of Self-Control and Educational Environment on Religious Tolerance Attitudes of High School Students

The significant influence between the variables Self-Control and Educational Environment on Religious Tolerance Attitudes of high school students can be known by conducting an Overall Test with the help of statistical software. Details of the test results can be seen in table 7. (ANOVA table) below.

Table 7. Anova Table of Self-Control and Educational Environment on Religious Tolerance Attitudes

		ANOVA ^a				
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5637,158	2	2818,579	75,834	,000 ^b

Residual	6913,202	186	37,168
Total	12550,360	188	

a. Dependent Variable: Religious Tolerance Attitudes
 b. Predictors: (Constant), Educational Environment, Self-Control

Hypothesis:

- H₀ : Self-Control and Educational Environment does not have a significant effect on the attitude of religious tolerance of high school students
 H₁ : Self-Control and Educational Environment has a significant effect on the attitude of religious tolerance of high school students

Test Statistics:

$\alpha = 0,05$
 P-value (Sig.) = 0,000

Decision:

Based on observations in the ANOVA table above, the Significance value (P-value) can be obtained as 0.000. Thus, it can be concluded that the P-value (0.000) < α (0.05), so that H₀ is rejected. This shows that the variables Self-Control and Educational Environment have a significant effect on the Religious Tolerance Attitudes of high school students.

Furthermore, to find out how much influence Self-Control and Educational Environment have on the Religious Tolerance Attitudes of high school students, the researcher performed calculations using statistical software. The results of these calculations can be seen in Table 8 (model summary table) below.

Table 8. Summary Model Table of Self-Control and Educational Environment towards Religious Tolerance Attitudes

Model Summary				
Model	R	Coefficient of determination	Adjusted Coefficient of determination	Std. Error of the Estimate
1	,670 ^a	,449	,443	6,097

a. Predictors: (Constant), Educational Environment, Self-Control

Based on observations in the model summary table above, the Coefficient of determination (R²) value is 0.449. This value shows that the Self-Control and Educational Environment variables contribute 44.9% to students' Religious Tolerance Attitudes. Meanwhile, the remaining 55.1% is influenced by other factors not included in this study (outside the Self-Control and Educational Environment variables).

In determining the multiple linear regression equation, the researcher used statistical software. More details can be seen in Table 9. (coefficients table) below.

Table 9. Table of Coefficients of Self-Control Educational Environment towards Religious Tolerance Attitudes

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	42,010	4,002		10,498	,000
	Self-Control	,310	,069	,419	4,506	,000
	Educational Environment	,251	,082	,284	3,054	,003

a. Dependent Variable: Religious Tolerance Attitudes

Based on the observation of the coefficients table above, the constant value (b0) in Column B can be obtained as 42.010. While the Self-Control value (b1) is 0.310. While the Educational Environment value (b2) is 0.251. So that the regression equation can be obtained as follows:

$$Y = b_0 + b_1X_1 + b_2X_2$$

$$Y = 42.010 + 0.310X_1 + 0.251X_2$$

Based on the simple linear regression equation above, it can be concluded that an increase in the value of the Y variable (Religious Tolerance Attitudes) will be followed by an increase in the X1 (Self-Control) and X2 (Educational Environment) variables. This means that students' Religious Tolerance Attitudes will increase, marked by an increase in Self-Control and a good Educational Environment for students.

DISCUSSION

Student Self-Control and Its Influence on Religious Tolerance Attitudes of High School Students

Based on the simple linear regression calculation that has been done, the Coefficient of determination (R²) value obtained is 0.422. This value shows that the Self-Control variable contributes 42.2% to students' Religious Tolerance Attitudes. This value is not yet high, this could be because high school students are still in their teens and are in the process of searching for their identity so their ability to control themselves is still unstable or still in the process of consolidation. Meanwhile, the remaining 57.8% is influenced by other factors not included in this study (outside the Self-Control variable). The regression equation can be obtained as follows:

$$Y = 47.828 + 0.551X_2$$

Based on the simple linear regression equation above, it can be concluded that an increase in the value of the Y variable (Religious Tolerance Attitudes) will be followed by an increase in the X2 variable (Educational Environment). This means that students' Religious Tolerance Attitudes will increase, marked by an increase in the good Educational Environment for students.

The results of this study are in line with Ghufroon's statement that Self-Control is a comprehensive effort made by individuals to interact with their environment. A person with a

high level of Self-Control pays close attention to the right way to act in various situations.²¹ Such a person will tend to adjust their behavior according to the demands of the social situation so that they can manage the impression displayed. This makes their behavior more responsive to situational cues, more flexible, and tries to facilitate social interactions with a warm and open attitude.²²

Educational Environment and Its Influence on High School Students' Religious Tolerance Attitudes

Based on the simple linear regression calculation that has been done, the Coefficient of determination (R^2) value obtained is 0.389. This value shows that the Educational Environment variable contributes 38.9% to students' Religious Tolerance Attitudes. This value is not yet high, this could be because the Educational Environment is not the only environment for students to interact and exchange information in their daily lives, sometimes students can feel more comfortable and often interact with the environment outside the Educational Environment (family, school, community) there are still other factors such as the peer environment (outside the Educational Environment and not included in the variables of this study). Meanwhile, the remaining 61.1% is influenced by other factors not included in this study (outside the Educational Environment variable). The regression equation can be obtained as follows:

$$Y = 47.828 + 0.551X_2$$

Based on the simple linear regression equation above, it can be concluded that an increase in the value of the Y variable (Religious Tolerance Attitudes) will be followed by an increase in the X_2 variable (Educational Environment). This means that students' Religious Tolerance Attitudes will increase, marked by an increase in the good Educational Environment for students.

The results of this study are in line with Choiru Umatin's statement that the Educational Environment can be interpreted as all aspects including climate, geographical conditions, customs, residence, and various other factors that can influence the behavior, growth, and development of children (students) towards a better person. The relationship between humans and their environment opens up opportunities for the entry of educational influences. The better the quality of the Educational Environment, the greater the opportunity for students to develop into individuals with character.²³ In general, the function of the Educational Environment is to help students interact with their surroundings, especially in utilizing various educational resources.²⁴

²¹ Risnawita, 22-23

²² Nita Nilam Sari and Nur Irmayanti, "Hubungan Self Control Terhadap Perilaku Konsumtif Belanja Online Pada Mahasiswa," *Jurnal Psikologi Wijaya Putra (Psikowipa)* 2, no. 2 (2021): 33, <https://doi.org/10.38156/psikowipa.v2i2.73>.

²³ Choiru Umatin, pp. 45–46.

²⁴ Mohamad Miftah and Syamsurijal Syamsurijal, "Strategi Pemanfaatan Lingkungan Pendidikan Untuk Meningkatkan Motivasi Belajar Siswa," *Edu Cendikia: Jurnal Ilmiah Kependidikan* 3, no. 01 (2023): 79, <https://doi.org/10.47709/educendikia.v3i01.2251>.

The Influence of Student Self-Control and Educational Environment on High School Students' Religious Tolerance Attitudes

Based on the calculation of multiple linear regression, the Coefficient of determination (R^2) value obtained was 0.449. This value indicates that the Self-Control and Educational Environment variables contributed 44.9% to students' Religious Tolerance Attitudes. Meanwhile, the remaining 55.1% were influenced by other factors not included in this study (outside the Self-Control and Educational Environment variables). The regression equation can be obtained as follows:

$$Y = 42.010 + 0.310X_1 + 0.251X_2$$

Based on the simple linear regression equation above, it can be concluded that an increase in the value of the Y variable (Religious Tolerance Attitudes) will be followed by an increase in the X_1 (Self-Control) and X_2 (Educational Environment) variables. This means that students' Religious Tolerance Attitudes will increase, marked by an increase in Self-Control and a good Educational Environment for students.

The results of this study are in line with Baidi Bukhori's statement that religious tolerance is influenced by a number of factors which are explained as follows:²⁵

Personality

Personality is a unique character and trait that influences how individuals view, respond to, and interact with the environment and differences, including respecting religious diversity.

Educational Environment

Educational Environment is a place where socialization and learning processes take place, including family, school, and society, with an important role in shaping values and attitudes, including tolerance.

Intergroup contact

Intergroup contact is the direct interaction between individuals from different backgrounds that can reduce prejudice, strengthen understanding, and build mutual respect.

Religious fundamentalism

Religious fundamentalism is a belief that emphasizes a rigid interpretation of religious teachings and tends to reject pluralism which can affect the level of tolerance towards other groups. However, in some situations, it can lead to changes in attitudes towards tolerance through interactions between groups.

Self-Control

Self-Control is an individual's ability to manage emotions and reactions, so that they can face differences or problems with an open attitude, suppress prejudice, and build positive and tolerant interactions.

Students' Religious Tolerance Attitudes are influenced by five main factors, namely personality, Educational Environment, intergroup contact, religious fundamentalism, and Self-Control. Personality shapes how students view and respect differences, while the Educational

²⁵ Baidi Bukhori, p. 25-30

Environment, such as family, school, and community, plays an important role in instilling values of tolerance. Intergroup contact helps reduce prejudice through positive interactions. Meanwhile, religious fundamentalism can influence attitudes towards differences, both negatively and positively, depending on the context of the interaction. In addition, Self-Control allows students to manage emotions and respond to differences with a more open, tolerant, and constructive attitude.

CONCLUSION

Based on the results of the study on the influence of Self-Control and Educational Environment on students' Religious Tolerance Attitudes, it was found that: (1) Self-Control and Educational Environment have a significant influence on high school students' Religious Tolerance Attitudes, with a significance value of $P\text{-value} (0.000) < \alpha (0.05)$, so H_0 is rejected. While the Coefficient of determination (R^2) value is 0.449 which indicates that the variables Self-Control and Educational Environment simultaneously contribute 44.9% to students' Religious Tolerance Attitudes; (2) Then for the multiple linear regression equation obtained $Y = 42.010 + 0.310X_1 + 0.251X_2$, it can be concluded that an increase in the value of the Y variable (Religious Tolerance Attitudes) will be followed by an increase in the X_1 (Self-Control) and X_2 (Educational Environment) variables. This means that students' Religious Tolerance Attitudes will increase, marked by an increase in Self-Control and a good Educational Environment for students. This finding shows that it is important for students to have high Self-Control in order to protect themselves from intolerant behavior that can cause conflict between religious communities. It is important for the Educational Environment both the family environment, school environment, and school environment to synergize to provide an ideal environment to provide the best guidance in improving Religious Tolerance Attitudes for students.

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