

## Adaptation and achievement of Southern Patani students of Thailand in West Sumatera

Habalee Duereh<sup>1</sup>, Azmi Fitriisia<sup>1</sup>, Adri Febrianto<sup>1</sup>

Fakultas Ilmu Sosial, Universitas Negeri Padang

\*) Correspondence Author address e-mail: [hambalee.jee.purong@gmail.com](mailto:hambalee.jee.purong@gmail.com)

**Abstract:** This study explores the adaptation and academic achievement of Southern Patani Thai students in West Sumatera. These students face various challenges, including language barriers, differences in teaching methods, and limited access to academic facilities. Using qualitative methods—observation, in-depth interviews, and documentation—the study found that students often struggle with understanding lectures and adjusting to academic expectations. However, strong motivation, support from lecturers and peers, and active involvement in student communities significantly help them adapt. Academic performance among students varies based on how effectively they overcome these challenges and the level of support received. Some achieve well due to effective strategies and support, while others face ongoing difficulties. The findings highlight the need for structured support programs to assist international students in navigating academic and social environments, helping them reach their full potential during their studies in West Sumatera.

**Keywords:** Adaptation, Achievement, Patani Students, West Sumatera

**Article History:** Received on 30/12/2024; Revised on 28/01/2025; Accepted on 01/03/2025; Published Online: 02/04/2025.



This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2025 by author.

### INTRODUCTION

Students from South Patani, Thailand, studying in West Sumatera face complex adaptation challenges, ranging from language, culture and food to lifestyle. These challenges not only affect their academic success, but also impact their social lives and mental health (Samovar, 2010). Indonesian, as the main language of instruction on campus, is the first hurdle to overcome. Although most Patani students have studied Indonesian before coming to Indonesia, differences in accent, vocabulary and sentence structure often cause difficulties in understanding lectures and communicating with lecturers and classmates. In addition, the Minangkabau language, which is widely used in daily interactions in West Sumatera, adds another layer of linguistic complexity. These challenges not only affect the teaching and learning process, but also hinder their social interaction with the local community. (Bisri et al., 2022).

This creates a communication gap that not only affects their academic process but also their social interactions. In addition, Patani students also have to adapt to the rich and unique Minangkabau culture and customs. Minangkabau culture, which is dominated by Islamic values and a matrilineal kinship system, is very different from

Patani culture which is generally patrilineal. In addition to cultural challenges, Patani students also face difficulties in adjusting to the food and lifestyle in West Sumatra (Pederson, 2016). Traditional West Sumatran dishes such as Dendeng Balado, Rendang, Ayam Chili Merah, and Ayam Chili Ijo have strong and spicy flavors, in contrast to Thai food which tends to be sweet and sour. A survey of 16 Patani students in West Sumatra showed that 60% found West Sumatran food too spicy, while 40% said they had difficulty finding unusual ingredients. Besides food, the more relaxed and traditional lifestyle in West Sumatra also requires adjustment for Patani students who are used to urban life in Patani or Thailand. These food and lifestyle adaptation challenges not only affect their daily comfort, but also impact the physical and mental health of Patani students, ultimately affecting their academic performance.

The academic achievement of Patani students in West Sumatra is influenced by various factors, including their ability to adapt to the new environment. Patani students who are able to adapt well tend to have better academic performance, while those who have difficulty adapting often experience a decline in academic performance (Mulyana, 2003). The ability to understand Indonesian language and course materials is a key factor in determining academic success. A study at UIN Mahmud Yunus Batusangkar showed that 70% of Patani students who are active in PMIPTI activities have a GPA above 3.0, while the 30% who are less active tend to have a GPA below average. In addition, support from lecturers and peers also plays an important role in helping Patani students overcome academic difficulties. (Duereh & Irwandi, 2023: 23–24)

In addition to academic achievement, social achievement is also an important indicator in assessing the success of Patani students in West Sumatra. Social achievement refers to the ability of Patani students to build social relationships and participate in community activities. Patani students who are active in social activities, such as community service or cultural events, tend to have good social performance. A Patani student at the PMIPTI Secretariat in Batusangkar stated that the adaptation process of Patani students in West Sumatra is influenced by various internal and external factors.

Internal factors include learning motivation, language proficiency, and mental health. Patani students with strong learning motivation tend to adapt more easily and achieve better academic performance. Proficiency in both Indonesian and Minangkabau languages also plays an essential role in determining the success of their adaptation. Moreover, mental health including the ability to manage stress and psychological pressure significantly affects the adaptation process (Saputri et al., 2021). External factors involve social support from peers, lecturers, and organizations such as PMIPTI Padang. This support may take the form of assistance in understanding local culture, overcoming language barriers, or simply having someone to talk to who understands their situation. Additionally, understanding and respecting the local culture facilitates the adaptation process. Patani students who are able to appreciate Minangkabau culture are more likely to be accepted by the local community and feel more comfortable in their new environment (Helmiati, 2021: 45–46).

One organization actively engaged in youth empowerment is PMIPTI Padang, which contributes to the development of the Persatuan Mahasiswa Islam Patani di Thailand Selatan (PMIPTI) in Padang, headquartered in Batusangkar. This organization

was established on October 2, 2014, and remains active today, upholding its unique set of principles. PMIPTI aims to be a platform to prepare future national leaders and community-focused figures who advocate for the rights of the Malay community, particularly in Patani, Southern Thailand. Its vision is to build a strong Islamic youth organization focused on educating morally upright young generations. Its mission includes implementing Islamic teachings in terms of faith, worship, and ethics among youth, enhancing Islamic understanding, strengthening cooperation and solidarity among members, and emphasizing the importance of leadership development. (Nofra & Inggria Kharisma, 2020: 127–128)

Organizations like the Persatuan Mahasiswa Islam Patani Thailand–Indonesia (PMIPTI) in Padang play a crucial role in helping Patani students adapt to life in West Sumatra. PMIPTI organizes various educational, social, and cultural activities such as regular meetings, cultural discussions, religious events, Jawi script learning sessions, sermon training, recitations of yasin, remembrance (arwah), and more—all aimed at facilitating the adaptation process of Patani students. A survey conducted among 16 PMIPTI members revealed that 80% of Patani students felt supported by the organization’s activities (Mutiara et al, 2003).

Based on the explanation above, students from Southern Patani, Thailand, who are pursuing their education in West Sumatra face various complex adaptation challenges, including language, culture, food, and lifestyle. These challenges not only affect their academic success but also impact their social lives and mental health. The Indonesian and Minangkabau languages pose significant barriers in both teaching-learning processes and social interactions, while cultural and customary differences between Patani and Minangkabau make it difficult for students to understand and adhere to the local social norms. In addition, differences in food and lifestyle demand substantial adjustments, especially for those Patani students who are visiting Indonesia—particularly West Sumatra—for the first time. (Helmiati, 2021: 45–46)

Although several studies have addressed the adaptation challenges of international students in general, specific research on Patani students in West Sumatra remains limited. Furthermore, few studies have directly linked adaptation factors to students’ academic and social achievements. Therefore, this study aims to fill that gap by examining the adaptation process of Patani students through the lens of Berry’s (1997) Acculturation Theory, which categorizes adaptation strategies into four types: assimilation, integration, separation, and marginalization. This approach will help to better understand how students navigate a new sociocultural environment and the extent to which their strategies influence success.

The research problem can be framed as the adaptation challenges faced by students from Southern Patani, Thailand, in West Sumatra and their impact on academic performance and social life. This study aims to understand the factors that influence the successful adaptation of Patani students and how this affects their academic achievements in Indonesia. Therefore, the title “Social and Academic Adaptation and Achievement of Southern Patani Thai Students in West Sumatera” is highly relevant, given the range of

challenges these students face in navigating academic and social life abroad (Duereh & Irwandi, 2023: 38–39).

This research seeks to explore the adaptation processes undertaken by these students and how they are able to achieve satisfactory performance despite being in a different environment. By understanding the challenges they face—such as differences in language, culture, dietary habits, and academic systems—this study is expected to provide deeper insights into effective adaptation strategies. (Duereh & Irwandi, 2023: 38–39).

## METHOD

**Type of research.** This study uses a **descriptive qualitative method** to explore how students from Southern Patani, Thailand adapt and achieve academically in West Sumatra. Data is collected through in-depth interviews, observations, and document analysis. The research aims to provide a deep understanding of their adaptation experiences and academic development, using descriptive-analytical analysis to connect findings with relevant theories.

**Participants.** The research focuses on students from Southern Patani, Thailand, studying in West Sumatra to explore their adaptation and academic performance. Using random sampling, participants are selected from various universities with the total of 18 to ensure a fair and unbiased representation, including (1), UNAND (2), UNP (3), UIN bukittinggi (4), UIN Iman Bonjol Padang (5), UIN MY Batusangkar (6) Pesentren Buya Hamka (7) Pesentren Kauman Padang Panjang.

**Instrumentation.** The main instrument was the researcher, supported by interview guides, observation, note-taking, voice recorders, and document analysis to gather detailed data on Patani students' experiences in West Sumatra.

**Data collection techniques.** This study used three data collection techniques: observation for direct field insights, in-depth unstructured interviews for detailed personal experiences, and documentation (e.g., photos, notes) to support and enrich the findings.

**Data analysis techniques.** This study uses Miles and Huberman's (1992) interactive model, which includes four steps: data collection through observation, interviews, and documentation (Sutopo, 2006); data reduction to focus on key information (Prastowo, 2012); data display in structured formats (Rijali, 2018); and conclusion drawing with verification to ensure the findings are valid and credible (Sugiyono, 2014).

## RESULTS AND DISCUSSION

### Results

According to the puposes of the study which were to understand the experiences of students from Southern Patani, Thailand who are pursuing their education in West Sumatra, to explore how these students adapt to the educational and social environment, to assess their academic performance, and to identify the factors that influence both their adaptation process and academic success, thus the findings of this study were as follow:

## **Students from Southern Patani, Thailand education adaptation and socialization in West Sumatra**

The results from the interview, observation and documentation illustrated that Students from Patani who come to study in West Sumatra at various universities — such as UIN Mahmud Yunus Batusangkar (5 students), Andalas University (UNAND) (4), UIN Imam Bonjol Padang (2), UIN Sjech M. Djamil Djambek Bukittinggi (2), Padang State University (UNP) (2), Kauman Islamic Boarding School Padang Panjang (1), and Buya Hamka Islamic Boarding School (1)— do not face major challenges in adapting to campus life, which differs from what they experience in Patani. One way they adapt is by building relationships with other students, both Indonesian and other international students. Some students often take part in social activities, such as regular gatherings or student events, which help them get to know new cultures and habits on campus. This makes it easier for them to socialize and feel more accepted in the campus environment.

In addition, language is one of the main barriers for Patani students. Although Indonesian is used on campus, differences in dialect and vocabulary between Indonesian and the language spoken in Patani can be confusing at first. To overcome this, Patani students strive to improve their Indonesian language skills by attending courses, practicing speaking with Indonesian friends, and using the language in daily life. Good language skills help them gain more confidence in communicating, both in class and in everyday situations.

On the other hand, Patani students are also aware of the importance of participating in academic and student organization activities. They actively attend lectures, complete group assignments, and prepare for exams. In addition, they join various campus organizations, both academic and social. Through these organizations, they can develop leadership skills, expand their friendships, and gain valuable experience for their future.

However, the process of adaptation is not always easy. Many Patani students feel homesick and experience stress from being far from their families. To cope with these feelings, they seek emotional support by gathering with fellow countrymen or engaging in enjoyable activities, such as sports or cooking together.

Although they strive to adapt to their new campus life, Patani students continue to maintain their cultural identity. They often introduce Patani culture through cultural events or discussions about their traditions and history. In this way, they not only preserve their cultural heritage but also enrich campus life with cultural diversity. This helps build better relationships among students from various backgrounds and creates a more inclusive and harmonious atmosphere on campus.

## **The Academic Performance Of Students From Southern Patani, Thailand Who Are Studying In West Sumatra**

Based on research and interviews with students from Southern Patani, Thailand who are pursuing their education in West Sumatra, there is a dynamic range of academic and non-academic performance that requires deeper analysis. Quantitatively, the number of Patani students who choose to study at five universities and two pesantrens is quite

significant. However, the data shows that their success rate in completing their studies varies, with a relatively high percentage of students not graduating.

This indicates more complex challenges, both academically and from external factors that affect their educational journey. Academically, the number of students attending five universities and two pesantrens in West Sumatra is considerable. The State Islamic University (UIN) Imam Bonjol Padang recorded 25 students, with 9 graduating and 16 not completing their studies. Andalas University (UNAND) has 11 students, with 2 graduates, 1 dropout, and 8 still enrolled. At State Islamic University (UIN) Sjech M. Djamil Djambek Bukittinggi, there are 12 students, with 6 graduates and 6 dropouts. State University of Padang (UNP) reported 3 students who are all still studying. At State Islamic University (UIN) Mahmud Yunus Batusangkar, out of 23 students, only 5 have graduated, 5 dropped out, and 13 are still studying. In the pesantrens, Pesantren Kauman Padang Panjang has 1 student still in study, while at Pesantren Buya Hamka, both of the 2 students who enrolled have completed their education. These numbers show that the number of students who dropped out is almost equal to or even exceeds the number of those who graduated. This situation highlights the presence of barriers that hinder students from completing their education, such as academic difficulties, adaptation to a different educational system, financial limitations, or a lack of adequate social support.

In addition to academics, student achievement can also be seen in their involvement in extracurricular activities and organizations. Many Patani students actively participate in student organizations, academic competitions, seminars, as well as social and cultural events. They have also received awards in the form of certificates, souvenirs, and trophies from various competitions at the campus and inter-university levels. However, a question arises: to what extent do these non-academic achievements support their academic completion? Does active participation in organizations reduce their academic focus, or does it actually help them develop skills that enhance their resilience in the educational world?

Based on on-site observations and interviews with students, their place of residence also plays a role in determining academic success. Students who live in dormitories tend to follow stricter institutional rules, while those living in the PMIPTI Secretariat have more flexibility in participating in social and academic activities. Online discussion programs via Zoom Meetings are provided to maintain communication among students spread across various locations, but their effectiveness still needs further evaluation. Does this system truly help students in completing their studies, or is it merely a forum for socializing without significant academic impact?

Overall, existing data shows that while some Patani students have successfully completed their education, the dropout rate remains a major concern. This phenomenon demands a deeper analysis of the contributing factors, including whether the education system in West Sumatra aligns with the academic background of Patani students, whether they receive sufficient academic guidance, and how community and social support play a role in improving graduation rates. Without proper intervention, this trend may continue and become a barrier to Patani students achieving their educational goals in Indonesia.

To address the issue of many Patani students not completing their studies, more concrete and practical solutions are needed. One way to help is by providing academic

guidance from the beginning of their studies. This guidance could include peer tutoring, additional classes, and study strategy training to help students adapt more quickly to Indonesia's education system. Additionally, student organizations such as PMIPTI (Persatuan Mahasiswa Islam Patani Thailand di Indonesia) can play a role in establishing a mentoring system, where new students receive support from seniors or alumni who have successfully graduated.

Beyond academics, social support is also vital so students don't feel alone in facing the challenges of university life. Patani student communities on various campuses need to strengthen solidarity, not only through social events but also in the form of academic discussions and learning motivation. Regular meetings, either in person or online such as through Zoom, can serve as platforms for students to share experiences and find solutions together. In this way, whether students live in dorms or at the PMIPTI Secretariat, they can still receive equal support.

Economic issues are also a common obstacle that disrupts the academic progress of Patani students. Many face financial difficulties that affect their focus on studying, and not all students receive full scholarships covering all educational costs until graduation. Based on research and interviews with students from various campuses, some only receive support for tuition fees (UKT) and accommodation, while living expenses must be covered by themselves. Others receive monthly allowances and dormitory facilities, but still have to pay tuition fees independently. This situation heavily depends on the policies of each university and the scholarship providers, so not all students experience the same financial stability during their studies.

Lastly, universities in West Sumatra also need to evaluate their learning systems. Campuses can provide extra classes or learning materials that are more accessible to international students. Moreover, cooperation between universities and the Patani student community or PMIPTI can be strengthened through academic discussions or forums that address the challenges and solutions faced by students. Through such efforts, it is hoped that more Patani students will be able to complete their studies successfully.

### **Factors that influence the adaptation and academic performance of students from Southern Patani, Thailand in West Sumatra**

Patani students studying in West Sumatra face several challenges that significantly affect their ability to adapt and succeed in their academic journey. The first factor is language (Irfan, 2020). These students often struggle to understand lectures and course materials because they must adjust to the use of Indonesian and sometimes local languages like Minang, which are different from what they have learned in Patani. One student from Universitas Negeri Padang expressed confusion due to this language difference, showing how it can hinder both learning and social interaction. The second factor is the social environment. Many Patani students find it easier to connect with peers from the same region due to shared language and culture. However, those who try to socialize with local Indonesian students may initially struggle, though they gain new perspectives and experiences over time.

The third factor is economic conditions. Not all students receive full scholarships; some only get support for tuition and housing, while other living expenses must be

covered personally. As a result, many take on part-time work, which can cause fatigue and reduce their focus on studies. A student from UIN Mahmud Yunus Batusangkar shared how working to meet basic needs made it harder to concentrate on academics. The fourth factor is academic adaptation. Patani students are often used to a more passive learning style, where lecturers do most of the talking. In contrast, universities in Indonesia encourage active participation and discussion. This shift requires significant adjustment and affects their academic performance. A student from UIN Bukittinggi mentioned the challenge of being expected to speak up in class, which was not common in their previous academic environment.

The fifth factor is family and community support. Although some students may lack financial backing from home, moral encouragement from their families keeps them motivated. Additionally, support from communities like PMIPTI helps them feel less isolated. These groups often organize social and academic activities, creating a sense of belonging. In summary, language barriers, social environment, financial hardship, academic differences, and levels of family or community support are the key factors influencing the success of Patani students in West Sumatra. Despite the many challenges, these students can overcome them with proper guidance and encouragement from both their families and academic communities.

## DISCUSSION

This section discusses the research findings related to the adaptation process of Patani students studying at universities in West Sumatra. The discussion explores how these students adapt to academic, social, cultural, emotional, and psychological aspects of life by linking field data with relevant theoretical frameworks.

Language ability plays a fundamental role in the adaptation process, especially in academic settings. Patani students from Southern Thailand primarily speak the Patani Malay dialect as their mother tongue. However, in Indonesian universities, including those in West Sumatra, Bahasa Indonesia is the main language of instruction, which has a different structure, vocabulary, and logic. As emphasized by Baker and Siryk (1984), academic adaptation is a key component of student adjustment. Patani students encounter challenges in understanding academic terms, participating in class discussions, and writing assignments in Bahasa Indonesia.

In line with Atwater's (2014) view, adaptation involves behavioral changes to meet the demands of a new environment. Patani students respond to these challenges by reading more academic materials in Bahasa Indonesia, joining additional language classes, and informally learning from local peers. These strategies gradually improve their academic understanding. Over time, they become more active in class, gain confidence in expressing opinions, and manage to complete assignments independently. This shows a steady academic adjustment that supports their academic achievement.

Adapting to a new culture and social environment is also a significant part of the experience for foreign students. Upon arrival, Patani students must adjust not only to a different education system but also to new social values and cultural norms. According to intercultural adaptation theories such as the Uncertainty Reduction Theory and Initial Interaction Theory (Morrisson, 2013), initial encounters between people of different cultures are often marked by anxiety and uncertainty. Patani students, as a minority

group in West Sumatran universities, initially feel awkward, fearful of making cultural mistakes, and worried about not being accepted. The value of adat Basandi Syarak, which is a fundamental principle in Minangkabau society, creates certain expectations in terms of manners, dress codes, and religious attitudes. This principle facilitates adaptation for Patani students, who also come from an Islamic background, but at the same time requires adjustment to hierarchical social structure, particularly in relationships with university figures and the local community. (Richard et al., 2010).

However, this phase does not last forever. As they begin to understand the local norms and values through observation and experience, the feelings of uncertainty slowly diminish. Patani students begin building social networks with local friends, participating in campus organizations, and joining local community events. Their ability to interact respectfully, adapt to the customs around them, and at the same time introduce aspects of their own culture shows their effort to maintain their identity while meeting environmental expectations. This reflects a mature level of social and cultural adaptation.

Apart from language and cultural challenges, these students also face emotional and psychological pressures. Feelings of homesickness, academic stress, and uncertainty about the future can cause emotional strain. As Atwater (2014) notes, adaptation also includes emotional aspects—how someone psychologically adjusts to a new situation. To cope, Patani students develop strategies such as forming peer groups, strengthening their spirituality, and actively participating in religious and social activities.

Support from fellow students, seniors, and lecturers plays a crucial role in easing emotional burdens. Patani student associations in West Sumatra also provide a safe space for sharing experiences, building a sense of belonging, and reinforcing group identity. All of these efforts contribute to the students' emotional resilience and help them face the various challenges of adaptation.

Berry's (1987) Acculturation Theory provides further insight into the cultural adjustment process, explaining that individuals who enter a new cultural setting go through a process of internalizing its values and norms. For Patani students, this means adopting local customs like dressing styles, speaking patterns, and participation in local and religious traditions. At the same time, they continue to preserve their cultural identity through the use of their native language, traditional foods, and religious practices.

Most of the students adopt an integration strategy, where they combine elements of both the host culture and their own. This strategy helps them maintain their identity while embracing the new environment. Some also show signs of assimilation, fully adapting to the local culture. Nonetheless, not all students succeed in this process. A few experience extended culture shock, especially if they face significant cultural differences or lack strong support systems. These students may withdraw from social interaction, making the adaptation process even more difficult.

A Patani student once experienced a sense of alienation during the first year due to difficulty understanding the local dialect and feeling distanced by classmates. However, after joining a campus organization that held religious-based activities, the student began to feel accepted and gradually came to understand the values of kinship within Minangkabau culture. Students who struggle to adapt generally exhibit introverted

personality traits and come from educational backgrounds with limited language exposure. In addition, the lack of institutional support—such as the absence of specialized mentoring programs for international students—serves as a significant barrier. Those who lack strong social networks or feel awkward forming friendships with local students tend to withdraw and experience prolonged stress.

Academic performance is often seen as an indicator of successful adaptation. Djamarah (2002) and Azwar (2002) argue that academic achievement reflects not only a student's learning outcome but also their ability to manage time, stress, and learning strategies. Patani students who successfully adapt in language, social, and emotional areas tend to perform well academically. They complete their assignments on time, contribute meaningfully in class, and show improvement in their grades. This demonstrates that adaptation has a direct, positive impact on their academic success.

On the other hand, those who struggle to adapt face more difficulties in their studies. They may experience stress, lose confidence, and have lower motivation, all of which hinder academic achievement. This underscores the fact that academic success is closely linked to non-cognitive aspects such as psychological well-being and social adjustment. In conclusion, adaptation is a complex and multidimensional process, where each element—language, culture, emotions—interacts to shape the overall success of Patani students in Indonesian universities.

## CONCLUSIONS

This study explored the experiences of students from Southern Patani, Thailand, who are pursuing higher education in West Sumatra, Indonesia. The findings revealed that while these students demonstrate a strong willingness to adapt to new academic and social environments, they continue to face several challenges. Language barriers, differences in academic expectations, cultural adjustments, financial constraints, and limited support systems significantly influence both their adaptation process and academic performance. Despite these obstacles, many students actively engage in campus life, join student organizations, and strive to improve their Indonesian language skills. However, a notable dropout rate highlights the need for more targeted academic guidance, emotional support, and financial assistance. The role of student communities such as PMIPTI is essential in fostering a supportive environment, yet institutional support from universities remains crucial for long-term success. Overall, the adaptation and academic journey of Patani students in West Sumatra reflects both resilience and the pressing need for holistic support systems. Strengthening collaboration between universities and Patani student communities, improving academic resources for international students, and offering consistent financial aid can contribute significantly to improving the educational outcomes of Patani students in Indonesia.

## REFERENCES

- Andi, P., (2012). *Metode Penelitian Kualitatif Dalam Perspektif Rancangan dan Penelitian*. Jogjakarta: Ar-Ruzz Media.
- Bisri, K., Nikmah, F., Nofiyanto, P., & Nurfadila, A. (2022). *Prosiding The Annual Conference on Islamic Religious Education Culture Shock dan Adaptasi*

- 
- Mahasiswa Asing Studi pada Mahasiswa Thailand Jurusan PAI UIN Walisongo Semarang. *Jurnal Pendidikan*, 2(1), 185-205. <http://acied.pp-paiindonesia.org/index.php/acied%7C185>
- Duereh, H., & Irwandi, I. (2023). Empowerment of Patani students through the Islamic Student Association of South Patani Thailand. *Indev: Literasi Media Dakwah dan Pengembangan Masyarakat*, 2(1), 42. <https://doi.org/10.31958/indev.v2i1.10112>
- Edy Sumaryanto, & Ibrahim, M. (2023). Komunikasi antar budaya dalam bingkai teori-teori adaptasi. *Nusantara Hasana Journal*, 3(2), 42–51. <https://doi.org/10.59003/nhj.v3i2.895>
- Helmiati. (2021). Muslim religiosity in a challenging secular state of Singapore. *Qudus International Journal of Islamic Studies*, 9(2), 351–386. <https://doi.org/10.21043/qijis.v9i2.8026>
- Herdiansyah, H. (2014). *Metode penelitian kualitatif untuk ilmu-ilmu sosial*. Jakarta: Salemba Humanika.
- Lumaksono, G. (2013). *Strategi adaptasi masyarakat dalam menghadapi kekurangan air bersih (Studi kasus di Kampung Jomblang Perbalan Kelurahan Candi Kecamatan Candisari Kota Semarang)* [Skripsi tidak dipublikasikan]. Universitas Negeri Semarang.
- Mulyana, D., & Rakhmat, J. (2003). *Komunikasi Antarbudaya*. Rosdakarya.
- Murni, S. (2024). Perbandingan sistem pendidikan Thailand dan Indonesia: Sebuah studi literatur. *Insan Cendekia: Jurnal Studi Islam, Sosial dan Pendidikan*, 3(1), 11–22.
- Mutiara, N. B., Lestary, C. F., Umardi, Q. T., & Alrefi, A. (2023). Tren Penyesuaian Diri Pada Mahasiswa Di Indonesia. *Journal of Society Counseling*, 1(2), 218–229. <https://doi.org/10.59388/josc.v1i2.304>
- Nofra, D., & Inggria Kharisma. (2020). Persatuan Mahasiswa Islam Patani Thailand Indonesia (PMIPTI) Kota Padang Dalam Mempertahankan Eksistensi Budaya Melayu. *Khazanah: Jurnal Sejarah Dan Kebudayaan Islam*, 10(1), 127–138. <https://doi.org/10.15548/khazanah.v10i1.261>
- Nofra, D., & Kharisma, I. (2020). Persatuan Mahasiswa Islam Patani Thailand Indonesia (PMIPTI) Kota Padang dalam mempertahankan eksistensi budaya Melayu. *Khazanah: Jurnal Sejarah dan Kebudayaan Islam*, 10(1), 127–138. <https://doi.org/10.15548/khazanah.v10i1.261>
- Pedersen, P. (2016). *The Five Stages Of Culture Shock: Critical Incidents Around The World*. Westport, CT: Greenwood Press.
-

- Putra Marindrha, P. (2018). Adaptasi spasial pada rumah dome Ngelepen Sumberharjo, Prambanan, Sleman. *INERSIA: Informasi dan Ekspose Hasil Riset Teknik Sipil dan Arsitektur*, 14(1), 90–100. <https://doi.org/10.21831/inersia.v14i1.19497>
- Rawi, R. D. P., Bintari, C., Wijastuti, W. D., Nurahmawati, R. D., Abdi, N., Lindiani, M. T., & Hidayah, N. (2022). *Prestasi akademik mahasiswa*. [Laporan penelitian].
- Richard E. Porter, Larry A. Samovar dan Edwin R. McDaniel, *Communication Between Cultures*. Terj. Indri Margaretha S, (Jakarta: Salemba Humanika, 2010), h. 13-16
- Rijali, A. (2018). Analisis Data Kualitatif. *Alhadharah: Jurnal Ilmu Dakwah*, 17(33), 81-95.
- Rizal, I., & Herawati, I. (2020). Kata kunci: Gegar Budaya, Dukungan Sosial, Mahasiswa Patani. *Journal An-Nafs: Kajian Penelitian Psikologi*. 5(1), 89-100
- Samovar, A.L., (2010). *Komunikasi Lintas Budaya*, Jakarta: Salemba Humanika
- Saputri, A. F. R., Mustofa, M. B., & Wuryan, S. (2021). Adaptasi dan Interaksi Mahasiswa Pattani (Thailand) dalam Tinjauan Komunikasi Antar Budaya di Lampung. *Jurnal Peurawi: Media Kajian Komunikasi Islam*, 4(2), 131. <https://doi.org/10.22373/jp.v4i2.10949>
- Sugiyono. (2016). *Metode penelitian kombinasi (mixed methods)*. Bandung: Alfabeta.
- Suryadi. (2007). *Islam in South Thailand: Acculturation of Islam in the Malay culture*. *Interdisciplinary Islamic Studies, Konsentrasi Bimbingan dan Konseling Islam UIN Sunan Kalijaga*, 12y(235), 245. <http://digilib.unila.ac.id/4949/15/BAB%20II.pdf>
- Sutopo. 2006. *Metodologi Penelitian Kualitatif*. Surakarta: UNS.
- Wayeekao, N. (2016). Berislam dan bernegara bagi Muslim Patani: Perspektif politik profetik. *Right: Jurnal Agama dan Hak Asasi Manusia*, 5(2), 1–55.