

Exploring the Impact of IRE Quality and Self-Control on Religious Tolerance in Junior High Students

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ABSTRACT

Intolerance remains a prevalent issue in Indonesian schools, necessitating an understanding of the factors influencing students' religious tolerance. This study examines the impact of Islamic Religious Education (IRE) quality and self-control on students' religious tolerance attitudes among junior high school students in Southern Kendal Regency. A quantitative survey approach was employed, with data collected from 267 students using proportional random sampling. Self-control and religious tolerance attitudes were assessed through questionnaires, while IRE quality was measured through structured classroom observations. Statistical analysis was conducted to determine the contribution of these variables to students' tolerance levels. Findings indicate that both IRE quality and self-control significantly influence students' religious tolerance attitudes. Statistical analysis reveals that IRE quality contributes 56.9%, while self-control accounts for 48.8% of students' tolerance attitudes. When analyzed simultaneously, the coefficient of determination shows a combined influence of 83.1%. These results underscore the importance of quality religious education and self-regulation in fostering a tolerant school environment. The study highlights the role of effective IRE instruction in shaping students' perspectives on tolerance. Additionally, the ability to exercise self-control enhances students' capacity to navigate religious diversity with respect. To enhance religious tolerance, educators should integrate tolerance values into IRE curricula and incorporate self-control training through simulations or role-plays. Future research should explore additional socio-cultural factors influencing religious tolerance among students.

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1. INTRODUCTION

The diversity of religions and beliefs across Indonesia necessitates that individuals and groups adopt an attitude of tolerance. Tolerance is defined as respect or appreciation given by someone to the differences of other people (Simon, 2023). This principle is affirmed in the Constitution of the Republic of

Indonesia, specifically in Article 28E, which addresses freedom of religion, and Article 29, paragraph (2), which guarantees the state's protection of its citizens' freedom to practice religion (UUDNRI, 1945). Furthermore, practising tolerance in daily life reflects the principles of Pancasila, which serves as the foundation of the Indonesian state. An increasing attitude of tolerance in the life of this nation will create a sense of peace, harmony, and mutual respect even though they come from different backgrounds. On the other hand, if the level of intolerance increases, then conflicts will often arise in society that will lead to the division of the nation. Therefore, cultivating an attitude of tolerance is critical for maintaining societal peace.

The reality in Indonesian society often diverges significantly from these ideal conditions, where many conflicts still arise, including inter-religious disputes among students. Many studies have looked for examples of tolerance among pupils. One study found that 30.16 percent of Indonesian students had weak or nonexistent views on religious tolerance, according to the Center for the Study of Islam and Society (PPIM) at UIN Syarif Hidayatullah (PPIM, 2020). Apart from that, in 2019 Suyanto from FISIP Airlangga University found that the attitudes and behavior of students in various schools had developed at a fairly vulnerable scale (Suyanto, 2021). The increasing cases of religious intolerance among students are caused by low knowledge about tolerance and multiculturalism (Umar, et al., 2024; Nizaruddin, 2020). This shows the degradation of education as a space for the infiltration of bad influences from students' social interactions.

The discrepancy between the ideal conditions expected by the Indonesian people regarding mutual religious tolerance and conflicts spread across several regions is due to a lack of attention to the factors that influence students' attitudes toward tolerance. According to Kelly, the attitude of religious tolerance consists of two factors, namely factors that come from internally, one of which is self-control. Meanwhile, external factors come from the educational environment in schools and society (Kelly, 2018). Specifically for the educational environment in this school, the focus is on IRE learning activities in the classroom.

Cases of intolerance that occur in Indonesian schools still frequently occur every year, such as non-Muslim students being told to wear the hijab (Kemenag RI, 2023), bullying triggered by religious differences (Hariningsih, 2021) or the marginalization of Muslim students in minority settings (Guest et al., 2020). One of the relevant conflicts was the case of intolerance at SMP Negeri 1 Sukodadi, Lamongan, East Java, in 2023. A teacher shaved the hair of several class IX female students because they did not wear underhood headscarves during teaching and learning activities. This shows that there are intolerant practices in the school environment, especially regarding Islamic Religious Education (IRE) learning subjects.

Psychologist Hanifah Misbach, the victim's companion, stated that cases of intolerance in the world of education, such as those experienced by students at SMPN 1 Sukodadi, occurred systematically as a result of the implementation of several Permendikbud and regional regulations which bridged the occurrence of cases of discrimination and intolerance based on religion. For example, the content of the 2013 IRE curriculum basic competencies in point 1.5 encourages students to dress by Islamic law. On the other hand, the Minister of Education and Culture also contains regulations that control women's bodies. This case of intolerance towards SMPN 1 Sukodadi students shows an over-interpretation of IRE learning competencies, giving rise to discriminatory actions. Similar cases also occur in various schools; many education analysts have recognized this.

The current evaluation system in Islamic Religious Education (IRE) predominantly emphasizes cognitive assessments, often neglecting the practical and spiritual aspects of students' understanding. This imbalance can lead to situations where students who may not excel in reciting the Quran receive higher grades than those who do, highlighting the need for a more comprehensive evaluation approach that equally values cognitive knowledge and practical application. If the evaluation method is continuously carried out like this, of course, students will be full of knowledge but will not have noble morals (Tsalitsa et al., 2020). So it is not surprising that there are several cases of juvenile delinquency such as promiscuity, violence, and bullying, and there are even students who dare to challenge their teachers when reprimanded for their good.

Apart from being influenced by the quality of IRE learning, tolerance is also influenced by self-control. According to (Bukhori, 2022) for someone who has high self-control, they can determine their direction, and suppress or inhibit desires or wishes that have no benefit. As for according to Travis Hirschi and Gottfredson (Aroma & Suminar, 2012), the general theory of crime, also known as the low self-control theory, explains that criminal behavior or rule violations can be understood through an individual's ability to control themselves. Individuals with low self-control tend to act impulsively, display aggressive behavior, enjoy high-risk activities, and often disregard the negative consequences for both themselves and their surroundings. When viewed functionally, self-control is a concept about an individual's ability to control their behavior. It is not only seen in the methods used for self-control but also in the consequences of the actions taken. The level of self-control varies from one individual to another.

Good self-control enables individuals to restrain certain impulses and consider the consequences of their actions (Rahmadani & Fikry, 2020). One of the causes of juvenile delinquency that often arises is due to low ability to self-control. Adolescents with poor self-control tend to exhibit aggressive behavior or engage in inappropriate actions, such as fighting with schoolmates or students from other schools, often triggered by mocking harsh language, or violations of school rules.

Related studies support these findings. Research by Saranani et al. (2022) identified a negative correlation between self-control and tendencies toward juvenile delinquency, indicating that higher levels of self-control correspond to lower incidences of delinquent behavior. Similar results were reported by Sentana & Kumala (2017) as well as (Rahmadani & Fikry, 2020), who found a significant negative relationship between self-control and students' aggressive behavior, emphasizing the crucial role of self-control in reducing juvenile delinquency.

Individuals with strong self-control can regulate their behavior in a positive manner, allowing them to navigate social interactions with greater emotional stability. Research indicates that self-control serves as a crucial mediator between self-adjustment and morality, enabling individuals to manage impulses and suppress emotional reactions that may lead to intolerance (Hidayah, 2021). Those with higher levels of self-control are better equipped to respond to differences with understanding and respect, making them more tolerant compared to individuals with lower self-control.

Building upon this premise, this study focuses on first-level secondary school students, specifically those attending *Madrasah Tsanawiyah* and junior high schools in the southern part of Kendal Regency. The study encompasses both public and private schools, each with distinct student demographics. Public junior high schools tend to have a more heterogeneous student population in terms of religious backgrounds, whereas *Madrasah Tsanawiyah* primarily consist of students from a homogenous Islamic environment. Given these differences, it is essential to investigate how the quality of Islamic Religious Education (IRE) and self-control contribute to students' religious tolerance across diverse educational settings. Therefore, this research aims to explore the impact of IRE quality and self-control on religious tolerance among junior high school students, providing insights that may inform educational strategies to promote tolerance in diverse learning environments.

2. METHODS

The research method employed in this study is a quantitative survey. The following is the quantitative research design used in this research (Sugiyono, 2017):

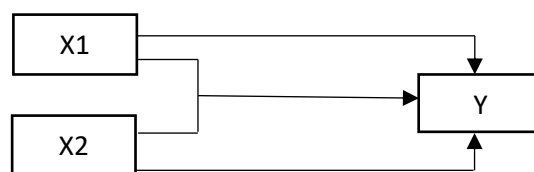


Figure 1. Figure Image of Research Design

This study's data collection took place from March to June of 2024 at a First Level Secondary School in the southern region of Kendal Regency. Following is the Slovin formula, which was used to determine the number of samples drawn from a population in this research with a 95% confidence level and a 5% margin of error (Noor, 2017):

$$n = \frac{N}{1+(N \times e^2)} \quad n = \frac{801}{1+(801 \times 0,05^2)} = \frac{801}{1+(801 \times 0,0025)} = \frac{801}{1+2,0025} = \frac{801}{3,0025} = 266,77 \text{ or } 267$$

According to the calculations provided, the total number of research samples was 266.77, which was then rounded up to 267 respondents. Consequently, this number of samples, derived from the entire population, is further divided according to the proportion of each subpopulation using the formula below. (Changbao Wu, 2020):

$$ni = \frac{Ni}{N} n$$

Based on the formula above, the calculation results obtained from each proportional random sampling are as follows:

Table 1. Table Sample Size Calculation

Number of Schools	Class	Population size (Student)	Sample Student
School 1	IX A	30	1
	IX E	29	1
	IX C	31	1
School 2	IX B	28	1
	IX A	32	1
	IX F	27	1
School 3	IX A	25	1
	IX B	28	1
School 4	IX A	26	1
School 5	IX A	24	1
	VIII A	28	1
School 6	IX A	12	1
School 7	IX A	26	1
	VIII B	24	1
School 8	IX A	25	1
	VII A	27	1
	VIII B	22	1
School 9	VIII A	24	1
	IX A	27	1
	VII A	22	1
School 10	IX A	31	1
	IX D	29	1
	IX B	30	1
	VIII E	28	1
School 11	IX A	28	1
School 12	IX B	28	1
	IX D	30	1
School 13	IX A	26	1
	IX E	24	1
School 14	IX A	30	1
Sum			30

Table 1 shows that the total sample proportion for each class is 277 students and 30 teachers. After obtaining a proportional number of samples for each class, the samples for each class are averaged and

used as just one piece of data. So, each class is counted as one respondent's data. If there are 30 classes, the average respondent input data is 30 data which is calculated by calculating the average score of all respondents for each class. These 30 student respondents were used to determine the self-control variable. Meanwhile, respondents for the IRE Quality variable are teachers of students who are respondents and also teach IRE subjects. So, the number of teacher respondents also totaled 30.

Data collection is essential in research to ensure accountability for the results presented. To gather data, instruments appropriate to the characteristics of each variable have been connected based on existing theories. These instruments include questionnaires and observations.

A questionnaire is defined as a method of collecting data by distributing a list of questions to respondents, expecting them to provide answers (Abdullah, 2015). The questionnaire was designed to collect data on the research variables of religious tolerance attitudes (Y) and self-control (X2). The scale used for the instruments is the Likert scale, with five response options: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

Meanwhile, observation is a process of obtaining data from primary sources through direct observation of individuals and locations during the research. This study employed observations as a means to gather data on the variable of IRE learning quality (X1). The quality of IRE learning was assessed using an observation sheet consisting of 16 aspects derived from three main components of the learning process: preliminary activities, core activities, and closing activities. The measurement scale applied was a Likert scale with five response options: Very Good (VG), Good (G), Fair (F), Poor (P), and Very Poor (VP). Below are the detailed indicators used to measure each variable in this study, including religious tolerance attitudes, the quality of IRE learning, and self-control.

Table 2. Variable Measurement Indicators

No.	Variable	Data Collection Technique	Indicator
1.	Attitude of Religious Tolerance	Questionnaire	Acceptance, respect, patience, freedom and cooperation
2.	IRE quality	Observation	Preliminary activities (5 aspects), core activities (5 aspects), and closing activities (6 aspects)
3.	Self-Control	Questionnaire	Behavioral control, cognitive control, and decision control)

2.1. Normality Test

The normality test aims to determine whether the data obtained from each variable has a normal distribution or not. The primary criterion for decision-making in the normality test is that if the significance level is greater than 0.05, the data is considered normally distributed. (Alita & Darwis, 2021). Normality test results based on the Kolmogorov Smirnov table from statistical processing using SPSS produce probability or asymp values. Sig (2-tailed) is 0.123 for religious tolerance; 0.96 for IRE quality and 0.084 for self-control, meaning that each normality test result shows a probability value greater than 0.05. So, it can be concluded that the data from these variables comes from a normally distributed population, so the data can be tested for further prerequisites.

2.2. Heteroskedasticity

The heteroscedasticity test uses the method Glejser aims to check that assumption disturbances in classical linear regression models are homoscedastic, meaning they have the same variance. This test is conducted through regression analysis of the predictor variables while substituting the dependent

variable Y with a new variable, which is the unstandardized residuals (Astivia & Zumbo, 2019; Kalina, 2011). Data considered to not experience heteroscedasticity if the calculated probability is greater than the threshold set is 0.05 (Gunawan, 2016). Heteroscedasticity test results in the table above show that the probability is variable IRE quality (X1) is 0.057 and variable self-control (X2) is 0.697. These results show that the prediction error (or residual) is evenly distributed throughout the data, meaning that there are no residual differences in certain parts that form a pattern (when sig. value > 0.05). So, it can be stated that the heteroscedasticity test was fulfilled because there were evenly distributed prediction errors.

2.3. Multicollinearity Test

The multicollinearity test aims to evaluate whether there is a significant correlation between independent variables in the regression model. To detect the presence of multicollinearity, analysis was carried out on the correlation matrix between independent or independent variables that can be demonstrated on the Variance Inflation Factor (VIF) value and value tolerance in statistical analysis using SPSS. If the VIF of the independent variable is <10.00 and the value tolerance is > 0.10 means there is no multicollinearity (Gunawan, 2016).

The results of the multicollinearity test using SPSS show a tolerance value for IRE Quality and self-control of 0.744 (meaning this value is greater than the limit of 0.10). As for the VIF value, IRE quality is 1.344 (meaning it is smaller than 10.0). The test results have shown that the multicollinearity test is fulfilled. This means the regression model has no strong linear relationship between the two variables IRE quality and self-control.

3. FINDINGS AND DISCUSSION

3.1. Findings

3.1.1. Simple Linear Regression Analysis: The Impact of Islamic Religious Education (IRE) Quality on Religious Tolerance

Two variables in a one-way relationship, often called a linear relationship, can be examined using simple linear regression analysis (Julius, 2017). This study was conducted to determine how the variables X1 and X2 partially affect Y using SPSS 26 (Fein et al., 2022). A simple linear regression analysis was carried out to find out the relationship between variables. The following are the test results for SPSS version 26.

Table 3. Simple Linear Regression Analysis: Quality of Islamic Religious Education (IRE) Learning on Attitudes of Religious Tolerance

Model	Coefficients				
	B	Std. Error	Beta	T	Sig.
(Constant)	33.065	6.778		4.878	.000
Islamic Religious Education Learning (X1)	.684	.092	.816	7.467	.000

a. Dependent Variable: Attitude of Religious Tolerance (Y)

Based on the results of the regression coefficient analysis in Table 3. above, it can be entered into the simple linear regression equation formula for X1 against Y (Alita & Darwis., 2021):

$$Y = a + b_1X_1$$

Based on the Coefficients table above, looking at column B in the constant section, there is a value of 25.576, given that the regression coefficient for the quality of IRE learning is 0.788, the linear regression equation can be expressed as follows:

$$Y = 33.065 + 0,684 X1$$

The constant value of 33.065 suggests that even if the factors X1 and X2 are eliminated or set to zero, the dependent variable (Y) will still increase by 33.065 due to other factors like multicultural education and the school environment. The coefficient of 0.684 for X1 indicates a positive relationship between the quality of IRE learning and students' attitudes toward religious tolerance. This means that as the quality of IRE learning improves, students' attitudes toward religious tolerance are likely to increase. The implementation of IRE learning in the classroom is reported to be quite good.

3.1.2. Simple Linear Regression Analysis: The Impact of Self-Control on Religious Tolerance

A simple linear regression analysis was conducted to determine the relationship between variables. The following are the test results for SPSS version 26.

Table 4. Simple Linear Regression Analysis of Self-Control on Attitudes of Religious Tolerance

Model	Coefficients				
	B	Std. Error	Beta	t	Sig.
(Constant)	27.884	8.567		3.255	.003
Self-Control (X2)	.720	.111	.776		.000

a. Dependent Variable: Attitude of Religious Tolerance Y

Drawing from the findings of the regression coefficient analysis in Table 4. above, it can be entered into the simple linear regression equation formula X2 against Y:

$$Y = a + b2X2$$

Based on the Coefficients table above, looking at column B in the constant section, there is a value of 27.884, while the self-control regression coefficient value is 0.720, so the linear regression equation can be found as follows:

$$Y = 27,884 + 0,720 X1$$

The constant value of 27.884 indicates that even if factors X1 and X2 are eliminated, the dependent variable Y will still increase by 27.884 due to other influences like school culture, parenting patterns, and the school environment. The coefficient of 0.720 for self-control (X2) shows a positive relationship, meaning that for every increase in self-control, the variable Y will rise by 0.720. This suggests that self-control is positively correlated with an increase in religious tolerance. In other words, as self-control improves, students' attitudes toward religious tolerance also improve. The analysis of the self-control questionnaire indicates that students have a high level of self-control, particularly in managing their behavior, thoughts, and decision-making in alignment with relevant values.

3.1.3. Multiple Linear Regression Analysis

According to Montgomery, et al. (2021), multiple regression can be used as a statistical method to analyze the relationship between one dependent variable and two or more independent variables. This technique is used to examine how the independent variables collectively contribute to influencing the dependent variable, as well as to predict changes in the dependent variable when the values of the independent variables are modified. In the context of this study, the dependent variable is students' religious tolerance attitude (Y), while the independent variables analyzed include IRE quality (X1) and self-control (X2). The multiple regression equation is expressed as follows: (Fein, et al., 2022):

$$Y = a + b_1 X_1 + b_2 X_2$$

There is a functional relationship between the dependent variable, religious tolerance attitude, and the two independent variables, IRE learning quality (X1) and self-control (X2). According to the results shown in the SPSS coefficients table, the following multiple regression analysis was conducted using X1 and X2 as independent variables and Y as the dependent variable. The analysis was conducted using the SPSS version 26 program:

Table 5. Multiple Linear Regression Analysis

Model	Coefficients				
	B	Std. Error	Beta	T	Sig.
(Constant)	13.318	6.930		2.246	.003
X1	.477	.111	.569	6.434	.000
X2	.453	.082	.488	5.521	.000

a. Dependent Variable: Attitude of Religious Tolerance (Y)

Data analysis was conducted with the SPSS 26 program, as shown in **Table 5.** above, we can derive the following results for the regression equation:

$$Y = 13.318 + 0.477 X_1 + 0.453 X_2$$

In the equation above, 13.318 represents the constant or intercept, indicating that if both independent variables (X1 and X2) are zero, students' religious tolerance attitude will remain at a value of 13.318. This constant reflects the baseline or starting point of religious tolerance attitudes before the influence of other variables.

The coefficient of 0.477 for X1 (IRE learning quality) indicates that each one-unit increase in IRE quality raises students' religious tolerance attitude by 0.477 units, demonstrating that learning quality has a significant positive impact on religious tolerance. This aligns with Montgomery's principle that multiple regression isolates and measures the individual effect of each independent variable on the dependent variable.

Similarly, the coefficient of 0.453 for X2 (self-control) shows that each one-unit increase in self-control enhances students' religious tolerance attitude by 0.453 units. This suggests that self-control also positively affects students' attitudes towards religious tolerance. In this context, multiple regression helps separate and quantify the individual contributions of each independent variable.

Using the regression equation, the influence of IRE quality or self-control on students' religious tolerance attitudes can be predicted. For instance, if both IRE quality and self-control are improved, the equation can determine the extent of the resulting increase in students' religious tolerance attitudes. This provides educators and policymakers with valuable insights to design more effective programs to foster religious tolerance among students within educational institutions.

3.1.4. Partial Regression Analysis (t-test)

To determine whether IRE learning quality and self-control have an effect on the dependent variable, one can use the t-test value, which is a partial regression function. Examining the potential impact on religious tolerance (Y) through t-test analysis with a 5% or 0.05 significance level. To conduct this test, we compare the sig values of all the independent variables to a 0.05 level/error limit value. Both the computed t-value and the Sig value must be less than 0.05 for the T-test to be considered valid. (Alita & Darwis., 2021). The way to determine the t table is to determine the df (Degree of Freedom) value, namely through the SPSS program, as shown in the following table:

Table 6. Degree of Freedom (df) values for the t-test

ANOVA ^a		
Model	Sum of Squares	Df
Regression	290.994	2
Residual	54.206	27
Total	345.200	29

a. Dependent Variable: Religious Tolerance (Y)
b. Predictors: (Constant), Self-control (X2), quality of IRE learning (X1)

Table 6 shows that the residual df value is 27. After knowing the residual df value, an analysis is then carried out via Excel to find the t table value, namely by using the formula "TINV(nilai probability; degree of freedom)". The probability value is 0.05 and the df value is 27 so the t table calculation result is 2.051. Then, the results of the t table can be compared with the calculated t value to find out whether there is a partial influence or not between X1 and Y or X2 and Y. The calculated t value based on the SPSS version 26 test tool below are the test results:

Table 7. Partial Regression Analysis (t-Test)

Coefficients							
Model	Unstandardized		Standardized		Collinearity Statistics		
	Coefficients		Coefficients				
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	13.318	5.930		2.246	.033		
IRE (X1)	.477	.074	.569	6.434	.000	.744	1.344
Self-control (X2)	.453	.082	.488	5.521	.000	.744	1.344

a. Dependent Variable: Attitude of Religious Tolerance (Y)

Based on table 7, the results of testing Hypothesis 1 (H1) using a partial test obtained a Sig value of 0.000, meaning the Sig value is less than 0.05. Simultaneously, the t-count value of 6.434 for the Quality of Learning for IRE (X1) is higher than the known t-table value of 2.051. Thus, it follows that Ha1 is true and Ho1 is clearly false. With a beta value of 0.569, the quality of IRE learning significantly influences attitudes toward religious tolerance. Finally, it is safe to say that among the First Level Secondary School students in the southern part of Kendal Regency, there is a 56.9% correlation between the attitude of religious tolerance and the variable quality of IRE learning.

Based on the results of calculations with SPSS Hypothesis 2 (H2) using the partial test, The significance level (Sig) is less than 0.05, and the computed t-value (5.521) is higher than the t-table value (2.051). This leads us to the conclusion that Ha2 is true and Ho2 is false, indicating a strong positive correlation concerning religious tolerance. The beta value of self-control is 0.488. It follows that among students enrolled in First Level Secondary Schools in the southern region of Kendal Regency, the self-control variable has a 48.8% impact on their religious tolerance attitude.

3.1.5. Simultaneous Regression Analysis (F-test)

The F test is employed to ascertain the impact of the independent and dependent variables on the stimuli. Study participants will be asked to rate their level of self-control and the standard of their IRE learning to establish whether these variables have any effect on their attitudes toward religious

tolerance. The following are the criteria for determining the coefficient of determination: the computed F-value must be larger than the F-table value or the significance value must be greater than 0.05 (Mertler & Vannatta Reinhart, 2021). The F count value can be determined using statistical tests with the help of the SPSS application.

Table 8. Simultaneous Regression Analysis (F Test)

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	290.994	2	145.497	72.472	.000 ^b
Residual	54.206	27	2.008		
Total	345.200	29			

a. Dependent Variable: Religious Tolerance (Y)
b. Predictors: (Constant), Self-control (X2), quality of IRE learning (X1)

Based on Table 8 above, The F-test yielded an F-value of 72.472 in column F, with a 0.000 level of significance. Learn how to find the t table in SPSS by consulting the table above, which details the degrees of freedom (df) for the residual (df 1) and regression (df 2), respectively. According to the data in the table, df 1 is 2, and df 2 is 27. As an alpha or probability, the supplied value is 0.05. Finding the value of F count is as simple as using the Excel formula "FINV (probability value; deg freedom 1; deg freedom 2)" with the values of df 1, df 2, and probability already known. After plugging the numbers into the formula, the F table outputs 3.354. Based on the data presented above, which indicates that $F_{hitbntb} > F_{tabel}$ with a value of $72.472 > 3.354$ and a significance value $< \alpha$ of $0.000 < 0.05$, we accept Hypothesis 3 (H3), which states that IRE learning (X1) and self-control (X2) impact Y simultaneously.

3.1.6. Coefficient of Determination Test (R2)

One uses the coefficient of determination (R2) to measure the extent to which a model accounts for variations in a dependent variable. An R2 value between 0 and 1 shows that the independent variables can only explain a small portion of the dependent variable. The increasing closeness of the R2 value to one indicates that the independent variables have a strong ability to forecast changes in the dependent variable (Mohammad, 2020). Based on the R test that has been carried out, the results can be seen in the following table:

Table 9. Determination Test Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.918 ^a	.843	.831	1.417

a. Predictors: (Constant), Self-control (X2), quality of IRE learning (X1)
b. Dependent Variable: Religious Tolerance (Y)

Based on Table 9 above, the Adjusted R Square value illustrates the impact of IRE learning quality and self-control. Many researchers prefer the Adjusted R Square value over R Square. Every extra independent variable that is added to the model can be examined using Adjusted R Square. The addition or subtraction of a single variable from the model can thus affect the Adjusted R Squared value. Contrast this with the R-squared value, which grows regardless of the significance of the independent variable's effect on the dependent one.

The Adjusted R Square's coefficient of determination is 0.831, as shown in the determination test table. It follows that 83.1% of the variance in religious tolerance (Y) is explained by differences in self-

control (X2) and quality of IRE learning (X1). At the same time, factors outside the scope of this study account for the remaining 16.9%. These other variables can be subjects other than IRE, extracurricular activities and Islamic spiritual activities (Muhaemin et al., 2023), and insertion of school policies, both internal and external (Purba et al., 2024).

3.2. Discussion

3.2.1. The Impact of Quality of IRE Learning on Attitude Religious Tolerance among First Level Secondary School Students

This study found a positive relationship between the quality of IRE learning and students' attitudes toward religious tolerance. In other words, the better the quality of IRE learning, the higher the students' religious tolerance. As explained (Kelly, 2018), religious tolerance is one of the essential elements that can be cultivated through IRE learning. Conservative ideology, religious fervor, and religious knowledge influence this attitude, especially among students (Hook, J. N., 2017).

According to Mutsalim, K., & Jaffary (2014), students accustomed to engaging in inclusive interactions tend to exhibit strong tolerance attitudes. Research by Rohimin et al. (2024) shows that learning experiences outside the classroom, such as community-based activities, can enhance tolerance. Similarly, Rahmat & Yahya (2022) found that regularly reading IRE books at universities also positively impacts tolerance. Additionally, Husna (2020) emphasized the importance of respect as a school habit in supporting tolerance attitudes.

IRE learning contains several material targets that are learning objectives. On the first level, the secondary school level is one of the learning material targets. Religion, which is important for students to master, is related to tolerance. This applies to all students in junior high schools throughout Indonesia. So implementation it is learning that plays a role in determining whether students can absorb well the material being taught or vice versa. When teachers, together with the students can carry out the implementation of maximum learning, the more there will be religious material absorbed in the brain. So influence attitudes and behavior become stronger. Theory Herbert Spencer's response emphasized that the contents of the brain or the number of responses (responses) received by individuals will influence their behavior (Spencer, 1855). Spencer believes that experience and learning play a role in shaping a person's behavior.

The contribution of IRE learning quality to tolerance, measured at 56.9%, is relatively high. This aligns with the Transformative Learning Theory developed by Fleming (2024), which posits that education can reshape students' perspectives, including their attitudes toward differences, such as religious tolerance. In IRE learning, students are not only taught religious values but also encouraged to discuss differences and the importance of mutual respect. For instance, value-based education, which is socially and culturally relevant, can significantly influence students' attitudes toward those of different beliefs.

The high contribution of the quality of IRE learning (56.9%) compared to self-control (48.8%) can be explained by the direct impact provided by this learning. Direct IRE learning provides a clear conceptual framework regarding tolerance through curriculum, teaching methods, and student interactions with teachers. In addition, the values taught in class have a direct influence on students' attitudes, especially if supported by a conducive school environment. However, this high contribution does not deny the important role of other factors, such as self-control and the social environment. These factors work as supports that strengthen the internalization of the values of tolerance taught through IRE.

Even though the contribution of IRE learning to tolerance is quite high, namely 56.9%, it is also important to consider other aspects such as interactions with the environment at school. Research from the Indonesian Ministry of Religion shows that educational environmental factors contribute 7.2% to attitudes toward religious tolerance. This difference in the level of influence can occur because IRE learning is directly related to students' understanding of the values of tolerance, while environmental

factors are more supportive. In addition, these results highlight the significant role of teachers in directing the IRE learning process to internalize attitudes of tolerance that are either directly or indirectly contained in IRE subjects.

3.2.2. The Impact of Self-Control on Tolerance of Religion Among First-Level Secondary School Students

In addition to the quality of IRE learning, this study also reveals a positive correlation between self-control and students' attitudes towards religious tolerance. Good self-control allows students to manage their feelings and reactions to religious differences more wisely. Students with high self-control can refrain from impulsive reactions or intolerant behaviors when confronted with different religious views. As stated by Rahayu (2018), individuals with a high level of self-control tend to avoid intolerance triggered by differing religious perspectives. This aligns with the views of Calhoun & Acocella (1990), who stated that self-control helps maintain social harmony by avoiding emotional reactions that could harm relationships between individuals, including interfaith relationships.

Although self-control plays an important role, its contribution to religious tolerance attitudes is lower than the influence of IRE learning quality. Several reasons for this include the fact that self-control primarily focuses on managing individual emotions toward religious differences, while IRE education teaches students to acknowledge and appreciate religious diversity. As Bukhori (2022) explains, while self-control is important for managing reactions to differences, religious education provides a stronger foundation for understanding and respecting religious diversity as part of the core values of life.

Even though self-control has a significant influence on religious tolerance attitudes, its contribution is smaller compared to the influence of IRE learning quality (48.8% compared to 56.9%). This leads to the understanding that self-control acts more as a mechanism for managing reactions to religious differences but is not sufficient to foster deeper tolerance attitudes. Self-control helps students curb their impulses in certain situations, but it does not necessarily teach them to actively understand, appreciate, or celebrate religious diversity. One reason for this is that, while self-control plays a crucial role in regulating behavior and reducing impulsive reactions, developing a deep attitude of religious tolerance requires more than the ability to restrain oneself. According to Vohs (2016), self-control primarily focuses on managing short-term emotions in their self-regulation theory. However, fostering a profound attitude of religious tolerance requires a better understanding of diverse values, which can be comprehensively achieved through education. High-quality IRE learning provides broader knowledge, understanding, and context regarding religious diversity, helping students develop stronger tolerance attitudes.

In other words, self-control functions as a regulator of reactions to religious differences but does not introduce the fundamental concepts of tolerance or diversity in depth. Spencer (1855) argued that learning and experience shape behavior, but the influence of self-control is more limited to immediate responses to religious differences rather than developing a broader and more inclusive understanding. Therefore, while self-control can reduce intolerant attitudes toward religious differences, self-control alone is not enough to create a deeper and more open tolerance toward religious diversity. In the context of religious tolerance relations that is, a person with a high level of self-control tends to be more tolerant towards people of other religions compared to individuals who have low self-control. With high self-control, a person's religious adherents can see differences in views and accept them even if they don't agree with him. Likewise, it applies in life to a student when he is faced with a response to external factors that influence his emotions, then that's where it is that self-control is activated.

3.2.3. The Impact of IRE Quality and Self-Control on Religious Tolerance Simultaneously

The results of this study show that when the quality of IRE learning and students' self-control are both at high levels, their religious tolerance attitudes will also be higher. These two factors interact and influence students' attitudes toward other religions. The quality of IRE learning, which teaches the

values of diversity and tolerance, provides a strong foundation, while self-control helps students manage their impulses and emotions when confronted with differences. Both factors work together to foster stronger tolerance attitudes in students.

Interestingly, the contribution of IRE learning quality (56.9%) is higher than self-control (48.8%). One explanation is that IRE learning exposes students directly and systematically to concepts and practices of religious tolerance, which significantly influences their attitudes. For instance, Nurbaeti et al. (2018) found that quality religious education shapes a more tolerant mindset by emphasizing the importance of mutual respect and understanding of religious differences. Self-control, while impactful, is a gradual process influenced by external social or emotional triggers. Hence, while self-control plays a vital role in shaping attitudes or behavior, the direct impact of IRE learning quality on students' religious tolerance is more substantial because it addresses their cognitive and emotional development.

Focusing on the combination of IRE quality and self-control is crucial for educational stakeholders, including teachers, parents, and policymakers. By enhancing IRE learning quality and simultaneously developing students' self-control—such as through extracurricular activities—educational institutions can foster a more tolerant, peaceful, and harmonious school environment. Combining academic and behavioral interventions could profoundly impact students' attitudes and strengthen the value of an integrated educational approach.

To improve the quality of IRE learning and foster self-control among students, several actionable recommendations can be implemented. First, enhancing teacher training is essential. Teachers should receive professional development focused on pedagogies that promote tolerance. This will equip them with the skills to integrate discussions on religious tolerance into the curriculum and use active teaching strategies such as group discussions, role-playing, and debates, which will create an inclusive classroom environment. Second, integrating self-control practices into the IRE curriculum is crucial. Activities such as mindfulness, emotional regulation techniques, and conflict resolution skills can be included in lessons, helping students not only cognitively understand tolerance but also develop the self-regulation necessary to apply it in real-life situations.

4. CONCLUSION

Religious tolerance attitudes among junior high school students in the southern region of Kendal Regency are significantly influenced by the quality of Islamic Religious Education (IRE) instruction (56.7%) and self-control (48.8%). Simultaneously, these two variables explain 83.1% of the variance in tolerance attitudes, with the remaining 12.9% influenced by other factors such as parenting, social interactions, and fundamentalism.

This study highlights the importance of these two factors in shaping students' religious tolerance attitudes. Educators, policymakers, and curriculum developers should focus on enhancing the quality of IRE learning by integrating discussions on tolerance and promoting self-regulation skills among students. Specifically, training teachers to incorporate active teaching methods such as group discussions and role-playing can foster a more inclusive learning environment, while embedding self-control practices in the curriculum can help students better manage their emotions and reactions in diverse social contexts.

This study is limited to one region, which may affect the generalizability of its findings. Future research should include larger, more diverse samples across regions and educational backgrounds and explore additional factors such as parenting, social interactions, and fundamentalism to provide a more comprehensive understanding of religious tolerance.

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