Multicultural and fun campus strategy

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ABSTRACT With globalization and increasing global uncertainty, cultural diversity has become one of the main factors affecting life. The difficulty of recruiting students due to the campus' rigidity in adopting cultural diversity is a significant loss. The steps for campus reform in adopting multiculturalism need a strategy implemented by campus leaders to look forward. This paper aims to reveal the essential factors that must be implemented to get to the Multicultural Campus (CM). The method of writing this paper uses a qualitative approach supported by various conclusions from various multicultural research reports. In addition to supporting research reports, this paper is a qualitative study of implementing CM successfully at the Muhammadiyah Education University of Sorong. The result is a CM creation strategy scheme applying several essential factors: vision, commitment, strategy and implementation. CM implementation includes Multicultural Campus Culture Creation, Multicultural Study and Development Center, CM Regulations, and Multicultural Campus Facilities. In addition, there needs to be government support and multiethnic communities.

1. INTRODUCTION

Universities worldwide are facing an unprecedented challenge where a complex society demands college graduates with more and more skills and capacities (Chan, 2016). Educational institutions continue to develop to fulfil their role in changing times. Evolutionary progress is periodically interrupted by the need for more extreme revolutionary changes (Arnold, 2018). Today's universities and colleges must prepare graduates with the knowledge, skills, and ethical responsibilities to meet tomorrow's society's needs and participate fully in the new global economy (Spellings Commission, 2006). These significant changes, in turn, have shifted higher education worldwide from being a public good to a commercial institution (Fischer, 2008; Pusser, 2006), where colleges and universities began operating as a corporate industry with dominant economic goals and market-oriented values (Thompson, 2014), which has reduced higher education to a transactional process rather than maintaining its transformative potential (Bylsma, 2015). This dual role has resulted in the emergence of new industrial models of privatization, commercialization, and corporatization, changed the traditional mission of higher education, and increased mission differentiation within the higher education system (Lambert, 2014). This situation makes universities experience pressure from competition and society's demands related to needs and culture.

With globalization and increasing global uncertainty, cultural diversity has become one of the main factors affecting life inside and outside any organization. Therefore, responding to cultural diversity is a challenging priority to achieve organizational goals. This includes absorbing differences and creating a healthy environment where all employees feel valued and their talents fully utilised (Mousa & Alas, 2016). Concern for cultural diversity has been widely accepted as a practical business issue, and it sets a new framework for human management practices in the 21st century (Subeliani & Tsogas, 2005). Responding to cultural diversity is one of the main challenges facing every organization (Mousa & Alas, 2016).

Against the controversial debate around race-conscious admissions policies and growing empirical support for the benefits of diversity education, higher education institutions appear to be increasingly united in their mission to attract, retain, and support a racially diverse undergraduate student population (Harper & Yeung, 2013). At the same time, structural diversity is undoubtedly an essential component of campus climate and is a predictor of racially heterogeneous friendships in college organizations (Fischer, 2008). This is important to be studied seriously.

Competition between universities has become dominant; on the contrary, the demands of society and culture have reversed direction. This is more pronounced in universities in multiethnic countries. Multi-ethnicity in a country contributes to new problems, aligning with multiethnic problems on campus. Many higher education institutions must help recruit multiethnic students (Reid & Ebede, 2018). On the other hand, there is a growing awareness of the multiethnic nature of most contemporary nation-states and the need for accountability. This aspect of pluralism in public policy. Some countries have

even adopted multiculturalism as their model for managing cultural diversity and have implemented detailed policies and programs. Recognizing the need for more excellent knowledge and understanding of cultural differences and responding to this need, these countries developed a series of cross-cultural training programs provided by both the government and the private sector (Sever, 2016).

The difficulty of recruiting students due to the campus' rigidity in adopting cultural diversity is a significant loss. Such conditions need to be fundamentally changed on campus. In addition to the difficulty of getting prospective students, other disadvantages arise due to the need for campuses to adopt multiculturalism. The campus atmosphere became dull and monotonous. The campus atmosphere became unpleasant.

On the other hand, the campus is still being prepared to produce graduates who can adapt to the diversity of cultures in the world. Moreover, the campus can only produce graduates who are passionate about their own culture. This becomes difficult to develop, and the campus becomes an unpleasant place. Higher Education Institutions must prepare for a future where cultural diversity is not a temporary phase but a constant reality (Sever, 2016).

The steps for campus reform in adopting multiculturalism need a strategy implemented by campus leaders to look forward. The view of multiculturalism as an obstacle for the campus to develop and campus with complete seriousness is the view of making the campus one step back. Multiethnic and multicultural problems need a strategic approach to campus to make it an advantage and change the campus atmosphere to be fun. This article reviews the theoretical results of strategy implementation at the Muhammadiyah University of Education, Sorong, West Papua. It has succeeded in developing an enjoyable CM strategy in the past few years.

2. LITERATURE REVIEW

2.1 Multicultural

Multicultural can be used and is being used in several aspects and carries several different meanings. Rarely in its users the term multicultural is defined explicitly. Multicultural, in some terms, is considered due to demographic aspects, while in others, it has a philosophical/ideological meaning, but others use it in a structural/political sense (Sever, 2016). In its demographic usage, "multicultural" refers to a culturally diverse society/group and geographical proximity of people from different cultural backgrounds. The structural/political meaning of multiculturalism refers to the sharing of power and equality for culturally diverse groups: striving to ensure equal opportunities and social equality for members of all cultural groups in society. From this point of view, a multicultural society implements sufficient mechanisms to eliminate discrimination against people from non-dominant cultural backgrounds. This society guarantees equal life opportunities for individuals from diverse cultural backgrounds.

From a philosophical/ideological point of view, a multicultural society views cultural diversity not as a threat to its solidarity but as an asset and a potential resource for internal enrichment. At the individual level, this means believing in people's rights to respect, maintain, and develop the ethnically specific components of their identities. This means nurturing and retaining a diverse composition of cultural communities at the national level. Whether an organization views cultural diversity as a liability or a potential asset dramatically influences how it seeks to deal with it. This problem will be described in the next section.

2.2 Multicultural Education (ME)

Multiculturalism is a philosophical position and movement that considers that the diversity of gender, ethnicity, race, and culture of a pluralistic society must be reflected in all structures of educational institutions, including educational institutions. Staff, norms and values, curriculum and student body (Banks & Banks, 2010; Banks, 2001), who defines ME as "an idea, an education reform movement, and a process". Due to its scope, multiculturalism is considered one of the essential concepts of academia in the 21st century.

The debate generally revolves around assimilation on the one hand and multiculturalism on the other (Bloemraad et al., 2008; Modood, 2011). However, there is a clear understanding that embracing diversity and finding ways to live harmoniously can create a healthy society in the long run. For this reason, all institutions, especially universities, that make up a nation must play an active role and adopt a multicultural curriculum which is an essential step towards creating a multicultural society.

ME is a process that emphasizes the differences between students and does not seek to deny their existence. This ensures that the process proceeds legally. ME is an education reform movement within the context of the more exhaustive societal reform process and supports the principle that there should be no inequality of educational opportunities due to differences in race, ethnicity, identity or social class. The purpose of this study was to identify the views of undergraduate students about ME. In this case, undergraduate students' attitudes in educational schools were examined to see if there were significant differences in their thoughts by considering the moderating variables of student gender, ethnic identity, type of university (private or public) and type of major.

Multicultural education aims to promote an understanding of unique cultural and ethnic heritage. To promote responsible and culturally responsive curriculum development. To facilitate the acquisition of attitudes, skills and knowledge to function in various cultures. Eliminate racism and discrimination in society (Name, 2021).

3. METHODS

The method of writing this paper uses a qualitative approach (Drisko, 2005) which is supported by various conclusions from various multicultural research reports. Research reports used as reference sources are national and international journals indexed by Sinta and indexed by Scopus for international journals. In addition, academic reports and other official academic writings are either on the website or in writing sheets. Journals, educational sheets or academic papers are searched using multicultural, education management, and campus improvement. Journals on multicultural issues generally come from countries that have heterogeneous citizens. In addition to supporting research reports, this paper is a qualitative study of implementing CM successfully at the Muhammadiyah Education University of Sorong. The implementation of CM at the Muhammadiyah Education University of Sorong has been
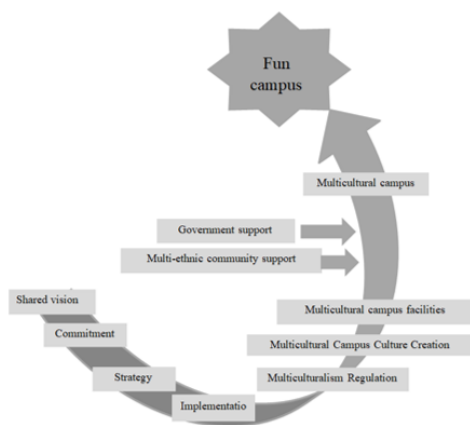
FIGURE 1. CM and Fun Strategy Schematic

officially established since 2007 until now. The campus is in a heterogeneous community of culture, religion and ethnicity.

4. RESULT & DISCUSSION

Based on what has been done, several important points are presented as the keys to developing a pleasant CM. The two main components discussed here are CM and a fun campus. Both are different goals which are then combined to become one goal. Figure 1 shows the schematic towards CM pleasing.

4.1 One Perception and Motivation of Campus Members

The perception of campus members is the first capital in accepting the differences caused by multiculturalism. The same perception that campus members have of multicultural existence is the first step to motivating campus members to get positive and negative forms of cultural differences. Furthermore, the motivation is managed in such a way as to generate positive values and turn negative values into a challenge in implementing CM. The change of negative multicultural values into challenging matters needs to be studied in a separate institution on campus called The Center for Multicultural Studies and Development. The importance of motivation in the existence of multiculturalism by campus members has become necessary to develop campuses in line with the current direction of world globalization (Bigatti et al., 2012).

4.2 Commitment Towards CM

Based on the analysis conducted (Paccione, 2000) revealed 11 factors that contribute to the development of commitment to ME. Furthermore, based on the phenomenological investigation, four process stages can be used to describe the effect of adherence to ME. These factors must be managed to strengthen the joint commitment of campus members to develop the campus into a CM. The steps towards mutual commitment also need to be carried out correctly. The collective responsibility of all campus community members is essential towards CM and as the primary condition for avoiding conflicts of perception and conflicts of interest as well as cross opinions in developing the campus towards CM.

4.3 Creating a Multicultural Campus Culture

A campus with academic members of various ethnicities and backgrounds will face challenges, unlike a campus with homogeneous academic members. A campus that has ethnic diversity and member backgrounds is a plural campus that must be managed wisely. Cultivating an adaptive character and being open to academic members is the path to CM's success. This success can be achieved if the strategy of a campus leader is carried out.

The five essential dimensions of multicultural education are content integration, knowledge construction processes, prejudice reduction, equity pedagogy, and empowering school culture and social structures (Banks & Banks, 1995). Enlarging these five dimensions will create another culture that becomes CM culture. The formation of the CM culture will then form a pleasant campus life.

4.4 The Center for Multicultural Studies and Development.

Establishing and developing a center for cultural studies on campus have proven that cultural centers can accommodate multiethnic minorities in the majority ethnic communication conducted at universities in America. Historically, cultural centres have been known for serving a greater responsibility to support minority students and share their culture, traditions, and values with the larger campus community (Reid & Ebede, 2018). A center for multicultural studies and development on campus was established to study:

a. Center for Research and comparative studies
b. Problems of differences and finding solutions to approaches to minimize clashes of differences, looking for opportunities to develop connectivity differences into something profitable.
c. Find solutions to the development of adaptive differences.
d. Look for the scheme of excellence of each culture as a strength and wealth of the campus.
e. Facilitate personal adaptation to other cultures
f. To examine the adaptation of bureaucracy, academic rules and regulations to the diversity of differences.

4.5 CM Regulations

Multiculturalism on campus needs to be strengthened through the recognition of campus legality, whether it is a stand-alone policy in a decision or included in the campus curriculum; inclusion of representation/ethnic sensitivity in public media and in licensing; exceptions to the dress code in public law; acceptance of dual citizenship; funding of ethnic organizations to support cultural activities; funding of bilingual and mother tongue teaching and affirmative action for immigrant groups is a positive step in the development of CM (Reid & Ebede, 2018).

Research conducted by Pewewardy and Frey at 33 American universities concluded that institutional leadership plays an important role in ensuring a campus climate that respects diversity (Pewewardy & Frey, 2002). The conclusion of this study indicates the importance of campus leaders in providing regulations for multicultural rules on their campuses to encourage multicultural acceptance.

Multicultural campus regulations are in detail, including multicultural recognition in academic laws and regulations. In addition, the implementation of rules is outlined as

a campus curriculum that includes multicultural teaching. Finally, the CM regulation will be in every policy direction that is applied. That will be the backbone and foundation of campus movement and development. Apart from that, regulation outside the multicultural context is carried out in an adaptive effort to the multiple differences of CM.

4.6 Multicultural campus facilities

Campuses that adopt CM need to provide their means of facilitating multicultural movements and aspirations. Facilities that need to be made are facilities that meet the needs of each difference and facilities that provide a combination of the differences themselves. It becomes a constraint on the budget problem, but it will be an advantage if this is fulfilled. Excellence will become visible and a campus icon if the facility of difference is carried out as a tribute to existing differences. Furthermore, it will get the recognition and trust of the community. This community trust will allow the campus to compete and benefit from the diversity of differences.

5. CONCLUSION

The impact of globalization is that access to education by the community becomes free without limits. People with different cultures are free to be educated. Campuses must adapt to cultural differences to be able to compete. CM is the right solution for the development of globalization. The campus can become multicultural, starting from a common vision and commitment to the academic community. Strategies are needed to lead to multicultural implementation. The support of the government and multiethnic communities is needed to form a CM. If the system is suitable for implementation (regulation, creating campus culture, complete facilities), CM will be fun.

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