



Code Switching and Code Mixing in Workplace Communication: Implications for Educational Management and Professional Development

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ABSTRACT

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This study aims to describe the forms of code switching and code mixing that occur in workplace communication and to examine their implications from an educational management perspective. A descriptive qualitative approach was employed using observation, listening, audio recording, and documentation techniques. The data consisted of five selected speech events, which revealed two instances of code switching (internal and external) and three instances of code mixing in the form of words, phrases, and clauses. The dominant languages used were Indonesian, Sundanese, Javanese, and English. The findings indicate that code switching and code mixing are influenced by conversational context, speakers' cultural backgrounds, habitual language use, the presence of a third participant, and the formality of workplace situations. Beyond their linguistic function, these phenomena reflect social interaction patterns, cultural identity, and communication effectiveness in multilingual professional settings. From an educational management perspective, the results highlight the importance of managing language use in workplace learning, communication training, and professional development programs to support effective collaboration and inclusive learning environments.

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INTRODUCTION

In contemporary multilingual societies, language plays a central role in shaping social interaction, professional collaboration, and learning processes. As globalization intensifies mobility across regions and cultures, individuals increasingly engage in communication that involves more than one language. This condition makes bilingualism and multilingualism not only common but

inevitable in everyday life, particularly in professional environments. Scholars have emphasized that language variation within a speech community reflects social identity, cultural background, and situational context (Gurning et al., 2024). Empirical evidence shows that speakers often adapt their language choices based on interlocutors, communicative goals, and institutional norms. Consequently, code switching and code mixing emerge as natural linguistic strategies rather than communicative disruptions. From an educational management perspective, understanding these strategies is essential, as language use directly affects knowledge transfer, workplace learning, and professional development (Aini et al., 2025; Hamdanah et al., 2025). Therefore, examining code switching and code mixing is important not only for sociolinguistics but also for improving communication management and learning effectiveness in multilingual professional communities (Romzy et al., 2025; Wisudaningsih et al., 2025).

Despite the widespread presence of bilingual and multilingual communication, many social and professional communities still lack adequate awareness of how language variation functions in interaction. In many workplaces, differences in linguistic backgrounds often lead to misunderstanding, ineffective communication, and even interpersonal conflict. Sugiartri (2022) explains that language choice is influenced by context, interlocutor characteristics, topic, and interactional function, yet these factors are rarely managed systematically in professional settings (Khoiroh et al., 2025; Yakin et al., 2025). As a result, language practices that are considered polite or neutral within one cultural group may be perceived as inappropriate or offensive by others. This problem becomes more critical in institutions where communication accuracy and collaboration are essential for organizational performance (Pratama, 2025; Sholehah & Ichsan, 2025). From the perspective of educational management, insufficient attention to language use limits opportunities for structured workplace learning and professional training. Without proper understanding and management of multilingual communication, organizations risk reduced efficiency, fragmented collaboration, and unequal access to learning opportunities among employees.

In multilingual workplaces, the phenomenon of code switching and code mixing frequently appears during both formal and informal interactions (Jannah et al., 2025; Muharromah & Manshur, 2025). Employees often alternate between local languages, the national language, and foreign languages when expressing ideas, negotiating tasks, or engaging in casual conversation. This linguistic behavior is strongly influenced by social identity, ethnic background, and communicative context (Kusumawati et al., 2025; Syafiih, 2025). For instance, bilingual speakers may unconsciously shift from a local language to Indonesian

or English to ensure mutual understanding or to accommodate a third participant (Heryani, 2022). However, these practices may also generate misunderstanding when interlocutors are unfamiliar with specific linguistic norms or cultural expressions. Differences in dialect, intonation, or pragmatic meaning can lead to misinterpretation and discomfort. From an educational management standpoint, such phenomena indicate the absence of structured language awareness programs in workplace learning. Without guidance, employees rely solely on personal habits rather than shared communicative norms, which may affect collaboration and professional development.

Previous studies in sociolinguistics have extensively discussed bilingualism, multilingualism, code switching, and code mixing as natural outcomes of language contact. Gurning et al. (2024) highlight that language variation within a speech community is shaped by age, gender, social status, and situational context. Similarly, Sugiartri (2022) emphasizes that language choice is strategically adjusted to interactional needs, interlocutors, and communicative functions. Other scholars argue that bilingualism commonly begins with the use of a mother tongue (B1) and a national language (B2), later expanding into multilingualism through exposure to foreign languages such as English (Hidayanti, 2020). These studies provide valuable insights into the linguistic dimensions of code switching and code mixing. However, most of them focus primarily on descriptive linguistic patterns, with limited attention to how these phenomena influence learning processes, communication management, and professional development within organizational settings.

Although existing research has successfully identified forms and factors of code switching and code mixing, there remains a significant gap in integrating these findings with educational management perspectives. Most previous studies treat code switching and code mixing as isolated linguistic phenomena rather than as strategic resources for workplace learning and communication effectiveness. Limited attention has been given to how multilingual practices affect knowledge sharing, employee training, and professional competence development. Moreover, research rarely addresses how organizations can manage language diversity to support inclusive and effective communication. This gap is crucial, as multilingual workplaces function not only as sites of production but also as informal learning environments. Addressing this gap would contribute to both sociolinguistics and educational management by positioning language practices as part of organizational learning systems. Therefore, further research is needed to explore code switching and code mixing as communicative strategies that shape learning, collaboration, and managerial decision-making.

The novelty of this study lies in its integrative approach, combining sociolinguistic analysis with an educational management framework. Unlike previous research that primarily categorizes linguistic forms, this study examines code switching and code mixing as indicators of social dynamics, cultural identity, and workplace learning processes. By situating multilingual communication within the context of professional interaction, this research contributes to the emerging discourse on workplace learning and language management. It highlights how language practices can either facilitate or hinder effective communication and knowledge exchange. This perspective aligns with contemporary views in educational management that emphasize lifelong learning, professional development, and inclusive communication strategies. As such, this study advances the state of the art by framing code switching and code mixing not merely as linguistic phenomena, but as managerial and educational concerns that require systematic understanding and strategic response.

Based on the issues and gaps identified, this study addresses the problem of how code switching and code-mixing manifest in workplace communication and what implications they hold for educational management. The central argument of this research is that code switching and code-mixing function as adaptive communicative strategies shaped by social context, cultural background, and interactional needs. At the same time, these strategies influence communication effectiveness, mutual understanding, and workplace learning opportunities. By analyzing the forms and factors of code switching and code mixing, this study provides empirical evidence that multilingual practices can support or constrain professional development depending on how they are managed. The findings are expected to contribute theoretically by enriching sociolinguistic studies and practically by offering insights for educational management, particularly in designing communication training, language awareness programs, and inclusive learning environments in multilingual organizations.

RESEARCH METHODS

This study employed a qualitative case study design to explore code switching and code mixing in workplace communication. A qualitative approach was chosen because it allows in-depth understanding of language use as a social and contextual phenomenon rather than as a measurable variable. According to Abubakar (2021), research methodology serves as a systematic effort to examine problems rigorously and objectively through scientific procedures. The case study design was selected to capture naturally occurring interactions within a specific professional community, enabling detailed analysis of linguistic practices and their social meanings. From an educational management perspective, this design is appropriate for examining how language use

influences communication effectiveness, informal learning, and professional development within organizational settings (Hanyfah, 2022). By focusing on real-life interactions, this study positions workplace communication as a form of situated learning that can inform language and communication management strategies.

The research was conducted in a workplace environment where employees engage in daily interactions during operational activities. The location was selected due to its multilingual workforce, which provides a rich context for observing bilingual and multilingual communication practices. Such an environment allows the researcher to examine how language choice is negotiated in both formal and informal situations. Data sources were divided into primary and secondary data. Primary data were obtained directly from participants through observation, listening, and audio recording of naturally occurring conversations. Secondary data were collected from relevant documents, field notes, and previous studies to support interpretation. This setting was considered relevant from an educational management standpoint, as it functions as an informal learning space where communication practices contribute to knowledge sharing and collaborative work.

Data collection techniques included library research, listening techniques, recording, and note-taking to document instances of code switching and code mixing. To ensure data credibility, triangulation was applied by comparing data obtained from different techniques and sources. Data analysis followed the interactive model proposed by Miles and Huberman (as cited in Sirajjudin, 2017), which consists of data condensation or reduction, data display, and conclusion drawing or verification. During data condensation, relevant utterances containing code switching and code mixing were selected and categorized. The data were then displayed descriptively to identify patterns and forms of language use. Finally, verification was conducted to interpret findings and draw conclusions regarding their implications for communication effectiveness and educational management, particularly in relation to workplace learning and professional development.

RESULTS AND DISCUSSION

The data analysis in this study focused on the utterances of Stockfit employees at PT Adis Dimension Footwear. This study used a sociolinguistic approach to understand the meaning contained in each utterance of Stockfit employees at PT Adis Dimension Footwear, which included code-switching and code-mixing. The following is an explanation of the analysis.

Forms of Code Switching among Employees

Linguistic phenomena among PT Adis Dimension Footwear employees indicate a shift in language use from Indonesian to Javanese. This occurs because speakers have a good command of both languages, supported by their shared regional background. In general, PT Adis Dimension Footwear employees use Indonesian in their daily communications. However, given that the majority of employees are Sundanese and Javanese, they tend to use their respective regional languages when interacting with their fellow ethnic groups. This language shift occurs as a result of language contact. The research data can be observed as follows.

Tabel 1. Data speech Coding Switching

	P1: Yul, please check the item size 7 and return it. Q2: Do all of them have to be returned to their IP? Q1: <i>Yes, it's a small problem in assembling it.</i> P2: <i>don't worry, the goods have been assembled, checked 100% no problem just returned.</i> P1: Okay, Yul, Reza asked me to check 100% first, then please record the data of those who come down. P2: Later, give me the data, Yul. P3: yes, please.
Dialog	
Context	return all problematic items sent back to the IP department
Type	Internal Code Switching (Indonesian to Javanese)
Code	Santoso (P1), Syarif (P2), Yuli (P3)

The above speech demonstrates an interlanguage code-switching event, namely from Indonesian to Javanese. This event is included in the form of internal code-switching, namely the language shift that occurs between the national language and regional languages. According to Eka (2024:26), internal code-switching is a form of language shift that occurs within a language community, between Indonesian and regional languages, and generally occurs in the context of informal communication. This speech event took place in an informal situation between two speakers, namely P1 and P2, who were discussing the issue of product quality. P1 initially instructed P3 to record the problematic items. However, P2 questioned the instruction by saying:

> P2: "Does everything have to be returned to its IP?"

This question indicates disagreement, or at least doubt, with P1's decision. In response, P1 then switched to Javanese:

> Q1: "*Yes, that's the small part of the assembling problem.*"

> P2: *don't worry, the goods have been assembled, checked 100% no problem just returned.*

In the speech, it is seen that P1 inserts several Javanese elements such as "sing cilik-cilik" (small ones) and "ning" (in) in one sentence that responds to P2's statement. P1's choice of Javanese is influenced by socio-cultural factors, namely the closeness of the language and cultural background between P1 and P2. The use of regional languages in this context indicates a communication strategy to build familiarity, soften attitudes, and create a better understanding of the message being conveyed. Mustikawati (2016) sociolinguistically, this code switching can also be interpreted as a form of linguistic adjustment made by the speaker according to the context of the interlocutor, the purpose of communication, and the conversational situation. In addition, the use of Javanese also gives an expressive and personal impression that may not be fully conveyed if formal Indonesian is still used.

Tabel 2. Data speech Coding Switching

Dialog	P1: Where do you rest? P2: Just stay inside, Nung Q1: <i>let's go to the canteen and buy noodles</i> pops P3: Why is it so hot? P1: Don't take a break in the line, let's go to the canteen and buy instant noodles. P3: oh, let me go
Context type	Asking for the location of the lunch break Internal Code Switching (Indonesian to Javanese)
code	Nunung (P1), Intan (P2), Dea (P3)

The dialogue demonstrates an internal code-switching event, namely the shift in language use from the regional language (Javanese) to the national language (Indonesian) in an informal communication situation. This incident occurred during break time and involved three speakers, namely P1, P2, and P3, who were discussing the location of the break. At the beginning of the conversation, P1 used Javanese to convey information to P2. The use of Javanese in this context was based on the assumption that P2 had sufficient Javanese language competence, so that the message conveyed could be well understood. This reflects the similarity of linguistic and cultural backgrounds between P1 and P2, which allows the use of regional languages in casual and informal conversations. However, the situation changed when P3, who was also in the conversational environment, did not understand P1's utterance. This lack of understanding was then demonstrated through questions asked to P1 regarding the meaning of the utterance. This indicates that P3 did not have the Javanese language competence that P1 and P2 had. To overcome this communication barrier, P1 then code-switched to Indonesian so that the message could be conveyed clearly to P3.

The code switching that occurs in this dialogue reflects the adaptive function of language in communication between speakers with different linguistic backgrounds. Mu'in (2025) stated that language switching is carried out as a form of adjustment to the interlocutor, with the aim of clarifying information, maintaining smooth communication, and creating participatory involvement from all participants in the conversation. Thus, the code switching in the conversation is a form of internal code switching, because it involves two languages that are both used in one language community, namely Indonesian as the national language and Javanese as a regional language. This incident also shows the social dynamics in everyday interactions in the workplace, where differences in language competence between individuals encourage code switching as a communication solution.

Forms of Code Mixing among Employees

Tabel 3. Data speech Code Mixing

Dialog	Oman : <i>iya, I amitemne</i> is still on the way
Context	returned goods after UV process
Type	Internal code mixing between (Indonesian to Javanese)

The data above shows an internal code-mixing incident that occurred in a work situation, specifically during working hours, and involved two Stockfit staff employees. In the conversation, the speaker used Indonesian as the basic language, but inserted elements from Javanese, indicating code-mixing. This form of code-mixing falls into the category of internal code-mixing, namely the mixing of the national language (Indonesian) with the regional language (Javanese) that occurs within a speech community. This code-mixing is evident in the use of the word "ngko," which comes from Javanese and means "later" in Indonesian. The word "ngko" appears in an Indonesian sentence without the speaker realizing it. This shows that regional language elements have been strongly embedded in the speaker's language patterns, so that even though the conversation takes place in Indonesian, the speaker still spontaneously inserts words from his mother tongue or regional language. Rahmad & Qohar (2024) This insertion is a form of mild linguistic interference that is often found in bilingual or multilingual societies such as Indonesia.

Code-mixing occurs when speakers incorporate elements of another language into their sentence structure without altering the overall grammatical structure of the base language. In this case, the sentence structure retains Indonesian patterns, but is interspersed with Javanese vocabulary as a form of expression of language habits. This phenomenon not only reflects the speaker's familiarity with their regional language but also demonstrates how cultural

identity and regional language persist in everyday communication, even in formal work environments. This is common in work environments whose members come from the same ethnolinguistic background. Thus, the code-mixing in the data above occurs due to linguistic habits formed from a strong sense of regional identity, where speakers continue to incorporate elements of regional languages into their dominant Indonesian. This demonstrates that language is not only a means of communication but also part of the speaker's social identity.

Tabel 4. Data speech Code Mixing

Dialog	Febry: <i>the question is steam Xblackkayane wis ora jalan bakan malah jadiover only, if you're not in a hurry to do it.</i>
Context	returned goods after UV process
Type	External Code Mixing between Javanese and English

The following utterance demonstrates external code mixing, which is the mixing of two languages from different language systems, in this case Javanese and English. This incident occurred in the work environment of PT Adis Dimension Footwear employees, specifically in the context of a discussion about the color of production goods. Code mixing is evident in the insertion of the words "black" and "over" into the speech structure, which is mostly in Javanese. The word "black" in English means black, and the word "over" means more in Indonesian. The use of the word "black" is commonly used by employees in this environment to refer to the color of goods, because in practice, English color terms are more quickly understood among fellow employees, especially in the production and inventory departments.

This form of code mixing is categorized as external code mixing, as it involves a foreign language (English) being inserted into the local language (Javanese). According to Sugiarti (2022:40), external code mixing occurs when speakers use elements from a foreign language in communication using another language, which usually arises due to the influence of the work environment, education, or certain professional customs. This phenomenon also shows how foreign languages serve as a symbol of professionalism and efficiency, especially in the context of the manufacturing industry which adopts many technical terms from English. Meanwhile, the use of Javanese as the basis of speech indicates a social and cultural closeness between employees.

Sociolinguistically, this code-mixing reflects two main functions: first, as a form of adaptation to more concise and practical technical terms in English; and second, as a means of maintaining local identity through the use of regional

languages. The combination of the two demonstrates the linguistic dynamics typical of multilingual work environments. Thus, the external code-mixing in this data does not occur by chance, but rather as a result of the interaction between professional communication needs and the speakers' cultural backgrounds, making language mixing both natural and functional.

Tabel 5. Data speech Code Mixing

Dialog	Sugeng: We are currently correcting the error, of course everyone is contributing to the improvement, therefore I will... <i>take over</i> as a whole. Production people who are related to administration. Therefore, we will <i>schedule</i> if not once a week, once every two weeks.
Context	meeting regarding administrative issues regarding goods processing
Type	external code mixing between Indonesian and English

The analyzed utterances demonstrate external code-mixing, a blending of Indonesian and English that occurs in interactions within the workplace, specifically in the stockfit department. This code-mixing is performed by a speaker acting as a manager, who maintains a distinctive and professional style in his daily life. In these utterances, the speaker inserts English words and phrases into Indonesian sentences, such as:

“Take over” which means taking over

"Schedule" which means schedule

The insertion of English elements is clearly and strikingly apparent amidst the structure of the Indonesian language used as the primary language of communication. This phenomenon is a form of external code-mixing, as it involves two languages originating from different linguistic systems—Indonesian as the national language and English as a foreign language. According to Eka (2024:30), one of the factors behind code-mixing is conversational style. In this context, speakers use English as part of a professional language style to demonstrate authority, efficiency, and a modern impression in the work environment. This style of speech is commonly found in industrial or corporate environments, where English is used for technical and managerial terms. In addition, the use of phrases such as takes over and schedule reflects the borrowing of vocabulary from English, which is considered more concise, practical, and precise than its Indonesian equivalents.

CONCLUSION

The most important finding of this study reveals that code switching and code-mixing function as adaptive communicative strategies rather than linguistic deviations in a multilingual workplace. These practices emerge in response to situational demands, interlocutor differences, social relationships, and communicative goals. The study demonstrates that the integration of regional,

national, and foreign languages supports interactional clarity, social cohesion, and communication efficiency. From an educational management perspective, this finding highlights that workplace communication simultaneously serves as an informal learning process, where employees negotiate meaning, share knowledge, and develop communicative competence. The key lesson of this research is that multilingual practices, when understood and managed appropriately, can enhance professional interaction and contribute positively to collaborative learning and professional development.

In terms of scholarly contribution, this study strengthens sociolinguistic research by linking code switching and code mixing with educational management and workplace learning contexts. It expands existing literature by positioning language practices as part of communication management and organizational learning systems. However, this study is limited by its qualitative scope and the relatively small number of speech events analyzed, which may restrict generalization. Future research is recommended to involve broader participant groups, employ mixed-methods designs, or examine the effectiveness of language awareness and communication training programs in multilingual workplaces to further support educational management practices.

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