

THE ROLE OF LEARNING MANAGEMENT OF ISLAMIC BOARDING SCHOOL (PESANTREN) IN IMPROVEMENT OF THEIR STUDENTS RELIGIOUS TOLERANCE IN WEST JAVA - INDONESIA

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ABSTRACT: The trend of escalation religious intolerance in many countries to be a potential trigger proliferation of disputes and conflicts, in which it will have an impact on security and stability threats, deterioration of economic aspects, social-cultural and even may affect on the destruction of civilization of a country. Indonesia, the country with the largest degree of heterogeneity in the world that has diverse ethnicities, cultures, customs, language, religions, must continue to build and develop an attitude of tolerance, particularly religious tolerance. Islamic Boarding School as an Islamic educational institution, a place of propaganda and dissemination of religious teachings of Islam, are expected to build and develop an attitude of religious tolerance to their students more optimally. An enhancement of religious tolerance attitude of students conducted through a learning management by implementing a variety of learning theory and comprehensively via methods of sorogan, bandongan, fathul kutub, muhawarah, mudzakaroh and memorization which is based on ukhrawi. While the effectiveness of classroom management carried out by making the students as learning subjects so it motivate students in the development of their cognitive, affective and psychomotor. Pupils that have a tolerance are expected to uphold the attitude of respect, appreciate, recognize and simplify to preaching in public.

KEYWORDS: Dispute, Tolerance, the learning management, Pupils, Islamic Boarding School in Indonesia.

1 INTRODUCTION

Tolerance should arise naturally in themselves as a human being, considering it is one human nature as social beings that need each other. The fact is though interdependent, does not automatically make a human being can always live harmoniously side by side. Tolerance is an accommodation form that occurs without consent in which has a formal feature (Soeroso, 2008). There are many differences in humans, either individually or group that can be a trigger of conflict and dissension. Some facts show that the conflict in Indonesia generally caused by lack of tolerance among groups that have differences, where they generally feel themselves and their group truer and better than other groups. Even in some cases of conflict later developed into clashes and riots that claimed many victims both morally and materially.

Violence against the Ahmadiyya Community that occurred in Cikeusik, Banten on Sunday, February 6, 2011 resulted in a total of three (3) people were killed and five (5) injured due attacked by thousands of the Cikeusik residents (m.tempo.co, 2011). Vigilante actions also occurred in Ambon posed by intolerance, in which a group of actors who are Christians commit a bombing raid against Muslim villages to thwart the plan of holding Musabaqoh Tilawatil Qur'an in Ambon (voa Islam, 2011). This shows that the majority of Indonesian people have not been able to tolerate different groups. The results of the survey from the Pew Research Center also found that a third of the 198 countries they studied experienced a high religious conflict or even extreme ones, which amounted 20% in 2010 and increased to 29% in 2011 (dw-com, 2014). These facts above, show that intolerance is still considerably occurs in various parts of the world on the contrary the intensity tends to be higher.

Indonesia as a country with a population of hardly 250 million people (SOURCE), with the diversity of race, culture, religion, language, customs, and other, is potentially prone to conflict and disputes if there is no effort to build a massive

tolerance attitude. In a country that is heterogeneous, diversity should not be positioned as a threat, but rather an opportunity to synergize positively (Yasir, 2014). Indonesia as a country that acknowledges many religions and guarantee its adherents to practice her faith, it would require a comprehensive strategy to build religious tolerance. Efforts to internalize the values of religious tolerance actually can be done through education. The institution of formal educations is the proper arena to develop tolerance attitude and address the growing problem of religious intolerance in Indonesia (Lyn Parker, 2014). Tolerance in religion is a mental attitude in appreciating, respecting, recognizing different religions, beliefs, views as well as habits and attitudes simplify to preach in public. Religious tolerance is the tolerance regarding beliefs related faith that is the attitude to willingly allow adherents other than Islam to worship according to religious requirements which they believed (Nisyilah, 2013).

Islamic Boarding School as a formal educational institutions based on Islam belief becomes a very strategic place to build tolerance attitude to their students. Islamic Boarding School is the oldest educational system today compared with an educational institution that ever appeared in Indonesia and has long been regarded as Indonesian cultural products with a distinctive character. In Indonesia, islamic boarding schools not only serves as an educational institution that promotes the various books of classical Islamic in the field of fiqh (jurisprudence), aqiqah (faith), tasawuf (mysticism), but also serves as a center of propaganda and proselytism of Islam. As Islamic educational institutions, boarding schools have many advantages compared to other formal educational institutions. The advantages of boarding schools are lie in its ability to create an equitable universal life attitude, followed by all students, making it more self-sufficient and not rely on anyone or any public institution, progress and advantages of islamic boarding schools closely related to the development of their management systems (Sure, 2014). The existence of islamic boarding schools as propaganda places and proselytism of Islam makes islamic boarding schools into educational institutions that most suitable and conducive to build and develop an attitude of religious tolerance in Indonesia.

The development of Islam in Indonesia was due to attitude of religious tolerance, because previously most of the Indonesian people have embraced Hinduism, Buddhism and Christianity who exist first in Indonesia. Islamic religion was brought to Indonesia via, among other things, the Wali Songo through propaganda with the socio-cultural approach. Through Wali Songo propaganda, in a relatively short time and practically without using weapon force, Islam has replaced two major religions that have been embraced by the Java community for centuries, namely Hinduism and Buddhism (Ashadi, 2013). Sunan Gresik emphasizes tolerance in preaching, so he is able to anticipate the society conditions he faces by applying appropriate methods of propaganda to attract public sympathy towards Islam. As well as Sunan Ampel and Sunan Giri who established the first Islamic boarding school in East Java, where one of its aims to get closer to the community. Sunan Drajat also uses the media of art in preaching, which he created the Javanese songs (tembang pangkur) which is still popular until now. The culture creations that promoted by Wali Songo always appreciate the local culture, which is done to respect the local culture without eliminating the need to internalize the teachings of Islam (Suparjo, 2008).

Islam is a religion that upholds tolerance, whether tolerance of differences that occur among adherents of Islam or tolerance towards people of other religions. Islam as a religion that Rahmatan Lil Alamin, emphasizes stance to build a harmony and peace for all mankind on earth and to avoid conflict and destruction. Tolerance in religion is the most important values because we could interacts with others as well as other groups amicably limited to the realm of social and not theology (Fathurrohman, 2012). Intolerance will easily develop in diverse communities circumstances, thus demanding presence of understanding attitude and patience to to build a harmony. It takes effort to develop values of tolerance for different events and environments, given the many different interests in it (Endang, 2009). In certain circumstances, the tolerance can placed human beings on equality, despite the differences between them. Tolerance in form of recognition can strengthen equality and elimination of differences. Tolerance embodied in respect and recognition to other diverse groups, can produce harmony in society, even in certain conditions the public can actively participate and contribute to each other (Raihani, 2014).

2 METHODOLOGY

This research is sequential explanatory (order evidentiary), namely the combination of research that combines quantitative and qualitative methods sequentially, where in the first stage of research conducted by using quantitative methods and in the second stage using qualitative methods (Sugiyono, 2014). The object of the research is the management of learning in the institutions of islamic boarding school and religious tolerance, while the subject is the students boarding at the islamic boarding school located in West Java Province, Indonesia. The variables used in this study consisted of the dependent variable and independent variables, where the management of learning in educational institutions of islamic boarding school as independent variables and religious tolerance of students in islamic boarding school as the dependent variable. Variables of learning management in educational institutions boarding schools is the process of managing learning

for students by implementing the theories of learning in islamic boarding schools. Variable of the student religious tolerance is the mental attitude of students in respect, honor, recognizes the religious differences, belief, views as well as habits and attitudes that make it easier to preach in public. Measurement management of learning variables in educational institutions of Islamic boarding school, done using a 20 item questions covering two dimensions, namely the implementation of learning theory and classroom management. Measurement of religious tolerance variables students performed using a 22 item questions covering four dimensions, namely appreciate, respect, acknowledges and simplify attitude.

Variable measurement techniques in this study using a Likert scale, a measure of agreement or disagreement with someone against a series of statements with regard to beliefs or behaviors regarding a particular object (Herman, 2005). Data collected by distributing questionnaires to students to receive a response in writing (Waluya, 2006), and perform in-depth interviews (in-depth interviews) to obtain information and understanding about the main focus (Biber, 2011) to several sources (key informants) originating from the elements of leadership in Islamic boarding school (religious scholars, religious teacher), students, alumni, community leaders around the boarding school and the elements of regional governments (local headman and village heads). The sampling technique is done by using purposive sampling method or judgment sampling, sampling technique that choose sample among the population as preferred research (Nursalam, 2008). The used subjects research criteria are the students who have more than one year of study and stay in the boarding schools, also have sufficient knowledge to answer the questionnaire research, and the number of samples used in this study were 300 respondents students.

Data analysis technique used in this study include the classic assumption test, research instruments test, regression analysis and hypothesis testing. Classic assumption test conducted by the normality test, using result of data multification Kolmogorov-Smirnov test, multicollinearity test seen from SPSS output in the column VIF and Tolerance and autocorrelation test, to test whether the linear regression correlation between errors bully in period t with errors in the previous period (t-1). While testing research instruments is done through validity test, to calculate the accuracy of the scale for measuring instruments used and the reliability test, to measure the internal consistency of the indicators of a dimension by using Alpha Cronbach (Zeller, 1980), regression analysis on the data collected do by using statistical tools that multiple regression analysis (multiple regression analysis). Furthermore, hypothesis testing was done by calculating the coefficient of determination (R2) to measure how far the ability of the model to explain variations in the dependent variable, test Significance Simultaneous (Test Statistic F) to test whether the regression model used fit, and test individual parameter significance (statistical test t) to show how far the influence of the independent variables in explaining the variation of the dependent variable, so that if the independent variables individually have no effect then the hypothesis is rejected, while the effect on the dependent variable if the hypothesis is accepted.

3 RESULTS AND DISCUSSION

3.1 DESCRIPTIVE ANALYSIS OF VARIABLES

The results of research by distributing questionnaires to 300 respondents of boarding students in educational institutions of Islamic boarding schools located in West Java briefly shown in Table 1 below:

Table 1. Average Score Against Students Perceptions of Learning Management in Educational Institutions of Islamic boarding schools and Religious Tolerance

Variable	Dimensions	The Average Score	Specification
Learning Management In Islamic Boarding School Educational Institutions	Implementation of Learning Theory	3,6	Good
	Class Management	3,6	Good
Religious Tolerance of Islamic Boarding School Students	Appreciate	4,3	Very Good
	Respect	4,5	Very Good
	Acknowledges	4,5	Very Good
	Simplify	4,5	Very Good

Source: Data processed

Based on the results in Table 1, the two-dimensional measurement of learning management in education institutions of Islamic boarding schools, which is, the implementation of learning theory and classroom management, shows the average perception of students in their educational institutions in West Java respectively by 3.6.

The average score of the implementation of learning theories perceptions at 3.6 is a perception scores that were categorized as good, meaning the implementation of learning theories which include the application of sorogan, bandongan / halaqah / wetonan, muqorohah, fathul kutub, muharawah / hiwar, bathul masa'il / mudzakaroh and memorization / deposit methods, and with the ukhrawi basis, it has been done properly by the manager of Islamic boarding schools in West Java. Student perceptions of the implementation of learning theories with a good average score (3.6) also shows that the students can properly follow learning method in schools. All learning methods applied in the boarding schools provide the opportunity for students to learn directly from the clerics or religious teacher, so that social interaction between students with clerics and religious teacher proceed quite intensive. Intensive learning process allows clerics and religious teacher to guide, direct, and improve the capacity and quality of the students. The implementation of learning theory with applying a variety of appropriate learning methods are expected to provide an understanding of the comprehensive religious theory, so it can develop a sense of religious tolerance within students more wisely.

The average score of 3.6 in the classroom management perception is categorized as good. It means that class management which covers students as subjects, motivating students, the development of cognitive, affective and psychomotor aspects of students was done properly by the manager of the boarding school in West Java. The student perceptions on the class management with a good average score (3.6) shows that students can receive classroom management systems that exist in the schools, especially classroom management system that puts students as subjects in the learning process. An Islamic boarding school has a unique typical system to manage the learning process that quite different from education instituted in general. An Islamic boarding school learning process generally can be more intensive and comprehensive because students are required to spend the night (settled) at the school for 24 hours. The learning process in class is also done by applying a unique class management pattern, where the pattern of classroom management done by combining traditional and modern design pattern. Traditional patterns conducted by giving priority to local knowledge, strengthening the value system compliance to clerics, and high disciplinary in order to shape the noble attitude personality of students based on religion guidance. Meanwhile, the modern classroom management pattern conducted by making the class as part of the process to establish more intensive social interaction through the harmony approach between clerics and religious teacher with the students. The classroom management is humanist, so that the classroom is not seen as an authoritarian discipline educational center space in shaping the personality of students only.

Overall, it can be concluded that the implementation process of learning theory and classroom management conducted by education institution managements of Islamic boarding school in West Java are correct and appropriate, thus bring forth a good attitude of religious tolerance in student selves. The good religious tolerance attitude shown by the average score of the students perceptions by 4.3 for appreciate term, 4.5 for respect, 4.5 for recognize, and 4.5 for simplify. Therefore, the process of providing material about the students understanding of religious tolerance that has been done by the management of the Islamic boarding school institution in West Java is already underway in line with what is expected to produce students namely noble attitude, polite and empathetic toward others.

3.2 INFLUENCE ANALYSIS BETWEEN VARIABLES

THE INFLUENCE OF LEARNING MANAGEMENT IN ISLAMIC BOARDING SCHOOL INSTITUTION TOWARDS APPRECIATE ATTITUDE

The respondent data processing that has met the criteria of classical assumption, i.e. test for normality, autocorrelation and multicollinearity, where the test results of learning management influence in Islamic boarding school institution towards religious tolerance with respect dimension can be seen in table 2 below:

Table 2. Test Results of Learning Management Influence in Islamic Boarding School Institution towards Religious Tolerance with Respect Dimension

Dimensions of Learning Management Variable in Islamic Boarding School Institution Variable (Independent)	Variable Not Free (Dependent Variable)		
	Religious Tolerance Dimensions : Appreciate (Y11)		
	Unstandardized Coefficients (β)	P-Value	F-Value
Implementation of learning theory	0,231	0,033	0,013
Class Management	0,337	0,005	

Source: Appendix 1, the processed SPSS 21

Based on the test results in Table 2, show that the implementations of learning theories have a positive and significant influence toward the attitude of appreciate as a dimension of religious tolerance. This is supported by the p-value of 0.033

and is smaller than an alpha value of 0.05 so that it can be concluded there is positive and significant correlation between the implementation of learning theories with appreciate. The process provides an understanding of religious tolerance in students affected by the effectiveness of the implementation of learning theory given by the management of schools, which means that the effective implementation of learning theory will be able to increase the knowledge and awareness of religious tolerance of the Islamic boarding school students in West Java. Implementation of learning theory focusing on teaching methods that vary widely, proven effective enough to deepen the knowledge of students about religious tolerance. For example, the application of sorogan method, it is emphasis on developing the ability of individuals (students) under the guidance of a clerics or religious teacher to be taught to appreciate/value any differences that occur (Joseph, 2014). An Islamic boarding school institutions motivate the students to continue to foster a sense of religious tolerance with appreciate attitude.

The second dimensions of learning management in Islamic boarding school institutions is classroom management, it has a positive and significant impact towards appreciate attitude as a dimension of religious tolerance. It can be shown from the test results in Table 2, the p-value of 0.005 and is smaller than the value alpha 0.05 which meaning that H_0 accepted. The amount of the coefficient is 0.337 and positive means that the management of class has a positive and significant impact towards appreciate attitude as a dimension of religious tolerance. Classroom management which is conducted by Islamic boarding school institution management make the students as subjects in learning, so the involvement of students in classroom management is maximized. Strengthening the role of students as subjects in classroom management is most evident in the application of bandongan methods and muqaranah methods. Bandongan method is a method of learning that involves the students to play an active role in the learning process, starting with teacher leads a class discussion, then encourages students who have a better understanding of the material to discuss with the students who do not understand (Rinaningsih, 2014). Bandongan method divides the students into groups to listening the clerics deliver the subject matter, in which students engage in reading, translating, and often to review the Islamic books along with clerics, so students can be a friend and a discussion partners for clerics. While with the muqaranah method, students are guided to understand the hadith by comparing the opinions of various scholars who have a similar understanding to examine more deeply about religious tolerance with appreciate attitude. Muqaranah method is a method that focuses on the activities of comparison, both the material, understand (mahzab) as well as book ratio that is applied to senior students class (Alwi, 2013). The application of these two methods is very effective to establish critical thinking skills, analytical sharpness, solidarity and sharing knowledge among students.

THE EFFECT OF LEARNING MANAGEMENT IN ISLAMIC BOARDING SCHOOL INSTITUTION TOWARD ATTITUDE OF RESPECT

The test results of learning management influence in Islamic boarding school institutions towards religious tolerance with the dimensions of an attitude of respect can be seen in Table 3 below:

Table 3. The test results of learning management influence in Islamic boarding school institutions towards an attitude of respect with the dimensions of religious tolerance

Dimensions of Learning Management Variable in Islamic Boarding School Institution Variable (Independent)	Variable Not Free (Dependent Variable)		
	Religious Tolerance Dimensions : Appreciate (Y12)		
	Unstandardized Coefficients (β)	P-Value	F-Value
Implementation of learning theory	0,477	0,000	0,001
Class Management	0,235	0,078	

Source: Appendix 1, the processed SPSS 21

Based on the test results in Table 3 indicate that the implementation of learning theory has a positive influence on the attitude of respect as a dimension of religious tolerance. This is supported by the p-value of 0.000 and is smaller than an alpha value of 0.05 so that it can be concluded not accept H_0 or a positive influence between the implementation of learning theories with respect. In the process to provides students an understanding of religious tolerance in schools in West Java influenced by whether or not the implementation of learning theory given by the management of schools. Meaning that the more valid implementation of learning theory given by the management of schools towards students, it can enhance the understanding of students about religious tolerance which is realized through an attitude of respect for the students at the school in West Java and vice versa.

Implementation of learning theory by applying some learning methods is very effective to further deepen the knowledge of students. One of them is the application of fathul kutub methods, the method is assigned to the students to find various references from a wide range of topics to be discussed include the topic of religious tolerance, variety of different reference would broaden the students about the thoughts, attitudes and different solutions against the a problems that discussed. These differences become important for the students to be addressed by a wise and prudent manner that respects the different thoughts and attitudes. Fathul kutub methods followed by the application of hiwar methods, where among students with the clerics and religious teacher talk to each other to solve a problem. Solving a problem is always guided by deliberation and consensus, built on mutual respect despite the differences.

The second dimension of learning management in Islamic boarding school is the management of the class has a positive and significant impact on the attitudes of respect as a dimension of religious tolerance. It can be shown the test results in Table 3, the p-value of 0.078 and is smaller than the value alpha 0.10, which means it accept H_a . The value of coefficient is 0.235 and positive means that the management of the class has a positive and significant impact on the attitudes of respect as a dimension of religious tolerance. The learning process conducted by clerics to make students as subjects in the study, not only to make students as a student but as a friend of discussion, praised and friends argue. So, the activity of the students can be seen. Pupils become friends discuss, research partner of clerics. In this case the students are taught to have respect to any differences that occur. It can bring a sense of understanding and tolerance on worship and practices. It also motivated students to continue to foster religious tolerance. Routines in boarding schools conducted for nearly 24 hours reflect the totality of education in the development of cognitive, affective, and psychomotor where these three aspects able to foster religious tolerance with respect. In the process of the development of affective learning reflected in the quality of faith, piety, noble attitudes including the character and superior personality and aesthetic ability. Cognitive reflected in the capacity of thought and the power of intellect to explore and develop and mastering in science and technology, and psychomotor reflected in the ability of develop technical skills, practical skills, and kinesthetic competencies (Fauzan, 2015).

THE EFFECT OF LEARNING MANAGEMENT IN ISLAMIC BOARDING SCHOOL INSTITUTION TOWARD ATTITUDE OF RECOGNIZE

The test results of learning management influence in Islamic boarding school institutions towards religious tolerance with the dimensions of an attitude of recognize can be seen in Table 4 below:

Table 4. The test results of learning management influence in Islamic boarding school institutions towards an attitude of recognize with the dimensions of religious tolerance

Dimensions of Learning Management Variable in Islamic Boarding School Institution Variable (Independent)	Variable Not Free (Dependent Variable)		
	Religious Tolerance Dimensions : Appreciate (Y13)		
	Unstandardized Coefficients (β)	P-Value	F-Value
Implementation of learning theory	0,460	0,000	0,001
Class Management	0,231	0,081	

Source: Appendix 1, the processed SPSS 21

Based on the test results in Table 4 indicate that the implementation of learning theory has a positive influence on the attitude of recognize as a dimension of religious tolerance. This is supported by the p-value of 0.000 and is smaller than an alpha value of 0.05 so that it can be concluded it accept H_a or there is a positive influence between the implementation of learning theories with recognize attitude. In the process to provides students an understanding of religious tolerance in schools in West Java influenced by whether or not the implementation of learning theory given by the management of schools. The value of coefficient is 0.460 and positive means that the management of the class has a positive and significant impact on the attitudes of recognize as a dimension of religious tolerance.

The implementation of learning theory such as mudzakarah method where Kyai and students discuss the related diniyah problems or religion issues, in general makes the students have a tolerance of recognize attitude. (Mansur, 2012) Mudzakarah is a scientific meeting that specifically addresses diniyah issue such as religious and aqidah and matters of religion in general. In this case the learning process by mudzakarah method is generally done by appointing clerics or students to be the spokesperson to discuss the issues discussed. Mudzakarah method aims to train the students to solve the problem by referring to books that are available. In the learning process it also discussed religious tolerance related to the students of in accordance with Islamic law contained in the Quran and Hadith that teach the students to have an attitude of respect for their fellow human beings in spite of different beliefs.

The second dimension of learning management in Islamic boarding school is the management of the class has a positive and significant impact on the attitudes of recognize as a dimension of religious tolerance. It can be shown the test results in Table 4, the p-value of 0.081 and is smaller than the value alpha 0.10, which means it accept Ha. The value of coefficient is 0.231 and positive means that the management of the class has a positive and significant impact on the attitudes of recognize as a dimension of religious tolerance. Classroom management as part of the learning management in schools is done by applying a variety of learning methods, including the hiwar learning method or deliberation. Hiwar learning method similar to the method of discussion that is generally done in the learning process, the difference in this methods was conducted in the framework of deepening or enrichment of material that has been previously studied by students. The distinctive feature of this hiwar method is students and teachers are usually involved in a debate forum to solve the problems that exist in the books that are being studied by students (Fatah, Rohadi et al, 2005). Hiwar method carried out by involving the students as learning subject, that expected to make students as individuals who must always put deliberation in any decision making process. The schools management inculcate to the students that the difference of opinion is a fact that can happen anywhere, especially in societies who have heterogeneous characteristics such as in Indonesia, so the attitude that should be put forward in the face of adversity is a way of tolerance.

THE EFFECT OF LEARNING MANAGEMENT IN ISLAMIC BOARDING SCHOOL INSTITUTION TOWARD ATTITUDE OF SIMPLIFY

The test results of learning management influence in Islamic boarding school institutions towards religious tolerance with the dimensions of an attitude of simplify can be seen in Table 4 below:

Table 4. The test results of learning management influence in Islamic boarding school institutions towards an attitude of simplify with the dimensions of religious tolerance

Dimensions of Learning Management Variable in Islamic Boarding School Institution Variable (Independent)	Variable Not Free (Dependent Variable)		
	Religious Tolerance Dimensions : Appreciate (Y14)		
	Unstandardized Coefficients (β)	P-Value	F-Value
Implementation of learning theory	0,418	0,000	0,002
Class Management	0,232	0,076	

Source: Appendix 1, the processed SPSS 21

Based on the test results in Table 4 indicate that the implementation of learning theory has a positive influence on the attitude of simplify as a dimension of religious tolerance. This is supported by the p-value of 0.000 and is smaller than an alpha value of 0.05 so that it can be concluded it accept Ha or there is a positive influence between the implementation of learning theories with simplify attitude. In the process to provides students an understanding of religious tolerance in schools in West Java influenced by whether or not the implementation of learning theory given by the management of schools. The value of coefficient is 0.418 and positive means that the management of the class has a positive and significant impact on the attitudes of simplify as a dimension of religious tolerance. The implementation of learning theory carried out by optimizing a variety of approaches, methods and learning techniques are varied and complementary. The use of the bathul Masa'il method for example, was done so that students can have respect and tolerance for differences, especially differences over the habits to execute different religious laws. Bathul Masa'il method (mudzakaroh) is a method that addresses the issue of worship, beliefs or matters of religion such as respect for the religious tolerance that is done in the form of attitude that simplify interaction even sometimes not reluctant to provide assistance if needed (Baharuddin, 2014). Masa'il bathul method is usually done in a scientific meeting in the room were quite spacious (hall) and sometimes involving the elements of public figures around. Masa'il bathul methods provide information and insight to the thought of students about the facts and phenomena that occur in societies that lasts extremely complex and dynamic as well as how to handle it appropriately. This method educates students to be open-minded, tolerant and wise for any differences that occur in the community by prioritizing mutual respect, moral support, assist even cooperate if it is still in the corridor are prescribed in religion. These results prove the implementation of learning theories in schools conducted by a variety of learning methods is able to deepen students understanding of religious tolerance and to improve the ability of students to interact in societies, especially more emphasis on tolerance in religion and attitudes to simplify the activities of preaching.

The second dimension of learning management in Islamic boarding school is the management of the class has a positive and significant impact on the attitudes of simplify as a dimension of religious tolerance. It can be shown in Table 5, the p-

value of 0.076 and is smaller than the value alpha 0.10, which means it accept H_a . The value of coefficient is 0.232 and positive means that the management of the class has a positive and significant impact on the attitudes of simplify as a dimension of religious tolerance. Learning management at the school that focuses on classroom management is done through the efforts to make the students as a core element in the learning process. Pupils positioned as a subject in the learning process, meaning that most of the learning process (the methods and learning techniques) always involve students actively, both starting from the planning process of learning, the implementation of learning even in the process of learning evaluation. Clerics guide students to become a person who loves religious, practice the science as well as other righteous traits, including full respect for the religious and social tolerance. Clerics assured the students that tolerance in inter-religious relationships stem from an appreciation and practice of the teachings of their respective religions, for the sake of maintaining religious harmony, tolerance needs to be developed in order to avoid conflict. The learning process to build a sense of honesty (sidiq) and responsibility as well as obedience or in the teachings of the Prophet called trustworthy (amanah), carried out intensively in a boarding school environment, because it is in the morale core of learning in schools (Suharjono, 2013). All of the approaches, methods, and learning techniques that focus on students as subjects proven to effectively motivate students in each of the learning process, making it easier to achieve learning targets. The involvement of the students in the dominant and the application of various learning methods optimally turn out has a significant impact on the development of cognitive, affective and psychomotor of students (Infallible, 2011).

4 CONCLUSION

The student attitude of religious tolerance in the region of West Java province will be further improved through optimization of the learning management in Islamic boarding school organization's in Indonesia. Results of linear regression calculations show that the learning management in the organizations has a positive and significant effect on the improvement of student religious tolerance attitude in Indonesia. The role of the learning management in Islamic boarding school organization's that focus on the implementation of learning theory and classroom management, proved to be quite effective at increasing student religious tolerance who practiced in the form of appreciate, respecting, recognize and simplify attitude. The learning process in Islamic boarding school institutions conducted with dormitories system, highly conducive to build and further develop the tolerance attitude to the students. Application of the method of fathul kutub, sorogan, hiwar, bendongan, mudzakarah, etc. proved to be very effective to equip students with a range of knowledge, deep understanding and awareness to practice all the knowledge that has been taught in Islamic boarding school. Classroom management by focusing on students as learning subjects also proved highly effective in motivating students to be more serious in studying, so the development of cognitive, affective and psychomotor can advance more optimally. Learning theory implementation undertaken by the application of various learning methods that are varied and thorough further strengthen Islamic boarding school as educational institutions appropriate to establish and develop an attitude of religious tolerance.

An enhancement student religious tolerance that carried out into the attitude of respect, appreciate, recognize and simplify to preaching, to be an indicator of the success of the process of learning management at schools as an educational institution that managed to build and develop an attitude of tolerance, beside as the appropriate and effective propaganda and the proselytism of Islam. Learning management in Islamic boarding school is also done by constantly developing the material or subject that is always actual in society and is needed, such as religious tolerance, ethnokultural and religious differences, the danger of discrimination, conflict resolution and mediation, human rights, democracy and plurality, universal humanity and other relevant subject (Ma'arif, 2012). Learning management conducted both in the form of curriculum development or organizing an open discussion forum to involve all stakeholders of Islamic boarding schools organization. Appropriate and innovative learning management in Islamic boarding schools is believed to improve the attitude of its student religious tolerance in Indonesia.

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