



Inter-Environmental Collaboration to Form Students' Attitudes toward Diversity

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Abstract: An excellent religious attitude can direct students to think and act following the religious values they adhere to in their personal and social lives. This study aimed to analyze the environmental factors in the formation of students' attitudes toward diversity. This study used a qualitative method. The data had been obtained from all informants at SDIT Muhammadiyah, SD Trihasil, and MI Nahdlatul Ulama that met the specified requirements. The data had been collected through interviews, observation, and documentation techniques to be analyzed descriptively. The results showed that the factors forming students' attitudes toward diversity were the family environment, school environment, and community environment. For example, factors that formed the religious attitude of SD Trihasil students were religious education and the family environment. The parents provided religious education through daily habituation and invited their children to daily and monthly recitation. On the other hand, factors that formed students' attitudes toward diversity at SDIT Muhammadiyah were the family through habituation and the Muhammadiyah organization. Furthermore, students' attitudes toward diversity MI Nahdlatul Ulama were influenced by family factors and their community. Thus, internal and external environmental factors influence the students' attitudes toward diversity.

INTRODUCTION

Education can develop the potential of society, arouse the desire of the nation's generation to explore various potentials (Suradarma, 2018; Taran, 2019), and develop them optimally for the benefit of community development (Buer et al., 2018; Hidayat, 2015). Educational institutions in the globalization era produce multiple advantages for students (Dewi et al., 2021; Nur Khozin, 2019). They prepare a generation that has superior knowledge, skills, and attitudes to compete in the era of globalization (Mishra & Mehta, 2016; Ningsih, 2019;

Nur Khozin, 2019) and to focus more on improving human quality (Didham & Ofei-Manu, 2020). Specifically, improving students' attitudes by positioning competency attitudes as the most critical goal in the goals of National education (Aisyah, 2020; Katutu & Akilah, 2020).

Nowadays, educational organizations face difficulties in shaping students' attitudes (M. R. Azis & Ruslan, 2021). The era of the industrial revolution 4.0 allows students to be free to socialize. However, students tend to play a lot on their cellphones and lack parental control when using their cellphones

(Mustaghfiroh & Zafi, 2020). Therefore, it is essential to shape students' attitudes in facing the industrial era 4.0. One of the most important attitudes to be formed and fostered is the religious attitude (Chandra & Carolina, 2020; Rahmawati & Sulistiono, 2020). Religious attitude is a way of thinking and acting based on religious values and a view of life following Islamic religious values manifested in attitudes and behavior in daily life (Amri et al., 2019; Nirwana, 2019). The students' religious attitude is how students think and act based on their belief in Allah and His messenger by implementing it in everyday life (Sujiyanto & Febrianingsih, 2020).

Forming students' religious attitudes is essential because intellectual intelligence is not sufficient without an excellent religious attitude. All students' actions should be based on religious values in thinking, behaving, and conducting themselves (Ok, 2016; Supriyanto & Waseso, 2020). Religious attitudes are vital in maintaining the stability of students' intelligence and emotional intelligence (Maryatin et al., 2020). A student with good religious attitudes will use his intelligence quotient to bring goodness and benefit to himself and others. That way, he can interact better with his environment and make all his actions only to achieve the blessing of Allah. Students' religious attitudes are not a product of a single effort or a monopoly of one factor (A. Azis, 2018; Wahyudi & Agustin, 2018). Students' religious behavior can be formed through education and teaching (Prabowo et al., 2020).

Several factors can affect efforts to construct students' religious attitudes, including providing broad and deep religious knowledge (Ismail & Fahmi, 2017). Sri Nurhandayani's research reveals that understanding Islamic religious education has a positive and significant effect on students' religious practices (Nurhandayani, 2016). Umar Sulaiman, in his research, found that the

religious attitudes of state junior high school students and state Islamic junior high school students are positive if the students have the willingness, understanding, and acceptance of religious knowledge (Sulaiman, 2014).

Based on several opinions and research results, religious knowledge must continually be improved to form religious attitudes. Students with good religious knowledge will better understand their religious teachings, and their understanding will direct their religious attitudes for the better. For this reason, religious knowledge is one of the factors that can influence and foster students' religious attitudes (Rizkiani, 2012).

Another factor that can affect the formation of students' religious attitudes is religious activity at school. Various religious activities at schools will influence students' religious values. Therefore, religion has become a source of values and guidance in behaving and conducting oneself well in the environment, either in socializing, studying, sports, and others (Sujiyanto & Febrianingsih, 2020; Yuhana & Aminy, 2019).

Based on the explanation, the factors that form students' religious attitudes are educational institutions' curriculum development, students' religious activities, schools religious nuances, teachers' personality competencies, and religious education. This study is expected to be a guideline to determine students' religious attitudes and be an intermediary in finding models of forming students' religious attitudes.

METHOD

This research used the descriptive qualitative approach. This approach systematically and factually describes the factors that shape students' religious attitudes at SDIT Muhammadiyah, SD Trihasil, and MI Nahdlatul Ulama Bandar

Lampung. The data collected in this study were primary data and secondary data.

Primary data were collected using interviews, observation, and documentation techniques. The primary data covered the factors that shape the students' religious attitudes at SDIT Muhammadiyah, SD Trihasil, and MI Nahdlatul Ulama Bandar Lampung. Furthermore, the secondary data supporting this study consisted of books, journals, dissertations, theses, and previous research.

The data were analyzed inductively within three stages: data reduction, data presentation/display, and conclusion: drawing/verification. The stages are shown in Figure 1.

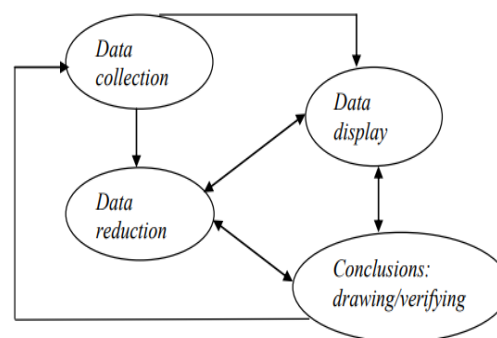


Figure 1. Data Analysis Stages

RESULT AND DISCUSSION

Based on the results of observations and interviews, a general description can be made of the factors that can shape students' religious attitudes at SDIT Muhammadiyah, SD Trihasil, and MI Nahdlatul Ulama Bandar Lampung. The results are displayed in Table 1.

Table 1. The Factors to Form Students' Religious Attitudes

No	Factors in Shaping Religious Attitudes	Schools		
		SD Trihasil	SDIT M	MI NU
Family Environment				
1	Religious education in family	Excellent	High	Moderate
2	Parental modeling	Excellent	High	Moderate
3	Habituation	Excellent	Moderate	Moderate
4	Parental attention	High	High	High
5	Family harmony	High	High	High
School Environment				
1	Students' religious activities	Excellent	Moderate	Moderate
2	Teacher personality competence	Moderate	Excellent	Moderate
3	The strategy used by the teachers	Moderate	Excellent	Moderate
4	Principal policy	High	High	Moderate
5	Cooperation and commitment of all school components	High	High	Moderate
6	Collaboration with parents and other agencies	Excellent	High	Moderate
7	Curriculum	Moderate	High	High
8	Discipline that is firm and consistent	Moderate	High	High
Community Environment				
1	Community religious activities	Excellent	Moderate	Moderate
2	The religious atmosphere in society	Excellent	Moderate	Moderate
3	Playmates of students	High	Moderate	Moderate

Source: The results of observations and interviews regarding the factors forming students' religious attitudes at Islamic elementary schools in Bandar Lampung.

Table 1 displays the factors that can shape students' religious attitudes at SDIT Muhammadiyah, SD Trihasil, and MI Nahdlatul Ulama Bandar Lampung based on the family, school, and community environments. Students' religious attitudes require support from the three

environments to form optimal, effective, and efficient religious attitudes.

Based on the results of data analysis through structured interviews and observations, it was found that, in general, students' religious attitudes can be categorized as high. The results were

indicated by the attitude of accepting, responding, appreciating, living, and practicing religious values in their lives, either in the family, schools, and social environments. In short, SDIT Muhammadiyah, SD Trihasil, and MI Nahdlatul Ulama Bandar Lampung have succeeded in shaping and fostering students' religious attitudes. Therefore, it was essential to analyze the family, school, and community environment factors to gain input for other Islamic primary education institutions in improving the quality of education, especially in improving students' religious attitudes.

Family Environment Factors in Shaping Students' Religious Attitudes

The family is the first educational institution for students. It provides primary education that serves as the initial foundation for each student's development. Family is the best place to sow religious values. Parents have a strategic role in traditionalizing religious rituals so that religious values can be instilled. Religious education provided by parents will be firmly planted and become a basic foundation in religion. Based on interviews with several students' parents, the parents have provided primary religious education to students by reading the Al-Quran and practicing five-time prayers. A harmonious family environment concerns the development of students, especially those related to religion. The parents instill good habits such as greetings and discipline. The parents are quite capable of being good role models for their children (Sulaiman, 2014).

Several students' parents at SDIT Muhammadiyah, SD Trihasil, and MI Nahdlatul Ulama have successfully shaped their children's religious attitudes. They have tried to provide religious education in their family environment. The parents have provided religious education in the family environment by

involving their children in daily and monthly recitations to instill religious values. It is in line with the theory that explains the urgency of parents for educational development.

Furthermore, students at SDIT Muhammadiyah, SD Trihasil, and MI Nahdlatul Ulama also added religious education through habituation methods carried out in the family environment and the school and community environment. Their actions are possible because of the close relationship between parents, schools, and the community in shaping students' religious attitudes.

Based on the results of the interview, the process of forming students' religious attitudes in the family environment can be done through (1) religious education from parents, (2) habituation, (3) parental modeling, (4) parental attention, and (5) harmonious family life. Thus, habituation should be carried out to form students' religious attitudes. Parents must be good role models for their children by always give attention and affection and maintain harmony.

School Environment Factors in Shaping Students' Religious Attitudes

School is the second educational institution after the family. At school age, students spend a lot of time at school. Therefore, educational institutions have a considerable influence on students' religious attitudes. Based on the results of data collection, one of the factors that shape students' religious attitudes from the school environment is religious activities carried out by students. Religious activities in schools will slowly form and foster students' religious attitudes.

The observations on religious activities at SDIT Muhammadiyah, SD Trihasil, and MI Nahdlatul Ulama found that before starting learning activities, the students read the Qur'an together. They also read prayers together before and after

learning. The students perform mid-day prayer together, and they are required to greet the teacher. Each student is required to wear proper clothes and a veil for female students. The teachers provide good role models for their students, and the schools provide religious activities to develop student's talents and interests, such as *tahfidz* and *tahsin*, calligraphy, *qasidah*, and *hadrah*.

The observation results are reinforced by interviews with the principal of SDIT Muhammadiyah Bandar Lampung, who explained that there were many religious activities at the school. Before the learning begins, the students read the Qur'an and pray. The students perform dhuha and zuhr prayers together. There are student self-development activities such as *tahfidz* and *tahsin*, *hadrah*, and calligraphy. Also, competitions or religious activities are held on Islamic holidays.

The principal of SD Trihasil stated that the religious activities carried out at the schools have been quite active. The students are enthusiastic about participating in these religious activities. The religious activities routinely performed are *tadarus* or reading the Qur'an every morning for about 15 minutes and reciting prayers before and after learning activities. The students are required to perform the *Dhuhur* prayer together. The self-development activities related to religion are memorization of short verses, calligraphy, and *hadrah/qasidah*. Activities to commemorate Islamic holidays are also held by performing prayer together, listening to religious lectures, and holding religious competitions.

The principal of MI Nahdlatul Ulama also increases students' religious attitude by holding religious holidays, such as the commemoration of *isra mi'raj*, the Prophet's birthday, and the Islamic New Year. By carrying out activities to commemorate the Islamic holidays, it is hoped that students will be closer to their

religious activities. The activities to commemorate the Islamic holiday are also filled with Islamic competition activities, such as Al-Quran reading competitions, preaching competitions, calligraphy competitions, Islamic poetry competitions, Muslim fashion competitions, Al-Quran memorization competitions, and quizzes about Islam.

Based on the observations and interviews, one of the factors that support students' religious attitudes is religious activities at schools. The more students are involved in religious activities, the more religious attitudes will be formed and fostered. Another factor that supports students' religious attitudes is the competence of the teacher. Competent teachers masterful and skillful in carrying out learning activities and understand all the material to be conveyed, but also must have a good personality. Teachers who have good characters will make themselves good role models or *uswatun hasanah* for their students.

School collaboration with parents and the community can also shape students' religious attitudes. Based on the interview results, SDIT Muhammadiyah Bandar Lampung holds a meeting every two months with the parents of students to discuss the development of their children at school. Also, training is provided for parents in educating their children. Parents also get a student control book that contains reports on student activities at school and reports on students' activities at home. The report book must be read and evaluated, and signed by the parents. This way, the parents can monitor the development of their children at school, and the teachers can monitor the students' progress at home. Therefore, the collaboration between the school and parents makes students always receive education and supervision at school and home. The collaboration between the school and the parents at SD Trihasil Natar is also manifested in the form of recitation held by the school every

evening after school hours which every student's parent must support. The parents are obliged to supervise the recitation activity, check their attendance, and habituate the moral values that have been taught in the recitation every day at home. As for school collaboration with other agencies in the community, SDIT Muhammadiyah Bandar Lampung cooperates with motivators or parenting mentors in the Lampung province and outside of the Lampung province. On the other hand, SD Trihasil Natar collaborates with other agencies in the community with the PPG in Bandar Lampung, which provides regular recitation to students every day at the school's mosque.

Based on the interview results, efforts to form students' religious attitudes require collaboration between the school environment, the parents, and other institutions in the community to increase students' religious attitudes. In other words, schools' efforts to shape students' religious attitudes need help and support from parents and other agencies in the community.

Other factors that can affect students' religious attitudes are the approaches or strategies that the teacher takes in shaping the students' attitudes toward diversity. Based on the interview results, the teacher should instill religious values with compassion and not easily angry or offended. For example, when students exhibit bad morals, the students are not immediately scolded and punished harshly. Instead, they are called and given advice. If the students are still repeating their actions, they are called by their parents or given a slightly harsh sanction. The teacher invites students known to do evil deeds to talk during recess or outside of school hours. Even though students like to be somewhat impolite, which shows a sense of closeness to the teacher, the teacher responds patiently. Other students also state that their teachers do not immediately get angry when students

behave poorly. Advice and good words do not hurt the students.

Based on the observations and interview results, the teachers instill religious values with affection from their patience when dealing with poorly behaved students. They always advise the students to use good words and encourage them to listen to and follow the teachers' words. Thus, educating students' religious attitudes must be carried out by the teachers with a compassionate approach.

Another teacher competence that can support students' religious attitudes is pedagogical competence. Pedagogic competence is a teacher's ability to manage the learning, including the ability to plan to learn, use various learning methods and media, convey material, manage classes, and motivate students to evaluate, and many other abilities.

Based on interviews with the students, teachers who do not master the material deliver the material monotonously, which is tedious and makes the students lazy to pay attention and implement religious values properly. The teachers' competencies can affect students' religious attitudes. Teachers who have good personalities can be role models for their students and can quickly form and foster students' religious attitudes. Teachers who have superior pedagogical competence will convey religious material attractively and attract students to learn and implement it.

The formation of students' religious attitudes requires the role of the principal. The principal must implement various policies that will help teachers in fostering students' religious attitudes. The policies issued by the school principal should support efforts to form and foster students' religious attitudes. Do not let the policies issued by the principal do not have a significant effect on the education of students' religious attitudes. Thus, to improve students' religious attitudes, the role of school principals is needed to make various policies related to realizing

students' religious attitudes in their schools.

Based on the results of interviews, several policies made by school principals to improve students' religious attitudes are reading the Qur'an before the learning activities. The activity is guided by one of the students, assisted by a loudspeaker then followed by each student in the class. Other principal policies in improving students' religious attitudes require students to read prayers before and after learning activities.

The same information was also given by one of the teachers that their principal obliged each teacher to monitor and supervise the Koran reading collectively, which was carried out every morning before the first hour of learning activities began. One of the students also explained that they read the Koran guided by one of his friends with a loudspeaker every morning before starting to learn. Their teacher constantly supervises these activities by joining the students in the class to read the Koran. Before starting and ending the lesson, they must read a prayer, do dhuha prayer every morning, and carry out Zuhur prayer together.

Based on the interview results, it is known that the policies made by the principal are very supportive of efforts to improve students' religious attitudes. Through the principal's policy, it is hoped that it can further improve students' religious attitudes. As stated by one of the students who stated that, the regulations made by the school principal related to religious activities made them accustomed to carrying out religious activities, such as reading prayers, reading the Koran, praying the Sunnah, praying in congregation, wearing good clothes, maintain cleanliness, pray, and activities that reflect religious values.

The same statement was conveyed by one of the alumni of SD Trihasil Natar, who is now studying at one of the state universities in Lampung. The alumni said that the religious values instilled during

the elementary school days still impression him, such as wearing pants that do not cover the ankles, praying on time, keeping the obligatory prayers in congregation in the mosque, carrying out the sunnah fasting, and maintaining ablution. These religious teachings have been instilled since he was in elementary school, and he has always done this well. An alumnus of MI Nahdlatul Ulama also explained that he knew how to pray, read the Qur'an, perform daily prayers, and other practices after attending the school. Therefore, various religious activities at MI NU have greatly helped him carry out religious teachings correctly and adequately.

Based on the principal's explanation, teachers, students, and alumni, the principal's policies are in line with the efforts to improve students' religious attitudes to be better. Another factor that can affect students' religious attitudes is the religious knowledge curriculum. The higher the level of religious knowledge they have, the better the students' religious attitude. Likewise, on the contrary, the lower the level of religious knowledge, the students' religious attitude tends to be less good.

Based on existing documents, the Islamic religious education material provided to students is quite complete. In the SDIT Muhammadiyah Bandar Lampung, religious material is given in the subjects of Islamic religious education, al-Islam, kemuhammadiyaan, and tahfidz and tahsin. The presentation of religious material at SDIT Muhammadiyah curriculum is quite a lot to provide broader and deeper religious knowledge to students.

In the SD Trihasil curriculum, the religious material is only once a week, namely the Islamic religious education subject. Even though the religious material in the curricular curriculum is only once a week, the presentation of religious material is always given in every class meeting. This means that teachers at

SD Trihasil include religious material in every lesson, not only in religious learning. At MI Nahdlatul Ulama, religious material is provided in a whole and separate way, namely in the subjects of Al-Quran Hadith, Akidah Akhlak, Fikih, and History of Islamic Culture. Besides, there are additional Aswaja subjects, Guidance for Practicing Worship, Guidance on Reading Iqra, and tahfidz and tahsin.

Based on the curriculum data of each Islamic elementary school, the religious material is provided quite entirely to students so that it can increase and expand the students' religious knowledge. By having broad and deep religious knowledge, students can carry out religious teachings correctly and adequately. Also, understanding religious teachings encourage participants to always be consistent and actively carry out their religious teachings. The students stated that the religious knowledge provided by the teacher motivates them to carry out religious teachings correctly and adequately.

Other students also presented religious material that was conveyed to him to carry out religious teachings correctly and adequately. It can improve prayer readings, recitation of the Koran, prayer movements, and other worship through religious learning. Besides that, the teacher's explanations about religious material made him motivated to practice these religious teachings.

Based on the interview results, the religious knowledge curriculum can be one of the factors that shape students' religious attitudes. Based on these findings, the religious knowledge curriculum must be given to students to form their religious attitudes. Students who have good religious knowledge will better understand the religious teachings that will lead them to better religious attitudes. Thus, the religious knowledge curriculum is one factor that can influence

the formation of students' religious attitudes.

Disciplinary factors at schools can also affect students' religious attitudes. Schools with loose discipline will ignore students who misbehave. Therefore, schools must apply strict and consistent discipline. Being firm and consistent does not mean applying corporal punishment or severe punishment because it will not change students' behavior. Instead, it will make these students even more flawed. According to one student, their teacher is assertive on students who display bad manners. The teacher will give them a warning and punishment. First, the teacher will advise them. If the students do not change, then the parents will be called. If the bad manners continue, the student will be given a stern warning, scolded, not allowed to participate in learning, and expelled from school. Based on the results of the interview, students' religious attitudes could also be influenced by the disciplinary pattern applied in school. Schools that always pay attention to discipline will help students get used to correcting and good behavior. Habit based on discipline will gradually accustom the students to thinking and behaving by following religious values.

The school environment can shape students' religious attitudes and activities. Other influential factors are teachers' personality competence, principal policies, cooperation and commitment of all school personnel, school collaboration with parents and the community, the curriculum, and strict and consistent discipline.

The Community Environment Factors in Shaping Students' Religious Attitudes

The community environment also influences students' religious attitudes. According to the students, one of the factors that influence their religious attitude is the influence of the environment. They are sometimes lazy to

do worship because of their peers' bad influence, which is difficult for them to avoid. Their peers are also not accustomed to doing worship well.

Other information reveals the lack of religious values implementation because the peers do not encourage to practice religion well. If the students remind their friends to pray, they will be ridiculed by the words "pretentious." As a result, they become ashamed and lack the enthusiasm to perform worship well. Students at SDIT Muhammadiyah, SD Trihasil, and MI Nahdlatul Ulama explained that their peers have always provided good influences. The peers always reminded them when they committed a bad deed. Also, They would pick them up to go to the recitation every evening. In fact, sometimes they did the Dhuha prayer together and the Sunnah fasting on Monday and Thursday.

Based on the results of the interview, one of the factors that can shape students' religious attitude is their peers or playmates. If students have good friends who always practice religious values, then they will follow their friends. Another factor that can shape students' religious attitudes in the community is the religious atmosphere. According to the students, the community environment in their area is less religious because the function of the mosque is only for congregational prayers. However, very few people participate in congregational prayers. According to the other students, the community environment where they live does not develop religious motivation. There is no special recitation for children or teenagers. They rarely join the congregation prayers in the mosque because they think that only little children go to the mosque. Community activities that are less religious will not support the formation of students' religious attitudes. There are often music parties until midnight, where the parents join in to enliven the party where they are being watched by their children. This situation

does not support the formation of students' attitudes toward diversity.

Based on the results of community observations at SD Trihasil, most of the female population wears Muslim clothing even at home. Every time they meet fellow residents, they greet each other. They are warm to newcomers who ask questions. Also, the religious atmosphere can also be seen from the activities at the mosque. Every afternoon and on holidays, the mosque is always filled with recitation activities for the community. The whole community actively participates in these activities. The observations on the atmosphere and religious activities in the MI Nahdlatul Ulama community found that the religious power of the people around MI Nahdlatul Ulama is quite poor because they live near roads, shopping centers, and markets. The recitation activities are only for parents. Thus, not too many people participate in the recitation. It means that not all people actively participate in the recitation.

Based on the results of the interviews, the religious atmosphere factor in the community can shape students' religious attitudes. Communities who are always in religious nuances or implement religious values and stay away from things that are contrary to religious values can be one of the factors in shaping students' religious attitudes. Another factor that can shape students' religious attitudes is community religious activities. According to students at SD Trihasil, religious activities in their community greatly support the formation of religious attitudes. Mosques are used not only as places for prayer services but also for recitation routinely carried out every day. The recitation is not only learning to read and write Al-Quran but also memorizing prayers and short verses, understanding moral values, studying books, and practicing worship and morals in everyday life.

Based on the results of the interview, the community environment

that can affect students' religious attitudes were the religious atmosphere of the community, community religious activities, and students' playmates. If the mosque activity is not only used for prayer but also other activities that can make students always close and feel familiar with the mosque, it will further foster students' religious sense. People who always maintain religious values in social life will be a good place for students to better understand, appreciate, and practice religious values. Good and pious friends will also provide encouragement for the development of students' religious attitudes.

Based on the research findings and relevant research results, it can be concluded that the community environment significantly influences students' religious attitudes. The better the community environment, the more the students' religious attitude tends to increase. It means that the community environment in which students live and socialize other than in the family and school environment provides a significant contribution to the improvement of their religious attitudes.

The analysis results are in line with several other research results. It is essential to form good religious attitudes and morals for students in the current globalization era by revitalizing religious, moral values in the era of globalization through religious education (Sudarman & Vahlia, n.d.), religious culture: implications for improving the religious character of MIN students in Malang City (Rahmawati & Sulistiono, 2020), and fostering students' religious attitudes through Islamic religious education (Mustaghfiroh & Zafi, 2020). Thus, internal and external environmental factors affect students' religious attitudes.

CONCLUSION

The factors forming students' religious attitudes at SDIT Muhammadiyah, SD Trihasil, and MI

Nahdlatul Ulama Bandar Lampung are the collaboration of three environmental factors, namely family environmental factors, school environmental factors, and community environmental factors. Thus, internal and external environmental factors affect students' attitudes towards religion. Therefore, shaping the attitude of students in dealing with the industrial era 4.0 is very necessary. One of the most important attitudes to be formed and fostered is the religious attitude.

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