

Analysis of Slang Usage in Students' Everyday Communication and Its Implications for Literacy Development in Gorontalo City Elementary Schools

¹⁾ Fidyawati Monoarfa, ²⁾ Nursakinah Aries, ³⁾ Reska Putri Ismail, ⁴⁾ Meilina Widya Dali

^{1 2 3)} Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan,

⁴⁾ Pendidikan Bahasa dan Sastra Indonesia, Fakultas Sastra dan Budaya, Universitas Negeri Gorontalo

*Correspondence Author: fidyamonarfa@ung.ac.id

Article Info

Keywords:

slang;
communication;
student literacy;
learning Indonesian language;
elementary school

ABSTRACT

This study aims to analyze the form, pattern, and context of the use of slang in the daily communication of elementary school students and its implications for literacy development. The research uses a qualitative approach with a descriptive method. Data was obtained through observation and documentation of grade III and IV students at SDN 99 Kota Tengah and SDN 13 Kota Barat, and was supported by interviews. Data analysis is carried out through data reduction, data presentation, and conclusion drawn. The results of the study show that there are 25 occurrences of slang consisting of 17 different forms. The most commonly used word is anjay four times, followed by santuy and OTW three times each, and bestie twice. The form of slang is formed through abbreviations or acronyms, changes in sound or word creation, foreign language adaptations, and changes in meaning. Slang is used to convey admiration, invitation, social closeness, emotional state, approval, assessment, and activity information. Its use is dominant in casual communication between friends, both in the school environment and outside of learning. From a literacy perspective, slang can enrich vocabulary and communication creativity, but its use without assistance has the potential to lead to a mixture of formal and informal varieties and inaccuracies in the use of standard language. Therefore, slang can be used as a contextual literacy learning material to train students' ability to distinguish between the use of standard and non-standard language according to communication situations.

Informasi Artikel

Kata Kunci:

bahasa slang;
komunikasi siswa;
literasi siswa;
pembelajaran
bahasa Indonesia;
sekolah dasar.

ABSTRAK

Penelitian ini bertujuan menganalisis bentuk, pola, dan konteks penggunaan bahasa slang dalam komunikasi sehari-hari siswa sekolah dasar serta implikasinya terhadap pengembangan literasi. Penelitian menggunakan pendekatan kualitatif dengan metode deskriptif. Data diperoleh melalui observasi dan dokumentasi pada siswa kelas III dan IV di SDN 99 Kota Tengah and SDN 13 Kota Barat, serta didukung wawancara. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan terdapat 25 kemunculan bahasa slang yang terdiri atas 17 bentuk berbeda. Kata yang paling sering digunakan adalah anjay sebanyak empat kali, diikuti santuy dan OTW masing-masing tiga kali, serta bestie dua kali. Bentuk slang terbentuk melalui singkatan atau akronim, perubahan bunyi atau kreasi kata, adaptasi bahasa asing, dan perubahan makna. Slang digunakan untuk menyampaikan kekaguman, ajakan, kedekatan sosial, keadaan emosional, persetujuan, penilaian, serta informasi aktivitas. Penggunaannya dominan dalam komunikasi santai antarteman, baik di lingkungan sekolah maupun di luar pembelajaran. Dari perspektif literasi, slang dapat memperkaya kosakata dan kreativitas komunikasi, tetapi penggunaannya tanpa pendampingan berpotensi menimbulkan pencampuran ragam formal dan informal serta ketidaktepatan penggunaan bahasa baku. Oleh karena itu, bahasa slang dapat dimanfaatkan sebagai bahan pembelajaran literasi kontekstual untuk melatih kemampuan siswa membedakan penggunaan bahasa baku dan tidak baku sesuai situasi komunikasi.

Article History

Received : 06/09/2026

Revised : 13/09/2026

Accepted : 21/09/2026

✉ **Corresponding Author:** (1) fidyawati monoarfa, (2) Pendidikan Guru Sekolah Dasar, (3) Universitas Negeri Gorontalo, (4) Jl. Jendral Sudirman, Kota Gorontalo, Gorontalo, 96128, (5) Email: fidyamonarfa@ung.ac.id

1. Intructitation

Literacy skills are basic competencies that determine the success of students in understanding, interpreting, and using information in various life contexts. At the elementary school level, literacy is the foundation for the development of language skills as well as a support for the learning process in other subjects. The results of PISA 2022 show that the reading ability of Indonesian students is still below the OECD average, so strengthening literacy remains an important agenda for basic education [11]. The development of digital technology and social media at the same time is shaping a new communication pattern among children and adolescents. Various digital platforms are accelerating the spread of informal language variations, including slang language, which appear in everyday conversations, uploads, comments, and app-based communication [2]. In sociolinguistic studies, slang is understood as a variety of informal languages used by certain social groups to build closeness, identity, and a sense of togetherness in interactions [6].

Slang has a dynamic nature because its vocabulary can be formed through shortening, sound changes, acronyms, foreign language adaptations, and changes in meaning. This phenomenon shows linguistic creativity, but too dominant use has the potential to affect students' habits in using standard Indonesian. Ansor et al. showed that slang can affect the implementation of Indonesian language learning in students [1], while Novita and Rosidah found that the use of slang on social media is related to the Indonesian understanding of elementary school students [8]. In the context of education, the main problem is not only the existence of slang, but the ability of students to place a variety of languages according to communication situations. Language that is appropriate for casual conversations between friends is not necessarily appropriate for use in written assignments, class presentations, or formal communication with teachers. Bangun et al. emphasized that the use of slang in elementary school students can have an impact on language development if it is not balanced with good and correct Indonesian habituation [3]. This requires learning that not only emphasizes the standard form, but also trains awareness of the language context. Studies on slang have been widely conducted, especially on adolescents and social media communication. Dinova et al. show the strong use of slang in adolescents' interactions on social media [5], while Wulandari et al. show that slang is part of millennial adolescents' communication practices [17]. However, studies that specifically examine the form, function, and context of the use of slang in the daily communication of elementary school students and relate it to literacy development are still limited, especially in the local context of Gorontalo.

Gorontalo City and the surrounding area have experienced an intensification of the use of digital media which makes it easier for elementary school students to interact with various forms of popular language. In these conditions, mapping the form of slang that students actually use is

important because it can provide an empirical picture of their language habits. This data can also be used as a basis for the development of Indonesian language learning that is more contextual and close to the student experience. This study aims to analyze the form of use of slang in the daily communication of elementary school students, identify the patterns and contexts of its use, and examine its implications for literacy development. The novelty of the research lies in the use of actual slang data from grade III and IV students at SDN 99 Kota Tengah and SDN 13 Kota Barat as a basis to see the relationship between informal language variation and contextual literacy learning needs.

2. Reserch Methodology

This study uses a qualitative approach with a descriptive method. The approach was chosen to understand the phenomenon of slang use as it appears in students' daily communication practices, not to statistically test cause-and-effect relationships. The focus of the research is directed at the form of slang vocabulary, the formation process, the communication function, the context of use, and its implications for the literacy development of elementary school students. The research data was obtained on grade III and IV students at SDN 99 Kota Tengah and SDN 13 Kota Barat. Data collection was carried out through observation, documentation, and interviews according to the research design. Observations are used to record the use of slang in student communication situations, while documentation is used to trace relevant speech examples. Interviews serve as supporting data to understand the context of using certain terms in student interactions.

Data analysis is carried out through three stages, namely data reduction, data presentation, and conclusion drawn. At the reduction stage, speech data is selected and grouped based on the form of slang that appears. The same words in different classes or schools are combined to obtain a list of unique shapes. Furthermore, each shape is analyzed based on its standard equivalent, formation process, meaning, usage examples, and frequency of occurrence. At the presentation stage, the data is arranged into tables so that usage patterns can be seen more systematically. The analysis was then followed by the grouping of communication functions, such as expressions of admiration, invitation, social closeness, emotional states, approval, assessment, and activity information. The context of use is also differentiated between school situations and activities outside of learning. Interpretation of literacy implications is carried out by comparing relevant field findings and previous research [13][15][16]. This study did not conduct a quantitative literacy test. Therefore, the discussion of the implications for literacy is positioned as a qualitative interpretation based on the character of the data and its relationship with previous research, rather

than as evidence of a direct cause-and-effect relationship. This restriction is important so that the research conclusions remain in accordance with the scope of available data.

3. Result and Discussion

3.1 Forms of Slang Used by Students

The results of the study showed that there were 25 occurrences of the use of slang language. Once the same word in different classes and schools is combined, 17 different forms of slang are obtained. These words are used to convey admiration, invitation, approval, emotional state, judgment, closeness of friendships, and information on daily activities. The word that appears most often is anjay four times. Santuy and OTW appear three times each, while bestie appears twice. The other thirteen words appear once each. This frequency shows that some forms of slang have been better known across groups of students than others that only appear in one data context.

Table 1 Found Forms of Slang

No.	Slang Word	Standard Form	Formation Process	Brief Meaning	Frequency
1	Santuy	Santai / Relaxed	Phonological change / word creation	Calm or relaxed	3
2	OTW	On the way	Acronym	Heading to a particular place	3
3	Bestie	Close friend	Social media slang	A very close friend	2
4	Anjay	Wow / great / cool	Word creation	Expressing admiration, surprise, or amazement	4
5	Badmood	In a bad mood	Language mixing	Feeling emotionally unwell	1
6	Gas	Let's go / continue	Semantic change	An invitation to do something immediately	1
7	Gaje	Unclear	Abbreviation / acronym	Something confusing or unclear	1
8	Galau	Confused / anxious	Popular semantic change	Feeling uncertain or emotionally unsettled	1
9	Yoi	Yes / correct	Phonological change	Casual agreement	1
10	Gabut	Bored / having nothing to do	Phonological change	Having no activity to do	1
11	Kuy	Let's go	Phonological change	An invitation to do something	1
12	Mabar	Play together	Abbreviation / acronym	Playing together	1
13	Kece	Good-looking / cool	Word creation	A compliment	1

14	Lemot	Slow	Shortening / word creation	Slow movement or response	1
15	Selow	Relaxed / calm	Adaptation from English	Not being in a hurry	1
16	Fiks	Certain / definite	Adapted spelling of a foreign word	Expressing certainty	1
17	Sotoy	Know-it-all	Phonological change	Speaking as if one knows everything	1

In terms of word formation, the data revealed four main tendencies. First, abbreviations or acronyms, such as OTW, gaje, and mabar. Second, sound changes or lexical creativity, such as santuy, anjay, kuy, gabut, kece, yoi, and sotoy. Third, adaptation or mixing of foreign-language elements, such as badmood, selow, and fiks. Fourth, popular semantic shifts, such as gas and galau. These patterns show that students' slang develops through productive processes closely connected to the dynamics of digital language. These findings are consistent with Rusti et al., who explain that slang used by elementary school students may be formed through shortening, spelling changes, abbreviations, acronyms, and the adoption of foreign-language or regional-language elements [13]. The similarity of these patterns indicates that the slang forms found among students in Gorontalo are not isolated phenomena but part of broader tendencies in children's communication in the digital era.

3.2 Patterns and Contexts of the Use of Slang Language in Student Interaction

The use of slang by elementary school students can not only be understood from the form of vocabulary used, but also needs to be analyzed based on the patterns and context in which they appear in various communication situations. The usage pattern describes the tendency of students to use slang language in accordance with the communication function to be achieved, while the context of use shows the conditions or situations behind the emergence of slang, such as the place where the interaction takes place, the relationship with the interlocutor, and the activities that are being carried out. The results of observations showed that slang language was used by students in various situations, both when interacting with peers in the school environment and in communication activities outside of school. These findings show that the use of slang language is part of communication practices that are influenced by the social environment, interaction habits, and the development of digital media. In line with this, the use of slang in elementary school students develops through interaction with peers and exposure to digital media, thus forming language habits that are used in various contexts of

daily communication [16]. Pola berdasarkan fungsi komunikasi

1. Patterns based on communication functions

Adapun pola penggunaan bahasa slang berdasarkan fungsi komunikasi yang ditemukan dalam penelitian ini disajikan pada tabel berikut.

Table 2 Patterns of Slang Use by Function

No.	Function	Slang Words	Example of Use
1	Expressing admiration or surprise	anjay, kece	Anjay, so cool!; Your shoes are really cool.
2	Inviting someone to do an activity	gas, kuy, mabar	Gas, let's play; Kuy, let's eat; Let's mabar.
3	Building social	Bestie	She has been my bestie since I started school.
4	Expressing emotional states	badmood, galau, gabut	I'm in a bad mood; I'm confused about choosing a group; I'm so bored today.
5	Expressing agreement or certainty	yoi, fiks	Yoi, we'll play later; Fiks, we'll practice tomorrow.
6	Reassuring or asking someone not to rush	santuy, selow	Just santuy; Just selow, there is still time.
7	Giving an evaluation or criticism	gaje, lemot, sotoy	Your story is gaje; The internet is lemot; Don't be sotoy.
8	Conveying information about an activity	OTW	I'm OTW to school.

The pattern of function shows that the use of slang is not only a variation of vocabulary, but also performs a social and expressive function. Students use slang to shorten messages, express emotions, respond spontaneously, invite friends, and strengthen familiarity in interactions.

2. Context of use in a school setting

Some examples directly point to the context of the school. The "I'm a school OTW" speech is related to the journey to school. The speech "I am afraid to choose a group" is related to learning activities or group formation. The saying "Bestie, manjo ka canteen" leads to interactions during breaks or informal activities at school. The data suggests that slang can appear in school activities, especially when students are talking to peers and the situation is not very formal.

The use of words such as anjay, santuy, bestie, gas, and kuy shows the character of conversation between friends. These shapes tend to be short, expressive, and easy for group members to understand. However, the available data has not systematically recorded whether the same word is used when students talk to teachers, principals, or education personnel. Therefore, conclusions regarding differences in use based on interlocutors must be confirmed through observation or follow-up interviews.

3. Context of out-of-school use

A number of speeches also show contexts outside

of learning or outside of school, for example "Gas, let's play", "Mabar kuy", "Hungry skali. Kuy, eat", and "Yoi, we'll play later". The speech describes the interaction of play, eating together, and casual communication between friends. The words badmood, galau, gabut, slow, and selow can also be used in everyday conversations at home, play environments, or digital communication. The OTW's words, mabar, badmood, selow, and fiks show the influence of digital communication and foreign languages. However, the source of the acquisition of the word is not recorded in the data. Therefore, the direct relationship between slang use and social media, online games, or the family environment cannot be stated as an empirical finding of this study without additional data.

3.3. Implications of the Use of Slang Language on Student Literacy Development

Penggunaan bahasa slang dalam kehidupan sehari-hari siswa sekolah dasar tidak hanya memengaruhi cara mereka berkomunikasi, tetapi juga memiliki keterkaitan dengan perkembangan kemampuan literasi. Literasi tidak hanya dimaknai sebagai kemampuan membaca dan menulis, melainkan juga kemampuan memahami, memilih, dan menggunakan bahasa secara tepat sesuai dengan situasi komunikasi yang dihadapi. Oleh karena itu, penggunaan bahasa slang dapat memberikan dampak yang beragam terhadap perkembangan literasi siswa. Di satu sisi, bahasa slang dapat memperkaya kosakata, meningkatkan kepercayaan diri dalam berkomunikasi, serta mempererat interaksi sosial antarteman. Di sisi lain, penggunaan yang berlebihan tanpa pendampingan berpotensi memengaruhi penggunaan bahasa Indonesia baku, terutama dalam konteks akademik dan penulisan formal. Kondisi tersebut menunjukkan pentingnya upaya yang tepat untuk mengarahkan penggunaan bahasa slang agar tetap menjadi bagian dari perkembangan bahasa siswa tanpa mengurangi kemampuan mereka dalam menggunakan bahasa Indonesia yang baik dan benar. Berdasarkan temuan penelitian, pembahasan pada bagian ini difokuskan pada implikasi positif penggunaan bahasa slang, implikasi yang perlu diwaspadai, serta berbagai upaya yang dapat dilakukan untuk mendukung pengembangan literasi siswa sekolah dasar.

1. Positive implications

Slang is one of the media for students to express their feelings, build familiarity with peers, and increase courage in interacting. In addition, the use of slang also shows students' ability to recognize language variations and adjust vocabulary choices to their social environment. In line with these findings, the use of slang can support language creativity and enrich students' communication experiences as long as it is balanced with an understanding of the good and correct use of Indonesian [9]. Based on the results of the study, some positive implications for literacy are presented in the following table.

Table 3 Potential Positive Implications for Literacy

No.	Aspects	Implications
1	Vocabulary enrichment	Students are familiar with new variations of words and meanings, including abbreviations, sound changes, and foreign language adaptations.
2	Sensitivity to context	The difference between slang forms and standard forms can be used to train language selection according to the situation.

3	Slang expressive	abilities help students convey emotions, admiration, invitations, approvals, and judgments briefly.
4	Digital literacy	Words such as OTW, mabar, badmood, and selow can be learning materials to discuss language in digital media.
5	Morphological awareness	Forms such as mabar, gaje, santuy, and kuy can be used to introduce the process of shortening, changing sounds, and word formation.

Positively, slang data can be used as contextual literacy material. Teachers can invite students to compare slang words with their standard forms, identify meanings, determine the right situation, and turn informal speech into standard sentences. These activities can increase vocabulary awareness and the ability to choose a variety of languages.

2. Implications to watch out for

The implication that needs to be watched out for does not lie in the existence of the slang language itself, but in the intensity of its use and the lack of habituation to use the Indonesian language properly and correctly. Some of the implications that need to be watched out for based on the results of the research are presented in the following table.

Table 4 Implications to Watch Out for

No.	Aspects	Implications
1	Mixing formal and informal	slang varieties has the potential to enter into written assignments or formal communication if students do not understand the difference in context.
2	Spelling accuracy	Forms of adaptation and changes in sound can affect writing habits if they are not balanced with standard language training.
3	Understanding meaning	Some words can have different meanings depending on the tone and context, so they have the potential to cause misinterpretation.
4	Politeness of language	Words such as anjay or sotoy can be considered less polite when used to an older person or in formal situations.
5	Reliance on short forms	The use of abbreviations too often can reduce the habit of composing complete and clear sentences.

The implication suggests that the use of slang does not need to be viewed solely as a linguistic error. What is more important is the ability of students to distinguish a variety of languages according to their goals, interlocutors, and situations. Strengthening literacy needs to be directed at the skill of switching from informal to standard languages without neglecting students' language creativity.

3. Literacy development efforts

Based on the findings, teachers can develop literacy activities in several ways, namely asking students to look for the standard form of slang words, compiling a mini slang dictionary, converting slang dialogue into formal dialogue, discussing the politeness of each word, and comparing the use of language in direct conversation and digital media. These activities can make students' language experience a learning resource that is close to their lives.

The implications of the use of slang on the development of student literacy in this study need to be understood in a balanced manner. The use of slang can have a positive influence in the form of vocabulary expansion, but it can also affect the formal grammar of elementary school children [16]. This opinion supports the analysis of this research that slang can be a source of creativity and vocabulary addition if students understand its meaning and context. However, without mentoring, the habit of using non-standard forms can be carried over into written assignments and academic communication. The use of slang can reduce the accuracy of the use of Indonesian in elementary school students and fade understanding of the good and correct use of Indonesian [3].

The relationship with the data of this study can be seen in many different forms of its standard equivalent, such as santuy for relaxing, kuy for ayo, gaje for vague, and sotoy for pretentious. If the form is used continuously without the introduction of the standard form, students have the potential to experience confusion when they have to read, speak, or write in formal situations. In addition, the use of slang in social media has a positive impact in the form of increasing linguistic creativity and the ability to create communication variations [9]. On the other hand, such use can decrease grammatical comprehension and encourage mixing between formal and informal languages. The findings corroborate the analysis that the slang data in this study can be used as a source of contextual literacy learning. Teachers can use slang and standard form pairs to train vocabulary awareness, the ability to interpret meaning based on context, and the skill of turning informal speech into formal sentences. In literacy development, students' creativity can be directed through activities of comparing word forms, tracing the process of its formation, compiling a mini-dictionary, and discussing the appropriateness of its use. Through these activities, students learn that one intention can be expressed using a variety of different languages according to the purpose and situation of communication.

According to Sardi, et. al (2025) examined the relationship between slang exposure on TikTok and the standard vocabulary knowledge of elementary school grade V students. The study emphasized the importance of standard vocabulary knowledge when students are exposed to slang in digital media. This is related to the need for literacy development in this study, especially students' ability to distinguish between standard and non-standard words. The slang words that have been found can be used as diagnostic material to see if students know their standard equivalents and are able to use these equivalents in sentences according to the rules. In addition, Novianti, Hidayati, Sandika, and Ratnasari (2026) concluded that slang can increase creativity and courage in communicating, but also risks lowering the ability to use standard language, understand formal sentence structures, and write according to rules. They recommend learning that integrates digital literacy, understanding of language diversity, strengthening standard language, and collaboration between teachers and parents. This opinion is in line with the educational implications of this research: slang does not need to be eliminated absolutely, but must be placed as a material to build language awareness, critical digital literacy, and the ability to choose a variety of languages appropriately.

4. Conclusion

This study found 25 occurrences of slang language consisting of 17 different forms in the communication of grade

III and IV students at SDN 99 Kota Tengah and SDN 13 Kota Barat. The most common forms are anjay, santuy, OTW, and bestie. Morphologically and semantically, slang is formed through abbreviations or acronyms, changes in sound or word creation, foreign language adaptations, and changes in popular meaning. Functionally, slang is used to express admiration, invitation, social closeness, emotional states, approval, assessment, and activity information. Its use mainly appears in casual interactions between friends, both in the school environment and outside of learning. From a literacy perspective, slang has two sides. On the one hand, slang can enrich vocabulary, communication creativity, and sensitivity to context. On the other hand, unaccompanied use can encourage the mixing of formal and informal varieties as well as the inaccuracy of the use of standard forms. Therefore, the slang phenomenon should be used as a learning material for contextual literacy through activities to compare slang and standard forms, change informal dialogue to formal, and discuss language appropriateness and politeness. Because this study does not use literacy tests, the implications are understood as qualitative interpretations, not direct cause-and-effect relationships.

Bibliography

1. Ansor, P. B. A., Ansor, P. B. A., Zahro, U. A., Iswara, D. M., & Prasetyo, T. (2024). *The Influence of Slang on the Implementation of Indonesian Language Learning for Bogor School Students*. Karimah Tauhid, 3(10), 11147–11156. <https://doi.org/10.30997/karimahtauhid.v3i10.14845>.
2. Arent, E., Thesalonika, E., Azis, F., Shofiyah, S., Jakob, J. C., Amzana, N., ... & Marlina, R. (2023). *Educational Planning*. Media Throne Publishers.
3. Bangun, O. E., Siagian, P. T., Lumban Gaol, A., & Pulungan, I. M. (2024). *The use of slang in elementary schools: An analysis of the impact on language development and its solutions*. Journal of Elementary School Teacher Education, 1(3), 1-9. <https://doi.org/10.47134/pgsd.v1i3.568>.
4. Chaer, A. (2012). *Psycholinguistics: A Theoretical Study*. Rineka Cipta.
5. Dinova, O. P., Hartanto, A. C. M., Aulia, H., Nathania, L., & Alauddin, R. A. U. (2024). *The Effect of Slang Use on Adolescent Interaction on Social Media Platforms*. Gudang Jurnal Multidisiplinari, 2(11).
6. Hasriani, S. P. (2023). *Variety of Slang in Digital Communication*. Indonesia Emas Group.
7. Hasanah, U. (2025). *The Quality of Indonesian Language for Bandar Lampung Students in the Midst of the Phenomenon of Using Slang*. Journal of Indonesian Didactique, 6(1), 10–24. <https://doi.org/10.52333/didactique.v6i1.937>.
8. Novita Y. R., & Rosidah T.C. (2025). *Analysis of the Use of Slang in Social Media on Elementary School Students' Indonesian Language Comprehension*. AESTHETICS: Indonesian Journal of Linguistics, 8(1), 69–85. <https://doi.org/10.29240/estetik.v8i1.12717>.
9. Novianti, E., Hidayati, H., Sandika, H., & Ratnasari, D. T. (2026). *Analysis of the use of slang by elementary school students in the TikTok social media era and its implications for Indonesian language learning*. Scientific Journal of Elementary Education, 6(1). <https://doi.org/10.37081/jipdas.v6i1.4304>.
10. Nuraini, N., Purba, L. A., Ginting, S. A. H. B., & Lubis, F. (2023). *Slang on Social Media and Threats to Indonesian Language Culture in Adolescents*. Journal of Social Research in the Humanities and Education, 2(2), 23-36.
11. Organisation for Economic Co-operation and Development (OECD). (2023). *PISA 2022 results (Volume I): The state of learning and equity in education*. Paris: OECD Publishing.
12. Purnomo, R., & Sekarini, D. A. (2018). *The Role of IT in Fostering People's Creativity*. In the Proceedings of the National Seminar on Psychology: Building a Character and Prosperous Indonesian Society in the Millennium Era "Future Hopes and Challenges" (pp. 37–44/45). University of Muhammadiyah Surakarta.
13. Rusti, R., Sutardi, S., & Mustofa, M. (2025). *Slang on social media in elementary school students: A sociolinguistic study*. LISTRA: Journal of Applied Linguistics and Literature, 2(2), 13-22.
14. Sardi, E. T., Sumantri, M. S., & Dallion, E. (2025). *The relationship between slang on TikTok social media and Indonesian standard vocabulary knowledge of 5th grade elementary school students*. Journal of Basic Education, 5(2).
15. Surya, A. D. (2022). *Analysis of the acquisition and use of slang vocabulary in elementary school students*. Bahastra: Journal of Indonesian Language and Literature Education, 7(1). <https://doi.org/10.30743/bahastra.v7i1.5438>.
16. Syaharani, A., & Maknun, L. (2024). *Analysis of the influence of slang in social media on grammar of elementary school children*. Scientific Journal of Elementary Education, 4(4), 241-250. <https://doi.org/10.37081/jipdas.v4i4.2007>.
17. Wulandari, R., Fawaid, F. N., Hieu, H. N., Iswatiningasih, D. (2021). *The Use of Slang in Millennial Adolescents on Social Media*. Literacy: Journal of Indonesian Language and Literature and Its Learning, 5 (1), pp. 64–76. doi: <http://dx.doi.org/10.25157/literasi.v5i1.4969>.