

Multiracial (Subrace Austronesian and Melanesian) Student Perception towards Diversity in Indonesia.

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ABSTRACT

In recent times, as the number of growth and mobility in the economic sector is rising in Indonesia, the demands of equal higher quality of human resources are also increasing along the way. According to IPM (Indeks Pembangunan Manusia) in 2018, the gap between east island province and west island province score is widening. Nonetheless, the Ministry of Education tries to cut the hole by providing better qualities and equal opportunities in the educational sector since 2012 by launching a Scholarship program for east island province and many 3T students. Hence, this study's goals are to better understand The ADik Scholarship program's whole phenomenon and racial injustice, particularly within the community awardee in some regions in Indonesia. This research uses qualitative methods while using many technics to collect the data and MAXQDA pro-2020 as software to analyze the data's result. Participants in this study selected through purposive sampling. The development of the research was a model about factors that influenced the students' performance.

Keywords: Student, ADik Scholarship, Education, Human Resources, Qualitative Methods

1. Introduction

In 2018, BPS (Badan Pusat Statistik) released a statistics article about Human Development Indeks. Human Development Index data use by many countries to classify country by development spectrum, which is: developed, underdeveloping, and underdeveloped. The result showed the gap between score point of west islands provinces such as: DKI Jakarta, Jawa Barat, Jawa Tengah, and east island provinces, such as Papua Barat and Papua.

The data showed about how imbalance growth of human qualities regarding the location of the province. There are 20 points of a gap from four island provinces, with the eastern province as the one with the lower point in scale 1-100. It is evidence of how critical the issues are, because it affects the real economic growth in particular lower points.

Later in early 2017, BPS also released another infographic about IP-TIK (Indeks Pembangunan-Teknologi, Informasi dan Komunikasi) of 34 Provinces in Indonesia. The IP-TIK points measures by three sub-index presenting the point, such as: Development Rates, Digital Gaps, and Area Potential Development. The result discovery explained a more significant gap within the technology sectors, with 5 points in gaps between the west and east island provinces using scale 1-10.



Figure 1.1 IP-TIK (Indeks Pembangunan Teknologi Informasi dan Komunikasi) tahun 2017

Sources: <https://www.bps.go.id/galeri>

Figure 1.2 in the above revealed IP-TIK 2017 data about the points increasing yearly, but if its seen more deeply by each province. It manifested as a west island far more developed in technology, Information, and communication. It means the eastern island province tends to be more fall behind when utilizing technology for daily life, let alone operated as a tools to help economics growth in the area. The figure 1.2 IPTIK point supporting the first findings of IPM point.

As the phenomenon started to be seen and built, the research team began to collect pre-research data interviews. The pre-research is a way to probe and support the assumption by collecting facts before the real In-depth Interview began. It leads to findings like a decreasing number of students in the HIMAPA community with at least two students from 2016 until 2019 in every single year.

HIMAPA Purwokerto is a student community group hails from West Papua and Papua Provinces studying in Purwokerto City. The number of students joined in HIMAPA is around 50 peoples, currently registered as a student at UNSOED. All of them grand as ADik or ADEM Scholarship Awardee. In pre-interview fact checking, The Ex-chief of HIMAPA gives an example of his experience throughout his study times in early times (elementary), once in Papua. He said, "the school facility is far more than decent, especially the road to the nearby school." He explained how far and hard the road to go to school in his area, especially other districts with less school and transportation to begin. That's why he decided enrolled in, and then he passed the selection and was accepted into the Scholarship Program.

Another problem that occurred in the pre-interview process was the racism that may happen and face by HIMAPA members as students from different islands come to study in another city, especially Java Island Province. It is categorized as bad behavior, meanwhile occurred with or

without reason. That is why this research tries to figure out factors that affect student performance in sub-race Australomelanesian in Indonesia.

According to Kemendikbud (2015), Australomelanesian is a term used by many racial researchers categorized Indonesian ancestor race in history far more behind times. Australomelanesian sub-race describes as many with distinguished characteristics. Austronesian subrace describes as having black air, lighter tan color, and small figures. Furthermore, Melanesian, the other subrace, describes with darker skin color, curly hair, with strong athletics build muscles. Historically, the migration happened, and Melanesian had to migrate from the west island into the eastern island and settle in for the next centuries ahead and become native of the Papuans island (Kemendikbud, 2015).

Those subraces as ancestors then began to develop into ethnic groups and tribes scattered throughout Indonesia's islands. Within the next centuries, those tribes and ethnicity began to build an empire, and conflicts occurred. Even so, Conflict is a never-ending discussion even before the independence day until these days. Regarding the disputes, this days after the independence of Indonesia as a country, the conflict revolves around Racism and Inequalities growth of west island province and the east island province as IPM and IP-TIK showed.

Lack of understanding within the historical background of diverse ethnicities and tribes (racism), often leads to conflict between groups. It might affect many sectors, including; State security, economics, and the development of regions, particularly the education sector. The student then becomes the victim of lousy behavior regarding low awareness. They couldn't feel welcomed and safe to study in a different region.

In the pre-interview, the data result showed off number dropped out student or on hold student increasing after the incident in Surabaya occurred in the middle of august 2018. Figure 1.2 explained the detailed.

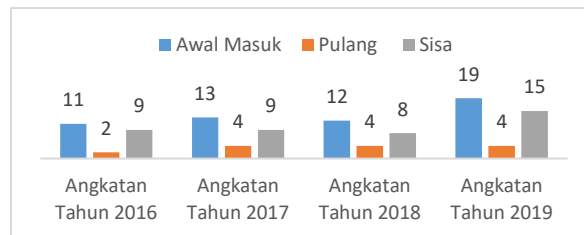


Figure 1.2 HIMAPA Purwokerto UNSOED student member chart 2016-2019

Source: Pre-Interview Research Data

Figure 1.2 visualizing the number of students increasing every year, but unfortunately decreasing at the same time. Students tend to have been struggling while adjusting to new places. Most of them have difficulty adapting to the new culture, language, and pace of new homes.

According to (Illess, 1995), if diversity is adequately maintained, there can be a source of creativity and innovation. Hereafter it is undoubtedly one of the benchmarks in this study. Furthermore, as explained by Gurin et al. (2002), diversity in educational institutions is essential to teach students about human relationships, critical thinking processes, and the analytics they need in facing the

industry in the 21st-century work environment. As already explained, students have a significant share as a group in the society that interacts directly.

These things positively affect how students face problems, find solutions, and solve issues in society related to diversity interaction. Of course, in the future, they are expected to help Indonesia develop and be more prosperous by better understanding diversity. Those need to be realized and get further attention, especially with the many discrimination cases against minority student groups in Indonesia's various regions. Of course, this study wants to know the perceptions of students with the Australomelanesian sub-race towards diversity and how the interaction process occurs between the two and the impact on each sub-race in the education environment could possibly affect student performance as previously described.

So far, there has been little research in Indonesia that directs specifically to the topic of perceptions of the diversity and relation to human resources in Indonesia, with the phenomenon always looming and a recurring problem.

1.1 Theory

1.1.1 Diversity

According to (Carter 1982), diversity described as people with different ethnic backgrounds, nationalities, ages, religions, and social classes. Diversity, according to Millen et al. (2005), is an element of the emergence of interactions. The statement supported the assumption that each business can strengthen potential and weaken diversity.

Diversity is portrayed as a form of distribution of personal traits that distinguish each individual attributed to becoming a representation of himself. This sentence followed the definition put forth by researchers from around the world. Researchers who are members of the Association of American Colleges and Universities (Banks, 2009) explain that diversity (Diversity) is the difference between individuals and social groups involved in learning services.

Other experts who also explain diversity are Harrison and Klein (Hughes, 2016) as heterogeneity, inequality, and distribution. Tsui and Gutek (in Roberson, 2013) claim that diversity interpreted as the distribution of personal characteristics such as gender, race, age, group unit teams, and departments within the organization.

The word "difference" becomes the main description to explain diversity in various parts of the world. The topic of diversity is likely to remain hot to be researched even from 5 decades ago until now. It shows that there is still little understanding of human diversity itself.

One other expert who has spent years researching diversity and its implementation in the work environment is Marilyn Loden. He and his partner, Judy Roserter, wrote a book entitled "Workforce America! Managing Employee" Diversity as A Vital Resources " describes the diversity and how heterogeneity affects recognizing a person's identity.

Research on a workgroup's performance can enlarge by distributing variants (representing a group) of team members in human resources. In many industrialized countries (US, UK, Australia), according to Syed (2007) and Thomas (1999), the level of equality and representation of a group,

especially racial minorities, can be said to be still low but increasing. The point is that people with races other than white "white people" are still rarely found in organizations and high job hierarchies such as office heads or managers, but that does not mean there is only low growth in numbers. Diversity Management is here to break down stereotypes and increase the effectiveness of diversity practices in organizations.

McKimney (2009) explains that diversity management summarizes the practices and policies set in the environment to attract talent, empower talented students, empower students to excel, and remove barriers that can hinder progress. Research shows that diverse educational environments positively impact student learning, critical thinking, community involvement, and attitudes towards racial issues (Antonio, 2011; Gurin et al. 2002; Gurin et al. 2004; Muthuswawamy, Levine, and Gazel, 2006).

As a leading consulting company in its sector, Mc Kinsey investigates nearly 366 MNCs (Multinational Companies) in 3 regions (America, Great Britain, and Latin America). Research conducted by Mc. Kinsey (2017) shows data that companies and organizations with a level of diversity (in this case, female workers, ethnic / minority groups, and racial composition in the leadership stratum in large companies) have a relationship with improving the company's financial performance. Besides Mc. Kinsey, one of the big companies from New Zealand, i.e., Fonterra, practices Diversity management in managing its human resources. The evidenced by Fonterra's success in winning the Deloitte Top 200 Diversity and Inclusion Leadership Awards in 2017 (NZ.Labor, 2017).

The effects of diversity on performance are very complex and powerful. Therefore, conceding these effects should be a high priority for practitioners and educators, additional learning on the topic of diversity is needed (Cox, 1993).

1.1.2 Racial Identity Theory

As part of the core dimension in diversity (Loden 1991), race has many definitions. Variances' description is due to differences in the scientific field of researchers who study it. A race is also commonly used to find the origin's biological ancestry based on 0.1% genetic differences between humans, quoted from (Feldman and Lewontin) experts in genetics and biology.

Race could be defined from a socio-cultural point of view as a social construct, and some see its attachment as an "ethnic identity," which describes data in the form of social position, ethnicity, wealth, and acculturation in the process of understanding. Race is also defined as a social category (Fiske, 1998; Van Knippenberg, De Dreu, & Homan 2004), emphasizes the value sharing of cultural heritage, social order, and highlights the damaging effects of differences in power found in society (LaVeist, 1994; William, 1997; Duster, 2005) in (Henderson et al. 2008).

Ravenau (1987) defines the factors that underlie numerous race interpretations, such as biogenetic, territorial, linguistics, cultural, religion, economy, political. It is said to be the genetic difference between designated groups and racial groups. According to the KBBI, race is defined as the classification of nations based on their physical characteristics, or it can be called a national family.

Indonesia itself has a long history, which is the foundation of its people's character, and when traced from the cultural heritage of the past, it makes it rich, not only culture but also language, religion, ethnicity, ethnicity, Etc. According to Grimes (2000), there are more than 719 languages that are scattered in almost every west archipelago in Indonesia, and most of them come from the Subrace Austronesian group with a percentage of 61% and the remaining 39% are races living in the eastern part of the Indonesian archipelago which classed as Subrace Melanesia.

Researchers like D'Urville defined the people living in the eastern part of the archipelago as Melanesians. However, he also explained that Malaysia in the West, Polynesia, in the small island groups that are now Hawaii and New Zealand and Micronesia in the Northeast from Java Island with north of the map for reference. Relic evidence found in Java, Sumatra, Nusa Tenggara, and even Malaysia indicates that they labeled as Ras Australomelanosid (Jacob 1967).

Of course, as a country that consists of more than two races who live and interact in it, it requires a more profound understanding between one group and another to live side by side. This interaction is not an easy matter considering that many studies on race, especially in multiracial contexts, cause discomfort due to the effects of post-traumatic colonialism in various parts of the world.

According to KBBI, racism is perceived as a hostile action/response that can hurt, insult, or harm others because they think their race is the greatest. This action or behavior is projected onto individuals or groups with different genetic, physical characteristics based on external physical characteristics such as skin color, eye shape, ancestral origin, Etc. Everyone needs to understand more about diversity to help solve oppression due to malicious behavior such as racism.

1.1.3 Social Identity Theory

Social Identity Theory begins with recognizing the importance of identity for each individual and is a fundamental thing inherent in everyone. This explanation is in line with Lan's (2000) idea that every individual needs an identity in his life to foster a sense of belonging and as a form of social existence.

According to Hogs and Abrams (1988), there is a hierarchical structure of social groups in the society plus a classification of people based on country, race, group, ethnic gender, social class, religion, Etc. They also emphasized that everyone wants to have a social identity.

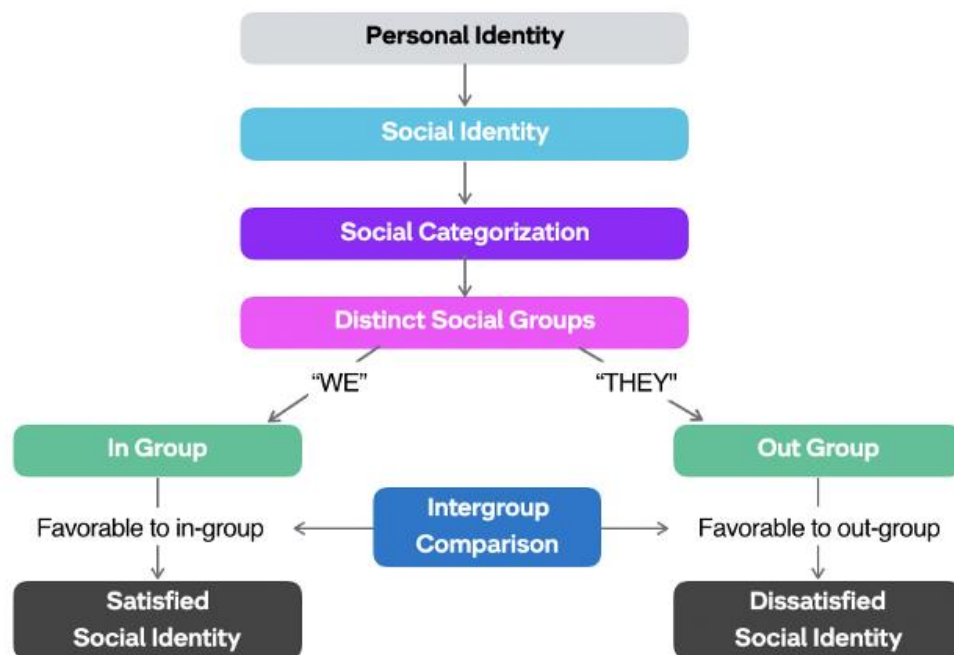
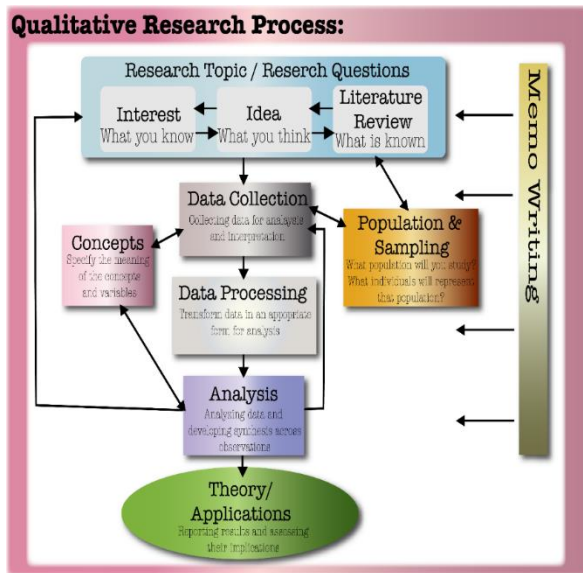


Figure 1.3 Social Identity Theory

Sources:

The Social Identity Theory process is described in Figure 1.3 and divided into various stages. In the first stage, individuals unconsciously understand their identity. In this case, the group provides a sense of ownership of the social identity, interpreted as a feeling of belonging to the social environment.



In the second stage, individuals begin to look for social identities that represent themselves. Social Identity Theory, in this case, explains how each individual reflects a larger unit of one's society. This theory explains how the understanding of culture (culture) in certain groups. Then it will influence and determine the thinking and behavior of that person.

Furthermore, in the third stage, individuals will divide the group "they" and "us" through social categorization (social categorization). Individuals begin to group subjects to understand others and group them. Then at this stage, the individual can better understand himself through

which category he belongs.

At this stage, individuals begin to place themselves in groups and others in out-groups and compare them with other groups. Then in the core of social identity theory, group members in groups try to find the negatives (negative aspects) in the out-group to improve their self-image. The last stage will lead to prejudice against opponents (rivals) and then competing against each other to maintain these groups' and individuals' existence and dignity.

2. Methods

2.1 Types of Research

This research uses qualitative methods as an analysis tool and the MAXQDA Pro 2020 software to analyze the results of the data collected. The qualitative method is expressed as a method based on the philosophy of positivism. Therefore it requires a triangulation principle that requires various

kinds of data from different retrieval methods. The resulting data are shaped in written and oral data from participants who have observed as described by (Bogdan and Taylor, 1989).

Figure 1.4 Qualitative Research Process

Sources: MITx Online Course In-depth Interview Research

This qualitative method research process is described in Figure 4.1 Qualitative Method Research Framework. The first stage in this research is to look for specific ideas/topics and literature studies to understand better how this phenomenon occurs. The phenomenon chosen in this study is the phenomenon of low self-esteem and discrimination experienced by students from Papua while studying in Java and vice versa.

The second stage is data collection. This research consists of several ways of collecting data. The following are four ways to process the data collection: interviews (in-depth interviews), observation, Focus Group Discussion (FGD), and document analysis. These data were collected in order to describe the phenomenon more systematically.

2.2 *Data Collection Techniques*

2.2.1 Type of Techniques

- In-depth Interview

According to Hennink (2011), this data collection technique involves a discussion between the interviewer and the participants. Esterberg (2002) explains that an interview is a meeting of two people to exchange ideas and information through questions and answer to build meaning in a particular topic. In this technique, the researcher listens carefully to what the participants say. This will not be found in observational data collection techniques. Therefore, an In-depth Interview was chosen as one of the techniques in this study's data collection technique to enrich the results of the data obtained and see them in real terms.

- Observation

The second data collection technique is observation, which is later described by Hennink (2011) as a process in which researchers supervise, understand, ask questions, and record participant behavior, expressions, and interactions. As Spradley explained in (1988), there are several types of observation, researchers, in this case, researchers use the type of participatory observation in this study. Of course, at this stage of observation, the researcher can compare what the participants say and what they do to obtain a more comprehensive picture of the research process.

- FGD (*Focus Group Discussion*)

The fourth data collection technique in this research is FGD (Focus Group Discussion), which is conducted to overcome problems in the phenomena that occur in a study. This technique takes 60-90 minutes per session, consisting of participants with the same background or a specific group.

Participants consisted of a group of 5-10 people. The objectives in implementation included: 1. They uncover unique perspectives on the phenomenon under study, two, and identifying any

problems that arise 3. Understanding how these problems are discussed in a group, 4. They were uncovering the atmosphere or certain conditions that require detailed and detailed information about the problems in this phenomenon (Hennink, 2011).

- Document Analyst

In this study, the third data collection technique is the analysis of documentation obtained from previous documents from various sources (Husaini and Purnomo, 2006: 73). These documents can be in the form of images, video (visual), sound (audio), and data (Sugiyono, 2009, 422). After the existence of previous interview and observation techniques, it was confirmed by (Bogdan 1989) that the research results would be more reliable if they were supported by personal histories and autobiographies, which were the documents being analyzed.

2.3 Social Situation

Apart from taking techniques, there are social situations that must be explained in qualitative research. Social situations help understand how to understand subjects, objects, and activities in research. This process determines the population and samples taken in the study. It will explained in Figure 1.5 Social Situation in Qualitative Research

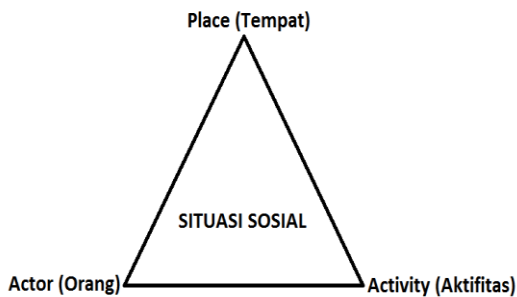


Figure 1.5 Social Situation

Sources: Sumber: Spradley, 2016

The social situation then is some of the elements in qualitative research. These elements consist of: place, actor, activity (Spradley, 2016: 39).

a) Place (Research Location)

The research location was chosen to carry out this research in Jenderal Soedirman University in Grendeng Village, North Purwokerto District, Purwokerto City, Central Java, Indonesia.

b) Actors

The actors in this study are participants, namely students who interact with diversity every day. The participants consist of:

- Students who are classified as descended ethnic groups from the Austronesian Subras (Java, West Sumatra, North Sumatra, and Bugis) in this study who have or are currently pursuing D3, S1, S2 education at Nationals and Private Universities in Indonesia.
- Students belonging to the ethnic group descended from the Melanesian Sub-race (Papua, Ambon), who have or are currently pursuing D3, S1, S2 education at Nationals and Private Universities in Indonesia.
- Students belonging to sub-ethnic groups descended from the Austronesian Sub-race, namely Deutro Malays, who have attended or are currently studying at SD-SMA in Papua and West Papua Provinces in Indonesia.

c) Activities

Activities in this research are divided into three series, as follows:

- Dig in-depth information related to matters that affect the understanding of diversity (diversity) faced by research participants.
- Describe the understanding of the basic concepts of what diversity is, according to research participants.
- Analyze the assumptions and views of participants from the experiences they have experienced when dealing with diversity.

2.4. Data Sources

- Primary

According to Sekaran (2011), primary data is defined as data that refers to any information provided by first hand (participants) to researchers related to interest variables for specific purposes of the study. This study's primary data sources were obtained in the interview process (In-depth Interview), FGD (Focus Group Discussion), and Observations.

- Secondary

According to Sekaran (2011), secondary data is defined as supporting or essential information referring to existing sources. This study uses secondary data from various sources, one of which is data from the BPS (Central Statistics Agency), the online print media portal (Kompas), and documents from participants.

After going through the data collection process, the next stage is Data Processing, which presents data to facilitate analysis at a later stage. At this stage, the data that has been collected is transcribed verbatim.

The next stage is called the Data Analysis process, where data in the form of writing, images, and sounds that have been collected are transcribed and then processed and grouped into specific codes. Code (Code) is a sentence/expression that appears in the data. The code (code) is chosen not only based on the quantity that appears in each text of the transcribed data but also how related and important the researcher thinks it is to the research phenomenon.

Before entering the final stage of the process, the research must go through a validity test with the principle of triangulation. The triangulation used in this study is the triangulation of data sources. Triangulation is described as a technique that aims to test the validity of justification in qualitative research. Sugiyono (2009) explains that if the results understudy shows the same direction, it can show the research's validity.

The triangulation table is shown in Table 1.1 Triangulation of Research Data Sources. The table provides a Triangulation of Research Data Sources, which consists of a group of research questions, data collection techniques, and triangulation of data sources.

The last stage is creating a research model or theory and its implications (Theory, Model, and Research Implication). At this stage, the research already has forms and forms with clear directions and can be easily understood because it can be processed into other models/media.

3. Result

This research was conducted in Purwokerto, with 24 students from several ethnic groups and belonged to the Austr sub-race. This study's results are in the form of several data visualizations, which are outlined in the form of models and flowcharts, videos, and other media. The use of data visualization aims to facilitate understanding of the research findings. There are one flowchart and two research models in this study's results, along with their implications.

The first data visualization was in the form of ADIK and ADEM Scholarship Admission Process Flowcharts. These two scholarships have been explained in the research background to equalize opportunities for education at the high school and public universities in Indonesia for the Scholarship Awardees.

ADik and ADEM programs have been run since 2012 by the Ministry of Education and Culture, and at UNSOED itself, there were 53 Awardees for ADik and ADEM scholarships from the 2016-2019 class. Explained later in Figure 1.6 Flowchart of the ADIK and ADEM Scholarship Admission Process, there are several stages in receiving the scholarship Awardee each year.

In the first stage, participants are required to take tests in their respective schools. Some participants explained that the ADik scholarship exam's selection process is almost the same as the other final exams, while the ADEM Scholarship itself uses report cards. One participant explained that he was accepted because he had academic achievement, with average scores above other peers.

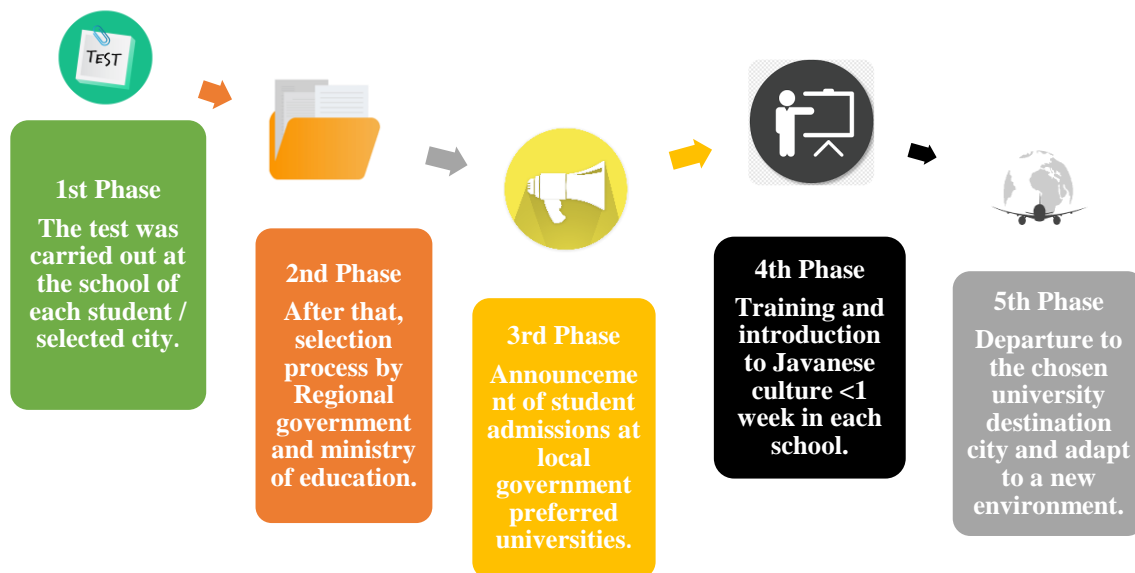


Figure 1.6 ADik and ADEM Scholarship Admission Process Flowchart

In the second stage, a selection of files was carried out where the school, local government, and the Ministry of Education and Culture checked and selected all files related to participants—starting from the family to the participants themselves. Due to the limited quota, not many participants passed this stage. This limited quota has made the number of scholarship recipients relatively low and has even decreased every year. This is where the need to increase the allocation of school admissions and guidance to students so that the opportunities provided can be more equitable and more prominent for children in other areas to get the same quality education.

Later in the third stage, the acceptance announcement is made in each participating school. Researchers are aware of the difficulty of accessing information related to the ADik and ADEM Scholarship before its official website's existence in 2020. The researcher realized the limited information associated with the program as an obstacle faced by awardee candidates because there is no official information website.

In the fourth stage, after the announcement of acceptance, Awardee is provided with training within 3-7 days before departure to the study destination city, then learns about the local community's culture. At this stage, several participants explained that this provisioning time did not have a significant impact. Because in the end, they have to adapt to a different place later. It was identified as one of the problems in the implementation of the ADik Scholarship program.

Data collection from 24 participants showed that adaptability is 100% important for everyone in a new environment, especially an environment that is very different culturally and habits. The ability

to adapt directly affects the participants themselves, during their education in the destination city and wherever they are. This belief is supported by several findings one of the purpose of their adaptability, which is to be able to feel comfortable in a new environment, as explained by participant E and the other two participants.

“adaptability is so important especially in new places. (MELANESIA\MEL, E: 40 - 40)”

The statement showed how important Adaptability to survived in new environment. There were other findings such as: to mingle, not to hinder the study process, to have no problems with residents, and finally to learn/understand new things. Interestingly, one of the participants expressed his anxiety. According to him, wherever it is, it is not only those called "migrants" who need to adapt to the environment but also the local residents.

The explanation above supports the findings of the two problems in implementing the ADik program that the researchers found, namely the lack of integration and communication between program implementers and residents around the study objectives. The goal is to achieve the program's maximum results and objectives.

Some of the problems with the implementation of the ADik and ADEM Scholarships from the results of the participant's explanation were identified in this study. First, the nominal amount given to each awardee is not sufficient. Second, five participants also explained their wants and needs for other non-existent additional facilities, which could hamper the study process. Third, there is no more attention related to conflicts arising from differences between residents. This conflict phenomenon arises as described in the Social Identity Theory, where (in-group) who are more superior than outsiders (out-group) considered to be in a more inferior position receives discrimination and racism.

Participant A's statement regarding "... Reducing discrimination and prejudice" is supported by the data in this study. As many as 50% of the participants had experienced discrimination and other ill-treatment, almost all belonged to the Melanesian sub-race. This finding is supported by 19 participants' statements in this study: either they have directly received a discriminatory approach or have seen discriminatory treatment occur against groups of students or students of the Melanesian sub-race.

A participant explained that many Indonesians do not understand the diversity as a whole due to the lack of access to information and media that seem Javanese-centric. He explained that both television and print media have a role in shaping culture. Then, one of the participants explained his experience while on Bali's island. The people there welcomed him without discriminating against one's background.

The island of Bali itself is famous for its tourist areas and likely used to the interactions of migrants and tourists with diversity. This act categorizes as part of understanding the diversity in this study. This study's finding is the primary Model The Model described in Figure 1.6 Perceptions of diversity, adaptability, and racist treatment and discrimination against college performance.

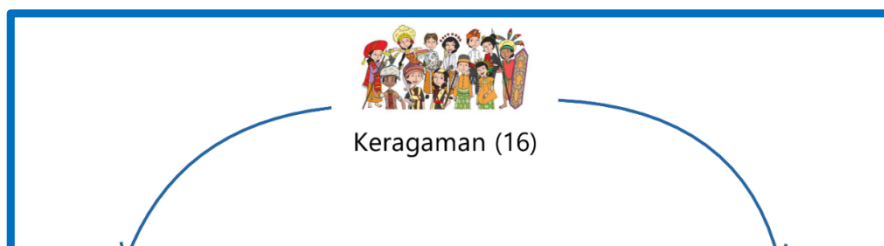


Figure 1.6 Research Model: Perceptions of diversity, adaptability, and racist treatment & discrimination against college performance

This study's results are in the form of a Research Model that describes the phenomenon as a whole. The students' revealed adaptability and discrimination & racism faced by them in the previous two models. Research becomes vital to understand the context of the process and how the findings in this study demonstrate the core problems.

First, the definition of diversity has previously been explained in chapter 2, for example, Milem's opinion, which states that diversity is a form of heterogeneity, inequality, Etc. The study found 100% of participants defined diversity as difference: to be specific, 20.8% as ethnicity; then 16.67% race; and *Bhinneka Tunggal Ikka* with 16.67% tradition; individual character; physical appearance, then mindset, way of life; and so forth.

The conclusions are quite surprising because almost all participants understand the diversity dimension's complexity without realizing it. It means that participants are aware of each character possessed by each individual, which represents himself.

Second, the researchers found that all participants realized the importance of understanding diversity in a broader context, then implementing it in their daily lives. Several participants stated that there is a need for learning media that remains in the school environment regarding Indonesia's diversity, from Sabang to Merauke. Children taught in an attitude of tolerance and knowledge at an early age are needed. The act of discrimination and racism can be ended from occurring in the educational environment.

Third, the impact that occurs when this understanding of diversity is not applied is clear. At least there is a stagnant number in decline in the number of students who are members of HIMAPA, which is two each year from 2016-2019. One of the participants explained in an in-depth interview that one of the decline cases caused by several problems that had arisen. Starting from the student's weak adaptation ability, then feeling insecure, making him embarrassed to ask questions on various occasions, and different views and accepted racist behavior.

"He came home feeling inferior and ashamed to ask questions, and seems to have been mistreated by his classmates."
(MELANESIA/L.)

Furthermore, the case of changing majors also occurred. Almost 90% of ADik Scholarship recipients who were willing to become participants revealed that the desired department was not the major they are currently taking. It is quite surprising considering that this inappropriate process of changing majors can harm student performance. Sure enough, that as many as five people did not continue their studies because the majors they obtained were not suitable, then 2 participants in this study chose to change majors within one year.

Other supporting data, such as a list of students who are members of HIMAPA and belonging to the Melanesian sub-race who stopped studying, are included in appendix 2. In addition to adaptation, which has a role in helping students survive and settling processes, researchers also found that self-esteem also impacts the results of student lecture-performance, especially those who received racism and discrimination treatment. The product is that lecture-

performance is undoubtedly influenced by these four things: Understanding diversity, adaptability, self-esteem, and racism and discrimination behaviour.

College performance is assessed and analyzed by several indicators: GPA, changing majors, and college drop. In the first case example, the participant explained that he did not feel comfortable with the chosen major, then decided to change majors because of the unsatisfactory GPA results while he had been in the major for two semesters, but eventually started getting used to and taking the new major quickly because of his friends. Classmates helped him in the transition and adaptation process.

In the second case, the participant explained that even though the chosen major was not by his wishes, the result was that he still had a 3.0 GPA and graduated on time. The researcher realized that the SE participants had good adaptability, supported by high self-esteem and an environment that was not discriminatory and racist in the faculty. The results achieved were extraordinary, and he was trusted and chosen to become chairman of HIMAPA in 2017.

These three cases adequately illustrate how the relationship between the effects of the three things, namely: Understanding of diversity, adaptability, self-esteem, and accepted discriminatory and racist behavior, can have an impact on the college performance of students and female students in Indonesia, especially Jenderal Soedirman University.

In the latest findings, the researcher found that with the ADik and ADEM Scholarship Program, registered students understand the Ministry of Education and Culture's vision and mission. The results of the Interview and FGD (Focus Group Discussion) conducted in this study found that 100% of ADik and ADEM Scholarship awardee have plans to return as soon as they finish their studies and participate in developing their regions, mainly (Papua Island) from the various sectors they manage.

This is undoubtedly a note for the Ministry of Education and Culture as well as universities and other educational institutions to improve the quality of educational services so that these students can make the most of their study time with the facilities and hopes they have communicated earlier for the full implementation of ADik and ADEM Scholarship programs possibly in the future.

The need for data-based evaluation and research is also an important thing that researchers realize so that any policies given for program progress can run on target and by the program's vision and mission.

4. Conclusion & Discussion

This study concludes that understanding the diversity, adaptability, and racial behavior experienced and the participants' self-esteem influence participants' study performance, based on the research results. As many as 100% of the study participants said, understanding diversity is significant in interaction in the lecture and community environment, especially in a new environment. This, they realize, can help adaptability to get better or worse and faster or slower.

Racism and discrimination are also challenged that some participants need to face in the two sub-races (Austronesian and Melanesian) and affect their adaptability. Besides, self-esteem plays a reasonably large role in overcoming the problems faced and surviving the lousy behavior experienced. The detailed about racism and discrimination effect on student performance will be explained in another paper written by the same team.

Therefore, the participants realized that learning and research on this phenomenon needed to be improved, especially efforts to bridge the disparities faced by community groups regarding differences and diversity. The goal is that there are no more acts of racism and discrimination felt by minority groups in Indonesia.

The role of academics in the educational environment is to create an inclusive atmosphere in the learning environment to support the improvement of the quality of education and the distribution of the quality of human resources in a better direction. The Government needs to reflect on these research results, considering some of these programs are implemented and initiated as a form of concern for the inequality of education quality throughout Indonesia. Therefore, the Government can use the results as a factual reference for the ADik and ADEM Scholarship programs to improve the quality and make policies related and achieve the goals of the ADik and ADEM Scholarship programs.

Researchers are aware that there are still many shortcomings that need to be improved in this study, especially in less extensive participants' coverage. Besides, not all data collection methods can be done. ZMET cannot be implemented due to the COVID-19 pandemic in the month; the data collection took place.

Due to the social condition after Pandemic COVID-19 spreading, researcher couldn't have completed data documentation in the data collection process to supports the research statement more deeply.

Researchers are also aware that the participation of various communities can support richer research results. This research is expected to represent and explain how racism and discrimination occur in a higher education environment. It hoped that in this type of research, the group of participants could be broader in combinations, for example, lecturers, HR practitioners, and observers of human resource development so that the results of the views given can be more objective.

The detailed about discrimination and racism phenomenon will be explained in the next paper separately to deepen the understanding of the whole cases. This research also highlights many things, such as understanding diversity and taking notes from diversity intelligence by Hughes Claretta that inspired this research, even in different sectors and points of view.

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