


Fostering Cultural Insight: Exploring Multicultural Education through the Lens of the Younger Generation

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Abstract

This study aims to evaluate and analyze students' perceptions of multicultural education at IAIN Manado, focusing on how well these principles are implemented in practice. This study used a quantitative research method using a questionnaire as the main instrument to collect data from 61 participants. Data were analyzed using descriptive statistical analysis, which included frequency distribution, average score, and standard deviation. The study found that most participants felt proud and interested in learning about cultural and religious diversity at IAIN Manado. They also feel more open and tolerant of cultural and religious differences. The study results show that 87.93% of the younger generation have a positive perspective on IAIN Manado as a model of multicultural education in North Sulawesi. This study also provides insight into the effectiveness of multicultural education in increasing students' knowledge, attitudes, and behavior toward cultural and religious diversity. The results of this study can be helpful for policymakers and educators to develop effective strategies for promoting multicultural education in other educational institutions. However, further research is needed to explore the long-term impact of multicultural education on students' attitudes and behavior toward cultural and religious diversity.

Keywords: IAIN Manado, multicultural education, younger generation.

Introduction

As cultural and ethnic diversity increases, multicultural education at universities becomes more important. As academic institutions responsible for preparing future generations, universities must ensure that students have an inclusive and equitable experience and can effectively interact with people from different backgrounds (Wuryadi, 2010). Besides that, students can develop an understanding of religious, cultural, and ethnic diversity and broaden their thinking about previously unknown things (Sipuan et al., 2022). In addition, it also emphasizes the formation of universal moral values, such as justice, equality, and empathy (Rohmah et al., 2023). Moreover, It can also help combat discrimination, racism, and prejudice to support enriched understanding and recognition of religious, cultural, and ethnic diversity (Assegaf, 2011). It is because the primary goal of multicultural education is to create a tolerant society that respects differences and that can live in harmony and unity despite differences (Ibrahim, 2013). Furthermore, through education, diversity management becomes a force that reaches the nation and maintains harmony between groups in Indonesian society.

Several previous studies have explored the importance of multicultural education in creating an inclusive, tolerant, and harmonious environment (Hamzah et al., 2022;

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Sulistiyo & Indartono, 2019). Naz et al. (2023) reveal that multicultural education can increase students' awareness of the importance of appreciating cultural diversity, which contributes to creating a more inclusive educational climate. In addition, Sariyatun and Marpelina (2024) highlight the critical role of multicultural education in overcoming stereotypes and prejudices, often at the root of problems in intercultural interactions. However, despite these efforts, there still needs to be a significant gap in the practical implementation of these principles in educational settings, especially in areas with high cultural diversity, such as North Sulawesi. Another study by Hosnan et al. (2024) identified the challenges faced in internalizing multicultural principles in Islamic education institutions, where a more specific and contextual approach is often needed. Hence, although previous studies have underlined the benefits of multiculturalism, there still needs to be more in-depth and adequate studies to address the challenges students face in internalizing these concepts, especially in a multicultural Islamic educational environment.

This study positions itself by filling this gap, focusing on students' experiences and perceptions of multicultural education at IAIN Manado. The study aims to better understand the barriers and opportunities in effectively implementing multicultural education, especially in Islamic higher education. Therefore, the study addresses the following questions: How do students at IAIN Manado perceive the implementation of multicultural education across the social-cultural dimension? What specific challenges do they encounter in internalizing these multicultural principles, particularly in the psychological domain, and how do these challenges influence their campus interactions? The hypotheses tested propose that while IAIN Manado officially advocates for multicultural education, this initiative's effectiveness varies across different dimensions, with notable challenges in the psychological realm and mixed outcomes in educational practices, potentially hindering the creation of a fully inclusive and harmonious campus environment.

The primary objective of this research is to evaluate and analyze students' perceptions of multicultural education at IAIN Manado, focusing on how well these principles are implemented in practice. This study offers insights into the varying degrees of success in promoting multicultural understanding and tolerance within the institution. The findings are expected to inform the development of more targeted strategies to enhance the practical application of multicultural education within IAIN Manado and other institutions grappling with similar challenges related to cultural diversity.

Literature Review

Principles of Multiculturalism

Multiculturalism is a social and educational concept based on several fundamental principles underlie its application in society and education (Mappaenre et al., 2023). The main principles of multiculturalism include acceptance, appreciation, and integration of cultural, ethnic, and religious diversity (Ardhy, 2024a). Acceptance involves

recognizing and appreciating existing diversity without trying to eliminate these differences. Appreciation means giving value and respect to different cultures, while integration involves harmonizing various cultural elements in one society. These principles help overcome conflicts and tensions in diverse societies (Coleman et al., 2017; Nata-djaja, 2019).

The principles of multiculturalism have significant implications for the implementation of multicultural education. Genuine acceptance and deep appreciation of diversity require an inclusive and culturally sensitive approach to education. It involves adjusting the curriculum, teaching methodology, and learning environment to ensure that all voices and perspectives are valued. Methods used in multicultural education often involve project-based teaching, group discussions, and hands-on experiences that enable students to understand and appreciate diversity (Acar-Ciftci, 2019). These principles can be applied in educational programs designed to teach students about various cultures and histories in depth and encourage intercultural dialogue to build better understanding and tolerance (Ardhy, 2024b).

Multicultural Education

Multicultural education is an approach designed to promote understanding, appreciation, and positive interaction among individuals from diverse cultural backgrounds (Abduh et al., 2023). This concept involves the integration of multicultural perspectives into the curriculum and educational practices. The primary goal of multicultural education is to develop cultural awareness and sensitivity among students and to prepare them to function effectively in a diverse society (Mostafazadeh et al., 2015). Multicultural education focuses on introducing other cultures and developing skills to interact positively and constructively with individuals from different backgrounds (Banks, 1997).

In this context, the principles of multiculturalism are also supported by the teachings of the Qur'an, which emphasizes the importance of recognizing and respecting differences. For example, in Surah al-Hujurat, Allah says:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَاهُ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

O mankind, indeed, We have created you from male and female and made you into nations and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most pious of you. Indeed, Allah is Knowing and Acquainted." (QS. Al-Hujurat [49]: 13)

The implementation of multicultural education, although crucial, often faces significant challenges. One of the main challenges is the lack of ability to respect variations and human rights principles, which is often the root of incidents of conflict that arise

(Graf & Iff, 2017; Wahyudi, 2015). This dynamic can give rise to misunderstandings, prejudices, and even clashes between different groups (Hinner, 2017). Lack of understanding and appreciation of differences often leads to interpersonal and group conflicts, which shows the urgent need for a more inclusive and empathetic approach to multicultural education (Sariyatun & Marpelina, 2024).

In addition, other challenges, including discrimination, racism, and violence, often arise in multicultural societies, especially when the views and goals of different groups clash (Ogharanduku & Tinuoye, 2020). Discrimination and racism can deepen social inequalities and hinder effective integration in educational settings (Satiri, 2018). Therefore, a more holistic and detailed approach to multicultural education must address these challenges (Astuti, 2010). Methods to address these challenges include developing educational programs that focus on increasing awareness and appreciation of diversity and training educators to be more sensitive and responsive to the needs of students from diverse backgrounds. Another example is the implementation of inclusive policies that ensure that every student has a fair opportunity to develop and reach their full potential in a diverse educational setting.

From an evaluative standpoint, multicultural education encompasses various dimensions that must be considered, including curriculum integration, teaching methods, and learning environments (Santoso et al., 2018). The curriculum should include materials that reflect different cultural and historical diversities, while teaching methods should be designed to encourage active participation and discussion among students from different backgrounds. The learning environment should be inclusive, supporting students from different cultural groups. The implementation of multicultural education also requires training for educators so that they can understand and manage the cultural dynamics that exist in the classroom. Examples of successful practices in multicultural education can be found in programs emphasizing community-based learning and student collaboration (Ishmuradova & Ishmuradova, 2019; Widyastuti et al., 2022).

Dimensions of Multicultural Education

Multicultural education involves various dimensions that must be considered to create an inclusive and responsive learning environment for diversity. The three primary dimensions of multicultural education that significantly influence its implementation are socio-cultural, psychological, and educational. The socio-cultural dimension of multicultural education focuses on the importance of understanding and appreciating cultural diversity in society (Widyastuti et al., 2022). This aspect emphasizes integrating diverse cultural norms, values, and traditions into the curriculum and school activities. Multicultural education seeks to create a space where students from various cultural backgrounds feel valued and understood, which can ultimately increase their participation and involvement in the learning process (Mostafazadeh et al., 2015). Studies show that a curriculum that reflects cultural diversity can improve students' self-

confidence and reduce educational gaps between ethnic groups (Setiyonugroho et al., 2022). In addition, multicultural education encourages the development of social skills, such as empathy and the ability to work with others from different cultural backgrounds (Alhaddad, 2020).

Afterward, multicultural education's psychological dimension highlights cultural diversity's influence on students' identity development and mental health. Multicultural education aims to support the formation of positive cultural identities by respecting and promoting students' cultural backgrounds. Reducing the risk of discrimination and social exclusion can negatively impact students' psychological well-being (Baihaqi, 2021; Islam, 2023). Research also shows that students who feel their cultural identity is valued tend to have higher self-confidence and better academic performance (Usborne & Taylor, 2010). Therefore, multicultural education focuses on introducing other cultures and providing the psychological support needed to face the challenges in a multicultural society (Mappaenre et al., 2023).

Finally, the educational dimension in a multicultural context involves adapting the curriculum, teaching methods, and learning environments to reflect and respond to students' cultural diversity. The main goal of multicultural education is to prepare students for an increasingly global and multicultural world by providing them with a broad understanding of different cultures and perspectives (Budirahayu & Saud, 2021; Parker, 2019; Vasilyeva et al., 2022). Inclusive and representative curricula and interactive and collaborative teaching methods effectively build understanding and appreciation among students from diverse backgrounds (Jayadi et al., 2022). In addition, multicultural education also requires ongoing training for educators to manage diverse classroom dynamics effectively and equitably (Umar & Tumiwa, 2020).

Method

This study focuses on examining students' perceptions of the implementation of multicultural education at IAIN (State Islamic Institute) of Manado. Its goal is to understand how multicultural education is practiced in an academic environment with diverse cultural backgrounds, such as North Sulawesi. A quantitative approach was chosen because this method allows the researcher to objectively measure and analyze numerical data to identify and explain the mismatch between institutional goals and students' actual experiences in multicultural education (Cohen et al., 2018).

The primary data used in this quantitative approach are the results of a questionnaire conducted on 61 IAIN Manado students from November 2022 to January 2023. The respondents were selected randomly to ensure an accurate representation of the student population at the institution. In addition, interviews were conducted to deepen understanding of the challenges students face in internalizing the principles of multiculturalism. The data collected were analyzed using descriptive statistical methods, which allowed the researcher to provide an apparent conception of student perceptions and experiences (Arikunto, 2013). Data was collected by distributing questionnaires using

a Likert scale to measure students' attitudes towards multicultural education. This scale consists of four categories, namely Strongly Agree, Agree, Disagree, and Strongly Disagree, which are then processed using percentage statistics.

Table 1. Likert Scale Rating

Answer	Code	Score	
		+	-
Strongly Agree	SA	4	1
Agree	A	3	2
Disagree	D	2	3
Strongly Disagree	SD	1	4

The results of this questionnaire analysis are grouped into various assessment categories to identify students' views on IAIN Manado's role as an institution that focuses on multicultural education. The formula for calculating the questionnaire data score [Table 1] is:

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

Description:

- P : Percentage
 f : Frequency
 N : Number of respondents
 100% : Fixed number

Furthermore, the results of this questionnaire analysis will be classified into the following assessment categories:

Table 2. Questionnaire Assessment Category

Percentage Interval	Category
86%- 100%	Excellent
85%- 70%	Good
69%- 54%	Poor
53%- 38%	Very Poor

The data analysis process involves interpreting the results that aim to provide deeper insight into how the younger generation assesses the implementation of multicultural education in the institution. This research is significant as it provides a unique perspective on multicultural education, engaging you in its findings.

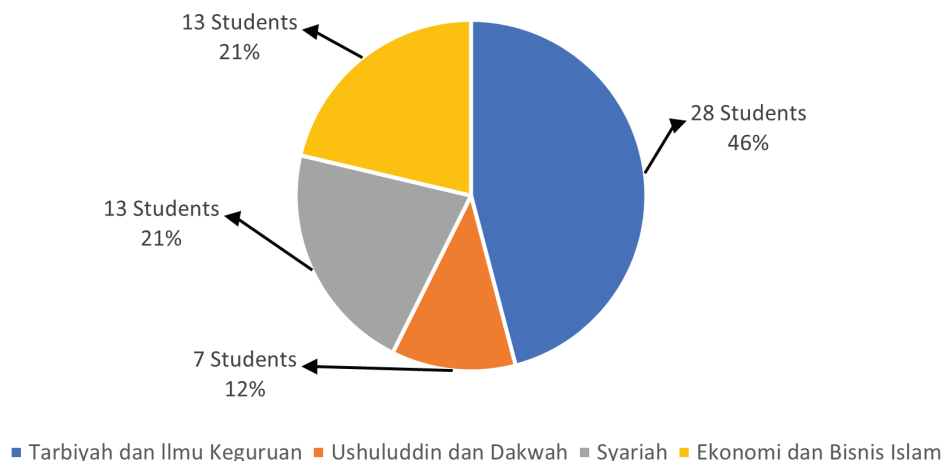
Results and Discussion

Multicultural Education as the Center of Cultural and Ethnic Diversity

Multicultural education is pivotal in the campus environment, particularly at IAIN Manado, a unique center of cultural and ethnic diversity. As a part of multiculturalism, multicultural education is crafted to foster understanding, appreciation, and positive interaction among individuals from diverse cultural backgrounds (Abduh et al., 2023). The campus, serving as a melting pot for students from various backgrounds, offers a distinctive platform for cross-cultural learning, enriching students' insights and adaptability in interacting with people from diverse backgrounds (Markey et al., 2023). Implementing multicultural education on campus is aimed at broadening the understanding of diversity and addressing challenges such as stereotypes, prejudice, and discrimination that may arise due to cultural and ethnic differences.

In this study, the researcher focuses on the perspectives of students at IAIN Manado regarding implementing multicultural education. This study specifically seeks to answer three main questions: (1) How do students at IAIN Manado perceive the implementation of multicultural education across social-cultural dimensions? (2) What challenges do they encounter in internalizing these multicultural principles, particularly in the psychological domain? (3) How do these challenges affect their interactions in the campus environment? To answer these questions, the researcher distributed questionnaires to 61 students from various faculties at IAIN Manado, shown in the figure below.

Figure 1. Research Sample



Note. Data collected by author on November 2022 to January 2023.

There are 28 students from the Faculty of Tarbiyah, 13 from the Faculty of Sharia and Economics, and seven from the Faculty of Ushuluddin. The results of this questionnaire were analyzed to describe students' overall perceptions of multicultural educa-

tion and to identify the challenges they face and their impact on their interactions on campus.

As an institution that emphasizes the importance of cultural and religious diversity, IAIN Manado strives to create an inclusive environment and support diverse social interactions. Several socio-cultural items have been analyzed through questionnaires distributed to respondents to better understand students' perceptions. The following table summarizes the percentage of responses to five main statements that reflect students' views on various socio-cultural elements on this campus.

Table 3. Percentage of Student Perceptions on Socio-Cultural Dimension of Multicultural Education at IAIN Manado

No	Statements	Percentages (%)
A	Socio-cultural	
1	Interaction with friends from various cultural and religious backgrounds at IAIN Manado	90.49
2	Positive learning experiences with students and lecturers from different cultural and religious backgrounds	82.62
3	Opportunity to get to know different cultures and religions	91.15
4	Involvement in activities or events related to cultural and religious diversity at IAIN Manado	93.10
5	Ample opportunities to talk about cultural and religious diversity	86.56
Average		88.78

Note. Data collected by author on November 2022 to January 2023.

In examining the internalizing multicultural principles among IAIN Manado students, the questionnaire results showed a positive view of the psychological aspects of multicultural education on campus. The analysis of the questionnaire data presented in Table 4 provides an in-depth picture of how students view cultural and religious diversity and its impact on their psychological experiences on campus.

Table 4. Percentage of Psychological Barriers in Internalizing Multicultural Principles at IAIN Manado

No	Statements	Percentages (%)
B	Psychology	
1	IAIN Manado is beneficial in understanding that cultural and religious diversity is something positive and can enrich life	92.13
2	Feeling comfortable discussing topics related to cultural and religious diversity in classes at IAIN Manado	89.18
3	Be open to different thoughts and perspectives from cultural and religious backgrounds	93.44
4	Feeling more open and tolerant of cultural and religious diversity	82.62
Average		89.34

Note. Data collected by author on November 2022 to January 2023.

The educational dimension in a multicultural context involves adapting the curriculum, teaching methods, and learning environment to reflect and respond to students' cultural diversity. The main goal of multicultural education is to prepare students for an increasingly global and multicultural world by providing them with a broad understanding of different cultures and perspectives. The results of the questionnaire on the educational dimension provide in-depth insights into how multicultural education at IAIN Manado affects interactions and diversity in the campus environment. The data in Table 5 below show several significant findings regarding the effectiveness of the multicultural education model implemented on this campus.

Table 5. Percentage of Evaluation of the Success of the Multicultural Education

No	Statements	Percentages (%)
C	Education	
1	Multicultural education is crucial in building understanding and respect for cultural and religious diversity.	92.13
2	The multicultural education model implemented by IAIN Manado is very effective in helping students understand cultural and religious diversity.	79.02
3	Enthusiasm to learn about cultural and religious diversity	77.70
4	IAIN Manado provides adequate teaching about cultural and religious diversity	90.49
5	The multicultural learning model applied by lecturers at IAIN Manado is very effective	87.54
6	Recommendation of IAIN Manado as a place to study to friends who have different cultural and religious backgrounds because IAIN Manado can provide good multicultural education	87.54
Average		85.68

Note. Data collected by author on November 2022 to January 2023.

Understanding Student Perceptions of Multicultural Education Implementation

Based on Table 3, the study results show several vital findings relevant to formulating the research problem. First, the analysis results show that IAIN Manado students have a very positive perception of implementing multicultural education on their campus. Based on the questionnaire data, most students (88.78%) appreciate the increased understanding of cultural and religious diversity, reflected in the high number of approvals for inclusive social interactions on campus. It shows that IAIN Manado has not just succeeded, but excelled in creating an environment that supports cross-cultural and religious interactions, in line with Banks (1997) view that multicultural education is not only about content but also forms a way of thinking that values diversity (Waston & Aly, 2018). In addition, multicultural education at IAIN Manado seems to have been implemented well, as indicated by positive responses from students. As many as 89.34% of students feel support from an inclusive campus environment, which increases their empathy and social sensitivity. This view aligns with Abduh et al. (2023) that multi-

cultural education is essential in forming individuals who can communicate and work with diverse backgrounds. The alignment between institutional goals and student perceptions demonstrates the success of IAIN Manado's multicultural initiatives in shaping attitudes toward diversity.

However, despite significant progress, several challenges still need to be addressed. The high level of student satisfaction indicates the strategies' effectiveness, but the lack of cultural representation in synchronization and limited community involvement still needs to be addressed. Criticism from Sariyatun and Marpelina (2024) emphasizes that these challenges can hinder the effectiveness of multicultural education programs. Multicultural education aims to create a space where students from diverse cultural backgrounds feel valued and understood, thereby increasing their participation and engagement in the learning process. While IAIN Manado's efforts in multicultural education are commendable, there is still room for improvement. Several previous studies have also identified similar challenges that other institutions face in effectively implementing multicultural education due to external and internal factors (Hosnan et al., 2024; Naz et al., 2023; Setiyonugroho et al., 2022). IAIN Manado's experience reflects a broader trend, suggesting that despite progress, the gap between theory and practice still exists. Therefore, continued efforts are necessary to bridge this gap and enhance the quality of multicultural education.

Challenges in Internalizing Multicultural Principles: Psychological Insights from IAIN Manado

Based on Table 4 above, the analysis of the younger generation's perception of IAIN Manado as a psychological model of multicultural education can be seen. The study results show that IAIN Manado students have a very positive perception of the benefits of multicultural education. As many as 92.13% of students feel that IAIN Manado helps them understand cultural and religious diversity as something positive and enriching to life. This figure reflects that this institution has succeeded in instilling an understanding that diversity is accepted and appreciated. In addition, 89.18% of students feel comfortable discussing topics related to diversity in class, which indicates a supportive and open learning environment. It shows that the psychological aspect of multicultural education on campus functions well, so students feel more accepted and appreciated in discussions on diversity issues. Although the results are generally positive, several factors influence how students internalize multicultural values. With 93.44% of students stating that they are open to various views and perspectives from different cultural and religious backgrounds, there is a strong tendency to accept and appreciate differences. However, in terms of developing an open and tolerant attitude towards diversity, 82.62% of students showed good openness and tolerance, but lower than the previous statement. It indicates a challenge in internalizing multicultural principles as a whole, perhaps due to the need for ongoing support, such as counseling or activities that facilitate the development of a deeper attitude of tolerance.

Furthermore, the internalization of multicultural principles is an effort to support the formation of positive cultural identity by respecting and advancing students' cultural backgrounds (Umar & Tumiwa, 2020). The risk of discrimination and social exclusion can harm students' psychological well-being. The researcher found that IAIN Manado students generally positively perceive implementing multicultural education on their campus. Data from the questionnaire showed that the psychological aspect received an excellent student assessment. Most students felt that the multicultural education implemented at IAIN Manado had significantly broadened their horizons regarding cultural and religious diversity and created an environment that supports inclusive social interactions.

These results reflect that IAIN Manado has created an academic atmosphere that encourages understanding and appreciation of differences. However, these findings reveal several factors that contribute to these results. One of the causes is the quality of educational materials provided by IAIN Manado, which is quite effective in introducing and promoting multicultural values. In addition, support from an inclusive campus environment and activities involving various cultural backgrounds also influence students' positive perceptions. Consequently, students can be more active in multicultural education and develop better communication and deep empathy skills, essential in building bridges between cultures.

As the younger generation, students have an essential role in implementing and spreading multicultural values and tend to be more open to differences, more appreciative of diversity, and more able to face challenges in a multicultural society (Naz et al., 2023). The success of IAIN Manado in creating a positive multicultural educational environment has an impact on the development of students' tolerance attitudes and affects their interactions on campus. Students feel more empathetic to cultural and religious differences, positively impacting the campus atmosphere. However, existing challenges, such as a lack of learning materials and community interaction, can hinder the effectiveness of multicultural education and potentially affect the quality of social interaction on campus.

Compared with previous studies, it shows that although many educational institutions have tried to implement multicultural education, IAIN Manado has shown relative success in terms of implementation. However, there are several differences in the results of this study compared to previous studies, which indicate a gap between theory and practice in multicultural education. Previous studies have also noted that external and internal factors can affect the effectiveness of multicultural education, which needs to be addressed to achieve better results (Baihaqi, 2021; Islam, 2023; Osborne & Taylor, 2010). As an educational institution, IAIN Manado should strengthen efforts to develop learning materials more representative of cultural and religious diversity. It is essential to expand the involvement of parents and communities in the educational process to create a more holistic approach. A more comprehensive and continuous evaluation of the implementation of multicultural education also needs to be carried out to ensure

that educational goals can be achieved more effectively. By addressing the existing challenges, IAIN Manado can strengthen its position as a model of multicultural education and make a more outstanding contribution to creating an inclusive and tolerant generation.

The Impact of Multicultural Challenges on Campus Interactions: A Case Study at IAIN Manado

Based on [Table 5](#) above, the study results show that multicultural education is crucial in understanding and appreciating cultural and religious diversity. As many as 92.13% of students stated that multicultural education is crucial in this case, which reflects that students understand the value of diversity as an essential component in their education. However, several challenges are related to the effectiveness of the multicultural education model applied at IAIN Manado. Although 79.02% of students considered the model quite effective, this figure shows room for improvement. In addition, 77.7% of students showed enthusiasm for learning about cultural and religious diversity, which showed a reasonably good interest but still needed to be improved. Factors that influence the effectiveness of multicultural education include the quality of teaching and activities relevant to cultural diversity. The questionnaire results showed that 90.49% of students considered IAIN Manado to provide adequate teaching about cultural and religious diversity, and 87.54% of students considered the learning model applied by lecturers to be quite effective. However, the gap between theoretical knowledge and practical application of multicultural principles can cause students to have difficulty applying what they learn in everyday interactions. The lack of interactive learning opportunities and direct experience in multicultural activities can affect students' low enthusiasm for learning about diversity.

Moreover, the analysis reveals a positive perception among IAIN Manado students toward implementing multicultural education on their campus. This aligns with the principle that multiculturalism has significant implications for implementing multicultural education. The students' genuine acceptance and deep appreciation of diversity underscore the need for an inclusive and culturally sensitive educational approach. They feel that their campus has fostered an environment that supports inclusive social interactions and broadens their horizons regarding cultural and religious diversity. This is evident in the high assessment of IAIN Manado's success in integrating multicultural values into academic and non-academic activities. These findings affirm that IAIN Manado's efforts to promote multicultural education have yielded satisfactory results in creating a harmonious campus atmosphere that respects differences.

The quality of learning materials provided by IAIN Manado plays a pivotal role in the success of multicultural education, as it emphasizes inclusive values and appreciation for diversity. The campus environment, which supports diverse social interactions and student involvement in various activities that focus on diversity, further strengthens this positive perception. However, challenges such as the lack of representative materials

on diversity and suboptimal involvement from parents and the community need further attention. These challenges highlight the need for continued improvement in the quality of multicultural education at IAIN Manado. Student involvement in multicultural education is crucial in shaping an inclusive and tolerant society. The existing challenges can affect the quality of social interactions on campus. The lack of representative learning materials and community involvement can hinder the development of deeper attitudes of tolerance and limit the effectiveness of the implementation of multicultural education. Therefore, even if the campus environment is considered inclusive, there is a risk that some challenges that are not appropriately addressed may harm students' understanding and acceptance of diversity.

Conclusion

This study shows that multicultural education at IAIN Manado is highly accepted and considered necessary by students. The results of the questionnaire indicate that the majority of students have a positive perception of the implementation of multicultural education on their campus. Multicultural education plays a role in broadening students' understanding of cultural and religious diversity, reducing discrimination, and strengthening relationships between individuals from different backgrounds. However, this study also identified several obstacles in implementing multicultural education, such as a need for more support from various parties and limited resources.

This study's significance lies in its in-depth understanding of the effectiveness of multicultural education at IAIN Manado and its impact on students. It shows how multicultural education can influence students' attitudes and interactions in the campus environment. The results of this study provide valuable contributions to designing more effective strategies for implementing multicultural education and improving the quality of education in similar institutions.

This study's weaknesses include limitations in the representation of learning materials and the lack of community involvement in the multicultural education process. Further research is recommended to explore these challenges and find solutions to improve these weaknesses. Efforts to strengthen support, increase resources, and develop more comprehensive multicultural education programs can increase the effectiveness of multicultural education at IAIN Manado and other educational institutions.

Statement of Interest

All authors declare that they have no conflicts of interest.

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