



## Tolerance Education Model in IT Middle School

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### ABSTRACT

Education is a conscious and planned effort to develop students' abilities to have religious spiritual strength, noble character, self-control, personality, intelligence and skills needed by themselves, their families, society, nation and state. The tolerance education model at SMP IT is a form of effort that needs to be grown and developed to make students aware of the importance of tolerance, togetherness and kinship on the foundation of differences that cannot be avoided. This is very good for students to train a spirit of tolerance, mutual respect, mutual appreciation and living in harmony. The aim of this research is to provide an overview of the importance of tolerance education methods to prevent intolerant attitudes and radicalism and to describe a model of tolerance education. This research uses quantitative methods with a survey model, the survey tool that researchers use is the Google Form application. Then the researcher conducted in-depth interviews with teachers and students at SMP IT by asking several questions related to the Tolerance Education Model at SMP IT via the Google Form Application. The results of this research explain that this tolerance education model has been implemented in SMP IT and instilled an attitude of tolerance in SMP IT, however there are still students who lack tolerance towards other students in SMP IT. The limitation of this research is that the researcher only carried out research on the tolerance education model in SMP IT. Therefore, the researcher hopes that future researchers can carry out the same research and be much better and more complete than the researcher's research.

**Keywords:** Education, School, Tolerance

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## INTRODUCTION

Education is one of the things that is very important in creating the development of a prosperous nation (Levy et al., 2018; Wollenberg et al., 2018). Education can be interpreted as the process of forming students using various methods that make students gain understanding, knowledge, broad insight and behave in accordance with national character. (Parums, 2022; Pokhrel & Chhetri, 2021). One of the characteristics of a nation can be formed through education (Betsch et al., 2018; Y. Zhang et al., 2019). With quality education, a nation can have a better and more advanced future (Neunert et al., 2019; C.

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Zhang et al., 2020). Since childhood, people are taught that education is very important(Köhler et al., 2019; Stoet & Geary, 2018). Because without education, humans will definitely become victims of ignorance(Lei et al., 2020; Murphy, 2020). Those who are considered educated are able to make wise and wise decisions and can differentiate between right and wrong because they use their rational powers or reasoning in solving problems they face in life.(Paul et al., 2021; Sisk et al., 2018). Meanwhile, people are uneducated(Burley et al., 2021; Javaid et al., 2020)unable to make wise and wise decisions and unable to differentiate between right and wrong because they do not use their reasoning or rational powers in solving problems they face in this life or cannot think clearly and well in doing something what should not be done in life which ultimately results in harm to oneself, harms others and leads to lifelong regret because of doing wrong and stupid things in life.

Education is a form of effort to improve the quality of human life through developing the abilities or competencies they have(Jia et al., 2018; Y. Wang et al., 2021). Education is not a simple activity, but a dynamic activity(Mukhtar et al., 2020; Zablotzky et al., 2019). Considering the dynamics of education implementation, education requires good and correct management so that educational goals are achieved effectively and efficiently(Deslauriers et al., 2019; Roberts et al., 2018). In the Republic of Indonesia Law No. 20 of 2003 concerning the National Education System Chapter I Article 1 it is explained "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop the potential of themselves, society, nation and state"(Dwivedi et al., 2020; Theobald et al., 2020). In this case, of course there is a need for professional educators, namely teachers in elementary and secondary schools, as well as lecturers in tertiary institutions who have adequate knowledge and teaching skills.

Education is a conscious and planned effort to develop students' potential to have religious spiritual strength, noble character, self-control, intelligence, personality and skills needed by themselves, society, nation and state.(Brooks et al., 2018; Kraft et al., 2018). The preamble to the 1945 Constitution is historically explained and clearly expresses the reasons for the establishment of the state to defend the nation and homeland, improve people's welfare, educate the life of the nation, and participate in realizing lasting and just world peace.(Lai et al., 2020; Sue et al., 2019). The concept of making the nation smarter applies to all components of the nation, including those at a low economic level. The government seeks and implements a national education system that can increase faith, piety and noble character, namely formal, non-formal and informal education pathways.(Abdelhafiz et al., 2020; Mitchell et al., 2019). Formal education is a structured and tiered educational path, for example SD/MI, SMP/MTs, SMA/MA and also tertiary institutions.(Ali et al., 2019; Han et al., 2018). Non-formal education is an educational pathway outside formal education that can be implemented in a structured and tiered manner, for example equivalency education consisting of packages A, B and C, TPA (Al-Qur'an Education Park), Sunday school, music courses, training institutions, course institutions, tutoring, PKBM (community learning activity centers), study groups, taklim

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assemblies, studios, nature lover organizations, religious organizations, skills education, literacy education, play groups, child care parks and so on (Ciampi et al., 2018; Lee et al., 2021). Informal education is a type of education from families and certain environments in the form of independent learning activities carried out consciously and responsibly (Abedin et al., 2021; Sánchez et al., 2018). Educational outcomes (Di Vaio & Varriale, 2018; S. Wang et al., 2018) Informal education is recognized as the same as formal education and non-formal education after students pass exams in accordance with national education standards, for example character education, religious education, ethics education, manners education, moral education and socialization with the surrounding environment.

This education aims to develop students' abilities or potential both in terms of cognitive, psychomotor and affective aspects (Al-Fraihat et al., 2020; Taber, 2018). However, education in Indonesia so far is still seen as not meeting ideal expectations (Australian Pancreatic Genome Initiative (APGI) et al., 2019; Mason-D'Croz et al., 2019). In Indonesia there are frequent occurrences of brawls between students, riots, destruction of public facilities, violence between ethnic groups and religions, disgraceful acts from teachers and students, cases of corruption, cases of bribery, cases of nepotism, insulting religion, bullying, abuse, defamation, murder, drug cases, sexual harassment, traffic violations, domestic violence, kidnapping and other acts of violence. The values of tolerance between people are very worrying (Miften et al., 2018; W. Wang et al., 2019). All of these character disorders cause discomfort, inability to adapt and develop an individual's abilities, which of course has a negative and bad impact on harmony, tranquility, security, prosperity, peace and harmony of life.

Indonesia is a diverse nation and one of the largest multicultural countries in the world. With an area ranging from Sabang to Merauke, consisting of thousands of islands, both small and large, which have various tribes, religions, races and diverse customs/cultures. It is because of this diversity that Indonesia upholds the motto *Bhinneka Tunggal Ika* (Hakoköngäs et al., 2020; Sasaki et al., 2020). Which means that even though they are different, they are still one. The motto *Bhinneka Tunggal Ika* describes the unity and integrity of the Indonesian nation which consists of various religions, tribes, races, cultures and languages. (Di Felicianantonio & Aalbers, 2018; Rajesh, 2021). Even though Indonesia has a variety of tribes, religions, races, customs, languages and so on, of course the motto (Badam et al., 2019; Mark et al., 2021) This has a meaning that is reflected in Indonesian society which is bound by the principle of national unity and integrity in the life of the surrounding environment, be it family, school or community, so that it can form a community attitude of tolerance, such as mutual respect for differences in religion, race, ethnicity, customs, culture, language. regions and so on, which can create a sense of brotherhood, a sense of kinship and also have a sense of mutual love and care for fellow human beings in order to avoid division, riots, social inequality, the emergence of feelings of hatred towards religious differences or other differences, the emergence of a sense of unrest, unrest, discomfort, insecurity, disharmony, dissonance, disharmony in life in the surrounding environment.

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This tolerance education model plays a role and influences all aspects of life, one of which is the educational aspect (Virtanen et al., 2020; Waterhouse et al., 2018). Currently, everyone can apply the tolerance education model in their respective schools (Raissi et al., 2019; Yang et al., 2020). This tolerance education model is a form of effort that needs to be grown and developed to make students aware of the importance of the meaning of tolerance in the life of the surrounding environment. With a model (Mazza et al., 2020; Selvaraju et al., 2020) This tolerance education can instill the values of tolerance in schools which can build better and more commendable characters, as well as positive behavior, namely mutual respect, mutual respect and living in harmony which can create a life that is safe, peaceful, serene, harmonious and prosperous both at home, at school and in society so that students can avoid bad actions that should not be done, such as attitudes that make fun of, attitudes that speak ill of, attitudes that ridicule, attitudes that insult, radicalism and intolerance.

Tolerance education is a process of activities that can direct how to carry out good tolerance, how to implement good tolerance and how to instill the values of tolerance in students with the aim of becoming better individuals, becoming less rigid individuals. and prestige in facing the many differences in Indonesia such as differences in ethnicity, religion, race, customs, language, ethnicity, professional culture and so on and also being individuals who respect and respect each other in the differences that exist in Indonesia (Johnson & Khoshgoftaar, 2019; Makransky et al., 2019). This tolerance education is actually practiced in the learning process at school and has become a culture in the world of education. Every educational person, whether students or educators or teachers, must have the principle of respecting each other's differences, respecting each other's differences, appreciating the various diversity that exists in Indonesia and also strengthening national values and human values. (Hew & Lo, 2018; Pokhrel & Chhetri, 2021). Educators and lecturers can also include elements of tolerance values in any subject which is not only based or based on Islamic Religious Education subjects, other religious subjects but also on Citizenship Education subjects. This tolerance education is not just theory but is also directly implemented or carried out in everyday life so that students (Hickendorff et al., 2018; Martin & Bolliger, 2018) can see and feel directly the form of tolerance itself without any persuasion, coercion or instigation from other people in being tolerant in their lives.

Based on the results of relevant research related to this study conducted by Ahmad Arifin, Dewi Irmawati and Putri Lingga Pertiwi, basically the values (Planck Collaboration et al., 2020) The tolerance taught in schools to students has a huge impact on differences in diversity. They realize that differences have become the provisions and will of Allah SWT given to humans which should be grateful for and cared for together as well as possible and they also show commendable tolerant behavior, such as if a friend is sick or needs help, then they empathize and care for him. pray for them or help their friends who need help from them. The formation of the character of tolerance in SMP IT is carried out through providing more affective focus in learning, teachers being role models, and behaving in class, getting students used to respecting differences and creating

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heterogeneous learning groups. Values(Vos et al., 2020)The tolerance applied has an influence on tolerant attitudes among students. Students can become more tolerant and appreciate differences, resulting in increased social integration, which is manifested in harmonious interactions between school members, social activities, and cooperation despite differences in students' backgrounds such as family origins, social(Deaton & Cartwright, 2018)economy and culture.

The purpose of this research is to find out an overview of tolerance education methods in schools to prevent intolerant attitudes and radicalism and to describe a model of tolerance education in schools so that they respect and respect each other's differences in Indonesia. Have they been able to apply this tolerance education method properly and correctly in school and apply an attitude of tolerance to each student? As is known, educators play an important role in providing learning about tolerance to students so that affection is established between students and their educators. Tolerance education really needs to be implemented in schools because if it is not implemented in schools it will have fatal consequences and there will be chaos, insecurity, discomfort, disharmony, and riots later. So the role of educators here is very influential in implementing tolerance education methods in schools because educators teach how to appreciate and respect differences without having to discriminate against differences in ethnicity, religion, race, customs, culture, language and so on and educate their students so that These students do not do things that are not appropriate to do, such as bad-mouthing friends, insulting friends, bullying friends, slandering friends, abusing friends, making fun of friends, disturbing friends who are praying, disturbing friends who are doing their assignments. -tasks given by educators in class and educators also instill the values of tolerance, national values and Pancasila values in their students. This tolerance education is very beneficial for students at school because learning tolerance can improve students' attitudes and behavior to be even better. If there is no tolerance then division and disharmony will occur in their lives.

## **RESEARCH METHODS**

The research method used by researchers is research using quantitative methods(Nusinow et al., 2020). Where this quantitative method is research that carries out data collection based on facts. The type of research used is a survey, namely conducting in-depth interviews with educators and students at An Nahl IT Middle School in Guguak via the Google Form application because it is in accordance with the aim of this research, namely that the researcher wants to obtain and analyze data related to the Tolerance Education Model in Middle School. IT An Nahl, during the 2021/2022 odd semester learning(Cotrin et al., 2020). The time for this research was chosen because the learning conditions were offline and there was a change in the curriculum, namely the independent curriculum. The technique used in analyzing is a statistical technique that uses diagrams. This statistical technique is the study of collecting, analyzing and presenting data. Meanwhile, diagrams are a form of data visualization to show the composition of the distribution of data sets.

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The data sources from the research that the researchers obtained were educators and students at An Nahl IT Middle School, Guguk subdistrict themselves, who participated in filling out the online questionnaire. This research was carried out by asking several questions from the researcher to the educators and students by filling in a survey questionnaire in the Google Form application where the researcher had compiled questions related to the Tolerance Education Model before the researcher distributed the survey questionnaire via the online WhatsApp application.(Ivanov et al., 2019). Dissemination of this survey questionnaire information is to collect valid data, researchers will distribute the survey questionnaire online via the WhatsApp application(Waterloo et al., 2018). Therefore, we can find out the answers from educators and students regarding the implementation of the tolerance education model at SMP IT. This tolerance education model at SMP IT can be instilled and applied regularly in schools, because it can help students continue the learning process even though there are still obstacles.

The results of this research were collected in the form of a survey questionnaire(Shorten & Khoshgoftaar, 2019). Before the researcher gave the questionnaire, the researcher asked several questions, then the educator and students filled out the questionnaire. The question that researchers share is related to the Tolerance Education Model, whether this tolerance education model is very important to be implemented in schools in the teaching and learning process. The research data that has been collected is then analyzed using quantitative methods, namely looking at the results of the percentages and questions in the questionnaire that has been distributed. Furthermore, the percentages that have been obtained will be explained through discussion with expert opinion and corrected by relevant previous researchers. In this research, the results will conclude the existing discussion. The main aim of this research is to provide an overview of the Tolerance Education Model, which is very important to implement and study in schools so that it can prevent students from adopting intolerant attitudes, radicalism and discriminatory attitudes at school.

## **RESULTS AND DISCUSSION**

Tolerance comes from the Latin word "tolerare" which means to be patient with something. Tolerance is a human behavior or attitude that follows, where someone can appreciate and respect the behavior of other people. Tolerance in the socio-cultural and religious context is attitudes and actions that prohibit discrimination against different groups or groups in a society, for example tolerance in religion, where religious groups that are the majority in a society, provide a place for groups of other religions to live in their environment. . In general, the term tolerance refers to a mutually open, sincere, gentle and permissive attitude. In Arabic, the term tolerance is "Tasamuh" which means being generous in relationships, acting kindly, forgiving each other and being gentle. There is also another word for Tasamuh, namely Tasahul, which means making it easy. So the conclusion of this tolerance is to be generous in relationships, open to each other, gentle, sincere, forgiving each other, respecting each other and respecting other people's behavior. In Indonesia, tolerance education is education that is not only about matters of

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theory and knowledge but also to instill the values of tolerance in Indonesian society so that they can strengthen individual relationships with other people, create harmony and harmony, create a safe, peaceful and peaceful environment and can increase feelings of brotherhood and solidarity. This tolerance education will be very beneficial for the Indonesian people in living their lives because humans cannot live alone and will definitely need other people when experiencing difficulties, but humans are social creatures who cannot live independently.

Judging by the development of the tolerance education model in SMP IT, it has already been implemented in schools and is also being implemented in other schools. Researchers can assess that this tolerance education model is very important to be implemented and studied in schools and also has great benefits and is very useful in everyday life, namely increasing a sense of brotherhood, creating harmony and harmony and also being able to strengthen individual relationships with others. other individuals and increase solidarity between people. You can see that on average at various levels of education, this tolerance education model has now been implemented at An Nahl IT Middle School in Guguak and also at other schools. To find out the extent to which the tolerance education model is implemented in SMP IT, it can be reviewed by filling out a survey questionnaire in assessing the title of the research. And here is the questionnaire research data that has been attached below as follows:

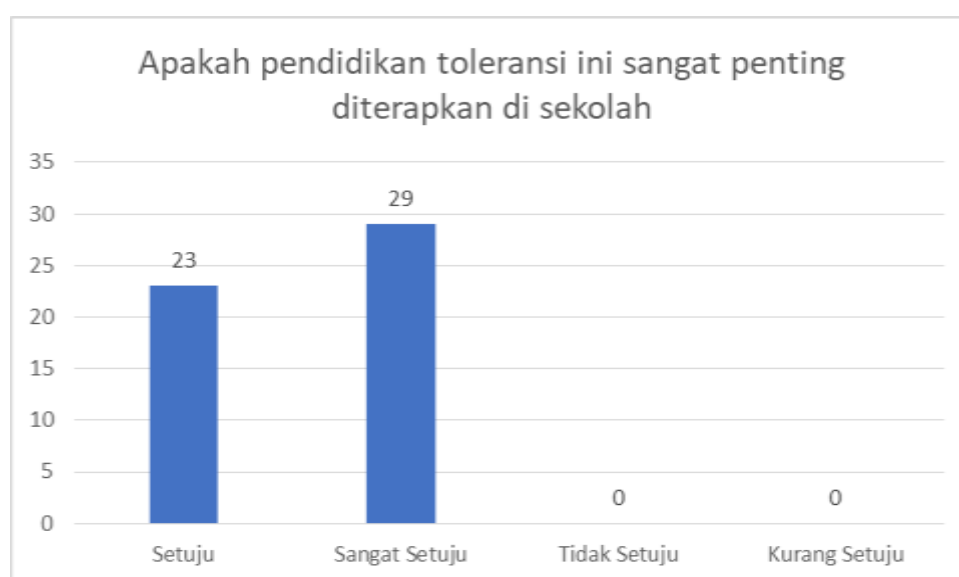


Figure 1. Is tolerance education very important to implement in schools?

It can be seen from the diagram above how students and educators think about whether tolerance education is very important in schools. Where students and educators choose answers with different answers, some answer agree, strongly agree, disagree and disagree. This research was conducted at An Nahl IT Middle School in Guguak, it can be seen that students and educators tend to strongly agree regarding whether tolerance education is very important to implement in schools. The result of filling out the

questionnaire obtained from this statement was that 29 students and educators answered strongly agree, while 23 students and educators answered agree. Meanwhile, the options for disagreeing and disagreeing are 0 who did not choose. From the results it was found that many people chose to strongly agree and agree because it can be seen from the benefits of implementing tolerance education in schools, namely that it can prevent divisions due to many differences, can prevent conflicts due to large differences and can also cause discomfort. By implementing this tolerance education in schools, it can create a peaceful, safe, harmonious and serene environment, can unite differences, can strengthen ties of brotherhood and can also increase peace.



Figure 2. Tolerance education is very beneficial for students at school

It can be seen from the diagram above that many people choose to agree with the questions given. This tolerance education is very beneficial for students. From this it can be seen that the implementation of tolerance education is very beneficial for students at school, even though there were 4 answers, namely 27 answered agree, 25 answered strongly agree, 0 answered disagree and 0 answered disagreed. If we analyze the results of data obtained from respondents, it can be seen that many people answered agree and strongly agree, this is because it increases the sense of solidarity, can strengthen ties of brotherhood between people, can strengthen nationalism, can create harmony and peace, can create a safe, peaceful environment. and peaceful, can unite differences between people, can broaden insight, can prevent conflict, can prevent divisions and can reduce feelings of selfishness that are too high. So tolerance education in schools has many benefits which are very useful in everyday life and should be applied in everyday life.



Figure 3. If tolerance does not exist, there will be chaos and unrest

It can be seen from the diagram above how students and educators think that if tolerance does not exist, there will be chaos and unrest. This research was conducted at the IT Middle School in Guguak, it can be seen that students and educators are more inclined to choose to agree because if there is no tolerance there will be chaos and unrest. The results of filling out the questionnaire obtained from this statement were 52 students and educators who answered agree, 0 students and educators who answered strongly agree, 0 students and educators who answered disagree and 0 students and educators who answered disagree. From the results it was found that many people chose to agree that if there was no tolerance there would be chaos and unrest. It can be obtained from this that there will be chaos and unrest if this tolerance does not exist in Indonesia, specifically in schools throughout Indonesia and in the surrounding environment, such as bullying friends, disturbing friends who are studying, disturbing friends who are praying, not respecting friends' opinions. , there will be quarrels, and there will be divisions.



Figure 4. Teachers play a big role in providing learning about tolerance in schools

It can be seen from the results of the diagram above that many students and educators chose to strongly agree with the teacher's question, which plays a big role in providing learning about tolerance in schools. From there it can be seen that teachers have a very important role in providing learning about good and correct tolerance. There were 4 options to answer the question, namely 26 who answered strongly agree, 25 who answered agree, 1 who answered disagree and finally 0 who answered disagree. If analyzed from the results of data obtained from respondents, it can be seen that many people answered strongly agree, this is because the role of the teacher has a very big influence and plays an important role in providing lessons about tolerance in schools, namely acting as an informer, mediator, motivator and also as a supervisor in cultivating an attitude of tolerance and applying the values of tolerance to students at school to avoid division and unrest.



Figure 5. Learning tolerance can shape students' attitudes and behavior for the better

It can be seen from the diagram above how students' and educators' responses to learning tolerance can shape students' attitudes and behavior for the better. Research conducted at An Nahl IT Middle School in Guguak, can be seen from students and educators who tend to strongly agree that learning tolerance can shape students' attitudes and behavior for the better. The results of filling out the questionnaire obtained from this statement were 29 students and educators who answered strongly agree, 22 students who answered agree, 1 student who answered disagree and finally 0 students or educators who answered disagree. And the results found that more people choose to strongly agree with learning can shape the character of students' attitudes and behavior for the better. It can be seen here that learning tolerance can strengthen ties of brotherhood, unite differences, increase peace and avoid conflict and division between people.

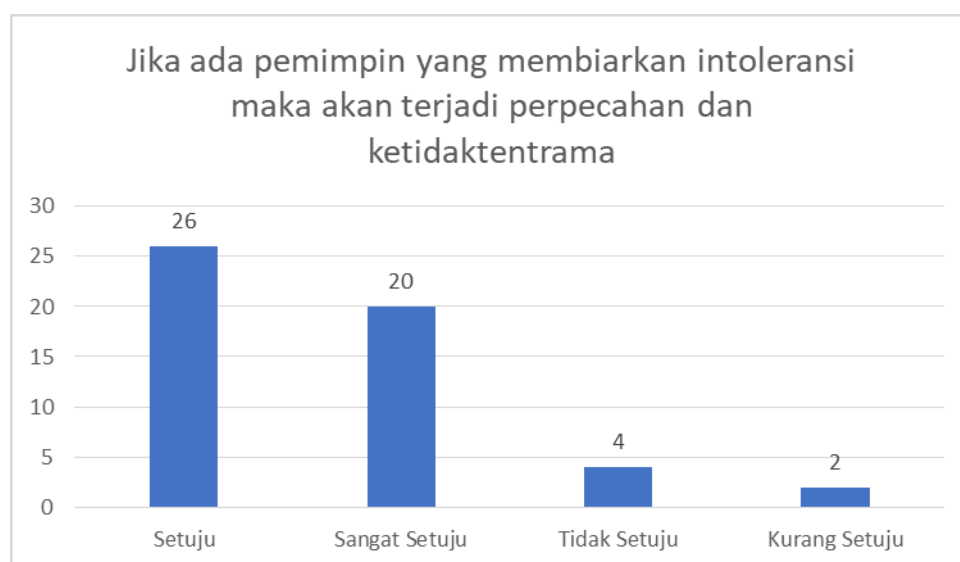


Figure 6. If a leader allows intolerance, division and unrest will occur

Judging from the results of the respondents in the diagram above, there are 26 people who answered agree, 20 people answered, 4 people answered disagree and finally 2 people answered disagree. Research conducted at An Nahl IT Middle School in Guguak, it can be seen that students and educators are more inclined to choose to agree regarding the fact that if there are leaders who allow intolerance then there will be division and unrest. If we analyze the students who answered agree and strongly agree, it is because for them if there is a leader who allows intolerance, there will be division and unrest in the surrounding environment, this is what causes a safe, peaceful and peaceful environment to become an unsafe, peaceful and peaceful environment. And students who answered disagreed because for them, if leaders allow intolerance, there will be division and unrest and can also lead to arguments over differences. And for students who answered that they did not agree, it was because for them as leaders they should not allow this intolerance to occur, if it is allowed to happen, there will definitely be divisions, unrest, disharmony, lack of peace and also damage to the sense of brotherhood that is closely intertwined because of mutual respect and respect for differences.



Figure 7. Implementing tolerance education in schools will create comfort, tranquility and harmony

It can be seen from the diagram above how the responses of students and educators to the implementation of tolerance education in schools will create comfort, tranquility and harmony. This research was conducted at An Nahl IT Middle School in Guguak, it can be seen that students and educators tend to strongly agree that implementing tolerance education in schools will create comfort, tranquility and harmony. The results of filling out the questionnaire obtained from this statement were 29 students and educators who answered strongly agree, 21 students and educators who answered agree, 2 students and educators who answered disagree and finally 0 people who answered disagree. And the results obtained were that most people strongly agreed. What can be seen from this is that the implementation of tolerance education in schools will be able to create comfort, tranquility and harmony due to living with mutual respect, respecting each other's differences, and preventing divisions from occurring.



Figure 8. Do you agree to differentiate between ethnicities, religions, races and customs/culture in schools

It can be seen from the results of the respondents in the diagram above that the responses of students and educators regarding whether you agree to differentiate between ethnicity, religion, race, customs/culture in school. Research at AN Nahl IT Middle School in Guguak, it can be seen that students and educators are more inclined to disagree regarding whether you agree with differentiating between ethnicities, religions, races and customs/culture at school. The results obtained from filling out the questionnaire from this statement were 34 people who answered disagree, 8 people who answered strongly agreed, 5 people who answered agreed and 5 people who answered disagreed. From the results obtained, many choose not to agree with whether you agree with differentiating between ethnicities, religions, races and customs/culture in schools because it can cause division, can reduce the feeling of brotherhood between people, can create a feeling of discomfort and peace, can cause quarrels, and can also cause social inequality.



Figure 9. If a friend has a different opinion, we must respect his opinion and be kind to him

It can be seen from the results of the respondents in the diagram above that there were 31 students who answered strongly agree, 20 students who answered agree, 1 student who answered disagree and 0 students who answered disagree. If in the analysis the students who answered strongly agree and agree because for them if there is a friend who has a different opinion from him then he respects the difference of opinion expressed by his friend in that opinion and does good to him without having to differentiate between ethnicity, religion, race and customs. customs, such as teaching material that is not understood by friends who do not understand the lesson or their friends are not good at the subject matter. And for students who answered that they didn't agree, because maybe they didn't understand how to respect the opinions of their friends who had opinions because according to them, they didn't agree with their friends or they didn't share the same

opinion as their friends who expressed their opinions or they also didn't think the same way when it came to their friends' opinions. who expressed his opinion.



Figure 10. Do you agree that if a friend is praying he will be disturbed by his friend?

It can be seen from the diagram above how students and educators respond to whether you agree if a friend is praying and is disturbed by his friend. This research was conducted at An Nahl IT Middle School in Guguak, it can be seen that students and educators are more inclined to disagree which is related to whether you agree if a friend is praying and is disturbed by his friend. The results of filling out the questionnaire obtained from this statement were 37 students who answered disagree, 7 students who answered agree, 7 students who answered strongly agree, and 1 student who answered disagree. From the results obtained, many people choose to disagree because it can be seen from how someone respects and respects friends who are praying without being disturbed by their friends or other people. For people who choose to strongly agree and agree, they may still lack deep understanding. about the values of tolerance that have been implemented in schools and the lack of attention to the differences that exist in Indonesia and for people who do not agree, perhaps they still lack understanding of tolerance.

So from the 10 surveys that the researchers have described, it can be concluded that the tolerance education model in SMP IT can be used as an educational medium that supports the learning process in schools which is able to increase students' tolerant spirit. This includes being able to find out the benefits and uses of the tolerance education model for students in schools in increasing the spirit of tolerance and increasing the sense of brotherhood and kinship. Because most respondents answered strongly agree and agree compared to the other 2 options. This tolerance education model can be an aid in understanding how to respect each other and respect each other's differences at school, both among friends and teachers, as a support in the learning process so that good and commendable behavior is created by students, both in the family environment, schools and communities that teach how to accept and appreciate differences from other people and disputes can be prevented and also avoid divisions between students at school which can create an environment that is not peaceful and difficult to reconcile.

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The results of this survey were that many people answered strongly agree and agree and there were also 34 people and 37 people who answered disagree in the survey related to whether you agree with differentiating between ethnicities, religions, races and customs in schools? And do you agree that if a friend is praying, his friend will disturb him? From this it can be concluded that the success of implementing the tolerance education model in SMP IT is due to the large number of students who have a spirit of tolerance and a sense of brotherhood and kinship at school. Therefore, this model of tolerance education is very important to be implemented in schools and is also beneficial for students in implementing tolerance in their lives and teachers play a very big role in teaching tolerance education to their students so that they can build better character and strengthen ties of friendship, and increase the sense of togetherness between individuals. If this tolerance education is not implemented from an early age until now, it will create an environment that is not peaceful, not peaceful, not harmonious and can lead to divisions and disputes in the family, school and community.

## **CONCLUSION**

Based on the data collection and research results that have been collected by researchers, it can be concluded that the tolerance education model at An Nahl IT Middle School in Guguak is very important to implement and this tolerance education has been implemented well. This tolerance education is very beneficial for students. Teachers have a big influence on students regarding tolerance education and teachers are also required to provide tolerance learning to students at An Nahl IT Middle School in Guguak. This tolerance learning aims to train students' attitudes of mutual respect and mutual respect, both between students and towards their teachers. The attitude of tolerance that exists at An Nahl IT Middle School in Guguak is how they respect their teachers in providing lesson material in class or they respect every opinion put forward by their friends and do not discriminate in choosing friends who do not look at their friends' shortcomings. , do not disturb friends who are praying, do not disturb friends who are doing their teacher's assignments, can respect friends who are of different ethnicity, religion, skin color or race, customs, culture, regional language and so on. So that's why the teachers taught this tolerance not only to IT An Nahl Middle School, but this tolerance must be taught to them from an early age, for example from PAUD, Kindergarten, Elementary, Middle School, High School to tertiary education. Because in social life, tolerance is really needed, because if this tolerance does not exist then there will be chaos, division and unrest. By learning tolerance, students can shape their character to be even better so that they can reduce their high sense of selfishness, can strengthen the ties of brotherhood between fellow humans and can also create peace, comfort, tranquility, security, harmony and harmony.

## **SUGGESTION**

Based on the research that has been described in the data analysis above which has been submitted by researchers regarding the tolerance education model at SMP IT, it can

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be concluded that the tolerance education model at SMP IT An Nahl in Guguak can be said to be running well and education has also been implemented. This tolerance in school is very beneficial and useful for students in everyday life. The role of teachers in schools also has a big influence on students in providing learning related to tolerance. It is best to teach and implement this tolerance education from an early age, for example starting from PAUD, Kindergarten, Elementary, Middle School, High School and College education. Because in social life we really need lessons of tolerance. If this tolerance education does not exist, it will result in conflict, chaos, division, insecurity and disharmony. So avoid bad actions that will damage the sense of brotherhood between friends. Therefore, tolerance education is very necessary which can build students' characters to be better, such as the attitude of students who respect each other and respect each other in differences, be it ethnicity, religion, race, customs, language, culture and so on. and can reduce feelings of selfishness and high prestige.

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