ROLE OF ISLAMIC EDUCATION TO DEVELOP THE
STUDENTS’ MULTICULTURAL ATTITUDE
(The Correlational Study at MTS. Pembangunan UIN Jakarta)

A Minithesis
Submitted to the Faculty of Tarbiyah and Teachers Training
As a Partial of Fulfillment of Requirements for a Degree of Stratum 1 (Bachelor of Art) in Islamic Education

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JAKARTA
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ACKNOWLEDGMENT

All Praises be to Allah SWT that still provides the opportunity for the writer to believe and worship Him, especially worships in self improvement so that he is closer to Him. He bears to witness that there is no worthy of worship except Allah. Peace and Salutation be upon Muhammad SAW, His devoted servant and His great messenger and he bears Muhammad SAW is Allah’s messenger.

Finally, he was able to complete this minithesis as the partial fulfillment of the requirement for the degree of strata 1 in Islamic education with the title “The Role of Islamic Education to Develop Students' Multicultural Attitudes (The Correlational Study at MTs. Pembangunan UIN Jakarta)”. This minithesis is the result of research at MTs. Pembangunan Syarif Hidayatullah Jakarta with the focus of research about the correlation between Islamic Education to develop the students’ multicultural attitude. He would like to thank his parents, Abi (H. Mujeni Abdullah) and Ami (Hj. Asiah) and his lovely sister Firli Astuti. And he also would like to thank his advisors who always guide and help him to complete this minithesis, Prof. Dr. Dede Rosyada MA and Drs. Syauki, M. Pd.

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2. The Head and the Secretary of Islamic Education Department and All staff of Islamic Education Department and Faculty of Tarbiyah and Teachers Training at State Islamic University of Syarif Hidayatullah Jakarta
3. Dr. Hj. Siti Salmiah, MA as an academic supervisor who always gives him motivation to complete this minithesis.
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7. All his friends on bilingual class of Islamic Education Department periods 2005-2006 State Islamic University of Syarif Hidayatullah Jakarta.


9. All his friends at IKADA Jakarta Raya.

10. All his friends that he cannot mention one by one, he would like to extend his grateful to every individual for their careful reading and valuable suggestion as well as warm attention to the writer.

   Actually, he realized that this minithesis is far from being perfect as a scientific paper. So he expects any reader contributes his or her valuable comments and suggestions to improve this minithesis become much better.

Jakarta, March 19th, 2010

The Writer
LIST OF TABLES

Table 3. 1  The Matrix Variables of Students’ Multicultural Attitude .......... 30
Table 3. 2  The Amount of Population and Sample ................................. 32
Table 3. 3  The Instrument of Students’ Multicultural Attitude..................... 34
Table 3. 4  The Result of Valid Instrument ........................................... 36
Table 3. 5  The Result of Reliability Test ............................................. 37
Table 3. 6  Valid and Reliable of Instrument .......................................... 38
Table 4. 1  Students of MTs. Pembangunan UIN Jakarta Gender Based .......... 41
Table 4. 2  Students of MTs. Pembangunan UIN Jakarta Age Based ............ 42
Table 4. 3  Distribution Frequency Score of Students’ Learning
            Achievement of Islamic Education ........................................... 43
Table 4. 4  Distribution Frequency Score of Students’ Multicultural Attitude 44
Table 4. 5  The Result of Normality Test of Islamic Education and
            Students’ Multicultural Attitude ........................................ 46
Table 4. 6  The Correlation between Islamic Educations to Develop
            The Students’ Multicultural Attitude at MTs. Pembangunan UIN
            Jakarta ........................................................................... 47
Table 4. 7  Regression Analysis of Islamic Educations to Develop
            The Students’ Multicultural Attitude at MTs. of Pembangunan
            UIN Jakarta .................................................................... 48
LIST OF FIGURES

Figure 4.1  Distribution Frequency Score of Islamic Education............................. 44
Figure 4.2  Distribution Frequency Score of Students’ Multicultural Attitude ....... 45
CHAPTER I
INTRODUCTION

A. Background of Study

Indonesia is a pluralist nation, which is inhabited by varieties of ethnic, cultural and religions. The diversity is the characteristic of Indonesia. It will become valuable manifestation for Indonesia, if it is managed properly. But if it is not managed properly the diversity will become crucial issues that caused the clash of civilization in Indonesia. Actually the diversity in Indonesia is complex and not simple, requires a correct attitude in society in responding the diversity.\(^1\) According to Muhammad Ali, diversity also could be solved by the development of multicultural attitudes in society.\(^2\) In the discourse of multiculturalism requires not only recognition of diversity, but also cultural awareness and inclusive transformative, they can be done by allowing the internal-community culture that grew and developed in accordance with foreign cultural.\(^3\)

In this context, education has an important role in dialectic–transformation of social culture which is expected to develop the social culture,\(^4\) in term of respect to the diversity of society. Spectrum of cultural community is varying and they are being a challenge for the educational process in order to be a valuable asset. Diversity of cultural society can be solved with the students’ multicultural understanding.\(^5\) There is no discrimination in the classroom on the basis of religious differences, ethnic,

gender, sex, culture, social class, race and so on. Educational process provides equal opportunities for all students from various religious backgrounds, ethnic, culture, and race and skin color.6

As the response of the statement above, Islamic education which strengthens the noble cultural value such as democracy and social awareness7 has an important role in implementing the students’ multicultural understanding in School, particularly in Islamic institutions (Islamic Boarding School or Pesantren and Islamic School or Madrasah). Islamic education is required to perform the value transformation through moral potential in order to create the civil society, either by the dogmatic value or by the intellectual and cultural explanation.8

In fact, Islamic education has not provided concrete solutions to solve the conflict in the community, especially the problem caused by racial differences, cultural and religious groups.9 Society is not tolerant to the cultural differences encountered in the social interaction among diverse communities. The positive differences, for the Indonesian people, have been changed by emotional and destructive people.10 A research conducted by “Kompas”, reported that in Islamic education subject, there are very few textbook concerning about religious tolerances, mainly about Islamic dogma. This proves that the Islamic education leads to form exclusive individually and do not have sensitivity on the cultural diversity. In this case, it seems clear that the Islamic education in Indonesia focused more to normative teaching and far from the reality of life.11

According to the explanation above, Islamic education in Indonesia does not support to create the relationships in a multicultural society.

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8A. Malik Fadjar, Reorientasi Pendidikan..., p. 123.
Meanwhile according to verse of Al-Qur’an in al-Hujurat: 8, in Islam justice can be used as the core value of the noble morality in a plural society.

O believers! Stand-up firmly by the Commandments of Allah, bearing witness with justice and let not the enmity of any people incite you that you should not do justice. Do justice that is nearer to piety and fear Allah, undoubtedly, Allah is aware of your doings.

So, the justice as Islamic doctrine can be realized as the solution to create peace, happiness for all beings, especially human beings as leader of the world. According to the statement above, the Islamic education is the way for reconstruction of the students’ multicultural understanding, increasing mutual respect, mutual trust and mutual understanding between different of ethnic, cultures and religions. In the development of Islamic education, multicultural paradigm needs to be a major foundation curriculum and the implementation process of learning – teaching activities. Islamic education needs review again about religious perspectives, from an exclusive view into the multicultural view or at least to maintain an inclusive and pluralist view. Religious education in the spirit of multicultural paradigm is based on a dialogue about the consciousness in diversity and different lives. Education is built on the basic of harmony, mutual respect, mutual understanding and mutual respect for differences, equality and uniqueness.

Based on the explanation above, in an effort to improve the quality of character of personality of Indonesian young generation in the future, MTs. Pembangunan UIN Jakarta as an Islamic institution of education always

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makes innovation of curriculum development as a consequence of globalization era. One of those is to develop the model of multicultural education. Implementation of development multicultural education programs at MTs. Pembangunan UIN Jakarta may be known by some indicator of learning achievement, they are the students to understand the multicultural values, for example, tolerance, and solidarity and so on.

Finally, through the construction of the students’ multicultural understanding in Islamic education, the writer take the title of study is “ROLE OF ISLAMIC EDUCATION TO DEVELOP THE STUDENTS’ MULTICULTURAL ATTITUDE (THE CORRELATIONAL STUDY AT MTS. PEMBANGUNAN UIN JAKARTA”).

B. Identification of Study

Based on the background above, it has described the development of Students’ multicultural attitude in Islamic education. The writer will identify the problems of this study, those are:

1. Curriculum of Islamic education supports the development of students’ multicultural attitude at MTs. Pembangunan UIN Jakarta
2. Learning strategy of Islamic education supports the development of students’ multicultural attitude at MTs. Pembangunan UIN Jakarta
3. Learning process of Islamic education increases the development of students’ multicultural attitudes at MTs. Pembangunan UIN Jakarta
4. Objectives of learning of Islamic education supports the development of students’ multicultural attitude at MTs. Pembangunan UIN Jakarta
5. Subject matter of Islamic education supports the development of students’ multicultural attitude at MTs. Pembangunan UIN Jakarta
6. Evaluation of learning of Islamic education supports the development of students’ multicultural attitude at MTs. Pembangunan UIN Jakarta

C. Limitation of Study
According to the role of Islamic education in development of Students multicultural Attitude is very wide, so the writer limits the study on:

1. Islamic education subject supports the students’ multicultural attitude at MTs. Pembangunan UIN Jakarta.

D. Research Problem

Islamic education has a positive correlation in developing the students’ multicultural attitude at MTs. Pembangunan UIN Jakarta. So the writer make questioner research, those are:

1. Is there a positive correlation between Islamic education and the students’ multicultural Attitude?
2. Is there a significant contribution between Islamic education and the students’ multicultural Attitude?

E. Objectives and Significance of Study

1. Objectives of Study

   This study has the objectives of study including:
   a. To find out the correlation between Islamic education and the Student’s multicultural attitude at MTs. Pembangunan UIN Jakarta
   b. To find out the contribution of Islamic education to develop the Student’s multicultural attitude at MTs. Pembangunan UIN Jakarta

2. Significance of study

   This study has significance of study, such as:
   a. Theoretical Significance

      The result of this study is expected to inform the development of the students' multicultural attitude in Islamic education.
   b. Practice Significance

      1) Teachers
To motivate the teachers in guidance the students of MTs. Pembangunan UIN Jakarta develops the students' multicultural attitude properly.

2) School

To inform the School that implement multicultural education concept and strategy in instructional goal, curriculum and management of education, especially on Islamic education subject

3) Student of MTs. Pembangunan UIN Jakarta.

To motivate the students of MTS. Pembangunan UIN Jakarta develops the students' multicultural attitude maximum through learning of Islamic education properly.
CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the writer would like to explain about the place and time of research, variables of research, methodology of research, population and sample, data collection techniques, validity and reliability test of instruments, and data analysis techniques.

A. Place and Time of Research

The research took place at MTs. Pembangunan UIN Jakarta located on Ibn Taimia Road IV complex of UIN Syarif Hidayatullah Ciputat-Tangerang. The research started from May 2009 until February 2010. The Writer took MTs. Pembangunan UIN Jakarta as the research object because this institution developed multicultural educational program through which it developed student personality character. So, the writer would like to know the correlation between Islamic education and students’ multicultural attitude at MTs. Pembangunan UIN Jakarta.

B. Method of Research
This Research uses description correlational method with two variables; those are Islamic education subject and the students’ multicultural attitude. The research uses Pearson correlational product moment.\textsuperscript{14}

C. Variables of Research

This research has two variables, as following:

1. Independent variable is Islamic education
   a. The conceptional variables definition of Islamic education
      
      Islamic education is instructional effort to develop the physical and spiritual growth through the Islamic teaching which reached the level of the main character and happiness in the world and hereafter (X Variable).
   
   b. The operational variables definition of Islamic education
      
      The Islamic education subject divided into four parts, that Al-Qur’an and Prophet Tradition, history of Islamic culture, the belief and moral and Islamic jurisprudences.

2. Dependent variable is students multicultural attitudes variable
   a. The conceptional variables definition of students multicultural attitudes
      
      The student multicultural attitude is an evaluative reaction of students to receive the cultural diversity in society. Measurement of this dimension is made by the multicultural education questioner. (Y Variable).
   
   b. The operational variables definition of students multicultural attitudes
      
      The dimension of this variables are Humanism which is including good behavior, honesty, fair, patient and sincerity, Pluralism which is including tolerance, mutual respect for differences, mutual understanding for differences, mutual trust for differences and Inclusive, And Humanism Values which is including conference, freedom of speech, freedom of action, freedom of belief and Freedom of choice.

**Table 3.1**  
Matrix Variables of Student’s Multicultural Attitudes

<table>
<thead>
<tr>
<th>Variables</th>
<th>Operational Definition</th>
<th>Variables Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Multicultural Attitudes</td>
<td>An evaluative reaction of students to receive the cultural diversity in society</td>
<td>Humanism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pluralism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Democratic Values</td>
</tr>
<tr>
<td>1. Good behavior</td>
<td></td>
<td>1. Conference</td>
</tr>
<tr>
<td>2. Honesty</td>
<td></td>
<td>2. Freedom of speech</td>
</tr>
<tr>
<td>3. Fair</td>
<td></td>
<td>3. Freedom of action</td>
</tr>
<tr>
<td>5. Sincerity</td>
<td></td>
<td>5. Freedom of choice</td>
</tr>
<tr>
<td>1. Tolerance</td>
<td></td>
<td>1. Tolerance</td>
</tr>
<tr>
<td>5. Inclusive</td>
<td></td>
<td>5. Inclusive</td>
</tr>
</tbody>
</table>

D. Population and Sample

1. Population
According to Arikunto, "Population is the subject of research".\textsuperscript{15} Population is the totality of all values that may be obtained from the results or the measurement of quantitative and qualitative characteristics of the particular and all members of a complete and clear is that you want to learn.\textsuperscript{16} Population in this research is all the students at MTs. Pembangunan UIN Jakarta in the second level, 239 students. The population have criteria, that are, they have learned about multicultural subject in Islamic education in the second level.

2. Sample

According to Arikunto, the sample is representative of the population studied. Samples taken in order to represent the research data, it is necessary to calculate the number of the population.\textsuperscript{17} Arikunto stated that:

When the subject is less than 100 it is better taken the entire subject as population. Furthermore, if the subject is more than 100 people, it can be taken between 10-15\% or 20-25\% or more " as sample depending at least from\textsuperscript{18}:

a. Research capacity in terms of time, finances, and funds 
b. Observation of narrow land area of each subject, because this involves a lot of data at least 
c. The size of the risk incurred researchers

In this research the sampling technique used is a purposive random sampling by taking 20\% of samples in the population, because the number of population or subject of research to reach more than 100 of students. By the purposive random sampling technique, subject of research that relating the requirement of research has same opportunity for fulfillment of criteria of research become the sample.

\textsuperscript{17}\textit{Suharsimi Arikunto}, \textit{Dasar-Dasar Evaluasi…}, p. 10.
\textsuperscript{18}\textit{Suharsimi Arikunto }, \textit{Prosedur Penelitian Evaluasi…},p. 112.
For more details about the number of samples from this research can be seen in the following Table:

Table 3.2
The Amount of Population Sample

<table>
<thead>
<tr>
<th>Class</th>
<th>Male</th>
<th>Female</th>
<th>Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>XI</td>
<td>134</td>
<td>105</td>
<td>239</td>
<td>60</td>
</tr>
</tbody>
</table>

Source: Islamic Junior high school of Pembangunan UIN Jakarta

E. Techniques of Data Collecting

1. The Questioner Method

The questionnaire is a list of questions that will be used by researchers to obtain data from the source directly or respondent through the communication process or by asking ". This method is used to obtain data on students' development of multicultural attitudes of questions or statements in the Likert scale at second level of MTs. Pembangunan UIN Jakarta.

a. The Students Multicultural Attitudes Scale

Likert scale based on the aspects the Students multicultural attitudes scale, such as: (1) Humanism; (2) Pluralism; and (3) Democratic Values. The Multicultural Student Attitude Scale includes 3 indicators and 60 items, such as, 30 favorable items and 30 unfavorable items. The Students Multicultural Attitudes Scale consisted four alternative answers, those are: Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS).

The statement in the items contains favorable values and Unfavorable Values are given:

\[\text{Sugiyono, Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif dan R&D..., p. 133.}\]
### Assessmnt Scale

<table>
<thead>
<tr>
<th>Answer</th>
<th>Score</th>
<th>Answer</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>4</td>
<td>Strongly Agree</td>
<td>1</td>
</tr>
<tr>
<td>Agree (SS)</td>
<td></td>
<td>Agree (SS)</td>
<td></td>
</tr>
<tr>
<td>Agree (S)</td>
<td>3</td>
<td>Disagree (TS)</td>
<td>2</td>
</tr>
<tr>
<td>Disagree (TS)</td>
<td>2</td>
<td>Disagree (TS)</td>
<td>3</td>
</tr>
<tr>
<td>Strongly Disagree (STS)</td>
<td>1</td>
<td>Strongly Disagree (STS)</td>
<td>4</td>
</tr>
</tbody>
</table>

2. **The Documentation Method**

Arikunto stated that, documentation comes from the word “document”, which means is the items written”. In implementing the method of documentation, investigating things like writing books, magazines, the regulations, with daily records, and documents. This method to obtain data on the number of students, the general description of student of MTs. Pembangunan UIN Jakarta and learning achievement data values of Students at second level in first semester 2009/2010 of the subjects of Islamic education.

a. **The Reports Achievements of Islamic Education**

Student achievement of Islamic education includes Islamic jurisprudence, Morals and belief, Al-Qur'an and prophet tradition, and History of Islamic Culture.

---

Table 3.3
The Instrument of Students’ Multicultural Attitude

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Multicultural Attitudes Scales</th>
<th>Number of Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Favorable +</td>
<td>Unfavorable -</td>
</tr>
<tr>
<td>1.</td>
<td>Humanism</td>
<td>1, 6, 16, 34, 36, 50, 51, 52, 53, 55</td>
<td>2, 3, 4, 7, 8, 10, 28, 33, 41, 54</td>
</tr>
<tr>
<td>2.</td>
<td>Pluralism</td>
<td>5, 11, 17, 19, 18, 23, 31, 38, 46, 48</td>
<td>9, 12, 14, 15, 25, 29, 30, 32, 35, 47</td>
</tr>
<tr>
<td>3.</td>
<td>Democratic Values</td>
<td>13, 20, 21, 22, 24, 42, 43, 44, 58, 57</td>
<td>26, 27, 37, 39, 40, 45, 49, 56, 59, 60</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
<td>30 item</td>
<td>30 item</td>
</tr>
</tbody>
</table>

F. Technique of Data Analysis

Furthermore, the writer conducts the editing, the scoring and the tabulating of data. Thus, the students’ multicultural attitude scale tested the validity and reliability of instruments and to find out normality test. The descriptions are following:

1. The Editing of Data

To check the list of questions that submitted by the respondent. The writer examined one by one these surveys, this is done in order to avoid the errors of questionnaire and the results obtained truly objective.

2. The Scoring of Data

That gives a score on questionnaire sheets that have been in the content by the respondent. Favorable statements were scored 1, 2, 3, 4 while unfavorable statements were scored otherwise.
3. **The Tabulating of Data**

That is processing data by moving data into the frequency table to facilitate the writers to do the data interpretation.

4. **Reliability and Validity of Instruments of Research**

   a. **Validity Test**

      Validity is a measurement that indicates levels validation. A valid instrument has high validity, and invalid instrument has low validity. The validity of tests conducted to determine whether the instrument is truly measuring what it should be measured. The validity test uses the formula of the Pearson’s product moment correlation, as follows: \[ r_{ix} = \frac{N\sum ix - (\sum i)(\sum x)}{\sqrt{[N\sum i^2 - (\sum i)^2][N\sum x^2 - (\sum x)^2]}} \]

Description:

- \( r_{ix} \) = item-total correlation coefficients (Bivariate Pearson)
- \( N \) = Number of respondents
- \( x \) = Total Score
- \( i \) = Item Score

The respondents of validity test are the students of MTs. Salafiyah-Syafii’iyyah Pangkalan Jati in the second level who have same characteristic with the sample of research, amounting to 30 students.

1). **The Result of Validity Test of Research**

Analysis results obtained from the correlation value between the item score with total score. This value then is compared with Table values of \( r \), \( r \) searchable Table at the 0.05 significance test 2-tailed and the amount of data \( (n) = 60 \), then found a Table of \( r \) 0.576 (see the appendix \( r \) Table).

---

Based on the analysis of correlation values obtained for items 11, 12, 36, 46, 48, 49, 50, 53, 56, 57, 59 score less than 0.361. It can be concluded that these items did not correlate significantly with total score (expressed not valid) and should be removed or repaired. Whereas in other items more than 0.576 and it can be concluded that the items are valid instruments.

Table 3.4
The Result of Valid Instrument

<table>
<thead>
<tr>
<th>No</th>
<th>Dimensions of Variables</th>
<th>Number of Valid Items</th>
<th>Invalid</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Humanism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1, 6, 16, 34, 51, 52, 55</td>
<td>2, 3, 4, 7, 8, 10, 28, 33, 41, 54</td>
<td>36, 50, 53</td>
<td>20</td>
</tr>
<tr>
<td>2.</td>
<td>Pluralism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5, 17, 19, 18, 23, 31, 38</td>
<td>9, 14, 15, 25, 29, 30, 32, 35, 47</td>
<td>11, 12, 46, 48</td>
<td>20</td>
</tr>
<tr>
<td>3.</td>
<td>Democratic values</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13, 20, 21, 22, 24, 42, 43, 44, 58</td>
<td>26, 27, 37, 39, 40, 45, 60</td>
<td>49, 56, 57, 59</td>
<td>20</td>
</tr>
</tbody>
</table>

| Amount | 23 | 26 | 11 | 60 |

b. Reliability Test

According to Guilford and Fruchter, reliability is the proportion of the variance that is true variance. Meanwhile according to Borg and Gall, reliability is the level of internal consistency or stability of the measuring devices over time. The reliability test uses the formula of Croanbach Alpha, those are:

\[
R_{it} = \frac{n}{n-1} \left( \frac{SD^2 - (SD^t)^2}{SD^2} \right)
\]

23 Dwi Priyatno, Mandiri Belajar..., p. 25.
Description:

Rit = Reliability coefficients
n = Number of Items
SDt2 = Standard deviation Total
SDi2 = Standard deviation Items

The respondents of reliability test are the students of MTs. Salafiyah-Syafii’yyah Pangkalan Jati in the second level, 30 students.

Table 3.5
The Result of Reliability Test
N=30

<table>
<thead>
<tr>
<th>Cronbach’s Alpha</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.772</td>
<td>49</td>
</tr>
</tbody>
</table>

Alpha value of reliability test of students’ multicultural attitude scale is high value. The Croanbach Alpha of students’ multicultural attitude scale higher than standard of reliability (0, 70). It can be concluded that the items are reliable instruments.

After the instrument is tested by the validity and the reliability test, the correct matrix questionnaire are:

Table 3.6
Valid and Reliable of Instrument

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Multicultural Attitudes Scales</th>
<th>Number of Item</th>
<th></th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Favorable (+)</td>
<td>Unfavorable (-)</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Humanism</td>
<td>1, 6, 14, 15, 24, 32, 34, 41,</td>
<td>2, 7, 8, 16, 26, 31, 33, 47</td>
<td>16 item</td>
</tr>
<tr>
<td>2.</td>
<td>Pluralism</td>
<td>4, 5, 9, 11, 17, 21, 45,</td>
<td>3, 10, 12, 13, 23, 30, 43,44, 46, 49,</td>
<td>17 item</td>
</tr>
<tr>
<td>3</td>
<td>Democratic Values</td>
<td>18, 19, 20, 22, 28, 29, 36, 38, 42, 48,</td>
<td>25, 27, 35, 37, 39, 40,</td>
<td>16 item</td>
</tr>
</tbody>
</table>
5. Normality Test

Normality test was conducted to determine whether the studied sample has a normal distribution or not. Normality test uses Chi-Square formula is following:

\[ X^2 = \sum_{i=1}^{n} \left( \frac{f_o - f_e}{f_e} \right)^2 \]

Description:
- \( X^2 \) = Chi-Square
- \( f_o \) = Frequency Observation
- \( f_e \) = frequency expectations

6. The Finding a Correlation between Islamic Education (X) and Students’ Multicultural Attitude (Y)

To find out the correlation between Islamic education and students’ multicultural attitude uses the formula of Pearson correlational product moment is following:

\[ r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}} \]

Description:
- \( r_{xy} \) = Product Moment correlation coefficients
- \( N \) = Number of respondents
- \( \sum X \) = Sum of all scores X
- \( \sum Y \) = Sum of all scores Y
- \( \sum XY \) = Number of times between the X and Y
- \( \sum X^2 \) = Number of scores all square X
- \( \sum y^2 \) = Number of Y scores all square
7. The Finding a Contribution of Islamic Education (X) to Develop Students’ Multicultural Attitude (Y)

To find out the contribution of Islamic education to develop students’ multicultural attitude uses the formula of coefficient of Determination is following:

\[ R^2 = \frac{SS_{regression}}{SS_{total}} = \frac{(\sum Xy)^2}{\sum X^2 \sum Y^2} \]

Description:
- \( R^2 \) = the coefficients Determinacy
- \( SS_{regression} \) = the number of square regression
- \( SS_{total} \) = the total number of square

G. Hypothesis of Statistics

Ha: \( r \) observation > \( r \) Table
Ho: \( r \) observation < \( r \) Table

All statistical calculation uses the program of SPSS 15.0 for Windows and manual statistical calculations.
CHAPTER IV
RESEARCH FINDING

In this chapter, the writer would like to explain about the description of data, the analysis of data, the hypothesis test and the weakness of study.

A. Description of Data

1. Characteristic of Respondent

<table>
<thead>
<tr>
<th>Table 4.1</th>
<th>Students of MTs. Pembangunan UIN Jakarta</th>
<th>Gender Based</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Amount of Students</td>
<td>Percents (%)</td>
</tr>
<tr>
<td>Female</td>
<td>23</td>
<td>38.4%</td>
</tr>
<tr>
<td>Male</td>
<td>37</td>
<td>61.6%</td>
</tr>
<tr>
<td>Amount</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

According to table 4.1, it can be explained based on the gender that the number of students is 60 people, consisting 23 female (38.4%) and 37 male (61.6%). On the table above shows are more male students than female students.

<table>
<thead>
<tr>
<th>Table 4.2</th>
<th>Students of MTS. Pembangunan UIN Jakarta</th>
<th>Age Based</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Amount of Students</td>
<td>Percent (%)</td>
</tr>
<tr>
<td>13</td>
<td>50</td>
<td>83.4%</td>
</tr>
<tr>
<td>14</td>
<td>10</td>
<td>16.6%</td>
</tr>
<tr>
<td>Amount</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>
According to table 4.2, it can be explained that 13 years old, they are 50 students (83.4%) and 14 years old, they are 10 students (16.6%). On the above table shows most of students are 13 years old.

2. Data of Students’ Achievement of Islamic Education

Data of student learning achievement is gained from the score of students’ report cards 2009-2010 years in the first semester at MTs. Pembangunan UIN Jakarta on the subject of Al-Qur’an and Hadits, Islamic belief and moral, Islamic jurisprudence, Islamic history and culture subjects. From the data tabulation results, it can be seen that the score range start from 69 to 92, mean of Islamic education (X) 79.7 and standard of deviation (S1) 8.84. The numbers of samples (n) are 60 students. Presentation of data in the frequency distribution of scores of learning achievement can be seen in table and figure below:

Table 4.3
Distribution Frequency Score of Students’ Learning Achievement of Islamic Education

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>Lower Limit</th>
<th>Upper Limit</th>
<th>Mean (Xi)</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Absolute</td>
</tr>
<tr>
<td>1</td>
<td>69 – 72</td>
<td>68.5</td>
<td>72.5</td>
<td>70.5</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>73 – 76</td>
<td>72.5</td>
<td>76.5</td>
<td>74.5</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>77 – 80</td>
<td>76.5</td>
<td>80.5</td>
<td>78.5</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>81 – 84</td>
<td>80.5</td>
<td>84.5</td>
<td>82.5</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>85 – 88</td>
<td>84.5</td>
<td>88.5</td>
<td>86.5</td>
<td>8</td>
</tr>
</tbody>
</table>
Mean $X$ ($\bar{x}$)

\[ x = \frac{\sum f_x i}{n} = 4786 \div 60 = 79.7 \]

Standard of Deviation

\[ s = \sqrt{\frac{n \sum f_x i^2 - (\sum f_x i)^2}{n(n-1)}} = \sqrt{\frac{60 \times 743115 - (4786)^2}{60(60-1)}} \]
\[ = \sqrt{\frac{44586900 - 22905796}{3540}} = \sqrt{\frac{21681104}{3540}} = \sqrt{6124.60565} \]
\[ = \sqrt{78.2598598} = 8.84 \]

The complete presentation of data, it can be seen in the appendix

![Figure 4.1]

**Figure 4.1**
Distribution Frequency Score of Students’ Learning Achievement of Islamic Education

3. Data of Students’ Multicultural Attitude Scale

Data of the students’ multicultural attitude is gained from the students' multicultural attitude scale. From the data tabulation results, it can be seen that the score range start from 140 to 164, mean of the students’ multicultural attitude (Y) is 152.15 and standard of deviation (S1) is 6.79. The numbers of samples are 60 students. Presentation of data in the frequency distribution of scores of students' multicultural attitude can be seen in table and figure below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Interval</th>
<th>Lower</th>
<th>Upper</th>
<th>Mean</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>89 – 92</td>
<td>88.5</td>
<td>92.5</td>
<td>90.5</td>
<td>6</td>
</tr>
</tbody>
</table>

**Table 4.4**
Distribution Frequency Score of Students’ Multicultural Attitude
<table>
<thead>
<tr>
<th></th>
<th>Limit</th>
<th>Limit</th>
<th>(Xi)</th>
<th>Absolute</th>
<th>Relative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>140 – 143</td>
<td>139.5</td>
<td>143.5</td>
<td>141.5</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>144 – 147</td>
<td>143.5</td>
<td>147.5</td>
<td>145.5</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>148 – 152</td>
<td>147.5</td>
<td>152.5</td>
<td>149.5</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>153 – 156</td>
<td>152.5</td>
<td>156.5</td>
<td>154.5</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>157 – 160</td>
<td>156.5</td>
<td>160.5</td>
<td>158.5</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>161 – 164</td>
<td>160.5</td>
<td>164.5</td>
<td>162.5</td>
<td>8</td>
</tr>
</tbody>
</table>

| Amount   | 60 | 100% |

**Mean X (x)**

\[
x = \frac{\sum fx_i}{n} = \frac{9129}{60} = 152.15
\]

**Standard of Deviation**

\[
s = \sqrt{\frac{n \sum f(x_i)^2 - (\sum fx_i)^2}{n(n-1)}} = \sqrt{\frac{60 \times 1391695 - (9129)^2}{60(60-1)}} = \sqrt{\frac{1163059}{3540}} = \sqrt{327.85} = 6.79
\]

The complete presentation of data, it can be seen in the appendix.

**Figure 4.2**

Distribution Frequency Score of Students’ Multicultural Attitude

**B. Data Analysis**

1. **Normality Test**

Normality test was conducted to determine whether the research sample has a normal distribution or not. The normality test uses formula
Chi-Square test (Chi Square test). Normality test calculations are presented in the appendix. The result of normality test of Islamic education and students’ multicultural attitude can be seen by table below:

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number of Sample</th>
<th>$X^2$ Observation</th>
<th>$X^2_{table}$</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Islamic Education</td>
<td>60</td>
<td>3.904</td>
<td>11.070</td>
<td>Normal</td>
</tr>
<tr>
<td>Students’ Multicultural Attitude</td>
<td>60</td>
<td>2.155</td>
<td>11.070</td>
<td>Normal</td>
</tr>
</tbody>
</table>

The value of $X^2$ table based on the score taken at the consultation table Chi-Square at 0.05 level of significance. Column decisions made based on the normality hypothesis testing i.e., if $X^2$ Observation is smaller than $X^2$ table, the data is found has a normal distribution. Conversely, if $X^2$ Observation is bigger than $X^2$ table, the data is found did not has a normal distribution. The above table shows that on the both of data value of $X^2$ observation is smaller than the $X^2$ table. It means that the data has a normal distribution.

C. Hypothesis Test and Discuss

To find out the correlation between Islamic education and students’ multicultural attitude is used correlational Pearson Product Moment. The calculation of correlation is used to determine the correlation between Islamic educations and the Students' multicultural attitude at the Islamic Junior high school of Pembangunan UIN Jakarta. The results of calculations are presented in table 4.6 below:
The Correlation between Islamic Educations and the Students’ Multicultural Attitude at MTs. Pembangunan UIN Jakarta

In short according to the table above, it can be concluded that the calculation of the correlation between Islamic educations and the development of students' multicultural attitude at MTS. Pembangunan UIN Jakarta is .659 (r Observation= .659). Base on the value of r table of product moment in 0.05 is .254 and in 0.01 is .330. Actually r observation is bigger than r tables of the level of 0.05 and 0.01 (.254/.330). So that the Null Hypothesis (There are no significant positive correlation between Islamic educations and the development of Students’ multicultural attitude) is refused and the Alternative Hypothesis (There are a significant positive correlation between Islamic education and the development of Students’ multicultural attitude.) is accepted. It means that the Islamic education has a positive correlation to develop the students' multicultural attitude at MTs. Pembangunan UIN Jakarta.
To find out the contribution of Islamic education to develop students’ multicultural attitude is used a simple regression analysis. The results of calculations are presented in table 4.7 below:

### Table 4.7
The Simple Regression Analysis of Islamic Educations to Develop the Students’ Multicultural Attitude at MTs. Pembangunan UIN Jakarta

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.659(a)</td>
<td>.434</td>
<td>.424</td>
<td>4.558</td>
</tr>
</tbody>
</table>

N: 60

Model Summary

* a Predictors: (Constant), STUDENTS' MULTICULTURAL ATTITUDE
* b Dependent Variable: ISLAMIC EDUCATION

Coefficient of determination indicates that the contribution of Islamic education to develop the Students' multicultural attitude at MTs. Pembangunan of UIN Jakarta in the second level is $R^2 = 43.4\%$. It means that Islamic education has a high contribution to develop the Students' multicultural Attitude.

### D. Weakness of Study

The writer realized that the study is far from a perfect. Because, there are still many things that cannot be controlled so, the results of this study are not ideal, those are:

1. Lack of oversight in the charging procedure students' multicultural attitude scale by students.
2. Psychological influences students when respondents answered the statements about the students' multicultural attitude scale, so that students can only answer the questionnaire items are not submitted in accordance with what is perceived or performed daily.
3. Limitation of time of student to finish a multicultural attitude scale
However, these problems are not reducing the results of this study which have been obtained. Actually, the results of this study can be used as inputs to research in the next time.
CHAPTER V
CONCLUSION AND RECOMMENDATIONS

A. CONCLUSION

Base on the results of this study, it can be summarized that Islamic education has a significant positive correlation to develop students' multicultural attitude at MTs. Pembangunan UIN Jakarta. It is evidenced by the high value of the data analysis results obtained, $r_{\text{observation}}$ (0.659) is bigger than $r_{\text{tables}}$ in the level 0.05 (0.254) and 0.01 (0.330). Besides that, the data analysis results of this study also show that the Islamic education has a high contribution to develop the students' multicultural Attitude at MTs. Pembangunan UIN Jakarta. It is evidenced by the high value of the data analysis results obtained, the contribution of Islamic education to develop the Students' multicultural attitude at MTs. Pembangunan of UIN Jakarta in the second level is 43.4%. So, the writer concludes that if Islamic education is applied maximum, the students’ multicultural attitudes will be created in the schools properly.

B. RECOMMENDATIONS

Based on the above conclusions, it has been raised to develop the students' multicultural attitude in Islamic education properly, the writer makes a few suggestions are follow:
1. Students should understand the multicultural attitudes in Islamic education comprehensively, which will form a correct understanding of multicultural attitudes in Islam.

2. Teachers and curriculum developer should be able to help in development of students' multicultural attitude including humanism, pluralism and democratic values in the school as an effort to increase mutual respect of the diversity among students.

3. School should be able to provide the multicultural concept and strategy in instructional goal, curriculum and management of education in all of subject matter, especially in Islamic education as stimulus of habitual action of students in the school in order to respect toward cultural diversity of students.
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