CODE-MIXING IN TEACHER-STUDENT INTERACTION: AN EMPIRICAL STUDY AT SENIOR HIGH SCHOOL

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ABSTRACT: This study investigates code mixing in teacher-student interactions at Uswatun Hasanah Private High School, North Aceh, Indonesia. It identifies the factors contributing to code mixing in teacher and student interactions. The employed methodology is descriptive-qualitative, which aims to examine the facts and interpret the text of the interview findings to ascertain the significance of phenomena. The data source for this research comprises authentic dialogue occurring during interactions between teachers and students in Indonesian language learning. The data analysis involves the selection, classification, and presentation of data. The findings of this study indicate that the observed code mixing is classified as inner code mixing. The local language is frequently interspersed with the primary language, Indonesian, in terms of words, phrases, and sentences. The factors contributing to code mixing in teacher-student interactions are (1) extralinguistic, where students often respond to the teacher's inquiries using the local language, (2) intralinguistic, as the teacher introduces topics by incorporating local language into the primary language, and (3) situational, involving mutual adaptation of speaking styles.

KEYWORDS: Code-mixing, classroom interaction, sociolinguistics

INTRODUCTION

Humans use language as a means of communication. Language has an important role in human social life, connecting individuals in various social events. Language is a system of sound symbols that are arbitrary, used by members of society to interact, cooperate, and identify themselves (KBBI VI: 2023). Language is a communication system that uses arbitrary vocal symbols, which means that there is no requirement that a certain series of sounds must contain certain meanings that are used by people to work together, interact and identify themselves (Kridalaksana, 2008).

As one of the branches of linguistics, sociolinguistics is a discipline that analyzes the attributes and roles of linguistic variants, alongside the interaction between language users and the societal traits and functions of language. Sociolinguistics is related to "sociology" and "linguistics" so that it has a close relationship with both studies.

"Socio" refers to society, while 'linguistics' is the study of language. So, sociolinguistics is a study of language in a societal context (Sumarsono, 2002).

In the modern era, many people master two or more languages and are called bilinguals. Bilingualism is defined as the use or mastery of two languages (such as local languages and national languages) and are called bilingualism (KBBI VI: 2023). Some of them also master foreign languages such as English or Arabic.

The ability to use several languages in communication (multilingualism) can occur at all levels of society, including children, teenagers, adults, and the elderly. This phenomenon can occur anywhere, whether in the family, school, or community environment. It also occurs in various places, not just in schools. The variety or diversity of languages owned by individuals is in the form of bilingualism or multilingualism, which causes code mixing.

Interaction in the teaching and learning process is very important to develop students' language abilities and social skills. Interaction is the collaborative exchange of thoughts, feelings, or ideas between teachers and students, or between students and other students (Brown, 1994). In addition, Gebhart (2000) states that classroom management aims to create an atmosphere conducive for students to interact meaningfully, thus supporting student development in learning.

In Indonesia, classroom interaction usually uses Indonesian as the national language and state language with the function as the official language of instruction in educational institutions. However, not all conversations in Indonesian language learning use good and correct Indonesian. This leads to language mixing in educational settings, especially in bilingual or multilingual communities.

One example of a multilingual society is a school. Schools are not only a place to gain knowledge, but also a meeting place for diverse cultures and languages, because they consist of students with different backgrounds. One of the schools is Uswatun Hasanah Private High School in North Aceh, Indonesia, where this research was conducted. Despite being located in a village, the school has students from various regions with different language backgrounds, such as the North Aceh dialect, Aceh and Gayo language. Students who come from outside North Aceh use Indonesian when communicating with friends who do not come from the same area.

At Uswatun Hasanah Private High School, Indonesian language teachers often use code-mixing when teaching, especially to ensure the understanding of students who come from areas with different languages. The teacher uses Indonesian as the main language, but also switches to Acehnese to ensure Acehnese-speaking students understand the subject matter.

Code mixing often occurs in daily conversations, and a person's social status cannot prevent code mixing or multilingualism. Code mixing can be categorized based on the communication acts carried out by speakers, so that the level of bilingualism can be known and how code mixing occurs in the learning process.

The use of Indonesian in learning, especially in Indonesian language learning, is very important. However, code-mixing often occurs in the learning process due to a lack of attention to the use of language used by teachers and students. The code-mixing that occurs at Uswatun Hasanah Private High School is caused by regional language differences between students who come from North Aceh and Gayo Lues. Indonesian teachers often use code-mixing to ensure students' understanding, both by using North Aceh language and Indonesian language.

This research seeks to make a significant contribution in understanding the factors that cause code mixing in teacher and student interactions in Indonesian language learning. This research also aims to provide a comprehensive knowledge of the effects of code-mixing on Indonesian language learning. This research enriches linguistic knowledge and helps teachers to improve the use of Indonesian and maintain linguistic rules in learning.

LITERATURE REVIEW
Language Variation
Language variation or linguistic variety is a central topic in sociolinguistic studies. According to Kridalaksana (in Chaer and Agustina, 2010), sociolinguistics is a branch of linguistics that examines the characteristics of language variation and its relationship with the social characteristics of a community. Although speakers of a language belong to the same speech community, they are not homogeneous, leading to variations in the language they use (*parole*).

Sociology has long noted that social groups can be differentiated based on residence and social conditions, such as gender, age, occupation, economic status, and social status (Sumarsono, 2011).

The diversity of language is not only caused by the heterogeneity of speakers but also by various social interaction activities. This diversity increases further when the language is used by many speakers across a wide geographical area. According to Ferguson and Gumperz (in Pateda, 1987), language variation can be observed in terms of place, time, user, situation, dialect related to address, status, and usage. Language variation has patterns that can be descriptively analyzed and used by speakers for communication. There are two perspectives on language variation: *first*, language variation arises due to social diversity and the functions of language; *second*, language variation exists to fulfill its function as a tool for interaction in a diverse society.

Language variation can be categorized into four types: variation based on the speaker, usage, formality, and medium. From the perspective of the speaker, language variation is divided into: (1) idiolect, which refers to individual language variation; (2) dialect, which refers to language variation used by a group of speakers in a specific region; (3) chronolect or temporal dialect, which refers to language variation used by a social group during a specific period; and (4) sociolect or social dialect, which refers to language variation related to the status, group, and social class of the speaker (Chaer and Agustina, 2010).

From the perspective of usage, language variation is referred to as functiolect, register, or style (Nababan, 1984: 14). This variation is most evident in vocabulary, where each field of activity has specialized vocabulary not used in other fields. Variation is also evident in morphology and syntax (Chaer and Agustina, 2010).

Based on the level of formality, Martin Joos (in Nababan, 1984) divides language variation into five styles: (1) frozen style, used in solemn situations such as formal ceremonies; (2) formal style, used in state speeches, official meetings, and formal letters; (3) consultative style, used in ordinary conversations at school or meetings; (4) casual style, used in informal situations such as chatting with family; and (5) intimate style, used by speakers who are already familiar with each other (Chaer and Agustina, 2010: 70-71).

From the perspective of medium, language variation can include spoken and written forms, or the use of specific tools such as telephones or telegraphs (Chaer and Agustina, 2010: 72). Bilingual or multilingual communities must choose the appropriate language or language variation for communication in specific situations, such as in television talk shows, where standard Indonesian is typically used, although foreign or regional languages may also be used depending on the context.

Code Mixing

Code mixing is the phenomenon of using two or more codes in a single utterance. Factors causing code mixing include the speaker, interlocutor, place, time, topic, and purpose of the conversation. Code mixing has functions in learning, such as clarifying expressions, quoting others' speech, and avoiding the use of coarse or polite forms. Positive implications include better understanding of material and increased student motivation, while negative implications may disrupt topic comprehension or reduce the quality of learning.

Code mixing involves the use of linguistic elements from one language into another, such as words, clauses, or idioms. Code mixing is similar to the process of creating a pidgin language, with the difference lying in the context of use. Pidgin languages are created among groups that do not share a common language, whereas code

mixing occurs when multilingual speakers use one or more languages.

Code mixing is a common occurrence in multilingual societies. Code mixing is the act of selecting one code over another or the phenomenon of mixing two codes in an utterance to produce a specific language variety. In this sense, Davies (in Roundane, 2005) also concludes that the phenomenon of code mixing involves the use of language in a single conversation, exchange, or utterance. Consistent with previous researchers, Subaktyo (in Suwandi, 2008: 87) argues that code mixing occurs when a speaker predominantly uses one language in an utterance while incorporating elements from another language.

According to Azhar (2011), code mixing can be divided into two types: (1) inner code mixing, which involves mixing codes from the native language, such as communicating in Javanese mixed with another regional language; and (2) outer code mixing, which involves mixing codes from a foreign language, such as communicating in Indonesian mixed with a foreign language. Suwito (in Hestiyana, 2013) adds that code mixing involves a dependency characterized by a reciprocal relationship between roles and linguistic functions. Roles refer to who uses the language, while linguistic functions refer to what the speaker aims to achieve with their utterance.

Based on the definitions of code mixing provided by experts, it can be concluded that code mixing is the primary or base code used, which incorporates fragments (*pieces*) from another language according to the situation, without functioning as an autonomous code. Additionally, code mixing is the act of mixing two codes in a linguistic action performed by the speaker or interlocutor.

A prominent feature of code mixing is its informality or casual nature. In formal language situations, code mixing rarely occurs, and when it does, it is often because there is no appropriate word or expression in the language being used, necessitating the use of words or expressions from a regional or foreign language.

Classroom Interaction

Interaction in the context of learning refers to the relationship between teachers and students that occurs during the teaching and learning process, involving the exchange of messages, information, and experiences. This interaction is not limited to the delivery of instructional content but also includes the instillation of attitudes and values in students. There are three main types of interaction in learning: (1) student-teacher interaction, which occurs individually or in groups, either in person or online; (2) student-student interaction, which occurs informally (such as study groups) or formally (such as class discussions); and (3) student-content interaction, which involves access to learning materials, whether traditional (textbooks) or digital (videos, animations, simulations).

Interaction models in learning are often associated with interactive approaches. Students are encouraged to ask questions and seek answers to their questions. The stages in the classroom interaction process include initial knowledge, exploratory activities, student questions, research, final knowledge, and reflection. In this process, teachers can develop effective questioning techniques or participate in creative dialogue by asking students questions. The nature of the questions can reveal something or have an investigative quality, enabling students to develop creative thinking through the questions posed.

Classroom interaction is a collaborative exchange of thoughts, feelings, or ideas between educators and learners or between one learner and another (Brown, 1994: 159). The interaction between teacher and students can be categorized as an intensive and systematic social contact through mechanisms of control and

command. In managing the classroom, teachers have power and control over students as interlocutors. The possession of power and control over students is a special role of the teacher.

In addition, social interaction in the learning process is also important. The interaction between students and teachers, as well as among students, can influence learning outcomes. Social interactions that occur within the educational institution community may form the characters of students (Zulkhairi and Hajar, 2023). Understanding learning interaction helps teacher recognize that learning outcomes and the learning process must be balanced, ensuring that the educational process leads to the development of attitudes, intellectual intelligence, or the enhancement of students' skills according to their needs. Overall, interaction in learning is a crucial process that influences the effectiveness of teaching and learning. Through effective interaction, teacher can create an engaging learning environment that supports active student participation in the learning process.

METHOD

This study employs a qualitative descriptive approach. Qualitative research involves the analysis and interpretation of texts and interview results to uncover the meaning behind a phenomenon (Sugiyono, 2022). The research was conducted at Uswatun Hasanah Private High School, located at Jalan Kuala Keureutoe, Dusun Tgk. Putroe Room, Desa Blang Nibong, Kecamatan Samudera, Kabupaten Aceh Utara, Indonesia. This location was chosen because the school is situated in a rural area where both students and teachers predominantly use the local language during Indonesian language instruction.

The data in this study consist of code-mixed sentences spoken by teachers to students during interactions in Indonesian language classes. The required data were obtained from primary sources. According to Sugiyono (2022), primary data sources are those that directly provide data to the researcher. In this study, primary data were obtained from actual utterances that occurred during interactions between teachers and students in Indonesian language classes.

To collect primary data, the researcher conducted direct observations at the school under study. The data sources in this research were students from class XI MIPA 1 and the teachers at the school. The respondents consisted of 1 teacher and 20 students. Data collection techniques included observation, recording, listening, and note-taking. The researcher observed and recorded the utterances that occurred between the teacher and students during Indonesian language instruction. Subsequently, the researcher listened to the recordings and transcribed them. The recorded data were then selected, organized, and categorized according to the research objectives.

The data analysis technique in this study was conducted descriptively, aiming to identify code-mixing in the interactions between teachers and students during Indonesian language instruction in class XI MIPA 1 at Uswatun Hasanah Private High School. The stages of data analysis were as follows: (1) listening to and transcribing the recordings utterance collected in the research location; and (2) classifying the code-mixing that occurred in the interactions between teachers and students.

RESULTS

Based on the data gathered, code-mixing was found in the interactions between teachers and students during Indonesian language instruction in class XI MIPA 1 at Uswatun Hasanah Private High School. The type of code-mixing identified was inner code mixing. This aligns with Azhar et al. (2011) who state that code-mixing involves the

incorporation of foreign or regional languages into utterances using a specific primary language. The following are eight data of inner code mixing found in the interactions between teachers and students in this study.

Data (1) involve a conversation between the teacher and students that occurred during an Indonesian language class in class XI MIPA 1 at Uswatun Hasanah Private High School. The conversation took place when the teacher asked a student who was not paying attention during the explanation.

Teacher: *"Itu yang masih tidur duk beugot, sehat Sarjani?"* (That one who is still sleeping, sit properly, are you healthy, Sarjani?")
Student: *"Kurueng."* ("Not really.") (Data 1)

Data (1) shows the use of code-mixed sentences in the interaction between the teacher and students when advising a student in class XI MIPA 1 during Indonesian language instruction. The code-mixing here is inner code mixing, as seen in the phrase *"duk beugot"* and *"kureung"*. This code-mixing occurs when the teacher and student use two languages: Indonesian as the primary language and the Acehnese regional language during communication.

Data (2) involve the conversation between the teacher and students that occurred during an Indonesian language class in class XI MIPA 1 at Uswatun Hasanah Private High School. The teacher was ensuring that all students had received their textbooks.

Teacher: *"Apa bukunya sudah dibagikan?"* ("Have the books been distributed?")
Student: *"Ya".* ("Yes.")
Teacher: *"Meunye kaleuh,* silakan buka bukunya." (*"If so,* please open your books." (Data 2)

In the conversation in data (2), there is an element of code-mixing in the interaction between the teacher and students during Indonesian language instruction in class XI MIPA 1 at Uswatun Hasanah Private High School. The teacher was ensuring that all students had received their textbooks. The sentence "*meunye kaleuh*, silakan buka bukunya" means "*If so*, please open your books." The code-mixing in this sentence is inner code mixing, as the teacher communicates using two languages: Indonesian as the primary language and the Acehnese regional language.

Data (3) involve the conversation between the teacher and students that occurred during an Indonesian language class in class XI MIPA 1 at Uswatun Hasanah Private High School. The teacher was trying to elicit students' understanding by asking a question.

Teacher: Sudah, *na yang mantong teuingat*, apa itu observasi? "Alright, *is there anyone who still remembers* what observation is?") (Data 3)

The conversation in data (3) contains an element of code-mixing in the interaction between the teacher and students during Indonesian language instruction in class XI MIPA 1 at Uswatun Hasanah Private High School. The purpose was to elicit students' understanding of the material from the previous meeting. The sentence "Alright, *na yang mantong teuingat*, apa itu observasi?" means "Alright, *is there anyone who still remembers*, what observation is?" The code-mixing in this sentence is inner code mixing, as the teacher communicates using two languages: Indonesian as the primary language and the Acehnese regional language.

Data (4) involve the conversation between the teacher and students occurred during an Indonesian language class in class XI MIPA 1 at Uswatun Hasanah Private High School. The teacher was trying to elicit students' understanding by asking a question.

Teacher: Apa itu observasi Sarabila*?"* (What is observation, Sarabila?")
Student: "Melihat sesuatu." (Look something)
Teacher: "Melihat sekaligus mencatat, *nyan* observasi." (Seeing and recording is observation") (Data 4)

The conversation in data 4 contains an element of code-mixing in the interaction between the teacher and students during Indonesian language instruction in class XI MIPA 1 at Uswatun Hasanah Private High School. The purpose was to elicit students' understanding of the material that had been studied. The sentence "Melihat sekaligus mencatat, *nyan* observasi" means "Seeing and recording is observation." The code-mixing in this sentence is inner code mixing, as the teacher communicates using two languages: Indonesian as the primary language and the Acehnese regional language.

Data (5) involve the conversation between the teacher and students that occurred during an Indonesian language class in class XI MIPA 1. The teacher was responding to a student's answer.

Student: "Rumput Belanda." ("Dutch grass.")
Teacher: "Mengapa disebut rumput Belanda" ("Why is it called Dutch grass?")
Student: "*Iba lè Belanda*." ("Brought by the Dutch.")
Teacher: *Karena dibawa oleh Belanda dulu ya, jadi namanya masih ada di sini.*" ("*Because it was brought by the Dutch long ago, so the name remains here.*")
Student: "'*Eu*." ("*Yes*") (Data 5)

Data (5) in the conversation contains code-mixing when the teacher asked a question and the student answered using the Acehnese regional language, "*Iba le Belanda*" (brought by the Dutch) and "*eu"* (yes)." The code-mixing in this conversation is inner code mixing, as the student answered using the Acehnese regional language, while

the teacher used Indonesian as the primary language.

Data (6) involve the conversation between the teacher and students that occurred during an Indonesian language class in class XI MIPA 1 at Uswatun Hasanah Private High School. The teacher was responding to a student's question.

Student: "*Bu, naleung gajah mini nyan nyang ipula-pula nyan ken?*" ("Miss, naleung gajah mini is planted over there, isn't it?")
Teacher: "Rumput gajah mini ada di depan, gak terlalu panjang daunnya, agak lonjong. ("Rumput gajah mini is in front; its leaves are not too long and are slightly oval."
Student: *Nye,* bisa dijual bukan?" ("*Yes, it can be sold, isn't it*?") (Data 6)

The conversation in data (6) contains code-mixing when the student asked a question using the Acehnese regional language, "*Bu, naleung gajah mini nyan nyang ipula-pula nyan ken?*" ("Miss, naleung gajah mini is planted over there, isn't it?") and *Nye,* bisa dijual bukan?" ("*Yes, it can be sold, isn't it*?") while the teacher answered using Indonesian. The code-mixing in this conversation is inner code mixing, as the student asked the question using the Acehnese regional language, while the teacher used Indonesian as the primary language.

Data (7) involve the conversation between the teacher and students that occurred during an Indonesian language class in class XI MIPA 1 at Uswatun Hasanah Private High School. The teacher was trying to elicit students' understanding of the information they had received.

Teacher: "Ada berapa jenis rumput?" ("How many types of grass are there?")
Teacher: "Faddal, berapa jenis rumput yang ada di video?" ("Faddal, how many types of grass were in the video?")

Teacher: "Kamu *hana* simak tadi ya?" ("You did not pay attention, did you?") (Data 7)

The conversation in data (7) contains code-mixing when the teacher asked a question to elicit students' understanding of the information they had received. The teacher used the Acehnese regional language, "*Hana*," meaning "no." The code-mixing in this conversation is inner code mixing, as the teacher asked the question using the Acehnese regional language while using Indonesian as the primary language.

Data (8) involve the conversation between the teacher and students that occurred during an Indonesian language class in class XI MIPA 1 at Uswatun Hasanah Private High School. The teacher was observing the students.

Teacher: "Maya, ada yang perlu ditanyakan mengenai rumput tadi" ("Maya, do you have any questions about the grass?")
Teacher: "*Bek teungeut,* sehatkan Maya?" ("*Don't sleep*, are you feeling well, Maya?") (Data 8)

The conversation in data (8) contains code-mixing when the teacher observed the students. The teacher used the Acehnese regional language, "*Bek teungeut*," meaning "don't sleep." The code-mixing in this conversation is inner code mixing, as the teacher asked the question using the Acehnese regional language while using Indonesian as the primary language.

DISCUSSION
Code-mixing in the interactions between teachers and students during Indonesian language learning at Uswatun Hasanah Private High School is a common phenomenon. The following description is an analysis of the factors that contribute to code-mixing in the interactions between teachers and students during Indonesian language learning. Understanding these factors is crucial for improving teaching effectiveness and helping students communicate more effectively in bilingual or multilingual contexts.

Extralinguistic Factors
Language habits are one of the extralinguistic factors influencing code-mixing. The use of regional languages by teachers and students is common during the learning process. Students feel more comfortable and understand the material better when teachers use a mix of languages that includes their regional language, as seen in data (4).

In data (4), the conversation context occurs between a teacher and students during an Indonesian language class in Class XI MIPA 1. The teacher uses both the regional language and the primary language, Indonesian, to make students more comfortable and to help them understand the material. Below is an excerpt from the conversation.

Teacher: Apa itu observasi Sarabila*?*" (What is observation, Sarabila?")
Student: "Melihat sesuatu." (Look something)
Teacher: "Melihat sekaligus mencatat, *nyan* observasi." (Seeing and recording is observation").

In addition to language habits, ethnic diversity is another extralinguistic factor that influences code-mixing. Indonesia's rich diversity leads to variations in language use. Students tend to use regional languages in their daily interactions, including during Indonesian language learning, as seen in data (5).

Data (5) contains a conversation context between a teacher and students during an Indonesian language class in Class XI MIPA 1, where students tend to use regional languages when responding to the teacher's questions. Below is an excerpt from the conversation.

Student: "Rumput Belanda." ("Dutch grass.")

Teacher: "Mengapa disebut rumput Belanda" ("Why is it called Dutch grass?")
Student: "*Iba lè Belanda*." ("Brought by the Dutch.")
Teacher: *Karena dibawa oleh Belanda dulu ya, jadi namanya masih ada di sini*." ("*Because it was brought by the Dutch long ago, so the name remains here*.")
Student: "'*Eu*." ("*Yes*")

Intralinguistic Factors
Code-mixing also occurs due to intralinguistic factors such as the lack of equivalent words and shifts in conversation topics. In some cases, certain Indonesian vocabulary does not have an exact equivalent in the regional language, so students use terms from their regional language to convey understanding.

On the other hand, the topics discussed in class can also trigger the use of terms from other languages, especially if the topic is related to local culture or specific social contexts. This is evident in data (3) that contains a context where the teacher asks about material from the previous week, introducing the topic by mixing the regional language with the primary language.

Teacher: Sudah, *na yang mantong teuingat*, apa itu observasi? "Alright, *is there anyone who still remembers* what observation is?") Data 3

Situational Factors
Informal situations or relaxed learning environments tend to encourage students to mix codes. In a more relaxed atmosphere, students feel freer to use various forms of language without feeling pressured to follow standard rules.

Additionally, social interactions between students and teachers often involve the use of mixed languages. Students try to adapt their speech to match the style of their teacher or classmates, as seen in data (8).

Data (8) contains a conversation context between a teacher and students during an Indonesian language class in Class XI MIPA 1 at Uswatun Hasanah Private High School. At that time, the teacher reprimanded a student using their regional language. In that case, the students tried to adapt their speech to match the teacher's style. The following is an excerpt from the conversation in data (8).

Teacher: "Maya, ada yang perlu ditanyakan mengenai rumput tadi" ("Maya, do you have any questions about the grass?")
Teacher: "*Bek teungeut,* sehatkan Maya?" ("*Don't sleep*, are you feeling well, Maya?")

In addition to the factors that trigger code-mixing, this study also found that code-mixing in student-teacher interactions occurs in the form of words, phrases, clauses, and expressions. Code-mixing at the word level occurs when words from the regional language are used in Indonesian sentences. Code-mixing at the phrase and clause level occurs when phrases or clauses from another language are inserted into sentences. Code-mixing at the expression level occurs when regional expressions are integrated into the learning process.

CONCLUSION
This study shows that language use in teacher-student interactions commonly involves both the primary language and regional languages, such as North Acehnese. Regional languages dominate and are often mixed with the primary language, Indonesian, in the form of words, phrases, and sentences.

This study also identifies several functions of code-mixing, including: (a) expressing the emotional state of teachers and students during the learning process; (b) marking certain social groups, as some students from Gayo Lues occasionally use their regional language when communicating

with teachers and other students from North Aceh, while in other situations they use Indonesian; (c) clarifying or emphasizing information, especially when the teacher explains Indonesian language material. If there are parts that students do not understand, the teacher will mix languages to ensure students better understand the material; (d) creating a familiar atmosphere in conversations, such as when the teacher chats with students after explaining the material to build rapport in the classroom; (e) adapting the material or conversation topic to the context, especially when students do not fully understand the material being explained. The teacher will mix North Acehnese and Indonesian to clarify the topic being discussed.

This study emphasizes that the interaction between teachers and students in Indonesian language learning plays a crucial role in creating an effective learning environment. Collaboration between parents and schools is also necessary to support the use of Indonesian in education, enriching students' language experiences and preparing them for multilingual environments. Further research is needed to explore the impact of code-mixing on students' understanding and its influence on the teaching and learning process in various contexts.

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