Multicultural and Multilingual Code-Switching: A Sociolinguistic Study of PBA UIN Malang Postgraduates

Farah Farhatun Nabilah[1]*, Safira Aulia[2], Langgeng Budianto[3]
[1,2,3]Postgraduate Arabic Language Education, UIN Maulana Malik Ibrahim Malang, Indonesia
*Email: farahfarhatunnabilah@gmail.com
Phone Number (WhatsApp): 0895 1008 3246

ABSTRACT

This study examines the phenomenon of code-switching and code-mixing in the communication of graduate students in Arabic Language Education (PBA) at the multicultural environment of UIN Malang. The main issue addressed in this research is how code-switching and code-mixing are used in both social and academic interactions by students from diverse cultural and linguistic backgrounds. The aim of this study is to understand the impact of code-switching and code-mixing on academic communication and the social identity of students in a multicultural campus environment. The study employs a qualitative approach, with data analysis based on interviews and observations of students, as well as an analysis of conversations in WhatsApp group chats. The findings reveal that students frequently use code-switching and code-mixing to adapt to their interlocutors, facilitate communication, and enrich their vocabulary. Code-switching plays a role in strengthening the students' social identity and fostering inclusive social relationships. However, code-switching can also hinder the understanding of academic content if not used appropriately. This study concludes that code-switching and code-mixing are essential communication strategies in a multicultural academic environment, but their use must be directed and contextually appropriate.

Keywords: Code-Switching and Code-Mixing; Multicultural-Multilingual; A Sociolinguistic Study.

ABSTRAK

Penelitian ini mengkaji fenomena alih kode dan campur kode dalam komunikasi mahasiswa pascasarjana Pendidikan Bahasa Arab (PBA) di lingkungan multikultural UIN Malang. Pokok permasalahan dalam penelitian ini adalah bagaimana alih kode dan campur kode digunakan dalam interaksi sosial dan akademik oleh mahasiswa dari berbagai latar belakang budaya dan bahasa. Tujuan penelitian ini adalah untuk memahami pengaruh alih kode dan campur kode terhadap komunikasi akademik serta identitas sosial mahasiswa di kampus yang multikultural. Metode yang digunakan adalah pendekatan kualitatif dengan analisis data melalui wawancara dan observasi terhadap mahasiswa serta analisis percakapan dalam grup WhatsApp. Temuan penelitian menunjukkan bahwa alih kode dan campur kode sering digunakan oleh mahasiswa untuk beradaptasi dengan lawan bicara, mempermudah komunikasi, dan memperkaya kosakata. Penggunaan alih kode berperan dalam memperkuat identitas sosial mahasiswa dan menciptakan hubungan sosial yang inklusif. Namun, alih kode juga dapat mengganggu pemahaman materi akademik jika tidak digunakan dengan tepat. Penelitian ini menyimpulkan bahwa alih kode dan campur kode merupakan strategi komunikasi yang penting dalam lingkungan akademik multikultural, namun penggunaannya harus terarah dan sesuai konteks
Kata kunci:

Kata-kata Kunci: Alih-campur Kode; Multikultural-Multilinguistik; Kajian Sosiolinguistik

INTRODUCTION

Code-switching and code-mixing are common phenomena in the communication of multicultural and multilingual communities, particularly in higher education settings. Graduate students of Arabic Language Education (PBA) at UIN Malang, who come from diverse cultural and linguistic backgrounds, create a complex communicative environment. This phenomenon not only reflects the students' multilingual competence but also highlights the social and cultural dynamics that shape their interactions.

Sociolinguistic studies on code-switching and code-mixing have mostly focused on specific language communities or general educational contexts, while in-depth research in multicultural academic environments, such as the PBA graduate program at UIN Malang, remains limited. Therefore, there is an urgent need to fill the research gap concerning code-switching and code-mixing among students with diverse language competencies.

This study is important for understanding how PBA graduate students at UIN Malang utilise code-switching and code-mixing to construct social, academic, and cultural interactions. Furthermore, it explores the sociolinguistic and linguistic factors influencing their language choices, as well as the contribution of these phenomena to the formation of social and academic identity. A comprehensive understanding of this issue can offer insights into effective multilingual communication strategies within academic settings, particularly in the context of Arabic language education in Indonesia.

Previous research, such as the study titled *"Code Mixing in Arabic Conversations of College Students: A Sociolinguistic Study of Attitudes to Switching to English"* by Al-Ahdal (2020) examined the use of code-mixing between Arabic and English among Saudi university students. The study found that students held positive attitudes toward code-mixing, viewing it as a means to facilitate communication, reflect advanced linguistic competence, and support English language learning. Social, situational, and academic factors influenced this practice, both consciously and unconsciously (Al-Ahdal, 2020).

Another relevant study is the article by Ravnil Narayan and Maurine Kuar, *"Code-switching as a Conversational Lubricant in the Literature Classrooms: An Explanatory Study Based on the Opine of Fijian High School ESL Teachers"* (2022), which refers to research exploring code-switching and code-mixing in multilingual and multicultural education, particularly in second language (ESL/EFL) teaching contexts. It touches on the use of code-switching as a pedagogical strategy and its role in sociolinguistic dynamics within multicultural classrooms. You may also consider Kadwa & Alshenqeeti (2020), who discuss similar themes in academic discourse.

Upon review, both of these previous studies share relevance with the current research titled *"Code-Switching and Code-Mixing in a Multicultural-Multilingual Environment: A Sociolinguistic Study of Master's Students in Arabic Language Education at UIN Malang."* They discuss the dynamics of code-switching and code-mixing in multilingual environments, focusing on their impact on communication and the social identity of students. However, this article aims to expand the discussion by highlighting the multicultural context of Indonesia, offering new insights into the relationship between code-switching and social identity formation in academic settings.

Prior research has largely overlooked the specific dynamics of code-switching and code-mixing within academic communities that integrate Arabic, Indonesian, and local languages. While studies have explored bilingual or multilingual practices in various contexts, few have delved into the nuanced interactions between these languages in higher education, particularly within a religious-based academic environment. Moreover, the social, cultural, and pedagogical implications of code-switching in such contexts, especially within institutions like Islamic universities, have not been thoroughly examined. This gap highlights the need for more focused research on how language switching affects academic communication and the development of students' linguistic and social identities within these unique settings.

This study aims to bridge this gap by applying sociolinguistic theory to the multicultural context of the PBA graduate program at UIN Malang. The research's novelty lies in its locally grounded approach, which provides an empirical analysis of the interplay between code-switching, code-mixing, and the social identity of students. By exploring the practical use of these phenomena, the study seeks to understand their broader implications for academic communication in a multicultural environment. This research is particularly significant as it highlights the role of language practices in shaping not only linguistic competence but also social cohesion and identity formation in an academic community characterised by diverse cultural and linguistic backgrounds.

The objectives of this study are to identify and categorise the types of code-switching and code-mixing employed by PBA graduate students at UIN Malang, and to analyse the factors that influence their occurrence. The research further seeks to explain how these language practices contribute to the formation of students' social and academic identities. Additionally, this study will offer recommendations for effective communication strategies that can enhance Arabic language learning in multicultural settings, thus fostering an inclusive and supportive learning environment that takes full advantage of the linguistic diversity present within such academic contexts.

METHOD

This study employs a descriptive analysis method with a qualitative approach to examine code-switching and code-mixing among Arabic language students in a multicultural and multilingual environment. Data were collected through a literature review and semi-structured interviews. The literature review explored previous theories and research on code-switching and code-mixing, including their social and linguistic factors, while the interviews investigated students' perspectives on the motivations and contexts of code-switching and code-mixing practices. The literature review referred to sociolinguistic theories, such as those proposed by Gumperz and Myers-Scotton, to explain the pragmatic and social functions of code-switching. Common patterns related to cultural identity and communication needs were identified through the literature, while interviews provided empirical data regarding students' practices in academic and social contexts. Data analysis was conducted by comparing the interview results and literature to classify the types of code-switching and code-mixing. The findings reveal that code-switching and code-mixing serve as strategies for communication, reinforcement of social identity, and audience adaptation. These results contribute to sociolinguistic studies, particularly in understanding the dynamics of language interaction in multicultural communities.

RESULTS AND DISCUSSION

Overview of Code-Switching, Code-Mixing, and Multicultural-Multilingualism

In the field of linguistics, there exist two fundamental concepts that pertain to the use of multiple languages within communicative interactions, namely, code-switching and code-mixing. (Eva Mar'atus Syafa'ah, Nafis Azmi Amrullah, Singgih Kuswardono, 2022) As defined by Nababan (1993), *code-mixing* refers to the unintended mixing of linguistic elements from two or more distinct languages within a single utterance, while *code-switching* denotes a more complete linguistic transition, where speakers shift entirely from one language to another during communication. These two phenomena are frequently observed in multilingual contexts, arising as adaptive responses to varying social and linguistic demands. (Suryanirmala & Yaqien, 2020) The relationship between code-switching and code-mixing is not merely mechanical but dynamic, serving multiple communicative functions such as enhancing the clarity of messages, emphasising the speaker's intent, and acting as connectors or fillers between sentences to maintain fluency and coherence in conversation. (Suryanirmala & Yaqien, 2020) Thus, both practices play significant roles in facilitating effective communication in linguistically diverse settings.

A variety of factors are identified as influential in motivating students to engage in code-switching and code-mixing behaviours. These factors include: (1) a limited mastery of the Arabic language, which constrains students from fully articulating complex thoughts; (2) the desire to exhibit academic proficiency and convey sophisticated ideas; (3) the strategic use of language as a style or form of slang to establish social belonging; (4) the conscious effort to attract and maintain the interlocutor's attention; and (5) constraints in vocabulary acquisition that necessitate switching or mixing languages to sustain communication. (Erni Zuliana, 2016) These influencing factors highlight the complex interplay between linguistic competence, social identity, and communicative needs, underlining that language practices among students are shaped not solely by their linguistic abilities but also by broader sociocultural motivations and the desire to achieve communicative efficiency within a multicultural academic environment.

The phenomena of code-switching and code-mixing are not confined solely to formal or academic domains but are commonly observed in familial settings where multiple languages or dialects are used interchangeably. In parent-child communication, *code-switching* typically involves a complete shift between different languages to adapt to the communicative needs of the conversation, while *code-mixing* pertains to the insertion of words, phrases, or clauses from one language into another without a full language shift. (Zuhro & Raharjo, 2019) These linguistic behaviours generally occur spontaneously and naturally, influenced by the surrounding social environment, the thematic content of conversations, and the habitual language practices prevalent within the family unit. Such linguistic exposure from an early age plays a crucial role in shaping children's multilingual competence and cultural identity, fostering an intuitive ability to navigate multiple linguistic and cultural codes with ease.

Multiculturalism, as a social construct, is defined as the recognition, acceptance, and coexistence of multiple cultural identities within a single society. It entails the presence and interaction of various cultural, ethnic, religious, linguistic, and traditional groups who engage with one another based on principles of respect for differences, equality, and mutual understanding. (Lestari, 2013) Multiculturalism

is not merely a passive coexistence but actively promotes inclusion, tolerance, and the appreciation of diversity, thereby aiming to cultivate social cohesion and harmony amidst the realities of pluralism. It serves as both a descriptive reality and a normative framework guiding social and political policies to ensure equitable representation and participation of all cultural groups within the societal fabric.

Conversely, multilingualism specifically pertains to the use of two or more languages by individuals, communities, or societies in daily life activities. It encompasses not only the cognitive and linguistic abilities required to understand, speak, read, and write in multiple languages but also the habitual use of these languages across different social contexts. (Amalia et al., 2023) On an individual level, multilingualism reflects an active and passive mastery of multiple languages, enabling individuals to navigate diverse communicative settings. At the societal level, multilingualism is manifested in the widespread use of multiple languages within domains such as education, governance, commerce, and cultural practices, contributing to the richness of social interactions and collective identity formation.

The origins of both multilingualism and multiculturalism can often be traced back to the family as a primary social institution. Within families that embody cultural and linguistic diversity, children are naturally introduced to multiple worldviews, traditions, and languages through everyday interactions. (Rumalean et al., 2023) This early exposure is instrumental in developing cognitive flexibility, intercultural sensitivity, and communicative competence. Children raised in such environments not only gain linguistic proficiency but also internalise values such as curiosity, openness, tolerance, and adaptability—qualities that are indispensable for thriving in a globalised and interconnected world. Thus, the family environment serves as the foundational site where multilingual and multicultural identities are nurtured and developed.

In the specific context of Arabic language acquisition, the creation and maintenance of a supportive Arabic-speaking environment are critical for the successful development of linguistic competence. A conducive language environment provides opportunities for continuous practice, authentic communication, and the reinforcement of linguistic structures necessary for fluency. Institutions dedicated to Arabic language education must therefore facilitate both formal instruction and informal communicative opportunities, supported by appropriate resources, facilities, and pedagogical expertise. (Taubah, n.d.) Such environments should encourage the daily use of Arabic across multiple domains of student life, thereby promoting the development of essential skills, particularly *maharatul kalam* (speaking proficiency), which is a cornerstone of effective language acquisition.

While multiculturalism and multilingualism are often closely associated, it is important to recognise their conceptual distinctions. Multiculturalism primarily concerns the presence and acknowledgement of diverse cultural groups within a society, focusing on cultural identity, heritage preservation, and intercultural relations. Meanwhile, multilingualism emphasises the practical aspect of language usage and the cognitive and communicative capacities involved in navigating multiple linguistic systems. Nevertheless, the two phenomena frequently coexist and mutually reinforce each other. Language acts as a vital medium through which cultural identities are expressed, traditions are preserved, and intercultural communication is facilitated. (Bhakti, 2017)

Multicultural contexts naturally encourage multilingual practices, as interactions among diverse cultural groups often require the use of multiple languages to facilitate communication and understanding. This exposure to different languages not only enhances individuals' linguistic abilities but also helps them navigate complex social environments. In turn, multilingualism strengthens multicultural cohesion by promoting mutual understanding, respect, and empathy, reducing cultural misunderstandings, and fostering social solidarity. By encouraging communication across linguistic boundaries, multilingualism fosters deeper intercultural connections, supports inclusive social participation, and enhances community bonds, thereby playing a key role in cultivating harmonious and diverse societies.

Interview Results and Analysis

Interviews conducted with 15 postgraduate students of the Arabic Language Education (PBA) program at UIN Malang, coming from various classes, regions, and semesters, revealed several important findings regarding the phenomena of code-switching and code-mixing. It was found that these students frequently incorporated Indonesian, local languages, and Arabic into their everyday communication. They highlighted that the multicultural environment at the university, where interaction with peers from different linguistic and cultural backgrounds is a daily reality, contributed significantly to the occurrence of code-switching and code-mixing. Students generally perceived this linguistic phenomenon positively, as it enriched their linguistic repertoire, particularly in terms of vocabulary acquisition and

communication flexibility. Moreover, they mentioned that their choice of language was often adapted based on the interlocutor in order to facilitate better understanding and to ensure message clarity. In academic settings, especially when dealing with complex subject matter, code-switching proved to be a valuable tool to aid comprehension, although its improper use could sometimes lead to disruption in communication. Furthermore, students naturally adjusted their tone, accent, and expressions according to the context and their conversation partners, reflecting the deep connection between social identity and language use.

The practice of code-switching was noted to have an important social function, making interlocutors feel respected and thereby fostering more effective communication across cultural lines. However, it also presented a challenge, pushing students to strive for correct and fluent language use in multiple languages. This underscores the importance of a broader understanding—both among students and the wider academic community—of how code-switching operates as a mechanism for promoting effective cross-cultural communication. Additionally, students differentiated between code-switching, which served as a bridge to shift between languages, and code-mixing, which involved the blending of two languages within the same utterance or conversation. The cultural and linguistic diversity present on campus cultivated a communication environment that was flexible and context-sensitive, with language choices depending heavily on the interlocutor, the situational context, and the purpose of the conversation. Students often utilised code-switching intentionally to facilitate comprehension, particularly when navigating complex academic discussions. Through this process, their multilingual identities and their awareness of social and academic contexts became increasingly evident.

The interview data related to the use of code-switching and code-mixing among postgraduate students at UIN Malang were further analysed using several established sociolinguistic theories, which emphasised the influence of local contexts and empirical realities. Firstly, it was confirmed that code-switching and code-mixing were highly prevalent in multicultural academic environments like UIN Malang, where students' diverse backgrounds created a dynamic linguistic landscape. Drawing from Auer's (1998) perspective, code-switching is understood not merely as a linguistic phenomenon but also as a reflection of social identity construction and the dynamics of interpersonal relationships (Peter, 1998). Students at UIN Malang often switched between Indonesian, their regional languages, and Arabic in response to their interlocutors' backgrounds, thereby illustrating the significant role of social context in shaping language use. Studies by Siddiq et al. (2020) and Hafid & Margana (2022) similarly found that students' code-switching practices were driven by both communication needs and social identity considerations. In this way, students' language shifts on campus became a manifestation of inclusivity efforts, as theorised by Myers-Scotton (2006), who emphasised the function of code-switching as a marker of social identity in multicultural settings (Francis, 2007).

Nevertheless, the research also highlighted the potential downsides of inappropriate code-switching in academic contexts. According to Rahmat (2020), careless or irrelevant code-switching could diminish the effectiveness of communication (Agus Rahmat, 2020). Therefore, it is critical that code-switching is employed judiciously to maintain the clarity and purposefulness of academic discourse. In multicultural learning environments, well-managed code-switching was shown to enhance comprehension, facilitate engagement, and promote a sense of belonging among students. This aligns with the translanguaging framework described by García and Wei (2014), wherein strategic use of multiple languages fosters inclusive and empowering learning experiences (Vallejo, 2018). Nonetheless, if not properly aligned with the academic objectives, excessive or irrelevant use of code-switching could potentially compromise the integrity of the learning process (Dewaele, 2013). To complement the interviews, this study also examined real-life examples of code-switching and code-mixing drawn from group conversations on WhatsApp among postgraduate PBA students at UIN Malang. This additional analysis provided a richer understanding of how their linguistic practices were shaped by their multicultural environment, cultural backgrounds, and native language influences

Finally, in addition to conducting individual interviews, this study also incorporated an analysis of group conversations that took place in WhatsApp chat groups among postgraduate students of the Arabic Language Education (PBA) program at UIN Malang. The inclusion of this additional data source aimed to provide a more comprehensive and authentic understanding of students' natural communication patterns outside formal academic settings. By examining these WhatsApp conversations, the study was able to identify real-life, spontaneous examples of code-switching and code-mixing practices as they occurred in daily interactions among peers.
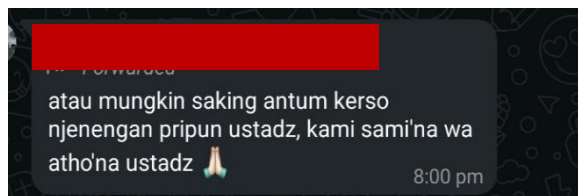
Figure 1. Code-switching and code-mixing
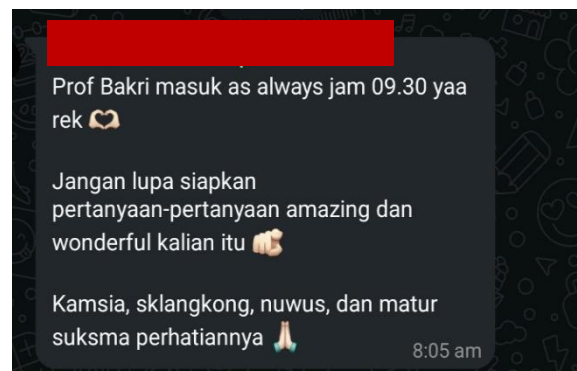in Indonesian-Javanese-Arabic

Figure 2. Code-switching and code-mixing
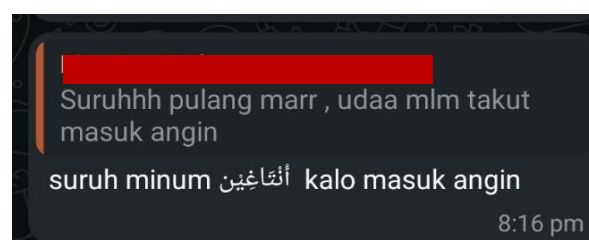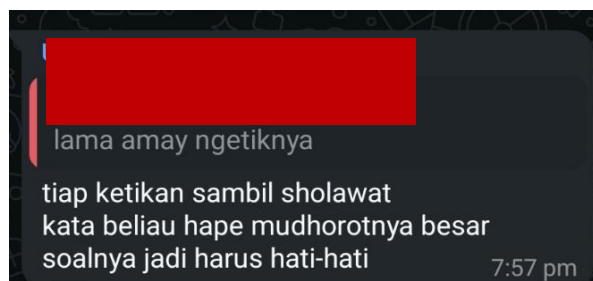in Indonesian-English-Java

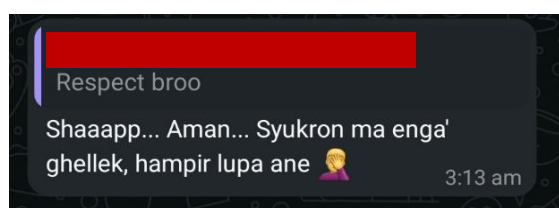Figure 3. Code-switching and code-mixing
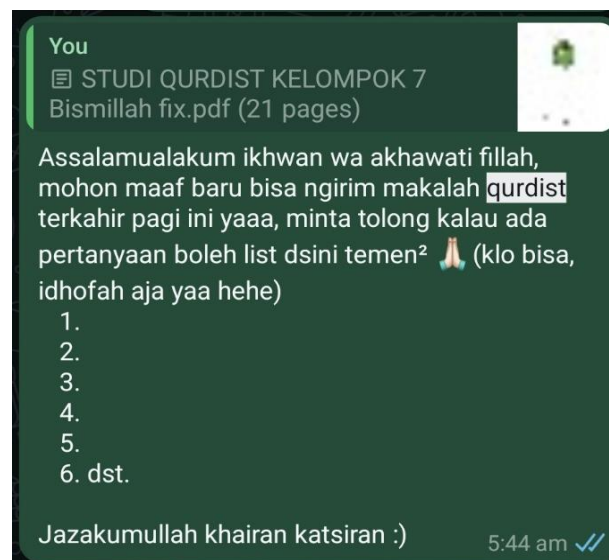in Indonesian-Arabic

Figure 4. Code-switching and code-mixing
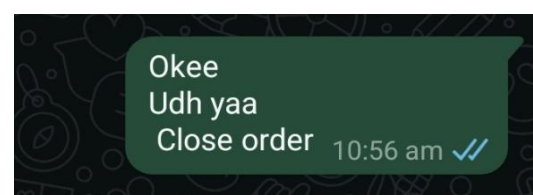in English-Indonesian-Arabic-Madura

Figure 5. Code-switching and code-mixing
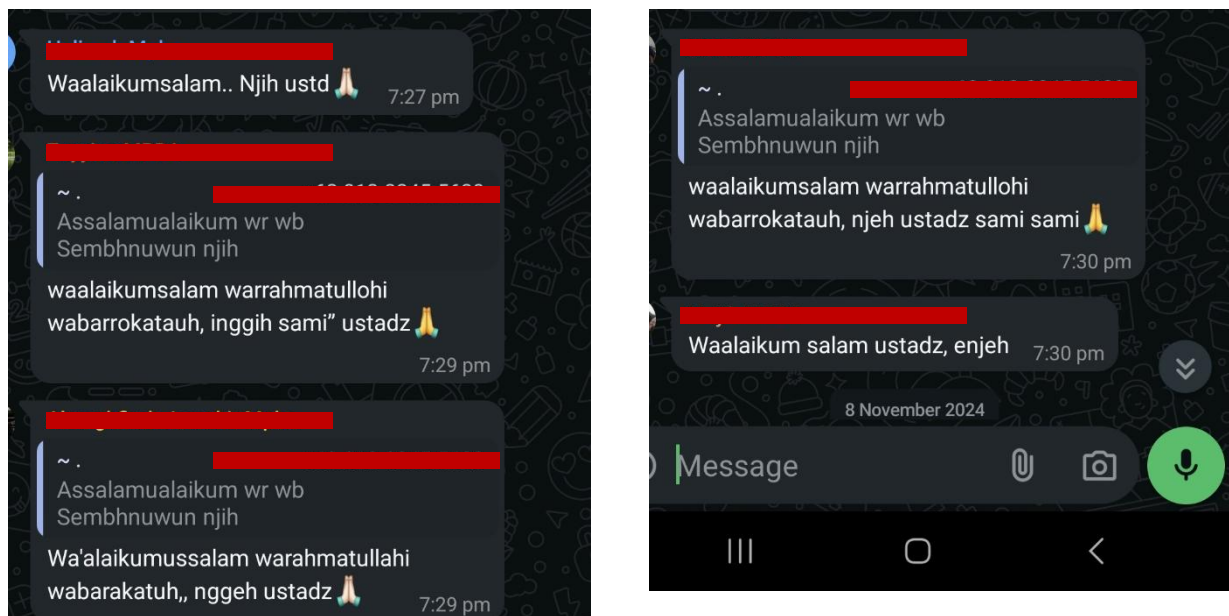in Indonesian-English

Figure 6. Code-switching in the use of the Javanese word "*enggeh*"

Through the analysis of these conversations, it became evident how students' linguistic behaviors were deeply influenced by various factors such as their immediate social environment, the multicultural and multilingual context of the university, their regional cultures, and their native languages. The informal nature of WhatsApp communication offered rich insights into how students naturally blended Indonesian, Arabic, and local languages depending on the topic of conversation, the identity of the interlocutors, and the situational context. Thus, this component of the study not only confirmed the findings from the interviews but also enriched the overall analysis by highlighting the dynamic and adaptive nature of language use among students in a multicultural academic community.

Strategies for Communication Supporting Arabic Language Learning in a Multicultural Environment

Arabic language learning in a multicultural environment can be improved significantly through the implementation of effective communication strategies that are specifically designed to foster deeper student understanding and promote active engagement throughout the learning process. One key and highly beneficial approach is the use of translanguaging (Nur et al., 2024), a method in which students are actively encouraged to utilize their native language or other familiar languages alongside Arabic, particularly during moments when they encounter complex or challenging material. This approach serves as a crucial bridge, helping students connect their existing linguistic knowledge to new Arabic language concepts. By building on what they already know, students are able to comprehend lessons more easily and more naturally, thereby accelerating their learning process and increasing their overall confidence in using Arabic in various contexts (Vallejo, 2018).

Another important and helpful communication strategy that supports Arabic language learning is the application of targeted code-switching. This technique involves the temporary and purposeful switching to Indonesian or another familiar language whenever clarification is necessary or when a particular point requires further explanation. However, this shift is conducted strategically and thoughtfully, ensuring that it supports rather than interrupts the primary focus of learning. When used in a controlled and intentional manner, code-switching can greatly enhance students' comprehension without diverting attention from Arabic as the main language of instruction. It allows students to stay engaged, participate more actively, and reduce the risk of confusion or misunderstanding, especially when grappling with advanced vocabulary or abstract concepts.

In addition to classroom strategies, the incorporation of educational technology offers a significant advantage in enriching the Arabic language learning experience. The use of modern tools, such as language learning applications or online discussion forums, provides students with broader and more

frequent access to authentic Arabic language exposure. These digital platforms offer opportunities for students to listen to native speakers, engage in realistic conversations, and practice language skills beyond the physical classroom setting. As a result, technology not only supports in-class learning but also fosters independent language development in a flexible, interactive, and engaging manner, thus reinforcing students' abilities and helping them internalize the language more effectively over time (Erni Zuliana, 2016).

Finally, it is crucial to align Arabic language teaching with the social and cultural contexts that are familiar to the students. Integrating learning materials that reflect both Arab-Islamic culture and local cultural backgrounds can make the learning process more relatable, engaging, and meaningful for students. When students see connections between their own experiences and the target language, their motivation and interest naturally increase. Similarly, the use of collaborative learning methods, such as group discussions, provides opportunities for students to use Arabic actively in real, meaningful interactions with their peers. This method promotes language use in social contexts, strengthening communicative competence. Moreover, offering constructive, empathetic, and supportive feedback from teachers plays a vital role in building students' confidence, encouraging continued effort, and fostering intrinsic motivation. Taken together, these strategies create a more effective, inclusive, and culturally responsive Arabic language learning environment, better suited to the needs of a diverse student population (Taubah, n.d.).

CONCLUSION

This study found that code-switching and code-mixing are common and widespread phenomena among postgraduate students in the Arabic Language Education (PBA) program at UIN Malang, who come from a wide range of cultural, regional, and linguistic backgrounds. These students frequently alternate between Indonesian, various regional languages, and Arabic in their daily communication, both inside and outside the classroom environment. The practice of switching languages serves multiple important functions: it facilitates smoother communication, helps students adapt to their interlocutors' linguistic preferences, and significantly enriches their vocabulary and overall language proficiency. Furthermore, the use of code-switching and code-mixing by students is not merely a linguistic strategy; it also plays a vital role in expressing and affirming their social identities, especially within the diverse and multicultural academic environment in which they are situated.

However, while code-switching provides clear benefits in terms of fostering interpersonal communication and building social bonds, its application within academic contexts requires careful and deliberate consideration. The study found that code-switching, if not appropriately contextualized or if overused when explaining complex academic material, has the potential to disrupt the learning process. It could lead to confusion, misunderstandings, and reduced clarity in the delivery of academic content. As such, code-switching should be used judiciously and strategically, particularly in formal educational settings where maintaining the integrity and clarity of instruction is crucial for student comprehension.

The impact of these findings emphasizes that code-switching, when used effectively, can serve to strengthen students' sense of social belonging and identity while simultaneously supporting more effective communication across diverse groups in a multicultural academic environment. Nevertheless, inappropriate or excessive use of code-switching in academic settings may undermine the very objectives of learning and comprehension that it seeks to support. Therefore, it is strongly recommended that instructors and lecturers employ code-switching intentionally, ensuring that its use is purposeful, relevant to the specific learning context, and aligned with pedagogical goals. By doing so, educators can enhance students' understanding and engagement without compromising the academic rigour or focus of the learning process.

REFERENCES

Agus Rahmat. (2020). Code Mixing in EFL Classroom: Views from English Teachers Side. Al-Lisan, 5(2), 130–147. https://doi.org/10.30603/al.v6i2.1323

Al-Ahdal, A. A. M. H. (2020). Code Mixing in Arabic conversations of college students: A Sociolinguistic study of attitudes to switching to English. Asian ESP Journal, 16(11), 6–19.

Amalia, S., Jumadi, & Dewi, D. W. C. (2023). Argopuro: Jurnal Multidisiplin Ilmu Bahasa. Argopuro: Jurnal Multidisiplin Ilmu Bahasa, 1(4), 1–14.

Bhakti, W. P. (2017). Peranan Linguistik Terapan Dalam Dakwah Multikultural Di Indonesia. Religia, 19(2), 59. https://doi.org/10.28918/religia.v19i2.750

Dewaele, J. (2013). Attitudes towards code-switching among adult mono- and multilingual language. Journal of Multilingual and Multicultural Development. http://dx.doi.org/10.1080/01434632.2013.859687

Erni Zuliana. (2016). Analisis Campur Kode (Mixing Code) Dan Alih Kode (Code Switching) Dalam Percakapan Bahasa Arab. 1(2).

Eva Mar'atus Syafa'ah, Nafis Azmi Amrullah, Singgih Kuswardono, R. P. I. (2022). Analisis Alih Kode Dan Campur Kode Bahasa Arab Dalam Novel Cahaya Cinta Pesantren Karya Ira Madan (Kajian Sosiolinguistik). Journal on Arabic Language and Literature, 5, 127–139.

Francis, N. (2007). Carol Myers-Scotton: Multiple Voices: An Introduction to Bilingualism. Applied Linguistics, 28(1), 155–158. https://doi.org/10.1093/applin/aml055

Hafid, H., & Margana, M. (2022). Code-Switching Practices in Multilingual Classrooms: Exploring Pedagogical Functions. AL-ISHLAH: Jurnal Pendidikan, 14(2), 2551–2562. https://doi.org/10.35445/alishlah.v14i2.1326

Ilyas, M. A. (2018). Diskursus Pemikiran Al-Jahiz Mengenai Gangguan Berbahasa. Arabiyatuna : Jurnal Bahasa Arab, 2(2), 201. https://doi.org/10.29240/jba.v2i2.572

Kadwa, M. S., & Alshenqeeti, H. (2020). International Journal of Linguistics, Literature and Translation (IJLLT) The Impact of Students' Proficiency in English on Science Courses in a Foundation Year Program. International Journal of Linguistics, Literature and Translation (IJLLT), 3(11), 55–67. https://doi.org/10.32996/ijllt

Lestari, P. M. (2013). Bahasa Anak-Anak Jalanan: Relevansinya Dengan Budaya Multikultural Masa Kini (Sebuah Kajian Sosiolinguistik). Lingua, 9(1), 31–38.

Nababan, P. W. J. (1993). Sosialinguistik: Suatu Pengantar. PT. Gramedia Pustaka Utama.

Nur, M. F., Zaeni, R. A., & Uqba, M. S. S. (2024). Translanguaging dan Dampaknya Terhadap Pembelajaran Makna Kata (Frasa) Bahasa Arab pada Kelas PKPBA UIN Malang. 1(4).

Peter, A. (1998). Code-Switching in Conversation: Language, Interaction, and Identity. Rutledge.

Rumalean, I.-, . W., & . W. (2023). Ck, Ak Alih Kode Dan Campur Kode Dalam Keluarga Multikultural Pada Vlog Youtube Kimbab Family (Kajian Sosiolinguistik). ARBITRER: Jurnal Pendidikan Bahasa Dan Sastra Indonesia, 5(3), 959–972. https://doi.org/10.30598/arbitrervol5no3hlm959-972

Suryanirmala, N., & Yaqien, I. (2020). Campur Kode Dan Alih Kode Dalam Novel Negeri 5 Menara Karya Ahmad Fuadi (Kajian Sosiolinguistik). In Jurnal Pendidikan dan Sains (Vol. 2, Issue 1).

Taubah, M. (n.d.). STUDI ARAB: Jurnal Pendidikan Bahasa Arab Menciptakan Bi'ah 'Arabiyah di Lingkungan Universitas yang Multikultural.

Vallejo, C. (2018). Translanguaging: Language, Bilingualism and Education, by Ofelia García and Li Wei. Bellaterra Journal of Teaching & Learning Language & Literature, 11(1), 85–95. https://doi.org/10.5565/rev/jtl3.764

Zuhro, F., & Raharjo, R. P. (2019). Alih Kode dan Campur Kode pada Tuturan Komunikasi Antara Orang Tua dengan Anak Perspektif Sosiolinguistik. BASTRA: Bahasa Dan Sastra, 7(2), 194. https://garuda.kemdikbud.go.id/documents/detail/2625219