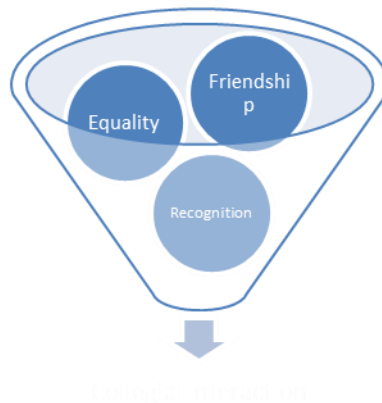


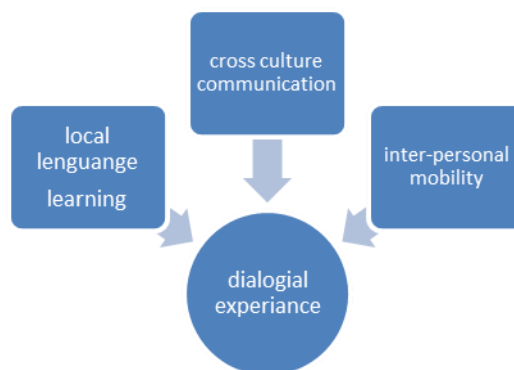
There is Five Figur that influenced the pettern diversity participation interaction shown in the above participation model circle have taken place in the three schools we selected :

Figur 1. Colegial interaction model



The two interview quotes above explain the insignificance of attaching elements of belief or ethnicity to friendships between friends in class and outside of class, the most important is the word friendship, recognition between friends, friends to acknowledge each other, and equality among friends, there is no difference in economic class or skin color. They are human they are equal as human beings. Therefore all differences do not become a barrier to their friendship. This relationship is known as collegial interaction.

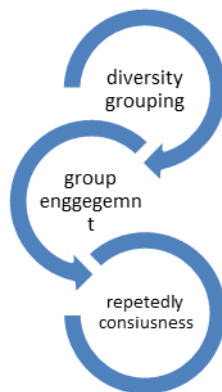
Figur 2. dialogical experience model



There are at least three indicators for the dialogical experience model, namely first, that the dialogue they carry out is involved in cross-cultural communication, the dialogue process they take

brings cross-cultural aspects, both ethical experience or knowledge experience, second, dialogue that is They do reach the inter-personal mobility aspect, the solidarity of personal mobility that they build also produces experiences for shared mobility. Furthermore, their third dialogical experience is learning from each other in their respective local Languages. This experience will be more meaningful if the process of learning local languages is then strengthened by understanding each other's identities, so that diversity of identities can be learned through the local language system.

Figur 3. Intergroup community model



There are several indicators of action on the basis of the interactions they create during class or school. Among them is the diversity grouping, which means that the class is deliberately designed to be a group containing multi-religious or ethnic groups; group engagement means that each group plays itself as a partner who continues to be involved in various activities or programs. C class, until finally there repeatedly consciousness (repeated awareness) what they do by engaging in-class activities intensely has formed intergroup based community construction. These three indicators are translated into pillars that shape it into an intergroup based community construction

Figur 4. participatory ethics model



The four indicators in understanding participatory ethics above can be found in the ethical construction model they show daily. First, friendship, they call friendship or friendship. Starting from

this friendship, they will always hold the principles of charity, including friendship ethics. Like commitment, empathy, caring, not choosing friends, let alone differences. The friendship aspect is key in appreciating the differences between them. Second, after friends, they must be willing to work with a team; the friendship they build is continuously supported by teamwork or solidity into, both the team in doing group tasks and the team engaging in work. Friend. Third, they also said that efforts to involve themselves in their community must also be supported by existing community ethics, so that the togetherness they create is always strengthened because they maintain community ethics together. Fourth, there is a social work pattern that they build to strengthen the role of friendship

Figur 5. Transformatif Action Model



There are at least three points of action or actions that can rely on a transformative action pattern, which is a pattern that transforms from experiences of diversity both in the classroom and at school to experiences of concrete actions, such as social service, habituation to character building and soul. social activities of other students, and cultivating transitive awareness, which is a spontaneous action recorded from the memories of the constructs