



## RELATIONSHIP BETWEEN TOLERANCE ATTITUDES WITH THE LEARNING RESULTS OF CLASS VII STUDENTS IN LEARNING IPA IN SMP NEGERI 8 JAMBI CITY

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### Abstract

The purpose of this study was to determine the relationship between tolerance and learning outcomes of students in Junior High School 8 Kota Jambi. This type of research is a correlation study with a descriptive approach. This research was conducted in classes VII B and VII F. When the study was conducted in the even semester of the 2018/2019 academic year. The number of sample respondents in this study were 61 students. Data collection techniques in this study used a questionnaire technique to obtain student character data consisting of 25 items then test techniques in the form of multiple choice questions consisting of 30 items used to collect data. This research uses quantitative research methods, which consist of quantitative data and analysis using correlation analysis techniques. The results of the analysis conducted by the researcher showed that tolerance attitudes were significantly related to the learning outcomes of students of class VII B and VII F of Junior High School 8 Kota Jambi. This can be proven by showing a significant value of  $<0.05$ , which is equal to  $0.000$  and Person Correlation of  $0.956 > 0.05$ . To find out the significance of the relationship between tolerance character education and student learning outcomes can be done by looking at the significance value, where the test tests the opinion the significance level is smaller than  $0.05$  (95% confidence level), then a significant relationship between the independent variable and dependent variable is needed. Based on the calculation results a significant value is smaller than  $0.05$ , which is  $0.000 < 0.05$ . Therefore, it can be recognized that there is a relationship between education tolerance and learning outcomes of students of class VII B and VII F in Junior High School 8 Kota Jambi.

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## INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Invite -The National Education System No. 20 of 2003 article 1 paragraph 1). Based on the content of the foundation stated that education does not only prioritize and prioritize cognitive aspects, but also prioritizes spiritual, social and skills aspects. So that the need for achieving the potential contained in students can be fulfilled. Considering the needs of students basically not only cognitive aspects, but the four aspects process in tandem with each other. Slameto (2010) States that learning is a business process carried out by a person to obtain new behavioral changes as a whole, as a result of his own experience in interaction with his environment.

In the learning process it is necessary to have important elements to achieve the desired goals. According to Cholifah (2016) The learning process in schools basically aims to produce knowledgeable and moral students. The learning process is basically a process of learning interactions between teachers and students. Inah (2015) Argues that teaching and learning interactions are reciprocal relationships between teachers as instructors and students who must demonstrate the existence of educational relationships. Intraction between teachers and students can be generated through the delivery of learning material in the classroom which simultaneously communicates between teachers and students. Teachers do not only carry out tasks to deliver learning material but also facilitate the occurrence of intractions and relationships between fellow students and between teachers and students (Iriantara, 2014). This is what will enable the teacher to recognize the characteristics, attitudes, potential and abilities possessed by students.

The success of the learning process is realized in the form of student learning achievements. Learning achievement is an illustration of the level of success that is used as a reference to measure students' abilities in achieving a learning material. Tohirin (2005) States that what is achieved by students after learning activities is often called learning achievement. Learning achievement is often expressed as the value obtained by students in the form of numbers or letters given by the teacher.

However, this view is inappropriate because according to Shah (2005) States that ideal learning outcomes include all psychological aspects that change as a result of student experience and learning processes.

In the learning process, the attitude of students is very important. Attitudes are very important in the process of learning (Astalini, 2019). The attitude of students as a support in achieving learning goals and learning outcomes is an attitude of tolerance. In the learning process in class also requires an attitude of respect and respect for differences that are owned by each student. This tolerance can be explored in the form of acceptance. This acceptance states that oneself cannot exercise complete control in a learning process, especially in learning science. With the existence of tolerance among fellow students it will cause concern to do something useful and beneficial for others. These attitudes can take the form of positive attitudes and negative attitudes that can affect student learning outcomes. In other words, that students who have a positive attitude towards certain subjects tend to be more diligent in learning so as to achieve satisfying results. Conversely, students who have a negative attitude towards the lesson, he will not be eager to learn so the results are less satisfying. This positive attitude is defined as an attitude that can support students in learning science lessons, such as liking the lesson and a negative attitude is an attitude that is inhibiting or lazy in learning science. According to Narmadha and Chamundeswari (2013) Students' attitudes towards learning science in heterogeneous groups are not influenced by different cultures and backgrounds.

According to Nisa '(2015) The educational process in learning activities or in the classroom, will run smoothly, conducive, interactive if education can be run well when the curriculum is the main buffer in the learning process. Rizqi (2013) Natural Sciences curriculum not only contains Natural Sciences material but also contains character values that must be applied to students. For the Junior High School Level the content standard in the curriculum contains a statement that the group of science and technology subjects is intended to acquire basic competencies and to cultivate critical scientific thinking and behavior (Koes, 2012). According to Listyawati (2012) states that Integrated Science

learning tools can improve students' thinking abilities. Thus it shows that there are character values for science subjects at junior high school level. For this reason, character education is needed in teaching and learning activities.

At this time a lot of cases of intolerance are rife among students. This is caused by character values that have not been realized in students. The attitude of intolerance among students can be characterized by the absence of mutual respect and respect for differences between peers. The results show that tolerance tends to decrease due to an imbalance with increasing national income (Andersen & Fetner, 2008). Tribunnews report on cases of intolerance in Indonesia has been high in the past 11 years, based on research data showing that there were 2,975 acts of religious freedom violations in 2,240 events (Ramadhan, 2019). The results revealed that Sunnis and Shiites assess the impact of curriculum applied in schools as the main reason behind the rampant religious intolerance, while Ahmadis and Christians judge hate literature as the reason for intolerance cases (Khan, Österman, & Björkqvist, 2017). The problem of intolerance can be a very serious problem and can even be a challenge in the world of education.

Education plays an important role in developing student attitudes. Through education, students will be directed, have clearer life goals and are motivated in achieving it. Education has a role in character development through character education (Supriyanto, 2017). Character education is very important to be applied in students. Its application can be applied in the school environment, family environment, or even community environment. This is because not only teachers can help apply these character values, but parents, the community, and friends around us can also help implement these character values. However, lately character education has been emphasized to be applied in educational institutions. This is due to the very sad character of students, especially in the world of education. This character must be applied to each student through various processes. For this reason, teachers have a significant role in educating students to become members of the community who have an awareness of social values and develop an attitude of tolerance in students.

The above problems encourage to conduct a study using an instrument that can be useful to determine the relationship of learning outcomes with the level of tolerance character in students in junior

high schools. The instrument developed can be a tolerance character scale. Tolerance is an attitude of mutual respect and respect among others. Raka (2011) Suggested that student indicators of tolerance character. First, being able to respect different opinions. Second, can interact with people from various cultural backgrounds, beliefs and tribes. Third, do not judge people with different opinions, beliefs or cultural backgrounds. Fourth, do not dominate or want to win alone. While the character indicators of students in junior high schools are: First, do not interfere with friends with different opinions, second respect friends who have different religions, third, befriend friends even though they have different ethnicity, race and language.

The negative impact caused by intolerance shows that the level of tolerance character needs to be measured and realized by the responsible parties. This is intended so that intolerance behavior can be immediately overcome if it occurs among students. This can be done using an instrument. The instrument that can be developed is the tolerance character scale. Therefore, this research was conducted to measure how the influence of students' tolerance towards science learning. The measurement results will later become a guideline or reference for those responsible for education such as school principals, counselors, teachers, and student guardians of students to reduce the problem of intolerance cases among students.

The purpose of this study is to find out how the relationship of tolerance to the cognitive learning outcomes of students in learning science in junior high school.

## METHODS

This research was conducted on March 26, 2019 on March 28, 2019 in Junior High School 8 Kota Jambi in class VII B and VII F Academic Year 2018/2019. The subjects of this study were Jambi Koja Public Middle School students consisting of two different classes. Data sources in this study were from class VII B with the number of students 31 students and class VII F with the number of students 30 students. The number of samples in this study is 61 students.

This study uses a quantitative method with a descriptive approach to the type of correlation research. Correlation research is research that

detects the extent to which variances on a factor are related to variances in one or more other factors based on the correlation coefficient (Panggabean, 1996). According to Sudijono (2008) Correlation analysis techniques are statistical analysis techniques regarding the relationship between two or more variables. Collaboration analysis techniques can be divided into two groups, namely bivariate correlation analysis techniques and multivariate analysis techniques. But we use bivariate analysis techniques which are based on two variables. The main aspect in this study is to determine the extent of the relationship between learning tolerance attitudes possessed by students and the learning achievements obtained by students.

This study uses two types of instruments, namely test and non-test.

#### 1. Test

Data collection with instruments in the form of tests. The test used in this study consisted of 30 items in the form of Class VII Natural Science questions on Temperature and Heat in the form of multiple choice. The test is used for the purpose of knowing the achievement of student learning outcomes about the material Temperature and Heat associated with student tolerance questionnaire.

#### 2. Non-test

Non-tests used are the questionnaire system. Where the questionnaire is used to determine the tolerance attitude of students towards science subjects. The questionnaire used in this study is the character questionnaire "Religious Tolerance" adopted from Fathonah's thesis (2014) which has been tested for validation and reliability, where the questionnaire consists of 28 item statements with 27 statements that have passed validation and reliability tests. However, in this study only 25 items were adopted. The questionnaire to be given is closed and consists of 25 statements. This questionnaire uses a Likert scale. Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena (Sugiyono, 2016). The assessment of the Likert scale uses 4 scale indicators namely strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS). For statements that are positive (+) the measurement starts from the values 4, 3, 2, and 1. On a scale that strongly agrees (SS) has a score of 4, agrees (S) has a score of 3, disagrees (TS) has a score of 2, and strongly disagree (STS) has

a score of 1. While the opposite for statements that are negative (-) the measurement starts from the values 4, 3, 2, and 1 on the scale strongly disagree (STS). Where strongly disagree (STS) has a score of 4, disagree (TS) has a score of 3, agree (S) has a score of 2, and strongly agree (SS) has a score of 1.

The data collection technique in this study used the test technique of learning achievement variables and questionnaire techniques to collect data on each independent variable. Then the test requirements analysis includes the distribution normality test using the Kolmogorov Smirnov test to find out the normally distributed data and the linearity test using the ANOVA<sup>a</sup> test to find out the study sample in a linear state. If the results of the linearity test show that the linear regression line equation, then the correlation coefficient calculation technique uses product moment correlation techniques. However, if the results of the linearity regression test show that the equation of the regression line is not linear, then the technique of calculating the correlation coefficient uses Phi Coefficient.

The results of questionnaire data and questions are processed using the SPSS application. This processing aims to see the relationship between tolerance and achievement of student learning outcomes, especially in the knowledge of science concepts class VII B and VII F SMP Negeri 8 Jambi City.

## RESULTS AND DISCUSSION

This research was conducted in Junior High School 8 Kota Jambi in class VII B and VII F Academic Year 2018/2019. The subjects of this study were Junior High School 8 Kota Jambi students consisting of two different classes. Data sources in this study were from class VII B with the number of students 31 students and class VII F with the number of students 30 students. The number of samples in this study is 61 students. This study uses a questionnaire and several questions given to students. This aims to determine the correlation or relationship that occurs between the questionnaire and the question. The questionnaire given is a character tolerance questionnaire, while the questions given are questions about the material in Class VII Junior High School, which is about

Temperature and Heat. The next step data will be inputted in SPSS based on the data type (string / numeric) and will be processed using analysis in SPSS. Before the correlation test is carried out, first do a normality test and linearity test.

#### a. Normality test

Normality test is an attempt to determine whether the variable data approaches the normal distribution population or not. The purpose of conducting normality testing is to test whether the data analyzed is in the form of normal distribution or not. The normality test is also carried out as a prerequisite for determining the type of statistics that will be used in processing the data of a study to determine the relationship of the variables studied.

According to Mona (2017) The purpose of the normality test is to test whether in a regression model, the dependent variable and the independent variable or both have a normal distribution or not. A good regression model is normal or near normal data distribution. Detection of normality is done by looking at the Normal Probability graph.

Detection of normality is done by looking at the data in sig kolmogorov-Smirnov. In the normality test carried out with the help of the SPSS Statistics 25 program. The significance level used is equal to 0.05. Data can be said to be normally distributed if the significance value is greater than 0.05. If it is less than 0.05, the distribution of the data is abnormally distributed. The results are shown in Table.

**Table 1.** Data on Questionnaire Normality Test Results

#### Tests of Normality

Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	Df	Sig.
0.104	31	0.200*	0.971	31	0.555

Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	Df	Sig.
0.117	30	0.200*	0.915	30	0.020

**Table 2.** Normality Test Results Data

#### Tests of Question Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
VII B	0.138	31	0.139	0.944	31	0.107

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
VII F	0.137	30	0.157	0.947	30	0.136

Based on the table above, the results of the significance of the tolerance questionnaire in class VII B and VII F were 0.200 \*, where sig > 0.05. therefore, it can be said that the data is normally distributed. Based on the table above, it was found that the significance value of the learning outcomes of science class VII B was 0.139, where sig > 0.05. While the significance value of science class VII F learning outcomes is 0.157, where sig > 0.05 because the value of sig > 0.05 can be said that the data is normally distribute.

#### a. Linearity Test

Linearity test is used to test whether the two variants have a linear relationship or not. Regression linearity tests of these variables are used for testing with one-way ANOVA. SPSS Statistics 25 computerized linearity testing 25. In the linearity test that the authors make dependent or independent variables are tolerance character questionnaires, while the authors make independent or dependent variables are questions about Temperature and Heat. Obtained data like the table below:

**Table 3.** Data on Regression Liner Test Results

		ANOVA <sup>a</sup>				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3208.545	1	3208.545	619.080	0.000 <sup>b</sup>
	Residual	305.783	59	5.183		
	Total	3514.328	60			

a. Dependent Variable: Questionnaire

b. Predictors: (Constant), Question

Regression linearity tests of these variables are each used for testing with ANOVA<sup>a</sup>. With rules: If Asymp. Sig. smaller than the probability price used, then linear regression. If Asymp. Sig. greater than the probability price used, the regression is not linear. Judging from the data obtained by comparing the value (Sig.) With 0.05 it was obtained that the sig value = 0.000<sup>b</sup>, so that it can be said that there is a significant linear relationship between the independent variables with the dependent variable.

#### c. Correlation Test

According to Sudijono (2008) Correlation analysis technique is a statistical analysis technique regarding the relationship between two or more variables. The correlation analysis technique can be divided into two groups, namely bivariate correlation analysis techniques and multivariate analysis techniques.

Pearson correlation analysis (Correlate Bivariate) is used to determine the relationship between one variable with another variable linearly. Data used is interval or ratio scale. The correlation value (r) is 0 to 1, the closer the 1 relationship is, the stronger. Conversely, the value is getting closer to 0, the relationship that occurs is getting weaker (Priyanto, 2013). The results of the research conducted can be seen in the table 4.

Based on the guidelines above the data that is getting closer to 1, the data is increasingly valid. From the SPSS output above we can see that the significant value  $<0.05$  is equal to 0.000 and Person Correlation is  $0.956 > 0.05$  so it can be concluded that the data has a very strong relationship between tolerance towards student learning outcomes in science learning especially physics. It is said to be very strong because the pearson correlation is in the interval 0.80 – 1.000.

From the data obtained can be accepted about the attitude that needs to be applied to students, because it is one of the important factors in

determining the learning outcomes of students. Therefore, differences of opinion will affect the learning outcomes obtained by students because the two things are very related. This is caused by the learning process in the class, it also requires attitude and appreciation for the differences requested from each student. Exploration in the form of acceptance. This acceptance states that you cannot fully control the learning process, especially in science learning. With the existence of differences of opinion between fellow students it will cause concern to do something useful and beneficial for others. So, one effort to improve student learning achievement, learning must provide a good example for students to focus on improving motivation.

**Table 4.** Correlation Test Results Data

		Correlations	
		Questionnaire	Questionnaire
Questionnaire	Pearson Correlation	1	0.956**
	Sig. (2-tailed)		0.000
	N	61	61
Questionnaire	Pearson Correlation	0.956**	1
	Sig. (2-tailed)	0.000	
	N	61	61

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

According to Sugiyono (2010) the guidelines for interpreting the results of the correlation coefficient are as follows:

- 0.00 – 0.199: very low
- 0.20 - 0.399: low
- 0.40 - 0.599: medium
- 0.60 - 0.799: strong
- 0.80 – 1.000: very strong

## CONCLUSION

From the data that has been obtained, it can be concluded that tolerance with learning achievement shows a significant positive relationship. There is a positive and significant relationship between tolerance and student achievement in classes VII B and VII F of Junior High School 8 Kota Jambi. This can be shown from the results of the correlation / correlation test showing a significant value of  $<0.05$  which is equal to 0,000 and Person Correlation of  $0.956 > 0.05$  so it can be concluded that the data has a very strong relationship between tolerance towards student learning outcomes in science learning especially physics. It is said to be very strong because the pearson correlation is in the interval 0.80 – 1.000.

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