



Adaptation Strategies of Papuan Students in Secondary Education Affirmation

Strategi Adaptasi Siswa Papua dalam Program Afiriasi Pendidikan Menengah

Kusuma Hati¹, Yosafat Hermawan Trinugraha²

^{1,2} Sebelas Maret University

Abstract

This study examines cross-cultural student adaptation within an educational affirmation context. **General Background:** Educational equity remains a major challenge in Indonesia, particularly in Papua, prompting the establishment of the Secondary Education Affirmation Program (ADEM) to expand access to quality secondary education outside the region. **Specific Background:** Papuan students at SMA Negeri 1 Ngemplak Boyolali face linguistic, academic, social, and cultural challenges during their transition. **Knowledge Gap:** Although ADEM implementation has been discussed in prior research, limited studies analyze students' adaptation strategies using John William Bennett's adaptation framework within a specific school setting. **Aims:** This study analyzes behavioral, strategic, and process-based adaptation strategies of Papuan students and examines the role of schools and teachers in supporting integration. **Results:** Using a qualitative case study with interviews, observation, and documentation, findings show that students apply behavioral adjustments, tactical learning strategies, and gradual adaptive processes consistent with Bennett's model, supported by peer networks, inclusive instruction, differentiated learning, and structured mentoring. **Novelty:** This study contextualizes Bennett's adaptation theory within an affirmation-based secondary education setting. **Implications:** The findings provide practical guidance for strengthening institutional support, culturally responsive pedagogy, and mentoring systems to sustain equitable integration of culturally diverse learners.

Highlights

- Learners navigate cross-regional transition through observable social and classroom adjustments.
- Independent learning planning and collaborative networks support academic participation.
- Institutional inclusivity and mentoring structures foster sustainable integration.

Keywords: Strategies; Secondary Education Affirmation Program; Papuan Students; Cross Cultural Education; Inclusive School Environment

OPEN ACCESS

ISSN 2548 2254 (online)

ISSN 2089 3833 (print)

Edited by:

Rifki Afandi

Reviewed by:

Hany Handayani, Kuku Andri Aka

**Correspondence:*

Kusuma Hati, Nurmawati

*kusumahati90@gmail.com ,
yosafathermawan@staff.uns.ac.id*

Published: 27 February 2026

Citation:

Kusuma Hati, Nurmawati (2026)

*Adaptation Strategies of Papuan
Students in Secondary
Education Affirmation*

*Pedagogia: Jurnal Pendidikan.
15:1.doi:*

10.21070/pedagogia.v15i1.1967

INTRODUCTION

Equitable distribution of education has become part of the decentralization program run by local governments. Its success is measured through continuous improvement and supported by supervision and evaluation to improve the quality of education in each region. However, education in Indonesia still experiences inequality between regions, especially in Papua, especially in educational facilities, infrastructure and teaching resources. Based on data BPS West Papua, 2024, the long School Expectancy rate in West Papua reached 13.17 years, an increase of 0.01 years from 2023. The education rate in West Papua assumes that every child can attend school up to the level of Diploma I, only finishes school at the junior secondary education level, and the average population aged 25 years has only been educated for 7 years.

The government's efforts to reduce the education gap through the Directorate and Ministry to participate in accelerating the equitable distribution of education in the Papua-West Papua region are realized through the Secondary Education Affirmation Program (ADEM), which has been implemented since 2013 as a partiality for the Indigenous Papuans starting from the Junior High School and Senior High School levels in 179 best schools in 6 provinces in Indonesia. Banten, West Java, Central Java, Yogyakarta, East Java (Carlos, 2015). The ADEM scholarship program is expected to open opportunities for children in the Papua region to get equal access to education outside their home regions. The results are expected to contribute to advancing their respective regions and helping reduce development gaps. This program then continued with the ADIK route, which spread across various universities in Java and Bali.

The success of the implementation of the ADEM program in various schools has been researched by (Widayanti & Jumintono, 2022), at Yogyakarta partner high schools, this program has been run in a structured manner with optimal school management. The implication for Papuan students is that there is a more significant empowerment in developing achievements, talents, and non-academic interests. Implementation of the ADEM

program at Pendowo Catholic High School Magelang by (Gustiani et al., 2022), revealed that the management of the program implementation has been running quite well. However, the effectiveness of the program has not been fully achieved optimally influenced by inhibiting factors, namely cultural and language differences that are challenges.

According to the results of the study (Rochadi et al., 2024), 54.5% of students who participated in ADEM succeeded in increasing achievement motivation and nationalism, as well as building inter-ethnic solidarity at a moderate level. However, students' readiness to compete in the job market is still low due to cultural attachments, experiences of discrimination, and local policies in the Papua region. Problems that occur in the implementation of the Program (ADEM) in the East Java Province area which is researched (Ni'matuzahroh & Syakarofath, 2019), many students experience unpreparedness in the learning process in the school environment because they experience difficulties in adapting academically and non-academically; obstacles are also encountered in accompanying teachers who lack special training in handling Papuan students, so teachers experience difficulties in providing practical guidance and support.

Based on the results of previous research (Pujiasih, 2019), one of the factors hindering the success of the ADEM program comes from the students themselves, such as a lack of information about the new environment, differences in socioeconomic status, language differences, differences in eating patterns, stereotypes and discrimination, and homesickness. It is further strengthened by (Hidayat et al., 2025), findings from the research of ADEM West Papua students in Central Java, namely that students face challenges in cultural adaptation, difficulties in managing finances and socializing in a harsh school environment, obstacles to adaptation such as language differences, food preferences, and longing for home. Meanwhile, research at SMK Negeri 2 Jember found that some students often violated school rules, so their level of discipline was relatively low. Students also mentioned having trouble adjusting to social and cultural shifts. The overall efficacy of the ADEM program was hampered in part by the school's inconsistent supervision, both within and outside of the

classroom (Santoso & Ambarwati, 2020).

Social adaptation is self-adjusting by individuals, groups, and social units to norms, processes of change, and situations created due to certain conditions (Soekanto, 2007:286). Students' adaptability is an important factor in supporting the effectiveness of the ADEM program. Bennett (1976) shared his thoughts in theory about adaptation strategies into three forms, including adaptation *behaviour*, *adaptation strategy*, and *adaptation processes*. Therefore, this study aimed to examine the adaptation strategies of Papuan students through John William Bennett's adaptation strategy theory. This research also identified the factors that drive the success of student adaptation, including effective mentoring strategies. Thus, this research is expected to provide deeper insight into the dynamics of adaptation of Papuan students in the ADEM program.

METHODS

The research was carried out at Senior High School 1 Ngemplak Boyolali, using a qualitative approach with a detailed case study type of research. Case studies focus on a case bound by time and place (Creswell & Creswell, 2018), how learners adapt to the participant's new learning environment and system over a given period.

The primary data sources in this study were obtained through in-depth interviews with informants, direct observation, and field recordings and documentation. The secondary data in this study is sourced from document archives related to the ADEM program and field research records.

Sampling in this study was using *purposive sampling techniques*. The researcher selected informants who were considered to know the information and problems in depth, consisting of eight ADEM students, one ADEM supervisor, and six representative of the subject teacher, namely mathematics, English, chemistry, sociology, counselling guidance teachers and scout supervisors. So that the results of the research can be a valid source of data.

The data analysis in this study used the Miles and Huberman technique, which consists of three interactive activities: data reduction, data

presentation, conclusion drawing, and data verification. The analysis process aims to interpret the data in a way that is easier to understand (Miles et al., 2018). This study uses the triangulation method, as a test of the validity of the data from the research results using a combination of several methods and data sources (Martono, 2016). The researcher collected data from various sources, namely primary data from informant participants and secondary data from documents, documentation, and relevant previous research, then compared information from multiple perspectives to strengthen the validity of the findings.

FINDINGS AND DISCUSSION

Problems for Papuan Students in Participating in the ADEM Program

Based on the results of interviews with eight informants, namely with Papuan students, it was found that adaptation to a new educational, social, and cultural environment while participating in the ADEM program on Java Island caused several significant obstacles. The following are the results of the form of adaptation problems of Papuan students while participating in activities in schools and communities:

[Figure 1. about here]

One of the main challenges faced by Papuan students was language and communication, particularly the use of Javanese in both academic and social settings. Informant KLF reported that this language barrier caused confusion, prompting students to seek clarification from teachers or friends in Indonesian. Similarly, informant MG explained that their distinct Papuan accent hindered communication with peers, and the frequent use of Javanese by teachers made it harder to follow classroom instruction. The findings show that Papuan students understand Javanese quite well but struggle to speak and communicate because they only understand the meaning. This shows that the new environment, which has a dominant language different from the language commonly used by Papuan students, creates barriers in daily and academic communication. However, language and communication barriers can be overcome by asking

friends and teachers when words or concepts of subject matter are not understood.

In academic terms, students faced differences in teaching styles, difficulties in understanding subjects such as math, chemistry and English, and low motivation to learn. According to JLS in the interview, Changes in teaching habits among teachers in Papua and Java differ. In this school, teachers are more disciplined, and friends are more competitive, resulting in culture shock and a lack of confidence. In addition to language differences that are an obstacle, Papuan students' learning motivation is also low. According to the research findings, the contributing factor is the influence of sophisticated technology that makes it easier for them to find information, and lazy learning, which results in their academic grades not reaching the competency standards, the solution to this problem is to establish a study group routine where they remind each other about assignments, study, and ask questions about material they do not understand.

The challenges of social adaptation faced by Papuan students arise from perceptions of discrimination as a minority and difficulties in building social interactions in a new environment, highlighting social integration issues and how different backgrounds can affect student acceptance and their ability to build friendships. This is evidenced by the statements of KLF informants, who initially felt like a minority and were afraid of not having friends due to incompatibility with differences. Sadness was also felt by YMK informants, who said that when they first started school, they did not make friends and only befriended fellow students from the Papuan ethnic group. Additionally, Papuan students felt a lack of self-confidence, particularly when there was an opportunity to express opinions, as they feared their suggestions would not be accepted. Negative stereotypes often occurred toward Papuan students, as mentioned by AB during an interview, who experienced discrimination in 10th grade, such as unfriendly peers who did not greet them, being called unintelligent, and then striving to improve by studying and asking questions when they did not

understand. The research findings indicate that opening up begins with greeting and conversing with peers, which can strengthen relationships and help them adapt. Additionally, support from the ADEM program mentors positively impacts the mental well-being of Papuan students, as they act as parental figures who provide significant attention and care.

Papuan students experience culture shock and confusion regarding the rules and customs in their new environment. According to KLF, Papuans are known for speaking loudly, but when in Java, they must be able to control their intonation to be more subtle. Meanwhile, according to YB, discipline in this school is very strict, and if rules are broken, consequences will be imposed. This is confirmed by SKO, a male student, who says that while living in Java, many rules must be followed, such as time restrictions for playing, which means not staying out late at night and not playing music too loudly because it disturbs the surrounding community. The price gap between Papua and Java causes them to experience culture shock, as expressed by YB, SKO, and MG, who noted that food and other necessities are relatively affordable in Java, making them more impulsive and more consumptive.

This highlights significant differences in cultural norms and practices between the students' home regions and their new environment, requiring deep adjustments to their behaviour and understanding. Efforts that Papuan students can make to overcome culture shock include participating in provincial orientation programs focused on mental preparation and character development, adjusting their behaviour particularly their speaking tone and getting accustomed to respecting and following the rules of the local community.

Discussion

Behavior Adaptation Strategies

Student adaptation is a complex process that equips newcomers with essential skills to function effectively in new academic and social environments as emphasized by Mohzana (2024). This critical adjustment involves behavioral changes, cognitive development, and emotional regulation all of which are vital for creating a more balanced and effective social life. In this study,

Papuan students at SMA Negeri 1 Ngeplak Boyolali demonstrated high academic engagement, marked by active behavioral through focused attention, note taking, and asking questions when encountering difficulties. These behaviors reflect cognitive and emotional engagement, which correlate with better learning outcomes (Priyanto & Kock, 2021).

However, academic adaptation was challenged by differences in language of instruction, especially the use of standard Indonesian terms or Javanese expressions, as well as more intense learning expectations compared to their schools of origin. Such differences can influence information processing, confidence, and classroom participation (Ehrman & Oxford, 1995).

The social adaptation of Papuan students is reflected in direct actions that reflect adjustments to the norms of social interaction in the new environment, such as greeting, smiling, and actively participating in class and extracurricular activities. These actions fall into the category *behavioral adjustment* as stated by (Bennet, 1976) is a form of adjustment of individual behavior patterns that are dynamic in nature to follow or adjust to their environment, i.e., an initial response that arises in an attempt to socially adapt to value systems and relationship where individuals modify their behavior to align with new social norms.

Students' cultural adaptation is reflected through real behavioral changes in daily life. For example, learners begin to speak in a more subtle tone, wear clothes that conform to the norms of the majority, and avoid habits, that are considered inappropriate in the new social context. This adjustment is a form of behavioral adjustment within the framework of adaptation (Bennet, 1976), i.e. an initial response to differences in local cultural values and norms. Behavior change in an individual or a group in an environment is an effort to defend oneself against the changing conditions of the environment in accordance with the problems that are occurring (Bennett, 1976). These actions reflect an awareness of the importance of social acceptance in the process of cultural integration.

Adaptation Strategy

Tactical adaptation is carried out by developing

various strategic steps with appropriate planning and methods to overcome challenges and find solutions to problems by utilizing available resources (Bennett, 1976) . Students develop a number of adaptive strategies that reflect their independent learning abilities or *self-regulated learning*. This strategy includes the use of online media such as learning videos, discussions with peers and seniors, and participating in additional tutoring. In the process *self-regulated learning* Students not only respond passively, but also demonstrate the ability to plan, monitor, and evaluate their learning process independently (Ueno et al., 2025).

Changes in the way they interact are important given the different cultural backgrounds between Papuan students and school communities in the Java region, especially in aspects of nonverbal communication and social expression. According to (Bennett, 1976) Tactical adaptation (*adaptive strategy*), It is an individual adjustment in his environment that is made due to the presence of urgent changes by planning certain strategies. Strategically, students use a supportive social approach, such as building networks with fellow ADEM program with Javanese students. This network acts as an informal support system that provides a sense of emotional security, as well as a medium to understand new social norms.

This strategy is in line with the concept *social integration*, where inclusive relationships with the majority group can accelerate the process of social acceptance and reduce the sense of alienation or marginalization that is common in cross-cultural situations (Jamiludin et al., 2023). Papuan students use cultural strategies that are selective and adaptive. They still maintain their Papuan cultural identity through symbolic ways that do not cause friction, such as introducing typical handicrafts, for example *Noken*, wearing cultural attributes in a specific moment, or telling a peer about the culture of origin. This strategy suggests a balanced acculturative approach, in which individuals can maintain their original identity while remaining open to new cultures (Berry et al., 2022). This strategy is also an

important means of self-affirmation for students in maintaining self-esteem during the adaptation process.

Process Adaptation Strategy

Process adaptation (*adaptive processes*), is an adjustment over a long-term time span that is repeated using a strategy to produce a change. The process of academic adaptation of students takes place gradually and continuously (Bennett, 1976). Papuan students are beginning to adjust to the new assessment system, teacher expectations, and learning styles that are dominant in the school environment. This process is in line with the concept *zone of proximal development (ZPD)*, where learners thrive through the help (*scaffolding*) from more experienced teachers and peers (Vygotsky, 1978). Therefore, academic adaptation cannot be viewed as a linear process, but rather as a long-term journey influenced by many factors, including individual readiness, social support, and the learning strategies used. Flexibility, perseverance, and a supportive learning environment are the keys to accelerating the academic adaptation process of cross-cultural students.

This process of social adaptation does not take place instantly, but develops gradually. The adaptation process is divided into two, namely individuals and groups. Bennett emphasizes that adaptation at this individual level is not only limited to physical abilities, but also includes cognitive and psychological aspects. Increased confidence, courage to speak up, and involvement in discussions and group work reflect a transformation in students' social interaction patterns.

This suggests that social adaptation includes cross-cultural learning processes that is sustainable and requires time, experience, and support from the environment. The level of group adaptation emphasizes more on how to maintain life together because they are in the same environment, so individuals must cooperate in facing problems by finding solutions together in social life as a form of human action is a social creature that needs others (Bennet, 1976). Therefore, the role of peers is very

significant as *significant others* which helps students understand and live their new social roles. A supportive and inclusive social environment has proven to be one of the determining factors for the success of students' social adaptation in educational affirmation programs.

In the process, cultural adaptation occurs gradually through learning and filtering local values that are in accordance with personal values. Students begin to understand the applicable social norms, such as manners in speaking, how to behave towards parents and teachers, to the management of emotional expressions in daily interactions. This process shows the continuation of a complex and reflective cultural learning process. In a multicultural school, this cross-cultural understanding that is formed not only supports the adaptation process, but also fosters mutual respect for diversity (Hasan et al., 2025). Thus, cultural adaptation is an important foundation for the formation of harmonious social integration in the educational environment.

The Role of School Environment and Teachers in Supporting the Adaptation Process of Papuan Students

The school environment and teachers have a strategic role in supporting the success of student adaptation, both in academic, social, and emotional aspects. Teachers not only function as material presenters, but also as facilitators of cross-cultural adaptation (Post, 2025). The approach that teachers apply in schools is carried out in an inclusive manner to students at SMA Negeri 1 Ngemplak, including the use of clear and easy-to-understand instructional language, continuous motivation, flexibility in learning methods, and the provision of opportunities for additional guidance outside of regular class hours. Papuan students have difficulties in understanding the material and exam questions, the obstacles encountered are easy to lose focus on learning, so teachers get around learning with drilling or practice techniques.

Teaching with the drilling method, which emphasizes exercises for students in order to improve agility skills in receiving knowledge (Firdaus & Sukari, 2024). The way to learn with the drilling method effectively shapes students' habits of implementation at school, namely, getting used to literacy movements before starting lessons, project-based assignments, and students learning to do practice questions before closing the lesson. Teacher learning innovations have an impact on Papuan students, namely increasing learning motivation and activeness in the classroom, such as in sociology learning to increase the activeness and critical thinking of teachers applying differentiated learning, for example in the kinesthetic learning style where students read material, develop the content, describe it in the form of pictures through peer collaboration, and present the results with *storytelling*. Differentiated learning practices into concrete forms of *scaffolding* that help learners bridge the gap between their initial abilities and the demands of the new learning environment (Hati et al., 2025). Social interaction that is formed naturally through group work and joint activities becomes an informal learning space that accelerates the adaptation process.

Schools as institutions also play a role in creating an inclusive learning climate. This is done through various collaborative activities such as the Pancasila Student Profile Strengthening Project (P5), as a process of forming students' character that reflects the value of the six-dimensional profile of Pancasila students, namely, faith in God Almighty, global diversity, mutual cooperation, independence, critical thinking, and creative (Islamiah et al., 2024). The form of P5 implementation that supports the adaptation strategy of students' behavior through the topic of approaching local wisdom values which includes two character dimensions, namely global and creative diversity (Rizky et al., 2024). The success of the adaptation of Papuan students' behavior is evidenced by their increased confidence in performing a dance from Papua, not only that they also proudly introduce handicraft products,

languages, and interesting knowledge about the Papuan region.

Accompanying teachers of the secondary education affirmation program play an important role in the success of the program and student adaptation are responsible as teachers who act to educate, empower, and foster parents who facilitate the needs of ADEM children while they are abroad. A problem that is often encountered is the indiscipline of Papuan students in participating in activities at school. Punishment with disciplinary problems is ineffective because it makes them unmotivated, so the solution must be explained by mistake. The form of support in the adaptation process that the supervisor provides to Papuan children is to provide supervision and assistance with non-discriminatory disciplines.

This role of the environment is in line with Bennet's thought that the adaptation of the individual is not only determined by personal ability, but also by the social setting in which the individual is located. In this case, educational institutions have an active contribution in shaping the experience of adaptation through the structure, values, and interactions that occur in them. When schools are able to build an inclusive and responsive culture to diversity, the process of student adaptation can take place in a healthier, more productive, and sustainable manner.

CONCLUSIONS

Papuan students benefit significantly from the Secondary Education Affirmation Program (ADEM), although they continue to face challenges related to language, cultural adjustment, academic readiness, and social integration. Through peer support and inclusive teaching practices, they employ behavioral, strategic, and process-based adaptation strategies that align with John William Bennett's model of adaptation. Schools and teachers play a central role in fostering a safe and culturally responsive learning environment that strengthens these adaptation processes. Overall, the study highlights the importance of coordinated institutional support in advancing educational equity and improving the effectiveness of programs such as The Secondary Education Affirmation Program.

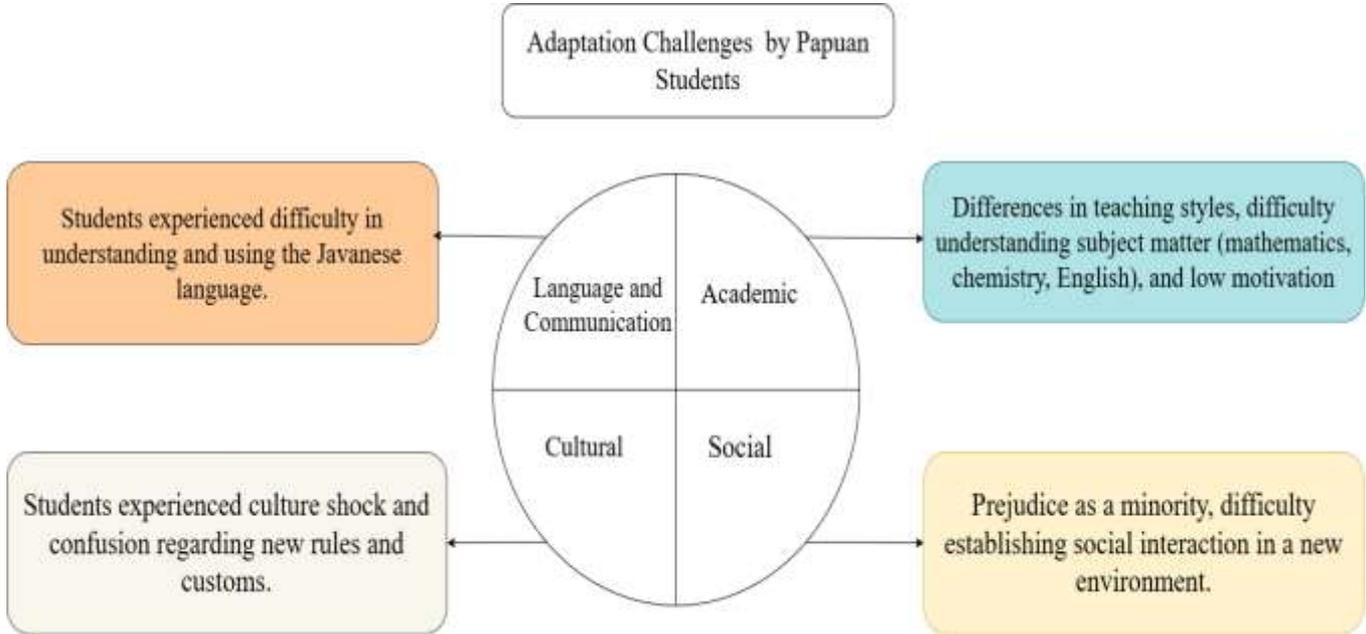
ACKNOWLEDGMENTS

Thank you to the Principal of SMA Negeri 1 Ngemplak Boyolali, the Assistant Teacher of the Secondary Education Affirmation Program Mrs Ari Tri Noeryanti S.Sos., M.Pd., Teacher of mathematics, chemistry, English, counselling guidance, and Papuan students.

REFERENCES

- Bennet, J. W. (1976). *Adaptation & Human Behaviour In The Ecological Transition: Cultural Anthropologi & Human Adaptation*. Pergamon Press.
- Bennett, J. W. (1976). Anticipation, Adaptation, And The Concept Of Culture In Anthropology. *Science*, 192(4242), 847–853. <https://doi.org/10.1126/Science.192.4242.847>
- Berry, J. W., Phinney, J. S., Sam, D. L., & Paul, V. (2022). *Immigrant Youth In Cultural Transition* (1st Ed.). Routledge. <https://doi.org/10.4324/9781003309192>
- BPS Papua Barat. (2024). Indeks Pembangunan Manusia (IPM) Provinsi Papua Barat Tahun 2024. In *Berita Resmi Statistik: Vol. XVII* (Issue No. 141/11/91).
- Carlos, K. (2015). Pengaruh Motivasi, Minat, Kedisiplinan Dan Adaptasi Diri Terhadap Prestasi Belajar Siswa Peserta Program Afiriasi Pendidikan Menengah Asal Papua Dan Papua Barat Di Kota Bandung. *SHARE: SOCIAL WORK JURNAL*, 5(2), 157–165. <https://doi.org/10.24198/Share.V5i2.13140>
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative And Mixed Methods Approaches* (5th Ed.). SAGE Publications, Inc.
- Ehrman, M. E., & Oxford, L. R. (1995). Cognition Plus: Correlates Of Language Learning Success. *The Modern Language Journal*, 79(1), 67–89. <https://doi.org/10.1111/J.1540-4781.1995.Tb05417.X>
- Firdaus, F., & Sukari, S. (2024). Implementasi Metode Drill Dan Proyek Dalam Upaya Madrasah Aliyah Muhammadiyah Roudhotun Nasyi ' In Klaten. *Jurnal Kajian Riset Multidisiplin Vol*, 8(5), 68–77.
- Gustiani, D., Marom, A., & Nurcahyanto, H. (2022). Efektivitas Program Afiriasi Pendidikan menengah (Adem) Papua Dan Papua Barat (Studi Di Sma Katolik Pendowo Magelang). *Journal Of Public Policy And Management Review*, 1–9. <https://doi.org/10.14710/Jppmr.V11i3.34863>
- Hasan, M., Hermansyah, H., & Sukino, A. (2025). *Implementasi Budaya Sekolah Dalam Membangun Kesadaran Multikultural*. 15(1), 97–116. <https://doi.org/10.33367/Ji.V15i1.6488>
- Hati, K., Rahmayanti, A. A., Aprilia, C. W. H., Nisa, L. A., Anggraeni, M., Trinugraha, Y. H., & Parahita, B. N. (2025). Practice And Reflection Of Differentiated Learning In Sociology At Senior High School. *Journal Of Education And Learning*, 19(2), 1024–1031. <https://doi.org/10.11591/Edulearn.V19i2.21636>
- Hidayat, M. T., Widiyatmoko, W., & Prayitno, H. J. (2025). *Navigating Transitions: The Academic And Social Adaptation Of West Papuan Students In The Adem Program Hidayat, Widiyatmoko, & Prayitno: Navigating Transitions: The Academic And Social ...* 202–212.
- Islamiah, S. N., Setyawati, A., & Astuti, S. (2024). The Implementation Of Pancasila Principles On The Development Of The Independent Curriculum In The Execution Of The P5 Program: A Perspective From Educational Philosophy. *Didaktika: Jurnal Kependidikan*, 13(3), 3293–3302. <https://doi.org/10.58230/27454312.423>
- Jamiludin, J., Alwi, A., & Upe, A. (2023). Social Integration In Multicultural Societies: A Qualitative Study. *Jurnal Ilmu Sosial Dan Humaniora*, 12(2), 340–349. <https://doi.org/10.23887/Jish.V12i2.63795>
- Martono, N. (2016). *Metode Penelitian Sosial: Konsep-Konsep Kunci* (2nd Ed.). Raja Grafindo Persada.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2018). *Qualitative Data Analysis A Methods Sourcebook* (4th Ed.). SAGE Publications, Inc.
- Mohzana, M. (2024). The Impact Of The New Student Orientation Program On The Adaptation Process And Academic Performance. *International Journal Of Educational Narratives*, 2(2), 169–178. <https://doi.org/10.70177/Ijen.V2i2.763>
- Ni'matuzahroh, & Syakarofath, N. A. (2019). *Identification Of Implementing Secondary Education Affirmation Program (ADEM) In Education Board Region At East Java Province*. 304. <https://doi.org/10.2991/Acpch-18.2019.111>
- Pasca, C. D. A. (2025). Pendidikan Multikultural Di SMP Katolik Jambi: Perspektif Guru Dengan Beragam Agama. *Didaktika: Jurnal Kependidikan*, 14(1), 1439–1446. <https://doi.org/10.58230/27454312.1508>
- Prijanto, J. H., & Kock, F. De. (2021). Peran Guru Dalam Upaya Meningkatkan Keaktifan Siswa Dengan Menerapkan Metode Tanya Jawab Pada Pembelajaran Online. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 11(3), 238–251.
- Pujiasih, D. (2019). ADAPTASI SOSIAL BUDAYA SISWA ASAL PAPUA (Studi Pada Peserta Program Afiriasi Pendidikan Menengah Di SMA Negeri 3 Purwokerto). *Jurnal Sosial Soedirman, Vol 3 No 1*, 1–17. <https://doi.org/10.20884/Juss.V3i1.1545>
- Rizky, Y., Alyssa, P. A., Della, P. U., Marcel, M. I., & Widya, A. K. (2024). Strategi Adaptasi Program P5 Dalam Pembentukan Karakter Peserta Didik Di Kota Surakarta. *Jurnal Niara*, 16(3), 467–478. <https://doi.org/10.31849/Niara.V16i3.18116>
- Rochadi, A. S., Nursatyo, N., Rohmah, I. Y. A., & Azzahra, A. Z. (2024). Ethnic Disparities In Educational Development: Lessons Learned From Indonesia's Secondary Education Affirmation Program. *International Journal Of Social Science And Human Research*, 07(01), 275–285. <https://doi.org/10.47191/Ijsshr/V7-I01-37>
- Santoso, N. E., & Ambarwati, S. (2020). Implementasi Planning, Organizing, Actuating, Dan Controlling Program Afiriasi Pendidikan Menengah (Adem) Siswa Papua Dan Papua Barat Di Smk Negeri 2 Jember. *Prosiding Nasca*, 104–121. <https://doi.org/10.47387/Nasca.V1i1.23>
- Soekanto, S. (2007). *Sosiologi Suatu Pengantar*. Raja Grafindo Persada, 2007.

- Ueno, S., Takeuchi, O., & Shinhara, Y. (2025). Exploring The Studies Of Self-Regulated Learning In Second / Foreign Language Learning : A Systematic Review. *International Journal Of TESOL Studies*, 7(January), 126–147.
<https://doi.org/10.58304/Ijts.20250108>
- Vygotsky, L. S. (1978). *Mind In Society: Development Of Higher Psychological Processes*. MA: Harvard University Press.
- Widayanti, R. S., & Jumintono. (2022). Manajemen Program Afirmasi Pendidikan Menengah (ADEM) Papua-Papua Barat Dan Repatriasi Pada Sekolah Mitra Di Daerah Istimewa Yogyakarta. *Media Manajemen Pendidikan*, 4(2), 290–310.
<https://doi.org/10.30738/Mmp.V4i2.10039>

Figure 1 / Adaptation Challenges by Papuan Students

Conflict of Interest Statement: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Copyright © 2026 Kusuma Hati, Nurmawati

This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY). The use, distribution or reproduction in other forums is permitted, provided the original author(s) and the copyright owner(s) are credited and that the original publication in this journal is cited, in accordance with accepted academic practice. No use, distribution or reproduction is permitted which does not comply with these terms.