

STUDENTS' CRITICAL THINKING SKILLS ON THE USE OF FLIPBUILDER LEARNING MEDIA ENVIRONMENTAL CARE AND DISASTER RESPONSE BASED ON ISLAMIC VALUES: DOES IT AFFECT SOCIAL ATTITUDES AND RELIGIOUS TOLERANCE?

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Abstract: Improving the quality of education in Indonesia is one of the challenges the government must solve. The ability to think critically about caring for the environment and disaster response is a significant issue. Students must master it because it will impact various aspects of life, such as social attitudes and religious tolerance. One solution is to provide the material using the innovative learning media, FlipBuilder. This study aims to determine the influence of critical thinking on social attitudes, assess the impact of essential thinking skills on religious tolerance attitudes, and find out the influence of critical thinking skills on students' religious tolerance attitudes when using flipbuilder learning media with the theme of environmental care and disaster response based on Islamic values. The research was conducted through a quantitative approach with an associative research design. The research was conducted on grade VII students of MTsN 1 Tulungagung. Data analysis was carried out using inferential statistics. The results of the study showed that there was a positive and significant influence between critical thinking skills and social attitudes, there was a positive and significant influence between essential skills of thinking and religious tolerance attitudes, and there was a significant relationship between social attitude variables and students' religious tolerance attitudes.

Keywords: *critical thinking*, learning media, flipbuidier, social attitudes, religious tolerance

Abstrak: Peningkatan kualitas pendidikan di Indonesia merupakan salah satu tantangan yang harus dihadapi oleh pemerintah. Kemampuan berpikir kritis dalam hal perawatan lingkungan dan tanggap bencana merupakan isu yang penting. Siswa harus menguasai hal ini karena akan berdampak pada berbagai aspek kehidupan, seperti sikap sosial dan toleransi agama. Salah satu solusinya adalah dengan menyediakan materi menggunakan media pembelajaran inovatif, FlipBuilder. Penelitian ini bertujuan untuk menentukan pengaruh berpikir kritis terhadap sikap sosial, mengevaluasi dampak keterampilan berpikir esensial terhadap sikap toleransi agama, serta mengetahui pengaruh keterampilan berpikir kritis terhadap sikap toleransi agama siswa saat menggunakan media pembelajaran FlipBuilder dengan tema perawatan lingkungan dan tanggap bencana berdasarkan nilai-nilai Islam. Penelitian ini dilakukan dengan pendekatan kuantitatif dan desain penelitian asosiatif. Penelitian ini dilakukan pada siswa kelas VII MTsN 1 Tulungagung. Analisis data dilakukan menggunakan statistik inferensial. Hasil penelitian menunjukkan bahwa terdapat pengaruh positif dan signifikan antara keterampilan berpikir kritis dan sikap sosial, terdapat pengaruh positif dan signifikan antara keterampilan berpikir esensial dan sikap toleransi agama, serta terdapat hubungan signifikan antara variabel sikap sosial dan sikap toleransi agama siswa

Kata Kunci: berpikir kritis, media pembelajaran, flipbuidier, sikap sosial, toleransi agama

INTRODUCTION

Although smartphones offer various benefits, such as ease of learning through educational apps and extensive access to information.¹ Excessive smartphone use can lead to cognitive, social, and emotional impairments.² Several studies have shown that student who use smartphones excessively tend to experience a decrease in interest in learning and less engagement in direct social interactions.³

Furthermore, other research has found that student who use smartphones excessively are more likely to experience delayed language development and

¹ Muthmainnah et al., "Psychometric Evaluation of the Indonesian Nomophobia Questionnaire among College Students: Measurement Invariance across Gender and Levels of Problematic Smartphone Use," *Acta Psychologica* 258, no. May (2025): 105120, <https://doi.org/10.1016/j.actpsy.2025.105120>.

² Vatsala Thapliyal, Jairam Kushwaha, and Ghanshyam Singh Thakur, "Effect of Ten-Week Yoga Intervention on Problematic Smartphone Usage in University Students : A Randomized Controlled Trial," *Journal of Ayurveda and Integrative Medicine* 16, no. 5 (2025): 101–19, <https://doi.org/10.1016/j.jaim.2025.101199>.

³ Sheng Sun, Xinran Wang, and Dongdong Wang, 'Smartphone Usage Patterns and Social Capital among University Students: The Moderating Effect of Sociability', *Student and Youth Services Review*, 155.June (2023), 107276 <<https://doi.org/10.1016/j.chilyouth.2023.107276>>.

emotional disorders, such as an inability to regulate themselves, which impacts student's social behaviour.⁴ Student who lack social skills tend to exhibit aggressive behaviour and have difficulty resolving conflicts healthily.⁵

Student with good social skills are better able to adapt to new environments and build relationships with peers and adults.⁶ Student who understand social norms and behave accordingly tend to have more stable social relationships, both with peers and parents.⁷

In addition to impacting social behaviour, smartphone use can also impact student's emotional intelligence.⁸ Emotional intelligence is crucial for child development, enabling student to manage their emotions and stress effectively.⁹ Student with strong emotional intelligence are better able to recognise and manage their own emotions, making it easier for them to cope with stress and pressure in everyday life.¹⁰

Studies show that student with high emotional intelligence are more successful in academic settings because they can manage their emotions when facing learning challenges.¹¹ Student with strong emotional intelligence are more likely to understand and respond positively to the emotions of others.¹²

⁴ Mike M. Schmitgen et al., "Effects of Smartphone Restriction on Cue-Related Neural Activity," *Computers in Human Behavior* 167, no. July 2024 (2025), <https://doi.org/10.1016/j.chb.2025.108610>.

⁵ Yanxiang Yang and Joerg Koenigstorfer, "The Curvilinear Effects of Relative Positions in Smartphone App Leaderboards on Physical Activity," *Computers in Human Behavior* 165, no. November 2024 (2025): 108532, <https://doi.org/10.1016/j.chb.2024.108532>.

⁶ Jiamin Ge et al., "The Relationship between Anxiety and Smartphone Addiction in the Context of Covid-19: The Mediating Effect of Attentional Control and Executive Dysfunction," *Heliyon* 9, no. 2 (2023): e13273, <https://doi.org/10.1016/j.heliyon.2023.e13273>.

⁷ Soraya Khanahmadi and others, 'Effect of a Sensory Diet Smartphone Application on the Symptoms of Student with Attention Deficit Hyperactivity Disorder (ADHD): A Feasibility Study', *Heliyon*, 9.8 (2023), e19086 <<https://doi.org/10.1016/j.heliyon.2023.e19086>>.

⁸ Zhiqing Zhou et al., "Mediating Effects of Academic Self-Efficacy and Smartphone Addiction on the Relationship between Professional Attitude and Academic Burnout in Nursing Students: A Cross-Sectional Study," *Nurse Education Today* 116, no. February (2022): 105471, <https://doi.org/10.1016/j.nedt.2022.105471>.

⁹ Xinmei Zhao et al., "Long-Term Protective Effects of Physical Activity and Self-Control on Problematic Smartphone Use in Adolescents: A Longitudinal Mediation Analysis," *Mental Health and Physical Activity* 26, no. June 2023 (2024): 100585, <https://doi.org/10.1016/j.mhpa.2024.100585>.

¹⁰ Oluwafemi J. Sunday, Olusola O. Adesope, and Patricia L. Maarhuis, "The Effects of Smartphone Addiction on Learning: A Meta-Analysis," *Computers in Human Behavior Reports* 4, no. June (2021): 100114, <https://doi.org/10.1016/j.chbr.2021.100114>.

¹¹ Sunday, Adesope, and Maarhuis.

¹² Hye Sun Lee, Mikyung Choi, and Eun Yeong Na, "Reciprocal Longitudinal Effects among Korean Young Adolescent' Negative Peer Relationships, Social Withdrawal, and Smartphone Dependence," *Heliyon* 10, no. 3 (2024): e25188, <https://doi.org/10.1016/j.heliyon.2024.e25188>.

Research on social behaviour and emotional intelligence is significantly relevant to the situation at Miftahul Ulum Islamic Institute, Syarifudin University and Miftahul Midad College of Education are located in Lumajang Regency. The focus on these aspects aligns with the institute's vision of developing lecturer with noble character, competence, and readiness to face future challenges.

Research on these aspects is highly relevant to understanding and improving the quality of lecturer social interactions and emotional abilities, which in turn can support their academic achievement and overall well-being.

RESEARCH METHOD

This study uses a quantitative approach with an associative research design. Associative research is used to analyze the relationship between two or more variables. The sampling technique used in this study is simple random sampling, which is one of the types of probability sampling, meaning that all elements of the population have an equal opportunity to be a research sample. The population in this study is grade VII MTsN 1 Tulungagung students, with a total of 377 students. The research sample was 57 students who were randomly selected by Suharsimi Arikunto's opinion that if the population has a large number of subjects (above 100), then it can be taken 10 – 15%, 20 – 25% or more ¹³. The value of 57 used is 15% of the total population. The data collection technique used questionnaires as primary data and documentation as secondary data. Data analysis was carried out using inferential statistics, including instrument test results, validity test, reliability test, classical assumption test (normality test and linearity test), hypothesis test (simple linear regression analysis, simple correlation analysis, determination analysis, and T test)

RESULTS AND DISCUSSION

In this study, several steps were taken in data processing. The step was taken based on the research procedure and method used by the researcher. The steps are as follows:

¹³ Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*.

A. Test Instruments

1. Validity Test

A research instrument is declared valid if it contains a statement that defines a research variable. Based on the test results, all instrument items were declared valid. The following are the results of the instrument validity test:

Table 1. Validity Test of Critical Thinking Ability Variables

No. Item	r count	r table	Information
1.	0,276	0,2564	Valid
2.	0,357	0,2564	Valid
3.	0,352	0,2564	Valid
4.	0,402	0,2564	Valid
5.	0,379	0,2564	Valid
6.	0,269	0,2564	Valid
7.	0,482	0,2564	Valid
8.	0,445	0,2564	Valid
9.	0,359	0,2564	Valid
10.	0,504	0,2564	Valid
11.	0,277	0,2564	Valid
12.	0,439	0,2564	Valid
13.	0,596	0,2564	Valid
14.	0,312	0,2564	Valid
15.	0,553	0,2564	Valid

Table 2. Validity Test of Social Attitude Variables

No. Item	r count	r table	Information
1.	0,487	0,2564	Valid
2.	0,547	0,2564	Valid
3.	0,567	0,2564	Valid
4.	0,311	0,2564	Valid
5.	0,635	0,2564	Valid
6.	0,509	0,2564	Valid
7.	0,531	0,2564	Valid
8.	0,513	0,2564	Valid
9.	0,669	0,2564	Valid
10.	0,636	0,2564	Valid

11.	0,591	0,2564	Valid
12.	0,307	0,2564	Valid
13.	0,559	0,2564	Valid
14.	0,664	0,2564	Valid
15.	0,65	0,2564	Valid

Table 3. Validity Test of Religious Tolerance Attitude Variables

No. Item	r count	r Table	Information
1.	0,692	0,2564	Valid
2.	0,38	0,2564	Valid
3.	0,587	0,2564	Valid
4.	0,559	0,2564	Valid
5.	0,627	0,2564	Valid
6.	0,452	0,2564	Valid
7.	0,503	0,2564	Valid
8.	0,59	0,2564	Valid
9.	0,48	0,2564	Valid
10.	0,589	0,2564	Valid
11.	0,712	0,2564	Valid
12.	0,458	0,2564	Valid
13.	0,501	0,2564	Valid
14.	0,586	0,2564	Valid
15.	0,724	0,2564	Valid

Source: Primary data processing, 2025

2. Reliability Test

Reliability testing, also known as reliability testing, is a test used to determine how far an instrument can be used to measure data on the same subject and condition consistently ¹⁴. The reliability test measurement in this study was carried out using calculations of Cronbach's Alpha.

Table 4. Critical Thinking *Variable Reliability Test*

Reliability Statistics	
Cronbach's Alpha	N of Items
0,822	15

¹⁴Sanaky, 'Analisis Faktor-Faktor Keterlambatan Pada Proyek Pembangunan Gedung Asrama Man 1 Tulehu Maluku Tengah'.a

Table 5. Reliability Test of Social Attitude Variables

Reliability Statistics	
Cronbach's Alpha	N of Items
0,861	15

Table 6. Reliability Test of Religious Tolerance Attitude Variables

Reliability Statistics	
Cronbach's Alpha	N of Items
0,908	15

Source: Primary data processing, 2025

Based on the reliability test table, Cronbach's Alpha value on the critical thinking ability variable was 0.822, so it had a "high" level of reliability. In the social attitude variable, a result of 0.861 was obtained, so it had a "high" level of reliability. Meanwhile, in the variable of religious tolerance attitude, a Cronbach's Alpha value of 0.908 was obtained with the "perfect" reliability category.

B. Classic Assumption Test

1. Normality Test

The normality test is used to test the residual value of the data. The normality test is one of the conditions that must be met in conducting a simple linear regression analysis. The normality test was used using the one-sample Kolmogorov-Smirnov test.

Table 7 Variable Normality Test X–Y1

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		57
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	5,24203205
Most Extreme Differences	Absolute	,082
	Positive	,056
	Negative	-,082
Test Statistic		,082

Source: Primary data processing, 2025

Table 8. Normality Test of Variables X–Y2

Source: Primary data processing, 2025

2. Linearity Test

Table 9. Variable Linearity Test X–Y1

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<i>Critical Thinking Skills</i>		Linearity	651,217	1	651,217	27,444	,000
		Deviation from Linearity	660,849	18	36,714	1,547	,128
	Within Groups		877,970	37	23,729		
	Total		2190,035	56			

Source: Primary data processing, 2025

Based on the results of the linearity test of variable X against variable Y1, the value of *Sig.* The deviation from linearity is 0.128, so that it can be concluded that there is a linear relationship between variable X and variable Y1.

Table 10. Variable Linearity Test X–Y2

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
Religious Moderation Attitude * Critical Thinking Skills	Between Groups	(Combined)	700,295	19	36,858	,894	,592
		Linearity	278,564	1	278,564	6,757	,013
		Deviation from Linearity	421,731	18	23,429	,568	,900
	Within Groups		1525,284	37	41,224		
	Total		2225,579	56			

Source: Primary data processing, 2025

Based on the results of the linearity test of variable X against variable Y2, the value of *Sig.* Deviation from linearity is 0.900, so it can be concluded that there is a linear relationship between variable X and variable Y2.

C. Hypothesis Test

A hypothesis test is the final analysis of the research data. Hypothesis testing is carried out to determine the decision from the research results, namely whether or not the hypothesis that has been formulated previously is accepted. Hypothesis testing is carried out on each hypothesis formulated. The hypotheses used in this study are:

1. H0 = No influence of ability *Critical Thinking* towards the social attitude of grade VII students, MTsN 1 Tulungagung

H1 = Critical thinking influences the social attitude of grade VII students, MTsN 1, Tulungagung.

2. H0 = No influence of ability *Critical Thinking* towards the attitude of religious tolerance of grade VII MTsN 1 Tulungagung students

H1 = There is an influence of the ability *Critical Thinking* on the attitude of religious tolerance of grade VII students, MTsN 1 Tulungagung

3. H0 = There is no relationship between social attitude ability and religious tolerance of grade VII MTsN 1 Tulungagung students

H1 = There is a relationship between social attitudes and religious tolerance attitudes of grade VII MTsN 1 Tulungagung students

The hypothesis test in the study was carried out through several analyses, namely:

1. Simple Linear Regression Analysis

Table 11. Results of Simple Linear Regression Analysis of Variable X to Y1

Coefficient						
Type		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	25,990	7,656		3,395	,001
	Critical Thinking Skills	,622	,129	,545	4,824	,000
a. Dependent Variable: Social Attitudes						

Source: Primary data processing, 2025

Based on the table above, the following simple regression equation is obtained:

$$Y' = a + bX$$

$$Y' = 25,990 + 0,622$$

From the above equation, the coefficient has a positive value, meaning that the more critical thinking ability students have, the higher their social attitude.

Table 12. Results of Linear Regression Analysis X to Y2

Coefficient						
Type		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	42,101	8,612		4,889	,000
	Critical Thinking Skills	,407	,145	,354	2,805	,007

a. Dependent Variable: Religious Tolerance

Source: Primary data processing, 2025

From the above equation, the coefficient has a positive value, which means that the greater the student's critical thinking ability, the higher the student's attitude of religious tolerance.

2. Simple Correlation Analyst

The simple correlation analysis used in this study is the *Product-Moment* type correlation analysis (Pearson).

Table 13. Simple Correlation Analysis of Variable X to Variables Y1 and Y2

Correlations				
		Critical Thinki ng Skills	Social Attitud es	Religious Tolerance
Critical Thinking Skills	Pearson Correlation	1	0.545*	0.354*
	Sig. (2-tailed)		0,000	0,007
	N	57	57	57
Social Attitudes	Pearson Correlation	0.545*	1	0.708**
	Sig. (2-tailed)	0,000		0,000
	N	57	57	57
Religious	Pearson	0.354*	0.708**	1

Tolerance	Correlation			
	Sig. (2-tailed)	0,007	0,000	
	N	57	57	57
*. Correlation is significant at the 0.05 level (2-tailed).				
**. Correlation is significant at the 0.01 level (2-tailed).				

Based on the results of simple correlation analysis, the *Pearson Correlation* value of variable X to Y1 was 0.545 (moderately correlated) with a positive relationship. Meanwhile, the *Pearson Correlation* value of variable X to Y2 is 0.354 (weakly correlated) with a positive relationship.

3. Determination Analysis

Determination analysis was carried out to determine the percentage or extent to which independent variables contributed to dependent variables.

Table 14. Analysis of Determination of Variable X to Y1

Model Summary ^b				
Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.545a	.297	.285	5,289
a. Predictors: (Constant), Critical Thinking Ability				
b. Dependent Variable: Social Attitudes				

After being included in the $KP=r^2 \text{ equation} \times 100\%$, the contribution value of variable X to variable Y1 was obtained as 2.97%, while the rest was influenced by other variables not discussed in this study.

Table 15. Determination Analysis of Variable X to Y2

Model Summary ^b				
Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.354a	.125	.109	5,950
a. Predictors: (Constant), Critical Thinking Ability				
b. Dependent Variable: Religious Moderation Attitude				

After being included in the $KP=r^2 \text{ equation} \times 100\%$, the contribution value of variable X to variable Y2 was obtained as 1.25%, while the rest was influenced by other variables that were not discussed in this study.

4. T Test

The t-test is used to determine the significance and relevance between one or two groups of samples. The T test in this study used a significance level of 0.05. The T test is carried out with several other tests, namely;

a) Simple Regression Coefficient Significance Test

This test was conducted to determine the significance of the influence of independent variables on dependent variables.

Table 16. Critical *Thinking Ability* Test on Social Attitudes

Coefficient						
Type		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	25,990	7,656		3,395	,001
	Critical Thinking Skills	,622	,129	,545	4,824	,000
a. Dependent Variable: Social Attitudes						

a. Dependent Variable: Social Attitudes

Based on the t-test results, the significance value of variable X to variable Y1 was 0.000, so H0 was rejected while H1 was accepted.

Table 17. Critical Thinking Ability T Test on Religious Tolerance

Coefficient						
Type		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	42,101	8,612		4,889	,000
	Critical Thinking Skills	,407	,145	,354	2,805	,007
a. Dependent Variable: Religious Tolerance						

a. Dependent Variable: Religious Tolerance

Based on the t-test results, the significance value of variable X to variable Y2 was 0.007, so H0 was rejected while H1 was accepted.

5. Simple Correlation Coefficient Significance Test

This test was carried out to determine the closeness of the direction and the closeness of the relationship between the two variables. This study used a simple coefficient significance test to test the relationship between social attitudes and students' religious tolerance. Based on the significance test of the simple correlation coefficient, a calculated t value of 7.435 was obtained. After the calculated t value is found, the next step is to determine the t-value of the table using *Microsoft Excel with the formula* =TINV(probability; degrees_freedom) or

=TINV(0.05; 55). From this formula, the t_{table} value of 2.00404 is obtained. The second way is to use the value of sig. in the correlation test results of the variable X to Y1 and Y2 (sig. value 0.000). Based on the two methods used, it can be concluded that the $t_{count} > t_{table}$ ($4.824 > 2.00404$) and $sig. < 0.05$ ($0.000 < 0.05$) so that H_0 is rejected and H_1 is accepted. This means a relationship exists between social attitudes and students' attitudes toward religious tolerance.

Based on the research and data processing that have been carried out, it can be explained that critical thinking skills are positively and significantly influenced when students use flipbuilder learning media for environmental care materials and Islamic value-based disaster response on students' social attitudes and religious tolerance. The flipbuilder learning media links used by students are as follows: <https://link.mediakitaid.com/pedulilingkungan>.

This is based on previous research findings that Critical thinking is a reflective, independent, rational, and transparent process. Critical thinking skills include: (1) thinking and using logical reason, (2) comparing, classifying and sequencing, (3) connecting cause and effect, (4) describing patterns, (5) making analogies, (6) arranging a series, (7) giving reasons inductively or deductively, (8) formulating hypotheses, (9) delivering criticism.¹⁵ Meanwhile, there are several indicators of *Critical Thinking* according to Robert Ennis: (1) basic clarification, (2) providing a reason for a decision, (3) concluding, (4) further clarification, (5) conjecture and integration. If viewed from this perspective, the ability to think critically should influence what is intended from the application of learning¹⁶.

The data processing results showed that students' critical thinking skills affected their social attitudes. class VII MTsN 1 Tulungagung. The test results showed a significant influence between critical thinking skills and students' social attitudes. The calculation of simple correlation values shows that the relationship between the variables of critical thinking ability and social attitudes is in the medium category. The contribution of the variable of critical thinking ability on social

¹⁵ Murti, *Critical Thinking*.

¹⁶ Juliyantika and Batubara, 'Tren Penelitian Keterampilan Berpikir Kritis Pada Jurnal Pendidikan Dasar Di Indonesia'.

attitudes was 2.97%, and the remaining 97.03% was influenced by other variables that were not studied in this study.

The influence of students' critical thinking skills plays a vital role because social attitudes are a tendency or predisposition of a person to behave in a certain way towards others around them ¹⁷. Social attitudes are fundamental attitudes a person has as a social creature in living his life. Social attitudes can also be interpreted as an individual's response to something. The social attitude an individual possesses can be influenced by the surrounding environment, family, friends, school, and the community environment. The impact will be good if an individual is in a good environment. On the other hand, if an individual is not provided with a good environment, it will have a harmful impact as well ¹⁸.

In addition to affecting social attitudes, there is also a positive and significant influence on the formation of religious tolerance attitudes of grade VII MTsN 1 Tulungagung students. The test results significantly influenced critical thinking skills and students' religious tolerance attitudes. A simple correlation value shows that there is a relationship between the variables of critical thinking ability and religious tolerance in the weak category. The contribution of the variable of critical thinking ability on religious tolerance was 1.25%, and the remaining 98.75% was influenced by other variables that were not studied in this study.

Furthermore, the researchers found the results of data calculations that showed a significant relationship between social attitude variables and religious tolerance attitudes. The test results showed a relationship between the social attitude variable and religious tolerance attitudes of 4,824. The simple correlation value is 0.708, between 0.61 and 0.80, so the correlation between the two variables is relatively high. This is by the expectations included by the researcher in the research hypothesis because tolerance refers to the behavior of mutual respect and respect for others without discriminating against anything. Meanwhile, religious tolerance is an attitude of mutual respect and appreciation and open-mindedness towards followers of other religions or beliefs, not forcing them to become followers of our faith and

¹⁷ Wati Oviana et al., 'PENANAMAN SIKAP SPIRITUAL DAN SIKAP SOSIAL SISWA MELALUI PEMBELAJARAN TEMATIK PADA MADRASAH IBTIDAIYAH'.

¹⁸ Miftahusy'ian et al., 'PEMBENTUKAN SIKAP SOSIAL SISWA MELALUI PEMBELAJARAN IPS DI SMP BRAWIJAYA SMART SCHOOL MALANG'.

not interfering in the affairs of their respective religions.¹⁹ In behaving with religious tolerance, one must still pay attention to the existing limits by the Word of Allah Q.S. Al-Kafirun verses 1 – 6, which prohibits Muslims from mixing matters of aqidah and faith²⁰. There are three indicators of religious tolerance: (1) peace, (2) respect for differences and individuals, and (3) respect for the goodness of others, openness, and receptivity²¹.

CONCLUSION

Based on the exposure and analysis of data that the researcher has carried out, it can be concluded that: 1) The ability to critically object in students by using the flipbuilder learning media of the theme of environmental care and disaster response based on Islamic values has a positive influence on the formation of social attitudes in students, 2) The ability of critical thinking in students by using the flipbuilder learning media of the theme of environmental care and disaster response based on Islamic values has Positive Influence on Religious Formation and Tolerance in Students, 3) There is a positive relationship in the high category between social attitudes and religious tolerance of students from students' critical thinking abilities by using flipbuilder learning media on the theme of environmental care and disaster response based on Islamic values.

This research has implications for several parties, especially for educators or the academic community at an educational institution, who need to implement innovative learning to deal with current issues that have a positive impact on social attitudes and religious tolerance in students. This study also recommends that future researchers conduct similar research by measuring other indicators not studied in this study.

¹⁹ Khoirunnisa et al., 'Tingkat Toleransi Beragama Siswa SMA'.

²⁰ Muhammad Nasir and Arisandy, 'SIKAP TOLERANSI BERAGAMA PERSPEKTIF SURAH AL-KAFIRUN MAHASISWA DI KOTA LANGSA'.

²¹ Siregar et al., 'Toleransi Antar Umat Beragama Dalam Pandangan Generasi Milenial'.

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