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The Use of Slang by Class VIII Students of SMP N 4 Tapian Nadenggan

Nurfadillah Rambe, fadillarambe5@gmail.com, *Tadris Bahasa Indonesia, UIN Syahada*

Padangsidempuan, Indonesia

Nursyaidah, *Tadris Bahasa Indonesia, UIN Syahada Padangsidempuan, Indonesia*

Anita Angraini Lubis, *Tadris Bahasa Indonesia, UIN Syahada Padangsidempuan, Indonesia*

Abstract:Slang is a form of communication widely used by students in the school environment, especially in the digital era influenced by the development of social media and popular culture. This study aims to analyze the use of slang among eighth-grade students at SMP N 4 Tapian Nadenggan and its impact on language skills and local cultural identity. This study used a qualitative approach with descriptive methods. Data were obtained through observation, interviews, and documentation involving students and teachers. The results showed that the use of slang makes students more familiar, confident, and adaptable in social interactions. However, excessive use of slang also has negative impacts, such as decreased formal language skills, the emergence of miscommunication, reduced interest in learning, and the potential for a shift in the use of regional languages and good and correct Indonesian in the school environment.

Keywords:Slang, Social Interaction, Middle School Students

INTRODUCTION

Language is a communication tool, a tool for expressing the thoughts or words of a person or group of people. It can be said that language is a means that humans use to communicate in everyday life, by using language humans can express their thoughts or convey their intentions and goals to other people or to their interlocutors. Language cannot be separated from life and is always used by humans in their daily lives. Language is also a symbol of sound that has an arbitrary nature. Arbitrary itself is arbitrary, meaning there is no direct relationship between a symbol and what it symbolizes.(Jadidah et al., 2023).

Indonesian is a crucial component of education. It has lost its influence due to globalization, the rapid advancement of information and communication technology, and the dominance of powerful economies like the United States, China, Japan, and Korea. How Indonesian society and educated circles view this issue exacerbates the threat. Many people consider Indonesian trivial and prefer foreign languages like English, Arabic, Korean, and others. They feel Indonesian is too rigid, restrictive, and unfamiliar, and prefer a new language called slang, which is a mix of Indonesian, regional languages, and foreign languages.(Makmun, 2017).

Language is a tool humans use to communicate with one another. Our country recognizes that Indonesian serves as a unifying language for the diverse communities in Indonesia. The rapid development of information technology has also impacted the proper use of Indonesian, along with the presence of various social media sites such as Facebook, Instagram, Twitter, and others. This slang phenomenon has had a significant impact on how people use language, especially students. Slang is a mixture of various languages, such as regional languages, Indonesian, and English.(Alyusi & D., 2016).

In fact, slang has brought about significant changes in the way Indonesian is used. This is largely influenced by social conditions as well as advances in technology and communication. This slang is a development of slang, for example, "mager" (lazy to move), which is widely used among thugs (a term for people who commit crimes, such as muggers, robbers, or extortionists, and is often associated with violence and criminality). Slang is generally used as a means of communication among groups of teenagers for a certain period. This is because teenagers have their own language for self-expression.(Hastuti et al., 2021).

The rapid development of information technology has had a significant impact on the proper use of Indonesian, coupled with the presence of various social media platforms such as Facebook, Instagram, Twitter, and others. This phenomenon of slang has significantly influenced the way language is used in society, especially among students. Slang itself often mixes various languages, including regional languages, Indonesian, and English. Slang, which often combines Indonesian and foreign words, creates new dynamics in the social interactions of teenagers.(Halimatussyakdiah Siregar et al., 2024).

Language not only develops naturally, but is also influenced by external factors such as culture, technology, and media. The use of language can reduce the quality of Indonesian used by teenagers. Slang tends to use non-standard words, abbreviations, and terms that are unclear in meaning. Over time, the use of this slang

can change students' mindsets and attitudes towards Indonesian as the official language of the country. The use of slang by students can affect the quality of Indonesian used in social and family environments. Students who use too much slang tend to use poor and less good Indonesian in everyday communication.(Nuraini et al., 2023).

Initial observations at SMP N 4 Tapian Nadenggan, located in Sungai Kanan District, South Labuhan Batu Regency, indicate that most students are in the process of discovering their identity. Slang can be a way to demonstrate personality in social interactions at school, both with peers and teachers. However, this phenomenon requires further study to determine whether slang is merely a trend or has become part of their broader cultural identity.

The use of slang can be seen as a way for students to demonstrate modernity and freedom of expression. Slang often emerges as a result of intense interaction with social media, music, films, and other global trends. Eighth-grade students of SMP N 4 Tapian Nadenggan, who are exposed to various cultural influences through digital media, tend to adopt and modify language to reflect their personalities and lifestyles. However, the use of slang also raises concerns about its impact on local cultural identity. Tapian Nadenggan, Sungai Kanan District, South Labuhan Batu Regency, which is rich in ethnic and cultural diversity, has a unique linguistic heritage and traditions. When students use slang more frequently, there is the potential for neglecting local languages and cultural traditions. This could result in a shift in cultural values and ethnic identity that are characteristic of the Tapian Nadenggan community, Sungai Kanan District, South Labuhan Batu Regency.

Furthermore, changes in communication methods can also affect intergenerational relationships. Students who use slang may face difficulties communicating with their parents or older members of the community, who may be unfamiliar with slang terms. This can create a communication and understanding gap between generations, which in turn can affect social cohesion. Language influences the way members of the community that speaks it. Thus, language influences how people think and act. Human actions are always influenced by the characteristics of their language.(Gita Sugiarti, 2022).

This research is supported by Nursyaidah's research, which explains that Indonesian serves two roles. The first is as a national language. As a national language, Indonesian is not bound by basic rules. It is used informally, casually, and freely. The most important thing in social interactions and communications between citizens is the meaning conveyed. Indonesian speakers, in the context of the national language, can freely use their language, whether orally, in writing, or through their connections.(Nursyaidah, 2013).

The widespread use of slang in everyday language does not eliminate the use of Indonesian, but rather the meaning and use of good, polite, and courteous Indonesian in everyday life. Currently, many students use slang in everyday language. These students have even begun to create their own slang words. These students turn Indonesian into slang by twisting Indonesian words.(Riadh, 2021).

METHODS

The research location was in class VII of SMP N 4 Tapian Nadenggan. The reason the researcher chose SMP N 4 Tapian Nadenggan as the location was because the researcher wanted to observe the use of slang among students. This research was conducted in October 2025. This research is a qualitative study. The type of qualitative research used in this study is a descriptive method, meaning the researcher went directly to the field to conduct research. In this study, observations and interviews were conducted with teachers and students.(Arikunto, 2020).

The data sources in this study are two: primary data sources and secondary data sources. The primary data sources in this study are the homeroom teachers, teachers, and students. Meanwhile, the secondary data sources in this study are data obtained or collected by the researcher from various existing sources (the researcher as a second-hand source). The data collection instruments in this study are tests, observation sheets, and documentation. The data analysis technique in this study is qualitative, data obtained from the homeroom teachers, the principal, and student activities. Qualitative data in this study were obtained from the results of observations that were analyzed descriptively so that data was obtained regarding the activities of teachers and students in designing learning spaces.(Sugiyono, 2020).

RESULTS & DISCUSSION

Use Slang by Class VIII Students of SMP N 4 Tapian Nadenggan, Sungai Kanan District, South Labuhan Batu Regency

Language continues to evolve over time, and these changes give rise to many new languages, created intentionally or unintentionally. Slang itself is often defined as a variety of words with varying lexicons. Slang itself, of course, has various types, ranging from everyday colloquialisms to slang associated with a specific region, even though it has no correlation to that particular type of slang.

Slang is usually used by most teenagers, including students at SMP N 4 Tapian Nadenggan. They use this language due to environmental factors, friendships, and the influence of social media which makes them follow slang which sometimes has bad meanings. However, slang in today's era is no longer foreign to the eighth grade students of SMP N 4 Tapian Nadenggan, Sungai Kanan District, South Labuhan Batu Regency. They have often heard slang because nowadays they often use slang when communicating, both when communicating with peers and with children and adults. It should be noted that there are certainly many varieties of slang and various types of lexicons.

Based on interviews, using slang is more comfortable and easier to use when communicating with peers. They feel happier using slang than using more formal or official language. This is because slang is considered relaxed and seems easy to understand among Generation Z children. Slang is all around us, whether Indonesian, foreign languages, or other slang, so they also develop these languages to be appropriate for use when communicating with other Generation Z children.

Based on the results of interviews and observations conducted by researchers with Aisah Fitri Siregar, one of the students of SMP N 4 Tapian Nadenggan who knows slang and always uses slang when gathering with friends or

in the home environment. The slang spoken by Aisah as stated in the interview excerpt above is usually used in conditions or circumstances where the words will be said. This slang has become an everyday language for some Indonesian people, especially among the eighth grade students of SMP N 4 Tapian Nadenggan.

Based on the results of interviews and observations conducted by researchers, it can be understood that slang is still often used by students of class VIII SMP N 4 Tapian Nadenggan. However, the use of slang used by students of class VIII SMP N 4 Tapian Nadenggan is considered to have many negatives because students of class VIII SMP N 4 Tapian Nadenggan have certain views on language and religious values. Seen from several reasons why the use of slang is considered less good in SMP N 4 Tapian Nadenggan, namely about ethics, for that reason teachers at SMP N 4 Tapian Nadenggan associate the use of slang with a lack of ethics, and therefore it is considered inappropriate in certain contexts, such as formal communication or interactions with older people.

However, language always changes over time, and new terms often appear in the eighth grade of SMP N 4 Tapian Nadenggan and are accepted in everyday use. Because slang does not always contain rude or negative words. Slang can include a variety of informal language used to interact casually and familiarly with friends. Such as words of encouragement "Keep your spirits up" or "Gas pol!", then the words "bro" or "sist" when calling friends, and the words "Mantap!" or "Cool!" to show appreciation. However, there are also negative slang such as the use of rude words or sarcasm that can offend others. Researchers feel that this slang continues to exist among the eighth grade students of SMP N 4 Tapian Nadenggan now. Although the eighth grade students of SMP N 4 Tapian Nadenggan uphold the values of politeness in communication as they limit who they talk to.

Forms Slang Among Class VIII Students of SMP N 4 Tapian Nadenggan, Sungai Kanan District, South Labuhan Batu Regency

Based on the results of interviews, observations, and documentation conducted with eighth grade students of SMP Negeri 4 Tapian Nadenggan, it was found that the use of slang has become an inseparable part of students' daily lives. Slang is used in various communication situations, both when interacting with peers in the school environment, when communicating through social media, and in conversations outside the school environment. The use of slang appears as a form of adaptation to the development of the times, the influence of digital media, and the need for students to express themselves in their social environment. From the results of the research conducted, several forms of slang use were found that were most frequently used by students, namely mixed slang, abbreviations and acronyms, popular social media terms, changes in sound and pronunciation, and slang combined with regional language elements.

One common form of slang is the use of mixed slang, a combination of Indonesian and English in a single sentence or conversation. This phenomenon demonstrates the influence of globalization and the development of information technology, which introduces students to a variety of English vocabulary. In practice, students often use English words, perceived as more modern, engaging, and able to boost their confidence when communicating with their peers. For

example, students use expressions like "I have no comment on that" to express their unwillingness to respond to a problem. The use of "no comment" is considered more concise and popular than its Indonesian equivalent.

Besides being used by students, this hybrid language is also sometimes used by teachers in certain situations. This is evident in expressions like "Tugasnya udah done belum?" which combines Indonesian with the English word "done," meaning finished. The use of this term indicates that slang is not only used by students but is also beginning to influence the communication patterns of some teachers when interacting with students. The presence of this hybrid language demonstrates that the boundaries between formal and informal language are becoming increasingly flexible in everyday communication.

Another frequently occurring example is the use of the word "baper," which is an abbreviation for "bawa merasa." Although not derived from English, this term frequently appears alongside foreign vocabulary in student conversations. Expressions like "You're really baper!" are used to describe someone who is overly sensitive or easily offended by an event. The use of such terms indicates that students tend to prefer shorter, more popular vocabulary over longer, more formal sentences.

The next form of slang found is the use of abbreviations and acronyms. This form has become one of the most dominant because it is considered practical and efficient, especially in communication via social media and instant messaging apps. Abbreviations and acronyms allow students to convey messages more quickly without having to write out the full words. This habit then carries over into everyday spoken communication, so the use of abbreviations is found not only in writing but also in face-to-face conversations.

Some abbreviations frequently used by students include "BT," which means "bete," or feeling bored or irritated by a situation. This term is typically used when students face unpleasant situations, such as a large amount of homework or an activity they find boring. Furthermore, the term "OTW," which stands for "on the way," is also used. This expression is often used to indicate that someone is on their way. The use of these abbreviations demonstrates the influence of foreign languages that have adapted to students' everyday communication.

Furthermore, students frequently use the term "LOL," which stands for laughing out loud. This term is generally used to indicate a response to something they find funny. Meanwhile, the abbreviation "BTW," meaning "by the way," is also frequently used to change the subject. The presence of these abbreviations indicates that students tend to prioritize speed and practicality in communication, especially given their familiarity with the fast-paced digital communication culture.

Another form of slang found is the use of popular terms originating from social media. The development of digital platforms like Instagram, TikTok, YouTube, and various other apps has given rise to a wealth of new vocabulary that students have adopted in their daily lives. These terms are not only used during social media activities but have also become part of direct conversations between students. This use of popular terms demonstrates the significant influence of social media on language development among adolescents.

One frequently used term is "flexing," which refers to the act of flaunting

wealth, achievements, or possessions to others. In everyday conversation, students often use phrases like "He's always flexing on Instagram" to describe someone who they perceive as showing off their personal life too much on social media. The use of this term demonstrates that students not only understand the meaning of the word but also are able to use it appropriately in the social contexts that exist in their environment.

Furthermore, the term "gaslighting" is also found in student conversations. This term is used to describe the act of manipulating someone so that they doubt their own thoughts or feelings. Although derived from a rather complex psychological term, this word has become part of the slang used by students in everyday communication. Similarly, the term "healing" is often used to describe vacations or seeking entertainment to relieve stress. Even teachers sometimes use the term jokingly, such as "You're always healing, when will you learn?" This indicates that the term has become widely known in the school environment.

In addition to the use of new vocabulary, slang forms are also found in the form of changes in sound and pronunciation. Students often modify the pronunciation of a word to create a more relaxed, humorous, or familiar impression. These pronunciation changes usually occur without changing the meaning of the word, but rather serve as markers of social closeness within friendship groups. This phenomenon demonstrates the growing linguistic creativity among adolescents.

For example, the word "banget" is often pronounced as "bangettt" with the addition of certain sounds to emphasize the intended meaning. Similarly, the word "parah" is changed to "parahh beutt" to indicate a higher level of admiration or surprise. These kinds of changes often occur in informal conversations and are characteristic of dynamic and expressive adolescent communication.

Another word that frequently undergoes pronunciation changes is "capek," which is pronounced "capeeek kali." The addition of vowels and other expressive elements aims to reinforce the speaker's intended sentiment. These forms are not only used by students but are also sometimes used by teachers during casual interactions with students. This demonstrates that slang has influenced communication patterns across various groups within the school environment.

The final form of slang discovered was regional slang, which is the use of slang combined with elements of local dialect or accent. This form demonstrates that although students are influenced by modern language trends and social media, they still maintain their local cultural identity in their daily communication. This combination of modern slang and regional languages produces a unique and distinctive language variation suited to the social environment in which they live.

In practice, students often use phrases like "You're so relaxed, bro!" which combines the slang term "santuy" with the word "kali" commonly used in the local dialect. Other phrases like "Enough, it's complicated to talk!" also demonstrate the influence of regional languages in everyday conversation. Furthermore, the phrase "Cuy, let's go to the canteen" illustrates a blend of national slang with a friendly and relaxed local communication style. The use of regional slang demonstrates that students are not only keeping up with modern language developments but also maintaining linguistic elements that are part of their social and cultural identity.

The Impact of the Use of Slang Among Class VIII Students of SMP N 4 Tapian Nadenggan, Sungai Kanan District, South Labuhan Batu Regency

Based on the results of interviews, observations, and documentation conducted with eighth-grade students of SMP Negeri 4 Tapian Nadenggan, it was found that the use of slang has various impacts on students' lives, both positive and negative. Slang not only functions as a means of daily communication, but also influences the way students interact, express themselves, and shape communication patterns in the school environment. On the one hand, slang is able to support social processes and communication between students, but on the other hand, its excessive use can affect formal language skills and the learning process. Therefore, the existence of slang needs to be understood wisely so that its benefits can be obtained without ignoring the importance of using good and correct Indonesian.

One of the positive impacts of using slang is improving students' communication skills. Slang is an effective means of communication because it uses vocabulary commonly understood by peers. The use of simple, casual, and familiar language makes it easier for students to convey ideas, opinions, and feelings to their peers. In everyday interactions, students appear more confident when using slang compared to formal language. This facilitates smoother communication with fewer barriers, thus fostering better social relationships among students.

Improved communication skills through the use of slang are also evident in the ease with which students can engage in conversations with their peers. Slang creates shared perceptions and group identity, making students feel part of a specific community. The shared use of popular terms creates a sense of comfort in interactions, allowing students to be more open in sharing their opinions and experiences. Thus, slang serves as a tool that strengthens social relationships while supporting the development of students' interpersonal communication skills.

Besides improving communication skills, the use of slang also plays a role in students' social adaptation. In the school environment, the ability to adapt to peers is a crucial factor in building harmonious relationships. Slang is one way students can be accepted into their social groups. Students who understand and use slang tend to interact more easily with their peers because they are perceived as having similar communication patterns and understanding of emerging trends.

Good social adaptation through the use of slang is also evident in the creation of a more relaxed and relaxed communication atmosphere. When students use language that is familiar and easily understood by their group, social interactions become more fluid and enjoyable. This can reduce awkwardness, increase self-confidence, and help students build stronger friendships. Therefore, slang has a significant social function in supporting students' adjustment to the school environment.

Another positive impact is that slang becomes a means of self-expression for students. Slang provides a wider space for students to express their emotions, feelings, and thoughts spontaneously. Unlike formal language, which tends to be bound by certain rules, slang allows students to convey messages in a more relaxed manner that suits their character. Through slang, students can express happiness, disappointment, admiration, and various other emotions more expressively.

The use of slang as a means of self-expression also contributes to building a

sense of community among students. Shared vocabulary creates a group identity and strengthens emotional bonds between friends. When students use the same terms in conversation, they feel they share common experiences and understandings. This can foster a sense of belonging within the friendship group and create a more intimate and harmonious social environment.

Despite its various positive impacts, the use of slang also has a number of negative ones. One of the most frequently observed impacts is a decline in formal language skills. Observations show that some students seem accustomed to using slang in almost all their communication activities, making it difficult to distinguish between formal and informal language. This habit has the potential to carry over into academic activities such as writing assignments, answering questions, and delivering presentations in front of the class.

A decline in formal language skills can be seen in the use of non-standard vocabulary, sentence structures that do not conform to Indonesian language rules, and the inclusion of slang terms in school assignments. If this condition persists, students may experience difficulty mastering formal Indonesian, which should be used in educational and academic contexts. Therefore, the use of slang needs to be balanced with the development of good and correct Indonesian language usage.

Another negative impact is the emergence of misunderstandings in communication. Slang often uses new terms understood only by certain groups. When these terms are used by people who don't understand their meaning, the message can be interpreted differently. This situation has the potential to cause confusion and even minor conflicts in everyday communication. Misunderstandings can also occur when slang is used in formal situations that require clear, easily understood language.

Besides misunderstandings, excessive use of slang can also lead to the erosion of the Indonesian language. This phenomenon occurs when students use slang more frequently than standard Indonesian in their daily lives. As a result, their ability to use formal vocabulary decreases and their understanding of Indonesian language rules weakens. If not balanced with effective language learning, this condition can diminish students' appreciation for using Indonesian language in accordance with linguistic rules.

The development of social media and digital technology has contributed to the erosion of the Indonesian language. The constant emergence of new terms has led students to prefer using popular language over learning the standard form. In the long term, this habit can impact the quality of students' language skills, particularly in academic activities that require the use of formal language. Therefore, efforts are needed to instill awareness of the importance of preserving and preserving Indonesian as the national language.

Another negative impact is the emergence of negative stereotypes about slang users. In some situations, excessive use of slang can lead to the perception that someone is impolite, less serious, or less able to use formal language. This perception can arise especially when slang is used in inappropriate contexts, such as when speaking to teachers, parents, or during formal school activities. As a result, slang users sometimes receive negative evaluations from those around them.

Furthermore, excessive use of slang can also potentially diminish students'

interest in learning. The habit of using casual and simple language can make students less interested when faced with learning materials that use formal language. Some students even struggle to understand academic terms because they are more accustomed to vocabulary used in everyday conversation. This can impact students' motivation to learn and their ability to optimally comprehend the material.

The final negative impact identified is miscommunication. Miscommunication differs from misunderstanding because it involves not only differences in understanding but also a failure to convey the message as a whole. Rapidly evolving slang is often only recognized by certain groups or generations. When these terms are used in cross-generational or cross-regional communication, the message may not be fully understood by the recipient. As a result, communication becomes less effective and the goal of conveying information is not achieved optimally.

Overall, the results of the study indicate that the use of slang has a complex impact on eighth-grade students of SMP Negeri 4 Tapian Nadenggan. On the one hand, slang can improve communication skills, support social adaptation, and become an effective means of self-expression. However, on the other hand, uncontrolled use can lead to a decline in formal language skills, misunderstandings, erosion of Indonesian, negative stereotypes, decreased interest in learning, and miscommunication. Therefore, a balance is needed in the use of slang so that students can continue to keep up with modern language developments without neglecting good and correct Indonesian language skills. Top of Form Bottom of Form

CONCLUSION

The use of slang among eighth grade students of SMP N 4 Tapian Nadenggan, Sungai Kanan District, South Labuhan Batu Regency makes students more familiar and confident in their daily interactions. Slang plays an important role in students' social interactions, but it is necessary to control and familiarize the use of formal language in the school environment so as not to reduce the quality of students' Indonesian language skills academically. The impact of the use of slang among eighth grade students of SMP N 4 Tapian Nadenggan, Sungai Kanan District, South Labuhan Batu Regency has positive and negative impacts. The positive impacts are: 1) improving communication skills; 2) social adaptation; and 3) self-expression. While the negative impacts are: 1) decreasing formal language skills; 2) misunderstanding; 3) erosion of Indonesian; 3) negative stereotypes; 4) decreasing interest in learning; and 4) miscommunication.

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Analysis of Teacher Code Mixing in Indonesian Language Learning at SMPN 2 Angkola Muaratais

Murniati Dewi Siregar, murniatidewi2003@gmail.com, *Tadris Bahasa Indonesia, UIN Syahada Padangsidimpuan, Indonesia*

Nursyaidah, *Tadris Bahasa Indonesia, UIN Syahada Padangsidimpuan, Indonesia*

Anita Angraini Lubis, *Tadris Bahasa Indonesia, UIN Syahada Padangsidimpuan, Indonesia*

Abstract: Language is a communication tool used to convey ideas, thoughts, and information to others. This study aims to analyze the types and factors causing the use of code-mixing by teachers in Indonesian language learning at SMPN 2 Angkola Muaratais. This study used a qualitative approach with descriptive methods. Data were obtained through observation, interviews, recordings, and note-taking during the learning process. The results showed that teachers used code-mixing when explaining learning materials. A total of 30 code-mixing utterances were found, consisting of 21 inward code-mixing, 6 outward code-mixing, and 3 mixed code-mixing. Factors causing the use of code-mixing include the environment of the Batak language-speaking community, the learning situation, the need to clarify the material, and creating comfort and familiarity in the classroom. The use of code-mixing functions as a pedagogical strategy to help students understand the learning materials better.

Keywords: Code Mixing, Indonesian Language Learning, Pedagogical Strategies

INTRODUCTION

Language is the primary means of communication used by humans to convey ideas, thoughts, and feelings, both verbally and in writing. In education, language plays a crucial role as a means of conveying learning materials between teachers and students. Through appropriate language use, the learning process can proceed effectively, enabling students to understand the material presented by the teacher. In Indonesia, Indonesian serves as both the national language and the official language in education, used as the medium of instruction in teaching and learning activities. (S & Hartono, 2023).

The diversity of ethnicities and regional languages in Indonesia means that people often use more than one language in everyday communication. This bilingual or multilingual environment also impacts the learning process in schools, especially in areas where communities still actively use regional languages as their first language. As a result, the phenomenon of code-mixing often occurs in learning interactions, both by teachers and students. Code-mixing is the use of elements from two or more languages in a single utterance for a specific purpose, such as clarifying meaning or facilitating communication. (Azzahra et al., 2024).

In the context of learning, teachers often use code-mixing to help students understand course material, especially when terms or concepts are difficult to understand in full Indonesian. Furthermore, code-mixing can create a more intimate and communicative learning environment between teachers and students. However, the use of code-mixing still needs to be considered to prevent it from diminishing the function of Indonesian as the primary language of instruction in education. (Yasin et al., 2023).

The phenomenon of code-mixing was also found at SMPN 2 Angkola Muaratais. Teachers and students at the school still frequently use the Batak Angkola language in daily communication, including during the learning process. This condition causes teachers to frequently mix Indonesian with regional languages when explaining learning materials. Based on this, this study was conducted to analyze the forms and factors causing teachers' use of code-mixing in the learning process at SMPN 2 Angkola Muaratais.

The use of code-mixing in learning is influenced not only by language habits but also by the situation and communication needs in the classroom. Teachers often use regional languages to emphasize explanations, build emotional closeness with students, and create a more comfortable learning environment. Thus, code-mixing can function as a pedagogical strategy that helps students understand material more easily and effectively. (Bhoki & Bawa Toron, 2023).

Research on code-mixing in learning is important because teacher language use can influence the quality of teaching and learning interactions. In addition to providing an overview of the forms of code-mixing used, this research is also expected to provide evaluation material for the proper and correct use of Indonesian in educational settings. The results are expected to contribute to teachers, schools, and other researchers' understanding of the use of code-mixing as part of classroom communication.

METHODS

This research was conducted on September 1, 2025, at SMPN 2 Angkola Muaratais, Angkola Muaratais District, South Tapanuli Regency. The research used a qualitative approach with descriptive methods. This approach was used to describe in depth the phenomenon of code-mixing by teachers in the Indonesian language learning process. The data obtained consisted of utterances, words, and

information from field observations, which were analyzed descriptively.

The object of this research is the use of code mixing in Indonesian language learning, while the subjects are Indonesian language teachers at SMPN 2 Angkola Muaratais. The research data sources consist of primary and secondary data. Primary data was obtained directly through teacher and student speech during the learning process, while secondary data was obtained from books, journals, and other documents relevant to the research.(Rahmadi, 2011).

Data collection techniques included observation, interviews, and recordings. Observations were conducted to observe the use of code-mixing in classroom learning activities. Interviews with teachers were conducted to obtain information on the factors that led to the use of code-mixing. Furthermore, recording techniques were used to document the learning process so that speech data could be analyzed more accurately.(Sidiq & Choiri, 2019).

The validity of the data in this study was achieved through diligent observation and triangulation. Diligent observation was carried out by carefully and continuously observing the learning process to obtain more accurate data. Meanwhile, triangulation was carried out by comparing data from observations, interviews, and recordings to ensure the consistency of the research data.(Suparman, 2020).

The data analysis technique was carried out in three stages: data reduction, data presentation, and drawing conclusions. Data reduction was carried out by selecting and focusing data related to the use of code mixing. Next, the data was presented systematically for easy understanding and analysis. The final stage was drawing conclusions based on the results of the data analysis obtained during the research.(Sugiyono, 2021).

RESULTS & DISCUSSION

This study examines the use of code-mixing by Indonesian language teachers in the learning process at SMP Negeri 2 Angkola Muaratais. Data were obtained through observation, interviews, recordings, and direct note-taking during the learning process. Data collection was conducted systematically to identify the forms of code-mixing used by teachers when interacting with students in the classroom. The results indicate that the use of code-mixing is a fairly frequent phenomenon in learning activities. Teachers do not always use Indonesian in its entirety, but occasionally insert elements of other languages to support the delivery of material, clarify explanations, provide direction, or create a more communicative and friendly learning atmosphere.

Based on observations conducted during the Indonesian language learning process, 30 utterances were found to contain code-mixing. These utterances emerged in various learning situations, such as when teachers were explaining subject matter, providing examples, asking questions, providing motivation, reprimanding students, and during casual classroom interactions. The teachers' use of code-mixing demonstrates that language has a flexible function in the educational process, particularly in adapting communication to the conditions and characteristics of students.

From the overall data found, the use of code-mixing can be classified into three types: internal code-mixing, external code-mixing, and mixed code-mixing. These three types of code-mixing occurred with varying frequencies throughout the learning process. These differences in frequency indicate certain tendencies in the language choices teachers make when interacting with students. This language choice is

inseparable from the social and cultural backgrounds and the linguistic environment that develops in the school and surrounding community.

The most dominant type of code-mixing found in this study was internal code-mixing. Based on the data obtained, there were 21 utterances that fell into the internal code-mixing category, or approximately 70% of the total data. Internal code-mixing is the use of regional language elements in speech that is primarily Indonesian. The high frequency of this type of code-mixing indicates that regional languages still play a very important role in educational communication. Teachers tend to use regional language elements to facilitate students' understanding of the material being presented.

The predominant use of code-mixing also demonstrates that regional languages have an emotional connection with students. When teachers incorporate vocabulary or expressions in regional languages, students tend to more easily understand the intended meaning. Furthermore, the use of regional languages can create a more relaxed and less formal learning environment. Thus, the use of code-mixing serves not only as a communication tool but also as a pedagogical strategy to enhance learning effectiveness.

In addition to internal code-mixing, external code-mixing was also found in six utterances, or approximately 20% of the total data. External code-mixing occurs when teachers insert elements of a foreign language, particularly English, into Indonesian speech. This type of code-mixing is generally found when teachers explain certain terms, provide examples related to technological and media developments, or use words already popular in everyday life. The presence of foreign languages in learning demonstrates the influence of globalization, which also influences communication patterns in educational environments.

Although not as common as inward code-mixing, the use of outward code-mixing still serves a specific purpose in the learning process. Teachers use foreign terms to introduce new vocabulary to students while adapting learning to current language developments in society. In some situations, the use of foreign terms is considered more practical and easier for students to understand because they are frequently used in social media and everyday life.

The least frequently encountered type of code-mixing was mixed code-mixing. Based on the research, three utterances, or approximately 10%, fell into this category. Mixed code-mixing occurs when teachers use more than one language element in a single utterance. In a learning context, teachers can combine Indonesian, regional languages, and foreign languages to clarify the intended meaning to students. The use of mixed code-mixing usually arises spontaneously, according to communication needs during the teaching and learning process.

The findings of this study demonstrate that teachers' use of code-mixing is not merely a language habit, but also a communication strategy used to create more effective, communicative, and easily understood learning for students. By utilizing various language elements that are close to students' lives, teachers can bridge the delivery of material, making the learning process more interactive and meaningful. Therefore, the phenomenon of code-mixing in learning needs to be understood as part of the social and linguistic reality that develops in educational environments, especially in communities with diverse linguistic backgrounds.

Types of Code Mixing

Based on the results of the data analysis obtained during the research process, it was found that Indonesian language teachers at SMP Negeri 2 Angkola Muaratais used three types of code mixing in learning activities, namely internal code mixing, external code mixing, and mixed code mixing. These three types of code mixing appeared in various learning situations and were used for specific purposes

to support the effectiveness of communication between teachers and students. The use of code mixing shows that teachers do not only rely on Indonesian as the language of instruction, but also utilize other languages that are considered closer to students' lives so that learning materials can be understood more easily.

Internal code mixing was the most dominant type of code mixing found in this study. Internal code mixing occurs when teachers insert elements of regional languages, particularly Batak Angkola, into speech that is primarily Indonesian. The study found 21 utterances that fell into the category of internal code mixing. This number indicates that regional languages still play a very strong role in classroom communication. Teachers' use of Batak Angkola is natural and spontaneous, as part of the language habits that have developed in the school environment and the surrounding community.

The use of code-mixing is evident in the emergence of various Batak Angkola vocabulary in the teacher's speech when explaining lesson material. Some frequently used words include *masin*, *inda*, *anggo*, *mangarti*, and *bahat*. These words are inserted into Indonesian sentences without changing the main meaning of the utterance. The presence of regional language elements in the lesson demonstrates that the teacher is attempting to utilize language that is more familiar to students so that the information conveyed is better received.

Besides clarifying the delivery of material, the use of Batak Angkola also aims to create a more intimate and communicative learning environment. When teachers use language that is familiar to students' everyday lives, the relationship between them becomes more fluid, making students feel more comfortable participating in learning activities. The use of regional languages can also reduce the impression of excessive formality in the teaching and learning process, allowing for more effective communication.

The predominant use of internal code-mixing also demonstrates the strong influence of the social environment on communication patterns in schools. Most students come from communities that speak the Batak Angkola language in their daily lives. Therefore, the local language is one of the communication tools most easily understood by students. This situation leads teachers, both consciously and intentionally, to utilize the local language as a means of bridging the delivery of learning materials. Thus, internal code-mixing not only reflects teachers' language habits but also reflects the linguistic reality that exists in the school environment.

The next type of code-mixing found was external code-mixing. External code-mixing occurs when teachers insert foreign language elements into Indonesian speech. In this study, the most frequently used foreign language was English. Based on the data analysis, six utterances fell into the external code-mixing category. Although not as numerous as internal code-mixing, the presence of external code-mixing indicates the influence of globalization and modernization on language use in education.

Some English words and phrases found in teachers' speech include "audience," "why," "you understand," "yes," and "ok." These words are used in various learning contexts, including when explaining material, asking students questions, and confirming information. The use of these English terms demonstrates teachers' efforts to adapt their communication patterns to current language

developments, which are heavily influenced by the use of foreign languages, particularly English.

The use of external code-mixing also serves specific pedagogical purposes. Teachers utilize English terms to capture students' attention and create variety in the learning process. The presence of foreign language in teacher speech can make the classroom atmosphere more engaging and less monotonous. Furthermore, the use of simple English can also help students recognize and understand foreign vocabulary frequently encountered in everyday life, whether through social media, the internet, or various other information sources.

In addition to internal and external code-mixing, this study also found mixed code-mixing. Mixed code-mixing occurs when teachers use more than two languages simultaneously in a single utterance. This study found three utterances that fell into the mixed code-mixing category. This type of code-mixing is the most complex form of language use because it involves Indonesian, Angkola Batak, and English in a single sequence of utterances.

One example of mixed code mixing found in the study is the utterance "Makana on ma didokkon salah satu anugrah Tuhan i boy ya." This utterance combines Indonesian, Batak Angkola, and English elements simultaneously. The use of multiple languages in a single utterance demonstrates the teacher's ability to switch and combine languages according to the communication needs that arise during the learning process.

The existence of mixed code-mixing reflects teachers' flexibility in communicating with students. Teachers are not tied to a specific language but are able to adapt their language choices based on the situation, classroom conditions, and students' levels of understanding. In some circumstances, using more than one language is considered more effective in clarifying the intended message. Therefore, mixed code-mixing is one communication strategy teachers use to ensure that learning messages are well received by all students.

Factors Causing the Use of Code Mixing

Based on observations and interviews conducted during the research process, several factors were identified that led teachers to use code-mixing in Indonesian language instruction at SMP Negeri 2 Angkola Muaratais. These factors relate to the school environment, classroom learning situations, the need to clarify subject matter, and teachers' efforts to create a comfortable and communicative learning environment. Teachers' use of code-mixing is not solely driven by language habits but is also influenced by various considerations aimed at supporting the effectiveness of the teaching and learning process.

One of the main factors contributing to code-mixing is the school's location and environment. SMP Negeri 2 Angkola Muaratais is located in an area where the majority of the population speaks the Batak Angkola language in their daily lives. The local language is the primary means of communication used by the community, both within the family and in everyday social interactions. This situation indirectly influences the communication patterns that develop at the school, including the language used by teachers and students in learning activities.

The strong influence of the Angkola Batak language makes it very familiar to

students. Most students have used the language since childhood, so their understanding of the regional language is stronger than that of formal Indonesian. In situations like this, teachers tend to utilize the regional language as a supporting communication tool to facilitate understanding. Therefore, the use of code-mixing is a form of adaptation to the social and cultural realities that develop in the school environment.

Besides environmental factors, the learning situation is also a significant reason that encourages teachers to use code-mixing. In the teaching and learning process, not all students are able to maintain optimal concentration throughout the lesson. On several occasions, teachers encounter less than conducive classroom conditions, such as students lacking focus, talking to their classmates, or not paying attention to explanations. In these situations, teachers often switch to using regional languages to capture students' attention and refocus them on the learning material.

The use of regional languages in certain situations has proven more effective because students feel more connected to the language used by the teacher. When teachers use Batak Angkola, students tend to respond more quickly and understand the intended meaning. This indicates that code-mixing functions as a communication strategy that helps teachers overcome various obstacles that arise during the learning process. Thus, the use of code-mixing serves not only as a communication tool but also as an effective classroom management tool.

Another factor contributing to the use of code-mixing is the need to clarify and emphasize learning material. In some situations, teachers feel that explanations delivered in Indonesian are not fully understood by students. Therefore, teachers insert elements of regional languages to help explain certain concepts they find difficult. Using regional languages allows students to grasp the meaning of the material more quickly because the language is closer to their daily experiences and lives.

In addition to clarifying material, code-mixing is also used to emphasize key points in learning. When teachers want to ensure that students fully understand a concept or instruction, using regional languages is often considered more effective than formal Indonesian. By utilizing language familiar to students, teachers can convey information more clearly and reduce the possibility of misunderstandings in the learning process.

The use of code-mixing as a means of explaining and reinforcing material demonstrates that teachers strive to adapt their communication methods to students' needs. In an educational context, learning success is determined not only by mastery of the material but also by the teacher's ability to convey it in a way that is easily understood by students. Therefore, code-mixing is one strategy teachers use to increase the effectiveness of material delivery in the classroom.

Another factor driving the use of code-mixing is the desire to create a comfortable and friendly learning environment. A good relationship between teachers and students is a crucial factor in supporting successful learning. In everyday interactions, teachers often use certain words in regional languages, such as "nang" and "boy," to convey emotional closeness to students. The use of these expressions creates a more relaxed communication atmosphere, making students feel more comfortable when interacting with the teacher.

A friendly learning environment can increase student participation in learning activities. When students feel close to their teacher, they tend to be more confident in asking questions, expressing their opinions, and responding to the material being studied. Thus, the use of code-mixing serves not only as a means of conveying information but also as a means of building positive interpersonal relationships between teachers and students.

The comfort and familiarity created through code-mixing can also reduce the social distance between teachers and students. Although teachers hold positions of educator and authority in the classroom, using language that is close to students' lives makes interactions more humane and communicative. This can create a conducive learning environment, making the learning process more effective and enjoyable.

Based on research findings, it is understood that the use of code-mixing in Indonesian language learning is influenced by various interrelated factors. The school environment, learning situations, the need to clarify material, and efforts to create a comfortable interaction are the primary reasons teachers use code-mixing in the teaching and learning process. These factors indicate that the use of code-mixing is a form of language adaptation to the communication needs that occur in the educational environment.

Overall, the results of this study indicate that the use of code-mixing in Indonesian language learning is not only a spontaneous communication habit, but also functions as a pedagogical strategy that helps teachers achieve learning objectives. Through code-mixing, teachers can improve students' understanding of the material, create a more conducive learning atmosphere, and strengthen the relationship between teachers and students. However, the use of code-mixing still needs to be done proportionally and balanced with the use of good and correct Indonesian so that students' formal language skills continue to develop optimally and the objectives of Indonesian language learning can be achieved properly. Top of Form Bottom of Form

CONCLUSION

Based on the results of research conducted at SMP Negeri 2 Angkola Muaratais, it can be concluded that the use of code mixing in Indonesian language learning still occurs quite frequently during the teaching and learning process. The results show that teachers use three types of code mixing, namely inward code mixing, outward code mixing, and mixed code mixing. From the total data found, there are 30 utterances containing code mixing. Inward code mixing is the most dominant type used, namely 21 utterances or 70% of the total data. Meanwhile, outward code mixing was found in 6 utterances or 20%, and mixed code mixing in 3 utterances or 10%. The dominant use of inward code mixing indicates that regional languages, especially the Angkola Batak language, still have a strong influence on learning communication in the classroom and are an inseparable part of the social and cultural life of students and teachers.

This study also found that the use of code-mixing is influenced by several factors, namely the school environment, the learning situation, the need to clarify

and emphasize material, and efforts to create comfort and familiarity in interactions between teachers and students. The school environment, which predominantly uses the Batak Angkola language in daily life, encourages teachers to utilize regional languages as a means of supporting communication in the classroom. Furthermore, in certain situations, such as when students have difficulty understanding the material or when classroom conditions are less conducive, teachers use code-mixing to help convey messages more effectively and easily understood.

The use of code-mixing also serves as a strategy to clarify learning materials and emphasize information deemed important. By inserting elements of regional or foreign languages, teachers can explain certain concepts in a way that is more closely aligned with students' language experiences. Furthermore, the use of code-mixing can create a more relaxed, friendly, and communicative learning atmosphere, thus making interactions between teachers and students more effective. This can increase student participation in learning activities and help create a more conducive learning environment.

Thus, it can be concluded that the use of code mixing in Indonesian language learning at SMP Negeri 2 Angkola Muaratai is not only a language habit that arises due to the influence of the social and cultural environment, but also becomes one of the pedagogical strategies used by teachers to support the success of the learning process. Although the use of code mixing provides various benefits in helping students' understanding and facilitating communication in the classroom, its use still needs to be balanced with the application of good and correct Indonesian so that students' formal language skills can develop optimally in accordance with the objectives of Indonesian language learning.

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