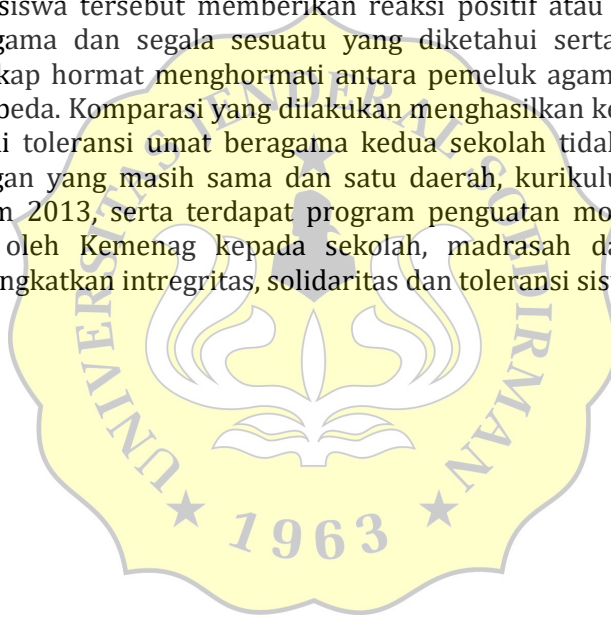


## RINGKASAN

Penelitian ini menjelaskan komparasi sikap siswa SMAN 5 Tasikmalaya dan MAN 2 Tasikmalaya mengenai toleransi umat beragama di Tasikmalaya. penelitian ini dilakukan dengan menggunakan metode survei. Populasi penelitian ini adalah siswa SMAN 5 Tasikmalaya dan MAN 2 Tasikmalaya yang berjumlah 2620 siswa dengan mengambil sampel dari seluruh tingkatan kelas, sampel diambil dengan metode *Proportionate stratified random sampling*. Sampel mengacu kepada tabel Isaac dan Michael dari populasi sebanyak 3000 dengan taraf kesalahan 5% yaitu berjumlah minimal 307 siswa. Sikap mengenai toleransi umat beragama dapat diartikan sebagai cara seseorang bereaksi terhadap objek yaitu toleransi umat beragama dan menentukan apakah siswa tersebut memberikan reaksi positif atau negatif terhadap toleransi umat beragama dan segala sesuatu yang diketahui serta dipahami yang memuat persoalan sikap hormat menghormati antara pemeluk agama maupun aliran agama yang berbeda-beda. Komparasi yang dilakukan menghasilkan kesimpulan bahwa sikap siswa mengenai toleransi umat beragama kedua sekolah tidak ada perbedaan dikarenakan lingkungan yang masih sama dan satu daerah, kurikulum sekolah yang sama yaitu Kurikulum 2013, serta terdapat program penguatan moderasi beragama yang diinstruksikan oleh Kemenag kepada sekolah, madrasah dan pesantren di Indonesia untuk meningkatkan integritas, solidaritas dan toleransi siswa.



## SUMMARY

This study describes the comparative attitudes of students of SMAN 5 Tasikmalaya and MAN 2 Tasikmalaya regarding religious tolerance in Tasikmalaya. This research was conducted using a survey method. The population of this study were students of SMAN 5 Tasikmalaya and MAN 2 Tasikmalaya, totaling 2620 students by taking samples from all grade levels, the sample was taken using the proportional stratified random sampling method. The sample refers to Isaac and Michael's table from a population of 3000 with an error rate of 5%, which is a minimum of 307 students. Attitudes regarding religious tolerance can be interpreted as the way a person reacts to the object, namely religious tolerance and determines whether the student gives a positive or negative reaction to religious tolerance and everything that is known and understood that includes the issue of respect and respect between religious adherents and religious sects. different ones. The comparisons carried out resulted in the conclusion that there was no difference in student attitudes regarding religious tolerance between the two schools because the environment was still the same and in one area, the school curriculum was the same, namely the 2013 curriculum, and there was a program to strengthen religious moderation instructed by the Ministry of Religion for schools, madrasas and Islamic boarding schools. in Indonesia to improve student integrity, solidarity and tolerance.