

Analysis of Students' Perceptions of Ethnic and Racial Diversity in Higher Education Environments

Pratama Setiawan ^{a,1*}, Intan Cahyani Aprilianti ^{a,2}

^a Universitas Sriwijaya

^{1*} prtma2003@gmail.com

² intndyt16@gmail.com

*Corresponding Author

Abstract

Ethnic and racial diversity refers to the existence of various ethnic and racial groups in society that include differences in geographic origin, culture, language, religion and social practices. Ethnic and racial diversity in higher education refers to a group of students, faculty, and staff who come from different ethnic and racial backgrounds. This is a new challenge and opportunity for universities in managing ethnic and racial diversity. Ethnic and racial diversity is an important aspect in creating a conducive and inclusive higher education environment for all students. This research aims to analyze students' perceptions of ethnic and racial diversity in the Sriwijaya University environment. This research uses a quantitative method with a survey method by distributing questionnaires to students at Sriwijaya University with various faculties and various ethnic and racial backgrounds for each student. The research results obtained show that the majority of students have positive perceptions of ethnic and racial diversity at the universities where they study. Positive perceptions from students who think that diversity in the university environment provides benefits in expanding interviews, increasing tolerance, and enriching learning experiences. However, there are also several challenges faced, such as the existence of negative stereotypes and prejudice among ethnic groups. It is hoped that these findings can become the basis for universities to develop more inclusive policies and create a harmonious and tolerant academic environment.

Keywords: Perception, Diversity, Tolerance.

This is an open-access article under the CC-BY-SA license.



1. Introduction

Indonesia is an archipelagic nation and is home to many ethnic groups and races. Each of these diverse groups has its own distinct identity within specific regions. This diversity demonstrates that the Indonesian people are a heterogeneous nation. Therefore, Indonesians must respect differences and practice mutual tolerance as they live side by side. The diversity of the Indonesian people becomes a source of identity and wealth when utilized through cooperation and synergy among all regions to build the nation together (Yulianti & Dewi, 2021). The development of a nation is closely linked to the development of its younger generation. The younger generation is a social group still in the process of forming its identity. Therefore, a way of life as a nation and state based on shared values must be instilled in this generation (Ghofir, 2020).

Ethnic and racial diversity is a crucial aspect of social dynamics within higher education. Currently, increased global mobility and increasingly open access to education have made campuses, particularly in Indonesia, a meeting place for students from diverse ethnic and racial backgrounds. This situation demonstrates that diversity has become an integral part of everyday life in academic environments. This diversity not only reflects the social realities of the wider society but also provides numerous positive impacts, such as enriching learning experiences, fostering mutual respect, and improving students' ability to understand and interact with

differences. Through interactions that occur on campus, students also learn to be more tolerant and open to various differences in culture, language, and customs. Thus, diversity can be an important tool in shaping students' social character. Diversity itself is a reality that is always present in society and cannot be avoided, in fact, it has become one of the main realities of human life from the past to the present and into the future (Alfindo, 2023).

The diversity of ethnicities and races in Indonesia can give rise to various conflicts stemming from this plurality. This indicates that mature and wise attitudes within the student community remain relatively limited. Numerous issues that have occurred demonstrate certain shortcomings in education in Indonesia, particularly regarding awareness of unity and cohesion in responding to diversity (Afrizal & Najicha, 2022). Ideally, diversity should serve to strengthen Indonesia as a nation. Therefore, it is expected that a greater awareness will foster attitudes of appreciation, compassion, respect, and mutual support among individuals (Kurniawati & Najicha, 2023).

Higher education institutions, as providers of education at the highest level, have a significant role and responsibility in addressing various academic and non-academic demands that can potentially create stress for students (Mawakhira Yusuf & Ma'wa Yusuf, 2020). In the Indonesian context, universities currently serve as meeting places for students from diverse social, cultural, religious, and linguistic backgrounds. This diversity fundamentally adds color to campus life, but it also presents significant challenges, particularly in fostering tolerance among students. Furthermore, this diversity influences social interaction patterns on campus, ensuring they develop positively and reflect values of mutual respect, upholding democratic principles, and fostering a peaceful life within diversity (Rahmawati et al., 2023).

Learning in higher education, among other objectives, aims to enhance students' competencies across the affective, cognitive, and psychomotor domains. Through the development of these competencies, students are expected to improve their critical thinking skills, both in their actions and behaviors within society (Nukman, 2022). Furthermore, the increasing intensity of interactions among citizens, coupled with ethnic diversity within the education system, constitutes an important aspect that not only enriches students' learning experiences but also requires effective management (Linne et al., 2024).

Education is one of the fundamental aspects of human life. It enables individuals to acquire the knowledge, skills, and qualifications necessary to achieve a better quality of life. Schools and universities serve as microcosms of cultural diversity within the educational context (Pradanna et al., 2023). However, the acceptance and management of diversity often encounter various challenges. Students' perceptions of ethnic and racial diversity are frequently influenced by factors such as stereotypes, prejudice, and personal experiences. These perceptions can affect social interactions, classroom dynamics, and even academic performance. Therefore, it is important to understand how students respond to and evaluate diversity within higher education environments.

In practice, the implementation of diversity values in higher education has not been fully optimal. Several studies indicate that poorly managed diversity can trigger conflict, prejudice, and reduce the quality of social interaction. Research by Zega et al. (2024) shows that ineffective diversity management can lead to internal conflict and decrease the quality of cooperation in social environments. This suggests that diversity does not always have positive outcomes if it is not accompanied by inclusivity and tolerance.

In addition, diversity in certain circumstances can also lead to the formation of social groups based on specific backgrounds, such as ethnicity or regional origin. This situation has the potential to hinder broader cross-cultural interactions and limit students' opportunities to develop a more comprehensive understanding of the differences that exist on campus. Dohona (2024) states that diversity inherently holds great potential for fostering creativity and innovation, but this potential can only be optimally realized if supported by an inclusive and conducive environment for all individuals.

Student perceptions play a crucial role in determining how diversity is managed and addressed on campus. Positive perceptions can foster harmonious interactions, effective collaboration, and mutual respect between individuals. Conversely, negative perceptions can foster stereotypes, prejudice, and even potentially lead to social conflict in the academic

environment. Therefore, studying student perceptions is crucial for a deeper understanding of the dynamics of diversity in higher education.

Conversely, previous research has largely focused on issues of multiculturalism and tolerance within the context of society in general. However, studies specifically addressing student perceptions of ethnic and racial diversity in higher education settings are still relatively limited, particularly in the Indonesian context. This situation indicates a research gap that still needs further exploration. In line with this, Khilmi et al. (2024) stated that Indonesia, as a multicultural country, faces unique challenges in maintaining social harmony amidst very high levels of diversity.

This study aims to explore students' perceptions and views regarding ethnic and racial diversity in higher education environments. By understanding these perceptions, educational institutions can design more effective policies and programs that support inclusivity and harmony on campus. Furthermore, this study is expected to contribute to the development of literature on diversity in higher education.

2. Metode

This study employed a quantitative approach with a descriptive survey method. The quantitative approach was used to describe students' perceptions of ethnic and racial diversity based on numerical data obtained from respondents. The survey method was chosen because it enables direct data collection through questionnaires distributed to students. Descriptive research aims to systematically, factually, and accurately describe a phenomenon based on the collected data without manipulating the research variables (Rismi et al., 2023).

The population in this study consisted of students of Sriwijaya University. The sample comprised 100 respondents from various faculties. The sampling technique used was simple random sampling, ensuring that each student had an equal opportunity to be selected as a respondent. This technique was applied to obtain more representative data of the general student population.

Data in this study were collected through questionnaires, documentation, and literature review. The questionnaire served as the primary instrument for primary data collection and was designed using a five-point Likert scale, namely Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

The questionnaire was developed based on five indicators of students' perceptions of ethnic and racial diversity in higher education, namely: (1) personal experiences with diversity, (2) perceptions of diversity in the campus environment, (3) the impact of diversity on academic life, (4) attitudes and beliefs toward diversity, and (5) knowledge of diversity. These indicators were used as the basis for presenting the research results in the form of percentages and graphical representations.

In addition to questionnaires, documentation techniques were used to obtain supporting data regarding the general condition of Sriwijaya University as a higher education institution with diverse students. A literature review was also conducted to strengthen the theoretical foundation related to the concepts of perception, ethnic and racial diversity, and the dynamics of diversity in higher education settings.

The collected data were analyzed using descriptive statistical analysis by calculating the frequency and percentage of respondents' answers for each Likert scale category. The results were then presented in tables and charts to clearly illustrate the distribution of students' perceptions. The percentage was calculated using the following formula.

$$P = \frac{f}{n} \times 100\%$$

Where P has been representing the percentage, f has been representing the frequency of responses, and n has been representing the total number of respondents. The results obtained from this analysis have subsequently been used to describe students' perceptions of ethnic and racial diversity within the higher education environment of Sriwijaya University, based on the predetermined indicators that have been established in the study.

3. Result and Discussion

The respondents who participated in filling out the questionnaire in this study were students from a university, with a total of 100 participants actively involved in the survey as listed in Table 1. Of the total number of respondents, 59 were female respondents, while the other 41 were male respondents. This composition based on gender provides a fairly informative picture regarding the level of student participation in the study, while also serving as a basis for understanding the distribution of respondents in a more structured manner. In addition, the difference in numbers between the two gender groups also provides an opportunity to gain deeper insights into the variations in perceptions, views, and experiences that may emerge differently among female and male respondents in the context of this study.

Table 1. Demographic characteristics respondents

	Demographic characteristics	N (Percentage)
Gender	Male	41 (41%)
	Female	59 (59%)

The relatively balanced gender proportion allows the data to be used to analyze how gender-related factors may influence students' perspectives on diversity within the campus environment. Differences in social and academic experiences between male and female students, for example, may contribute to how they perceive and respond to ethnic and racial diversity. Therefore, further analysis of the relationship between gender and perceptions of diversity would provide significant added value in understanding the dynamics of social interactions at Sriwijaya University. Furthermore, this data can serve as a basis for designing programs that are more inclusive and responsive to the needs and aspirations of all students, regardless of their gender background.

Personal Experiences with Diversity

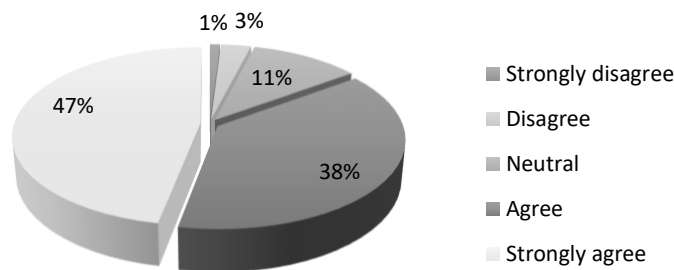


Figure 1. Students' perceptions of personal experiences with diversity

The research results showed that 47% of respondents strongly agreed and 38% agreed that they had direct experience interacting with ethnic and racial diversity on campus. Meanwhile, 11% of respondents were neutral, 3% disagreed, and 1% strongly disagreed. The predominance of responses in the agree and strongly agree categories indicates that students at Sriwijaya University tend to frequently interact socially with peers from various ethnic and racial backgrounds. This occurs because students studying at this university come from various regions in Indonesia, indirectly creating a multicultural and diverse campus environment. This diversity then creates a broad space for interaction for students to get to know each other, adapt, and understand each other's differences in their daily lives on campus.

These interactions occur in various environmental contexts, both within the classroom learning process and outside of academic activities. In the classroom, interactions are evident through discussions, presentations, and group work. Outside of the classroom, interactions can be found in student organization activities, study group discussions, and various other social

activities. As a result of these conditions, students routinely and continuously meet and interact with individuals who have different habits, language backgrounds, and communication styles.

This educational environment, slowly but surely, accustoms students to living and thriving within a profoundly diverse social fabric. This process of immersion is not merely about physical coexistence; it is about how the academic structure necessitates meaningful, cross-cultural engagement. For instance, in collaborative group work activities, students are consistently required to recalibrate their communication styles to ensure clarity and cohesion. They must learn the art of active listening—moving beyond simply hearing words to truly internalizing others' opinions—while demonstrating a high degree of mutual respect for perspectives that may clash with their own preconceived notions.

These cumulative experiences serve as a practical laboratory for social intelligence, ultimately helping students realize that differences are a natural, normal, and inevitable component of a heterogeneous academic landscape. Rather than viewing diversity as a source of friction, students begin to see it as a catalyst for collective problem-solving.

Over time, this continuous and structured interaction contributes significantly to the development of a more sophisticated, open, and adaptive mindset. By repeatedly navigating these social complexities, students undergo a psychological shift that reduces the reflexive tendency to negatively evaluate or stigmatize the differences they encounter. Consequently, this environment does more than just impart knowledge; it fosters a resilient social character, preparing students to navigate the intricate global realities where adaptability and inclusivity are no longer just ideals, but professional necessities.

Furthermore, the diverse campus environment helps students adapt more easily to social interactions. They become accustomed to collaborating with anyone, regardless of regional or cultural background. This fosters mutual respect and tolerance in everyday life. Thus, the findings indicate that Sriwijaya University provides strong, concrete exposure to diversity, functioning not only as an academic institution but also as a social learning environment.

Perceptions of Diversity on Campus

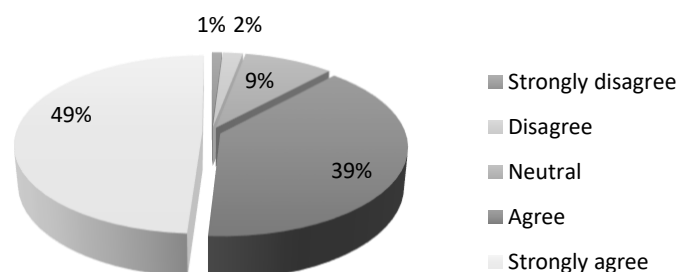


Figure 2. Students' perceptions of diversity on campus

The survey results showed that 49% of respondents strongly agreed and 39% agreed that the campus environment has a high level of diversity. Meanwhile, 9% of respondents were neutral, with 2% disagreeing and 1% strongly disagreeing. This high level of agreement reflects Sriwijaya University's broad diversity, with students coming from nearly all regions of Indonesia and with diverse backgrounds. This situation leads students to view ethnic and racial diversity in the learning environment as a positive, especially when supported by effective institutional policies that create an inclusive campus atmosphere. In students' views, this diversity can actually increase their sense of comfort in interacting, adapting, and actively participating in various academic and non-academic activities on campus.

Furthermore, students view an inclusive and respectful environment as a catalyst for a more open exchange of ideas. Diversity encourages discussions with peers from diverse perspectives, leading to new ideas and broader thinking. It also strengthens collaboration as students learn to understand and respect differences of opinion in academic and extracurricular activities.

Institutional support plays a crucial role in creating an open and inclusive campus environment. A safe, comfortable, and non-discriminatory environment makes students feel accepted and valued. This not only enriches the academic experience but also fosters tolerance, cooperation, and readiness for broader social interactions in the future.

The Impact of Diversity on Academic Life

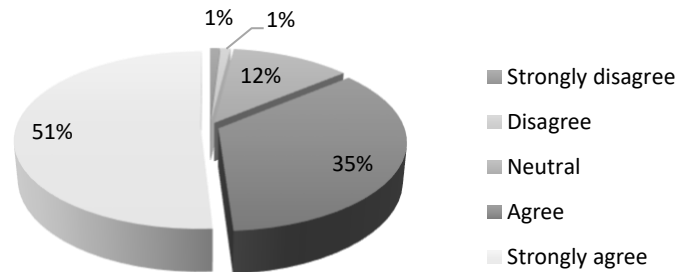


Figure 3. Students' perceptions of the impact of diversity on academic life

Based on survey results, student perceptions of diversity on the Sriwijaya University campus showed that 51% of respondents strongly agreed and 35% agreed with the statement. Meanwhile, 12% of respondents were neutral, and 1% each disagreed and strongly disagreed. These findings indicate that the majority of students strongly acknowledge the existence and positive impact of diversity on campus. Overall, these results indicate that students perceive diversity as making a significant contribution to their academic lives. Diversity is seen as enriching the learning experience, broadening perspectives, and supporting a more open and inclusive academic environment.

Ethnic and racial diversity on campus is considered to positively impact the learning experience by enhancing discussion and broadening students' perspectives. Being involved in a diverse environment allows students to be exposed to a variety of viewpoints and ideas, enabling them to develop an appreciation for differences and build valuable interpersonal skills. Discussions involving diverse perspectives not only enrich the learning process but also help students develop critical thinking skills. Therefore, diversity on campus can be considered a crucial factor in developing more open-minded individuals who are better prepared to face the challenges of the professional world. Learning in a diverse environment also fosters empathy and tolerance among students, which are essential skills in a multicultural society. Students who are accustomed to interacting with peers from diverse backgrounds are more likely to adapt effectively in a harmonious social environment. This highlights the importance of educational institutions continuing to promote and support diversity through policies and programs that encourage integration and inclusion. These efforts ensure that all students can benefit from diversity and leverage it as a strength in their future personal and professional development.

Attitudes and Personal Beliefs toward Diversity in the University Environment

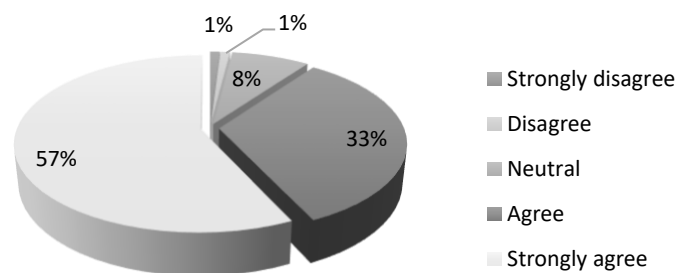


Figure 4. Students' perceptions of attitudes and personal beliefs toward diversity in the university environment

Based on the survey results, student perceptions of diversity within the campus environment at Sriwijaya University showed that 57% of respondents strongly agreed and 33% agreed with the statement. Meanwhile, 8% of respondents were neutral, and 1% each disagreed and strongly disagreed. The findings presented in Table 4 indicate that the majority of students have a positive view of diversity within higher education. In general, the majority of respondents believe that diversity within higher education contributes to shaping individual attitudes and beliefs to become more open, particularly in understanding how ethnic and racial diversity can enrich the existing culture on campus. Furthermore, this diversity is also seen as supporting various institutional policies aimed at promoting social integration and inclusion within the academic community.

Students view ethnic and racial differences not simply as variations, but as forms of cultural richness that enhance the learning experience and social interactions on campus. This perspective fosters an environment conducive to the exchange of diverse ideas and perspectives, thus fostering creativity and innovation. This view also reflects strong support for the policies implemented by higher education institutions. Students recognize that diversity not only adds social value but also serves as a key factor in creating a more inclusive and collaborative learning environment. Thus, the survey findings not only illustrate students' attitudes toward diversity but also highlight their expectations for institutional commitment to promoting values of tolerance and mutual respect within the campus community. More broadly, this awareness of the importance of diversity is expected to generate positive impacts not only within Sriwijaya University but also in the wider community.

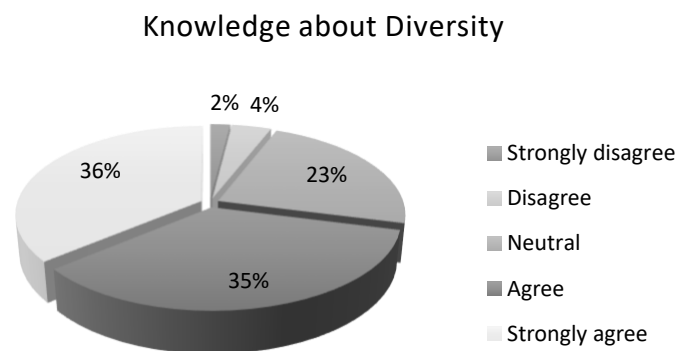


Figure 5. Students' perceptions of knowledge about diversity

Based on the survey results, student perceptions regarding knowledge related to diversity on the Sriwijaya University campus showed that 36% of respondents strongly agreed and 35% agreed. Furthermore, 23% of respondents were neutral, while 4% disagreed and 2% strongly disagreed. These findings indicate that the majority of students have a fairly high awareness of the importance of knowledge about diversity on campus. In general, this also reflects that students believe that every individual needs to have an adequate understanding of the diverse environment. Furthermore, these results indicate that issues related to diversity are well-known, understood, and have become part of students' daily lives on campus.

This knowledge encompasses a comprehension of various issues related to ethnic and racial diversity, both from a social perspective and from real-life experiences on campus. Furthermore, students are increasingly aware of campus policies that support the creation of an inclusive environment that respects differences. With this understanding, students not only view diversity as something that exists naturally but also recognize that it needs to be managed effectively to create a harmonious environment. The survey results also show that students view diversity not only as something to be accepted, but also as an opportunity for learning and growth. In lectures and organizational activities, students are often faced with situations involving differences of

opinion and background. These situations encourage them to understand others' perspectives and broaden their awareness of the differences around them. Indirectly, this helps students develop social and academic skills.

In an educational context, an understanding of diversity plays a crucial role in shaping student attitudes. With a sound understanding of diversity, students are expected to adapt more easily to different environments and become more open-minded. Furthermore, this understanding also helps foster empathy and mutual respect among individuals. Therefore, students are expected to not only understand diversity theoretically but also apply it in their daily lives as part of developing a tolerant and responsible character.

Overall, the results of this study indicate that student perceptions of ethnic and racial diversity at Sriwijaya University tend to be positive across all measured indicators. This finding indicates that the university environment serves as a multicultural social space, allowing students to engage intensively with individuals from various ethnic, cultural, and regional backgrounds.

Regarding the indicator of personal experiences with diversity, the results indicate that most students have direct experience interacting with individuals from different ethnic and racial backgrounds. This finding aligns with the research of Belianti et al. (2025), who stated that intercultural interactions in higher education environments provide students with the opportunity to gain meaningful exposure to cultural differences, while simultaneously strengthening their social adaptability in academic contexts. Furthermore, various forms of interaction that occur in academic activities, such as group discussions, collaborative work on assignments, and involvement in student organizations, are important platforms for building mutual respect, developing tolerance, and gradually reducing the tendency towards ethnocentric attitudes among students.

Students' perceptions of diversity on campus are also generally positive. This aligns with Firdausi and Patrianti (2023), who found that participation in a multicultural campus program strengthens students' perceptions of inclusivity and increases their appreciation of diversity within the higher education environment. An inclusive environment contributes to psychological comfort, enabling students to actively participate in learning without being limited by cultural differences.

Regarding the impact of diversity on academic life, results indicate that diversity contributes to improving the quality of discussions, critical thinking, and collaboration among students. This is supported by international findings showing that diversity within academic groups increases cognitive engagement and knowledge exchange, ultimately enhancing collective problem-solving processes (AlShebli et al., 2018). In multicultural classrooms, students are exposed to diverse perspectives that stimulate analytical and argumentative thinking.

Furthermore, diversity also plays a significant role in shaping students' social attitudes, particularly in terms of empathy and tolerance. Susanto and Kumala (2020) explain that tolerance in a multicultural environment is closely related to an individual's value system and the patterns of social interaction established in daily life, ultimately fostering mutual respect amidst existing differences. This demonstrates that exposure to diversity not only impacts students' academic experiences but also contributes more broadly to character development. Through ongoing interactions in diverse environments, students indirectly learn to understand others' perspectives, become more open, and develop empathy in dealing with differences.

However, on the knowledge indicator about diversity, a relatively significant proportion of neutral responses was still found. This indicates that students' conceptual understanding of diversity has not yet fully developed. Similar findings were reported by Nawawi et al. (2024), who stated that although students are exposed to diversity in their daily lives, their theoretical understanding of multicultural concepts is still limited and needs to be strengthened through a structured learning approach. Therefore, integrating multicultural education into the formal curriculum is crucial to balance experiential and conceptual understanding.

Overall, this study confirms that ethnic and racial diversity in higher education environments has a positive impact on students' social attitudes, academic abilities, and character development. Diversity on campus is not only a social reality but also acts as a factor that encourages richer and more meaningful learning experiences for students. These findings are further supported by

recent research, which states that multicultural environments significantly contribute to increased tolerance, collaboration skills, and cognitive development among students in higher education (Belianti et al., 2025). With intense interaction in a diverse environment, students have the opportunity to optimally develop their social and academic skills. Diversity should not only be seen as a social condition inherent in the campus environment, but also as a valuable educational resource, which can strengthen the quality of higher education in Indonesia in a sustainable manner.

4. Conclusion

This study concludes that students' perceptions of ethnic and racial diversity at Sriwijaya University are generally positive across all indicators. Most respondents reported direct experiences with diversity, viewed the campus as a multicultural environment, and recognized the positive impact of diversity on their academic and social life. These findings indicate that the university functions as a multicultural space where students regularly interact with peers from various ethnic and racial backgrounds, both in academic and non-academic activities.

The results also show that diversity contributes to the development of students' academic skills, particularly in enhancing critical thinking, communication, and collaborative abilities. Through group discussions and collaborative learning, students are exposed to different perspectives that encourage broader thinking and more constructive cognitive engagement. In addition, diversity plays an important role in shaping students' social attitudes, especially in fostering tolerance, empathy, and mutual respect.

Although the overall perception is positive, a portion of respondents still demonstrated neutral responses, particularly in the knowledge dimension. This suggests that students' understanding of diversity is still more strongly shaped by personal experience than by formal academic learning. Therefore, it is important for higher education institutions to further strengthen multicultural education through structured learning activities and institutional programs that promote inclusivity.

In general, the study highlights that well-managed diversity in higher education contributes positively to both academic development and character building. Sriwijaya University has successfully created an inclusive environment that supports intercultural interaction and social harmony among students. These findings emphasize the importance of maintaining and strengthening diversity-oriented policies in higher education to ensure a more tolerant, collaborative, and inclusive academic environment in the future.

5. References

- Afrizal, M. N., & Najicha, F. U. (2022). Urgensi Mata Kuliah Pendidikan Kewarganegaraan Di Kalangan Mahasiswa Pada Zaman Millennial. *Jurnal Kewarganegaraan*, 6(1), 1345–1351. <http://journal.upy.ac.id/index.php/pkn/article/view/2713>
- Alfindo, A. (2023). Pentingnya Nilai-Nilai Pendidikan Multikultural Dalam Masyarakat. *Jurnal Dinamika Sosial Budaya*, 25(1), 242. <https://doi.org/10.26623/jdsb.v25i1.4427>
- AlShebli, B. K., Rahwan, T., & Woon, W. L. (2018). *The preeminence of ethnic diversity in scientific collaboration*. *arXiv*. <https://doi.org/10.48550/arXiv.1803.02282>
- Annisya Rismi, Supentri, & Indra Primahardani. (2023). Persepsi Mahasiswa Terhadap Toleransi Suku, Agama, Ras Dan Antar Golongan Di FKIP Universitas Riau. *INNOVATIVE: Journal Of Social Science Research*, 3(2), 6218–6226.
- Belianti, I. D., Surya, R. I., & Sya'bana, S. (2025). Globalization and cultural diversity on campus: A study of intercultural interactions. *Jurnal Penelitian Humaniora*, 30(1), 13–19. <https://doi.org/10.21831/hum.v30i1.68717>
- Dohona, W. (2025). Peran Diversity, Equity, and Inclusion (DEI) dalam Meningkatkan Inovasi dan Kinerja Organisasi. <https://doi.org/10.70404/likuid.v2i01.567>
- Jamal Ghofir. (2020). Transformasi Nilai Pendidikan Keberagamaan Pada Generasi Milenial. *Tadris: Jurnal Penelitian Dan Pemikiran Pendidikan Islam*, 14(1), 92–111. <https://doi.org/10.51675/jt.v14i1.74>
- Khilmi, AK., Findy, RA., Isviana, PS & Radianto, DO. (2024). Multikulturalisme Dalam Kehidupan

- Sosial Masyarakat Indonesia. *Jurnal Sains Student Research*, 2(2), 167-172. <https://doi.org/10.61722/jssr.v2i2.1193>
- Kristiani Zega, F., Halawa, F., & Waruwu, E. (2025). Analisis Implementasi Diversity, Equity, and Inclusion dalam Meningkatkan Kinerja, Produktivitas, dan Lingkungan Kerja Inklusif Karyawan. <https://doi.org/10.70404/likuid.v1i03.485>
- Kurniawati, A., & Najicha, F. U. (2023). Pentingnya Peningkatan Kesadaran Kewarganegaraan Pada Mahasiswa Di Lingkungan Kampus. *Jurnal Global Citizen : Jurnal Ilmiah Kajian Pendidikan Kewarganegaraan*, 12(2), 98-109. <https://doi.org/10.33061/jgz.v12i2.9971>
- Linne, L., Kainde, A., Langitan, J. S., Matindas, G. D., Weena, G., Mapasa, P., & Lumawir, F. L. (2024). *Dampak Keberagaman Etnis terhadap Toleransi Mahasiswa dalam Konteks Pendidikan*. 5, 1175-1186.
- Mawakhira Yusuf, N., & Ma'wa Yusuf, J. (2020). Faktor-Faktor Yang Mempengaruhi Stres Akademik. *Psyche 165 Journal*, 13(02), 235-239. <https://jpsy165.org/ojs/index.php/jpsy165/article/view/84>
- Nailah Azizah Firdausi, & Tria Patrianti. (2024). Persepsi Peserta Program Pertukaran Mahasiswa Merdeka tentang Citra Kampus yang Multikultural : Studi Deskriptif Kualitatif di Universitas Muhammadiyah Malang. *Filosofi : Publikasi Ilmu Komunikasi, Desain, Seni Budaya*, 1(4), 173-182. <https://doi.org/10.62383/filosofi.v1i4.382>
- Nawawi, M. A., Maksum, A., & Nurhasanah, N. (2025). Persepsi Rekognisi Toleransi Keberagaman Siswa dalam Upaya Penerapan Pendidikan Multikultural di SDN Jatinegara Kaum 11 Pagi: Perceptions of Tolerance Recognition of Student Diversity in Efforts to Implement Multicultural Education at SDN Jatinegara Kaum 11 Pagi. *Anterior Jurnal*, 24(Special-1), 28-33. <https://doi.org/10.33084/anterior.v24iSpecial-1.8965>
- Nukman, M. (2022). Pendidikan Multikultural Dalam Membentuk Karakter Bangsa Melalui Pembelajaran IPS SD Pada Mahasiswa PGSD FKIP UIR. *Jurnal Pendidikan Dan Konseling*, 4, 1707-1715.
- Pradanna, S. A., Purnama, M. M., & Fitriasari, S. (2023). Systematic Literatur Review : Urgensi Pendidikan Multikultural dalam Mencegah Sikap Etnosentrisme di Lingkungan Pendidikan. *Jurnal Inovatif Ilmu Pendidikan*, 5(2). <https://doi.org/10.23960/jiip.v5i2.27466>
- Rahmawati, C. A., Sa'adah, F., Nawwaf, M. F., Azzahra, N. R., Mubarok, S., Nugraha, D. M., & Yadi, R. (2023). Toleransi Beragama Di Perguruan Tinggi. *Media Ilmiah Komunikasi Umat Beragama*, 15(1), 29-38.
- Susanto, E. F., & Kumala, A. (2019). Sikap Toleransi Antaretnis. *TAZKIYA Journal of Psychology*, 7(2), 105-111. <https://doi.org/10.15408/tazkiya.v7i2.13462>
- Yulianti, & Dewi, D. A. (2021). Penanaman Nilai Toleransi dan Keberagaman Suku Bangsa Siswa Sekolah Dasar melalui Pendidikan Kewarganegaraan. *Jurnal Pendidikan Guru Sekolah Dasar*, 2(1), 60-70.