



JOURNAL OF CONTEMPORARY
GENDER AND CHILD STUDIES

Vol 5 No 3 Year 2026 Page 1635-1638

<https://zia-research.com/index.php/jcgcs>

The Influence of the School Environment and Religious Activities on Multicultural Attitudes in Junior High Schools in Samarinda

Suhartini¹, Mukhamad Ilyasin², Ida Suryani Wijaya³

^{1,2,3} Universitas Islam Negeri Sultan Aji Muhammad Idris Samarinda, Indonesia

Email: stini046@gmail.com ¹, sinka.ilyasin2010@gmail.com ², idasuryaniwijaya@uinsi.ac.id ³

ARTICLE INFO

Kata Kunci

Junior high school
Multicultural Attitude
Religious Activities
School environment

ABSTRACT

This study aims to determine the influence of the school environment on students' multicultural attitudes, the influence of religious activities on students' multicultural attitudes, and the simultaneous influence of these two variables. The study was motivated by the diversity of students' religions, cultures, ethnicities, personalities, and social backgrounds, which necessitates fair and inclusive educational management. This study employs a quantitative approach with an associative research design. The study sample consisted of 115 students from SMP Plus Melati Samarinda and SMP PGRI 7 Samarinda. Data were collected through questionnaires and documentation, then analyzed using multiple linear regression with the aid of SPSS. The results showed that the school environment had a positive and significant effect on students' multicultural attitudes, with a regression coefficient of 0.327, a calculated t-value of 8.746, and a significance level of 0.000. Religious activities also had a positive and significant effect, with a regression coefficient of 0.384, a calculated t-value of 7.448, and a significance level of 0.000. Simultaneously, both variables had a significant effect on students' multicultural attitudes, with a calculated F-value of 104.332 and a significance level of 0.000. The coefficient of determination of 0.651 indicates that the research model explains 65.1% of the variation in students' multicultural attitudes. This study underscores the importance of an inclusive school environment and religious activities that foster tolerance, respect for differences, and harmony.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh lingkungan sekolah terhadap sikap multikultural siswa, pengaruh kegiatan keagamaan terhadap sikap multikultural siswa, serta pengaruh kedua variabel tersebut secara simultan. Penelitian dilatarbelakangi oleh keberagaman agama, budaya, suku, karakter, dan latar belakang sosial peserta didik yang membutuhkan pengelolaan pendidikan secara adil dan inklusif. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian asosiatif. Sampel penelitian berjumlah 115 siswa dari SMP Plus Melati Samarinda dan SMP PGRI 7 Samarinda. Data dikumpulkan melalui angket dan dokumentasi, kemudian dianalisis menggunakan regresi linear berganda dengan bantuan SPSS. Hasil penelitian menunjukkan bahwa lingkungan sekolah berpengaruh positif dan signifikan terhadap sikap multikultural siswa, dengan koefisien regresi 0,327, nilai t hitung 8,746, dan signifikansi 0,000. Kegiatan keagamaan juga berpengaruh positif dan signifikan, dengan koefisien regresi 0,384, nilai t hitung 7,448, dan signifikansi 0,000. Secara simultan, kedua variabel berpengaruh signifikan terhadap sikap multikultural siswa, dengan nilai F hitung 104,332 dan signifikansi 0,000. Nilai koefisien determinasi sebesar 0,651 menunjukkan bahwa model penelitian menjelaskan 65,1% variasi sikap multikultural siswa. Penelitian ini menegaskan pentingnya lingkungan sekolah yang inklusif dan kegiatan keagamaan yang mendukung toleransi, penghargaan terhadap perbedaan, dan kerukunan.

PRELIMINARY

Indonesia is a country characterized by diversity in religion, ethnicity, culture, language, and social background. This diversity is a national treasure that must be preserved through education. Schools are one of the key settings for teaching students to live in harmony, respect one another, cooperate, and accept differences (Andiana, 2024).

Multicultural education is not only about knowledge of various cultures but also relates to attitudes and behaviors in daily life. Students need to be taught to respect peers who differ in religion, ethnicity, customs, or opinions. Multicultural education also emphasizes the importance of equitable learning opportunities for all students, regardless of their background (Indah Wahyu Ningsih, 2022).

The school environment plays a crucial role in shaping students' social attitudes. An environment that is clean, comfortable, safe, fair, and open to diversity can foster positive interactions. Good relationships between teachers and students, a culture of mutual support, and school policies that reject discrimination are all part of an educational experience that can support the development of multicultural attitudes.

In addition to the school environment, religious activities also play an important role in character education. Activities such as group prayer, reciting the Qur'an, praying in congregation, observing major religious holidays, and moral guidance programs can serve as a means to help students incorporate religious values into their daily lives. When carried out with an approach that respects diversity, these activities can also strengthen attitudes of mutual respect, compassion, and social responsibility (Jannah, p. 2026).

Law No. 20 of 2003 on the National Education System, which states in its Explanatory Memorandum and Recitals that the Law states that the national education system must be "rooted in religious values and Indonesian national culture" and responsive to the demands of changing times. Furthermore, the definition of "education" according to the Law encompasses a conscious and planned effort to enable students to develop their full potential not only in terms of cognitive abilities and skills, but also in terms of "spiritual and religious strength, self-control, character, and noble moral values."

The Qur'an explains the importance of human diversity in Surah Al-Hujurat, verse 13. This verse states that humans were created into nations and tribes so that they might come to know one another. This message provides a moral foundation for education to instill a respect for differences and foster positive social relationships.

Based on this line of thinking, this study was conducted at SMP Plus Melati Samarinda and SMP PGRI 7 Samarinda. Both schools have students from diverse backgrounds. This study focuses on three research questions: Does the school environment influence students' multicultural attitudes? Do religious activities influence students' multicultural attitudes? And do these two variables together influence students' multicultural attitudes?

METHOD

This study employed a quantitative approach using an associative research design. The quantitative approach was used to measure the relationship and influence between school environment variables (X1), religious activities (X2), and students' multicultural attitudes (Y).

The study was conducted at SMP Plus Melati Samarinda and SMP PGRI 7 Samarinda with a sample size of 115 students. Data collection was carried out through the distribution of questionnaires and documentation. The questionnaire was used to obtain information regarding students' assessments of the school environment, their participation in religious activities, and their attitudes toward diversity.

The collected data were analyzed using multiple linear regression with the Statistical Package for the Social Sciences (SPSS). The t-test was used to determine the effect of each independent variable on the dependent variable, while the F-test was used to determine the combined effect of the two independent variables. The coefficient of determination was used to determine the proportion of variation in multicultural attitudes that could be explained by the research model (Darma, 2021).

FINDINGS AND DISCUSSION

The Influence of the School Environment on Students' Multicultural Attitudes

The research results show that the school environment has a positive and significant effect on students' multicultural attitudes. The t-test results show a calculated t-value of 8.746 with a significance level of 0.000, which is less than 0.05. The regression coefficient of 0.327 indicates a positive direction of influence.

These results indicate that the school environment is one of the factors associated with the development of students' multicultural attitudes. An environment that fosters positive interactions can

provide students with opportunities to learn to accept differences through everyday experiences. For example, when teachers treat students fairly, students can see a real-life example of the importance of respecting others. Similarly, when students are accustomed to discussing ideas, working in groups, and helping one another, they gain opportunities to develop attitudes of cooperation and tolerance.

The school environment is not only related to physical conditions such as classrooms, facilities, and cleanliness but also encompasses the social atmosphere shaped by relationships among students and between teachers and students. An environment that is open to diversity can help create a safe and comfortable learning atmosphere for all students.

James A. Banks's ideas on multicultural education emphasize that education must provide equal opportunities to students from diverse backgrounds. Multicultural education is not merely about adding cultural content to the curriculum; it also involves changing policies, learning processes, and the school climate to make them more inclusive.

Thus, the findings of this study support the importance of creating a school environment that is fair, open, and respectful of differences. Schools need to ensure that every student has the opportunity to participate in learning and school activities without discrimination.

The Influence of Religious Activities on Students' Multicultural Attitudes

The results of the study indicate that religious activities have a positive and significant effect on students' multicultural attitudes. This is evidenced by a t-value of 7.448, a regression coefficient of 0.384, and a significance level of 0.000, which is less than 0.05.

These findings indicate that religious activities have a meaningful relationship with the formation of multicultural attitudes in this research model. Religious activities can serve as a means of instilling moral values, discipline, responsibility, compassion, and good behavior toward others.

At SMP Plus Melati Samarinda, the religious activities conducted include Duha prayer, reciting the Qur'an, chanting the Asmaul Husna, religious lectures, and congregational Zuhur prayer. Meanwhile, activities at SMP PGRI 7 Samarinda include congregational Zuhur prayer, Quranic study sessions, recitation of Surah Yasin, religious guidance activities, communal iftar, and observances of major religious holidays as described in the thesis.

These activities provide students with opportunities to practice religious values through their daily routines. However, the development of a multicultural mindset does not depend solely on participation in religious activities. The values learned must also be applied in social interactions; such as respecting peers of different faiths, refraining from disrupting others' worship, helping peers in need, and resolving differences of opinion constructively.

In the context of Islamic education, respect for fellow human beings can be linked to the message of Surah Al-Hujurat, verse 13, regarding the importance of getting to know one another amid diversity. Therefore, religious activities should be directed not only toward strengthening the understanding and practice of religious teachings but also toward fostering good character in communal life.

The results of this study suggest that religious activities accompanied by the cultivation of positive behaviors can serve as a means of character education. Their implementation must take into account the diverse backgrounds of students so that these activities foster a harmonious and mutually respectful school environment.

The Simultaneous Influence of the School Environment and Religious Activities on Students' Multicultural Attitudes

The results of the F-test showed a calculated F-value of 104.332 with a significance level of 0.000, which is less than 0.05. These results indicate that the school environment and religious activities together have a significant effect on students' multicultural attitudes in the research model.

The coefficient of determination (R-squared) value of 0.651 indicates that the model involving the school environment and religious activities can explain 65.1% of the variation in students' multicultural attitudes in the sample studied. Meanwhile, the remaining 34.9% is associated with other factors not included in the research model.

The figure of 65.1% represents the model's explanatory power based on the coefficient of determination; it is not a percentage of causal influence that can be definitively determined from these

results alone. This study also does not imply that all changes in students' multicultural attitudes are solely caused by these two variables.

Conceptually, the school environment and religious activities can complement one another. The school environment provides a space for social interaction that students experience daily, while religious activities offer opportunities to learn and internalize moral values. When both are oriented toward respect for differences, students can gain learning experiences that foster tolerance, cooperation, and social concern.

For example, the value of mutual respect conveyed in religious education activities can be reinforced through teachers' fair behavior, non-discriminatory school rules, and students' habit of working together regardless of their backgrounds. Thus, the development of a multicultural attitude will be more meaningful if the values learned are also applied in everyday school life (Armella, 2023).

Although the research results indicate a significant influence, the coefficient of determination does not imply that these two variables are the only factors shaping students' multicultural attitudes. Other factors outside the research model may also play a role and require further investigation.

These findings highlight the importance of collaboration among school principals, teachers, school staff, parents, and students in fostering an inclusive school culture. Schools need to develop learning experiences and activities that not only emphasize knowledge but also promote respectful behavior in real-life situations.

CONCLUSION

Based on the research findings, it can be concluded that the school environment has a positive and significant effect on students' multicultural attitudes at SMP Plus Melati Samarinda and SMP PGRI 7 Samarinda. The t-test results show a calculated t-value of 8.746 with a significance level of 0.000 and a regression coefficient of 0.327.

Religious activities also have a positive and significant effect on students' multicultural attitudes, with a calculated t-value of 7.448, a significance level of 0.000, and a regression coefficient of 0.384. Simultaneously, the school environment and religious activities have a significant effect on students' multicultural attitudes, with a calculated F-value of 104.332 and a significance level of 0.000.

The R-squared value of 0.651 indicates that the research model explains 65.1% of the variation in students' multicultural attitudes, while the remaining 34.9% is associated with other factors outside the model. These findings underscore the importance of an inclusive school environment and religious activities that foster moral character, tolerance, and respect for diversity.

Schools are expected to continue fostering a culture of mutual respect through fair policies, teachers setting a good example, reinforcing positive behaviors, and educational activities that encourage students to live harmoniously despite their differences.

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