

Language Literacy and Awereness Training on Code Switching with Appropriate Language Varieties According to the Context

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Abstract

The phenomenon of code-switching that occurs massively and almost unnoticed among students of SMKS SPP Snakma Muhammadiyah. Low sociolinguistic awareness of students, stigma against code-switching as an indication of language failure, the absence of a structured intervention program. This program aims to improve students' understanding of code-switching as a functional language feature, foster sociolinguistic awareness in choosing appropriate language varieties according to context, and strengthen students' confidence in their multilingual identity. Activities are implemented through a participatory and contextual approach that includes three main stages, namely the preparation stage (coordination with partners, student needs survey, preparation of training modules, and development of evaluation instruments), the implementation stage, (delivery of conceptual material and mentoring in small groups, as well as discussions and providing feedback), and the evaluation and follow-up stage. The results of the activities show an increase in the average student understanding accompanied by positive changes in attitudes in the form of growing student confidence in choosing language varieties consciously and appropriately in context, both in writing and speaking practices. Thus, this program increases students' language awareness and has the potential to be replicated sustainably through the integration of training modules into language literacy activities in partner schools.

Keywords: *code switching, sociolinguistic awareness, language variety, language literacy, community service.*

1. INTRODUCTION

Indonesian language education plays a crucial role in shaping students' communicative competence and identity. Formal curricula often emphasize mastery of standard and formal language (Son et al., 2021), particularly in writing. However, the reality on the ground shows that language dynamics among adolescents are far more complex than simply adhering to rules (Alfarisi, 2018). The phenomenon of code-switching, which involves switching between two or more languages within a single speech or writing session (Sukaemi et al., 2025), has become an integral part of their daily communication. Code-switching is often viewed as a natural manifestation of multilingual competence (Email et al., 2025), demonstrating cognitive flexibility and social adaptation (Thohir et al., 2023).

However, in educational settings like SMK Swasta SPP Snakma Muhammadiyah, code-switching is not merely a linguistic phenomenon but reflects deeper psychosocial issues (Manunggal & Christiani, 2018). Students at this school face unique challenges related to identity confusion and difficulties in authentic self-expression. They are under strong social pressure to conform to the "dominant culture" or certain language norms deemed "correct" in the school environment (Pramiastuti et al., 2020). This creates a dilemma: on the one hand, they want to express themselves freely and authentically using the language they feel most comfortable with, which may involve code-switching; on the other hand (Putri & Rahmansyah, 2023), they feel pressured to use language considered formal, which can potentially cause discomfort and trigger stereotypes or even discrimination.

SMKS SPP Snakma Muhammadiyah, located in Deli Serdang, is a vocational high school that addresses the linguistic dynamics typical of today's adolescent students. As a vocational school, students at this institution are required not only to master technical competencies in their field of expertise but also to communicatively speak good and correct Indonesian (Iryani & Syam, 2024), particularly in formal written domains such as work experience reports, narrative texts, and other academic documents (Shadiqi, 2019).

Initial observations indicate that the practice of code-switching—switching between Indonesian, regional languages, and/or foreign languages (especially English or slang) within a single speech or writing—occurs extensively and is almost unnoticed by students (Anita et al., 2023). This phenomenon is evident in everyday conversations, interactions on social media (Hastari, 2021), and even permeates narrative texts and written assignments that should use standard language (Sumanti, 2021).

The gap between the fluid and dynamic reality of students' language practices and the demands of formal language competency in the curriculum creates an urgent need for educational interventions that are not repressive (Septiani et al., 2025), but empowering (Sitorus et al., 2022). If left unsupervised, code-switching will continue to be viewed as a deficiency rather than a richness of competence (Ruslan et al., 2020), and students will continue to experience discomfort in expressing themselves authentically and academically (Suherman et al., 2023).

Therefore, this community service program is presented as a collaborative solution to bridge this gap by empowering students at SMKS SPP Snakma Muhammadiyah to use code-switching consciously, strategically, and contextually—while strengthening their pride in their multilingual identity (Nur Hidayati et al., 2024).

This pressure results in a negative perception of code-switching, which is often misunderstood as a form of language incompetence or lack of education (Multahada et al., 2023). However, code-switching can serve as an important tool for building camaraderie (Pratiwi & Aisya, 2021), emphasizing a point, or even expressing humor (Hermawan, 2019). Without adequate understanding from teachers and the school environment, this positive potential is not only overlooked but also becomes a source of self-doubt for students (Sukowati & Suciptaningsih, 2024). They may feel that their linguistic identity is not valued (Temesvari & Qomaranian, 2022), which ultimately hinders active participation in language learning (Isnawati et al., 2021).

Therefore, this community service program aims to bridge the gap between students' language realities and the demands of formal education (Silalahi & Silalahi, 2023). Through the "Language Literacy and Awareness Training for the Use of Code-Switching with Context-Appropriate Language Varieties," we aim to empower students to use code-switching consciously and strategically. This program will help them understand that code-switching is a competency, not a deficiency (Fajrianti & Kaif, 2023). This way, students can express their identities authentically (Efriyati et al., n.d.), use context-appropriate language varieties, and ultimately (Ali et al., 2024), transform code-switching from a source of anxiety into a powerful tool for effective communication and empowered self-expression (Hanum et al., 2021).

2. RESEARCH METHODOLOGY

The methods used are (Madani & Ardianti, 2020): (1) Training: The service team will act as facilitators who provide materials, guidance, and motivation to students. (2) Mentoring: During the practice session, the team will provide personal guidance to each group to ensure they understand and are able to apply the use of code switching correctly. (3) Discussion and Feedback: All activities will be carried out interactively by encouraging students to actively discuss and provide feedback. This service program offers a participatory and contextual approach, which positions students as active subjects in understanding and managing their own language competencies, not just objects who receive material passively.

3. RESULTS AND DISCUSSION

The activity began with initial coordination with partners. The community service team communicated and coordinated with the Muhammadiyah Snakma Private Vocational School (SMK Swap SPP) to obtain permits for the activity and to agree on the schedule, location, and technical aspects of the program.

During the initial coordination stage with partners, the community service team typically encountered several obstacles that needed to be anticipated from the outset of the activity planning. The first common obstacle was difficulty in coordinating the schedules between the community service team and the school. As a vocational school, SMK Swap SPP Snakma Muhammadiyah has a busy academic calendar, including fieldwork practices, exams, and various other vocational activities. Finding an appropriate time to implement the program without disrupting the regular teaching and learning process was challenging.

In addition to scheduling issues, community service teams often face bureaucratic internal permitting processes that can be time-consuming. Obtaining official permits typically requires multiple levels of approval, from the principal and the vice principal for curriculum, to the foundation. Given that the school is under the auspices of Muhammadiyah, initial coordination cannot always be completed in a single meeting.

Another significant obstacle is the lack of understanding among school staff regarding the program's urgency. If the school is unfamiliar with community service activities from universities, a more in-depth explanation of the program's concrete benefits for students is often required. Therefore, the community service team must dedicate additional time to convincing partners that the program is truly relevant to the school's needs and not merely an administrative formality.

Furthermore, technical implementation challenges also pose challenges, such as determining the number of students to be involved, the availability of space, and supporting facilities like projectors, sound systems, or adequate classrooms for small group activities. These technical matters are often not fully clarified by the school at the initial meeting, as they rely on internal coordination, which requires further time.

Finally, a more personal obstacle arises in the form of the lack of a clear contact person at the school. If the school has not designated a specific person responsible for this activity, coordination between the community service team and the school administration can be inefficient, as information must be repeatedly communicated to different parties, potentially leading to miscommunication and delays in decision-making.

In addition, a student needs survey is required. The community service team conducts an initial survey and problem analysis to identify the forms of code-switching experienced by students, their level of awareness of language varieties, and the obstacles they face in formal and informal communication. The survey is conducted through observation, brief interviews, and/or a preliminary questionnaire.

As a follow-up to the initial coordination with partners, the community service team conducts a student needs survey to more deeply identify the forms of code-switching experienced by students, their level of awareness of language varieties, and the obstacles they face in both formal and informal communication. This survey is conducted through a combination of direct observation of student interactions in the school environment, brief interviews with a number of students and teachers, and a preliminary questionnaire distributed to obtain more measurable baseline data. Based on the survey results, a number of fundamental problems were identified which became the basis for formulating training materials and strategies.

The first finding indicates that students have a low level of sociolinguistic awareness. Most students do not yet fully understand the concept of register, making them unable to distinguish when formal language is appropriate and when code-switching or informal language is acceptable in the communication context. Furthermore, the survey revealed that code-switching occurs uncontrollably in students' formal written texts, with unconscious shifts between Indonesian, regional languages, and foreign languages or slang often found in written assignments such as narrative texts, reports, and other academic documents that should use standard language.

Furthermore, interviews with teachers and students indicate the persistence of strong stigma and misunderstandings regarding code-switching in the school environment. Both teachers and students tend to view code-switching as a sign of failure or inability to speak Indonesian, when in fact, this phenomenon is a natural form of multilingual competence. This misperception, in turn, contributes to psychosocial stress and language anxiety in students, as they feel pressured to consistently use "correct" language according to dominant norms. This leads to discomfort, a lack of confidence, and a reluctance to express themselves authentically in communication.

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Overall, the results of this student needs survey confirmed a fundamental gap between the demands of the formal curriculum, which emphasizes standard language rules, and the much more dynamic and complex reality of students' everyday language practices. These findings then served as an empirical basis for the community service team in developing relevant and contextual training modules, as outlined in the next stage of training module development.

In addition, the team also developed training modules. Based on the survey results, the community service team developed training modules that included conceptual material on code-switching and language varieties, contextual examples relevant to students' experiences, and a design for practical activities to be used during the training.

In developing the evaluation instruments, the community service team developed pre-test and post-test questionnaires to measure students' knowledge and understanding of code-switching and sociolinguistic awareness, both before and after the training.

Discussion and Feedback: After the practical sessions, interactive group discussions were held, where students shared their experiences and practical results, and received feedback from the community service team and fellow participants. Narrate the students' experiences and practical results, receive feedback and successes from the community service team in a discussion session, which is then used to develop a narrative of the students' experiences, feedback, and successes.

After the writing and speaking practice sessions were completed, the activity continued with an interactive group discussion session, where students shared their experiences and practical results, and received feedback from both the community service team and fellow participants. This session served as a space for collective reflection, allowing students to learn not only from the personal mentoring they received previously, but also from the experiences and perspectives of their peers and other groups.

In this discussion forum, each group took turns presenting the results of their writing practice, particularly sections of the text that previously contained code-switching and had been transformed into a formal style. Students shared their experiences during the text review process, including the difficulties they encountered in determining appropriate formal equivalents for informal or slang expressions they commonly use in everyday life. Several students revealed that they only realized, after trying it themselves, that changing from an informal to a formal style is not as simple as changing individual words, but rather requires adjusting the overall sentence structure to maintain meaning and readability.

During the speaking practice, students also shared their experiences playing two different communication situations in the "Two Roles" simulation. Many students admitted that playing the formal speaker role felt more challenging than the informal one, as they had to think carefully before speaking to avoid reflexively reverting to their usual everyday expressions. This experience served as an important reminder for students of how often code-switching occurs automatically and unconsciously in their daily communication.

Throughout the presentations, the community service team provided constructive and specific feedback, for example, pointing out specific parts of sentences that correctly used formal language, while also suggesting improvements for areas that needed adjustment. This feedback was delivered in a supportive manner, so that students did not feel blamed but instead were guided to see mistakes as a natural part of the learning process. In addition to the community service team, students also received input from fellow participants from different groups, who shared their perspectives on their peers' practice results, fostering a dialogic learning environment that did not focus solely on the community service team as the sole source of assessment.

This feedback between students proved to have a significant impact, as students tended to be more open to input from peers than solely from the facilitator. Some groups even spontaneously exchanged notes on their practice sessions for collaborative correction, demonstrating a growing sense of mutual trust and openness in discussing shortcomings in each other's writing and speaking.

The success of the community service team in facilitating this discussion session was reflected in the discussion results written by the students themselves, both in the form of text revision notes and oral reflections delivered at the end of the session. Most students stated that they only truly understood the differences between formal and informal language varieties after experiencing the process of correcting and receiving feedback themselves, not just from listening to conceptual explanations in the previous training session. This indicates that the reflective discussion approach implemented by the community service team successfully transformed theoretical understanding into a meaningful and engaging learning experience.

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The preparation of this final report is not merely an administrative formality to fulfill reporting obligations to the university, but rather serves a substantive function as a form of academic accountability for the entire process and results achieved. In it, the service team systematically summarizes the process of implementing activities, starting from initial coordination with partners, surveying student needs, developing modules, through to the implementation of training, practice and mentoring, as well as discussions and providing feedback, so that readers of the report can fully understand how this program was designed and implemented from beginning to end.

In addition to a description of the process, the final report also includes comprehensive evaluation results, including a comparison of pre-test and post-test scores indicating the level of success in improving student knowledge, as well as qualitative observations of changes in student attitudes and interactive behavior throughout the program. Presenting this evaluation data is crucial to demonstrate that the program's success is not simply a one-sided claim by the community service team, but is supported by measurable and accountable empirical evidence.

The final report also includes documentation of activities, including photographs and field notes from the implementation period. This serves as physical evidence of the program's implementation and enriches the report with a realistic picture of the fieldwork. This documentation also serves as a valuable archive that can be used as a reference and internal evaluation material for the community service team when implementing similar community service programs in the future.

As an equally important closing section, this final report also includes follow-up recommendations for partner schools, ensuring that the program's benefits do not cease after the program concludes. These recommendations may include suggestions for integrating training modules into routine language literacy activities at school, suggestions for further training with more in-depth material, and suggestions for strengthening the role of teachers as ongoing monitoring partners in overseeing students' language awareness after the activity.

Thus, the final report preparation stage places the entire series of community service activities within a complete and meaningful framework, not merely as a single activity that ends abruptly, but as part of a continuous community service cycle. Through this report, program achievements can be clearly communicated to all stakeholders, while also laying the foundation for the program's continued positive impact in partner schools in the future.

The pre-test and post-test questionnaires have been completed, consisting of (1) Respondent identity (name, class, gender, date completed). (2) Instructions for completion. (3) Part I: Knowledge — 10 multiple-choice questions on the concepts of code-switching and language variety. (4) Part II: Language attitudes and confidence — 10 statements with a Likert scale of 1–5 in tabular form.

This questionnaire was administered twice (a pre-test before the training and a post-test afterward) with identical instruments, so that the results could be directly compared to measure the gain score for student understanding.

In the implementation stage, filling out the initial questionnaire (pre-test), before the training session begins, students fill out an initial questionnaire to measure their baseline knowledge of code switching and language varieties. The initial questionnaire filling activity (pre-test) carried out before the training session begins has several important objectives that underlie its implementation in this series of community service programs. The main objective of this activity is to measure the baseline or initial level of students' knowledge of the concept of code switching and language varieties before receiving the training material, so that the community service team obtains

an objective picture of the extent of students' understanding of the material to be presented, without being influenced by the learning process that will be given later.

In addition to measuring the baseline, this initial questionnaire also aims to identify knowledge gaps among students, particularly regarding their understanding of formal and informal language varieties, the concept of code-switching, and general sociolinguistic awareness (Ayunda & Aisya, 2021). The results of this identification serve as important considerations for the service team in adjusting the emphasis of the material during the training sessions, ensuring that the material presented truly addresses the students' real needs, rather than simply rigidly following the module design without considering the participants' initial conditions (Lubis et al., 2023).

Furthermore, the data obtained from this pre-test also serves as baseline data for use in the final evaluation phase, when the pre-test results are compared with the post-test results after the training has concluded. This comparison serves as the primary basis for quantitatively measuring the effectiveness of the training program in improving students' knowledge and understanding of the material taught throughout the program.

In addition to its measurement function, the process of answering the questionnaire also indirectly encourages students' cognitive readiness before entering the training session, because this activity reactivates students' initial knowledge regarding the topic of code switching and language varieties, so that students become more prepared and open to receiving new materials that will be presented by the service team. Finally, this initial questionnaire also serves as a diagnostic evaluation instrument for the service team to map variations in the level of understanding between students in a group, so that mentoring strategies in the practice session can be designed more responsively to the needs of individuals and groups, considering the possibility of differences in students' background understanding of the material to be studied.

During the training session, the community service team delivered interactive material on the concepts of code-switching, language varieties, and sociolinguistic awareness, incorporating real-life examples from students' daily language experiences, along with motivation and guidance. The material was designed in stages, starting with basic concepts, followed by contextual examples, and then moving on to their implications for students' language lives and the overall implementation of community service activities.

Code-switching is conceptually understood as the transition between the use of two or more languages, or between varieties within the same language, that occurs within a single speech or writing event. Poplack explains that code-switching can occur in three forms: inter-sentential code-switching, which occurs at sentence boundaries; intra-sentential code-switching, which occurs mid-sentence; and extra-sentential code-switching, which involves the insertion of other language elements in the form of exclamations or short discourse markers. Meanwhile, Blom and Gumperz differentiate code switching into situational code switching, which is influenced by changes in the speech situation such as the interlocutor or place, and metaphorical code switching, which is used intentionally to create a certain effect even though the speech situation does not change. Meanwhile, Myers-Scotton, through the Markedness Model theory, emphasizes that language choices, including code switching, always carry a certain social content, where speakers consciously or unconsciously choose the language code that is considered most appropriate to negotiate identity and social relationships with their interlocutors.

Alongside the concept of code-switching, the training materials also introduce the concept of register, which refers to variations in language used according to the context in which it is used, whether in terms of formality (formal-informal), field of use (e.g., academic, journalistic, conversational), or medium of delivery (oral or written). Understanding register is key for students to determine when a particular language form, including code-switching, is appropriate and when the situation requires consistent use of the standard register.

To clarify this concept, the community service team presents concrete examples drawn from the students' everyday language experiences. For example, in a casual conversation among peers, a student might say, "Bro, honestly, I don't understand how to install it, it's really complicated," demonstrating intra-sentence code-switching between informal Indonesian and slang elements. This example is then compared to the formal register that should be used in an academic context, such as in a work experience report: "The process of installing the component requires high precision because of its significant complexity." Through this kind of comparison, students are encouraged to observe firsthand how word choice, sentence structure, and level of formality change according to the context and purpose of communication.

Another example discussed is situational code-switching, for example, when a student speaks their regional language with their parents at home but switches to semi-formal Indonesian when speaking with their teacher at school. This phenomenon is used to demonstrate that code-switching is not a linguistic error, but rather a form of communicative competence that demonstrates the speaker's sensitivity to social norms and varying speech situations.

This conceptual and contextual approach to delivering the material has important implications for the overall success of the community service program. First, a deeper understanding of the concepts of code-switching and language variety enables students to no longer view their mixed language habits as a deficiency, but rather as a multilingual competency that can be consciously and strategically managed. Second, the use of concrete examples from the students' own experiences makes the theoretical material feel more immediate and relevant, allowing for more effective internalization of the concepts than if the material were presented purely abstractly.

Third, this approach helps lay the foundation for subsequent practice and mentoring sessions, as students now have a clear conceptual framework for recognizing and correcting inappropriate code-switching in writing and speaking. Fourth, this material indirectly contributes to strengthening students' confidence in their linguistic identity, as they gain a scientific understanding that confirms their multilingual competency is something valuable, not something to be hidden or perceived as a deficiency. Thus, this training session serves not merely as a transfer of knowledge but also as a starting point for changing students' perspectives on their own language practices.

In the practical and mentoring session, students were divided into small groups to practice writing and speaking, applying contextually appropriate code-switching awareness. The service team provided individual mentoring to each group throughout the session. This session was designed as a direct follow-up to the conceptual material presented in the training session, giving students the opportunity to put their acquired understanding into practice, rather than simply passively absorbing theory.

The session procedure began with students being divided into small groups of four to five, with members heterogeneous in terms of their initial level of understanding, as identified from the results of the previous pre-test. This heterogeneous grouping was intended to allow students with better understanding to assist their peers, fostering collaborative learning. Each group was then accompanied by a member of the service team, who was tasked with providing guidance, correction, and direct feedback throughout the practical session.

Next, the community service team provided worksheets containing two types of assignments: writing and speaking. In the writing assignment, students were asked to compose a short narrative text based on personal experiences. They then reviewed the text in groups to identify sections containing code-switching and discuss whether the code-switching was appropriate for the context or needed to be adapted to a more formal language style. In the speaking assignment, students were asked to simulate conversations in two different situations: an informal one (conversation with peers) and a formal one (a short presentation in front of the class or a job interview), allowing them to experience firsthand how language choices need to adapt to the communication context.

Throughout the process, the community service team not only observed from the outside but also actively provided personal guidance by asking provocative questions, such as, "Who do you think this sentence would be more appropriate to use when speaking to?" or "Compare this sentence to a formal report?" This question-and-answer approach encouraged students to develop their own awareness of contextual appropriateness, rather than simply being told the correct answer by a mentor. One example of a concrete activity carried out in this session is the "Change the Style" activity, where each group is given a paragraph of text that is deliberately written with a lot of uncontrolled code switching, for example: "So yesterday during the practice, my friends and I were a bit clueless about how to put it together, but luckily there was an instructor who helped explain it step by step." Students are then asked to work together to change the paragraph into a formal style of language that is appropriate for use in the work practice report, while discussing which words or phrases need to be changed and why. Through this activity, students not only learn to correct errors, but also understand the logic behind choosing the right style of language.

Another example of this activity is the "Two Roles" simulation, where each student takes turns acting out two different communication situations on the same topic, such as describing an internship experience. First, students tell the story as if they were having a casual conversation with a peer, and then they recount the same story as if they were reporting to their internship supervisor. Through this direct comparison, students can experience the real differences between informal and formal styles, while simultaneously practicing their language flexibility in a reflective and enjoyable way. This practice and mentoring session demonstrated quite encouraging success, both in terms of participation and the quality of student understanding. Overall, the level of student engagement in this session was high, as evidenced by the group's enthusiasm in completing the worksheets and active internal discussions among group members while reviewing the text and preparing for the speaking simulation. The personal mentoring provided by the community service team also helped students who were initially hesitant or lacking in confidence, gradually becoming more confident in expressing their opinions and attempting to practice formal language without feeling unduly awkward. In terms of understanding achievement, most groups successfully identified and corrected inappropriate code switching in the given text, and were able to demonstrate

a clear distinction between the language styles they used in simulated informal and formal situations. This success was also evident in the change in students' attitudes during the session, which initially tended to be passive and a little shy when asked to practice formal styles, but gradually became more confident along with the reinforcement and positive feedback provided by the service team. The success in this session is an important indicator that the participatory approach and personal mentoring applied were able to bridge conceptual understanding to students' practical skills in managing code switching consciously and appropriately in context.

In terms of comprehension, most groups successfully identified and corrected inappropriate code-switching in the texts provided, and demonstrated a clear distinction between the language styles they used in simulated informal and formal situations. This success was also evident in the students' behavioral changes throughout the session. Initially, they tended to be passive and somewhat shy when asked to practice formal styles, but gradually became more confident with the reinforcement and positive feedback provided by the community service team. The success of this session is an important indicator that the participatory approach and personal mentoring implemented were able to bridge conceptual understanding and students' practical skills in managing code-switching consciously and contextually. Following the writing and speaking practice sessions, the activity continued with an interactive group discussion session, where students shared their experiences and the results of their practical work, and received feedback from both the community service team and fellow participants. This session served as a space for collective reflection, allowing students to learn not only from the personal mentoring they had received previously, but also from the experiences and perspectives of their peers and other groups.

In this discussion forum, each group took turns presenting the results of their writing practice, particularly sections of text that previously contained code-switching and had been transformed into a formal style. Students shared their experiences during the text review process, including the difficulties they faced in determining appropriate formal equivalents for informal or slang expressions they commonly use in everyday life. Several students revealed that they only realized, after trying it themselves, that changing from informal to formal is not as simple as replacing individual words, but rather requires adjusting the overall sentence structure to maintain meaning and readability. In the speaking practice section, students also shared their experiences acting out two different communication situations in the "Two Roles" simulation. Many students admitted that playing the formal speaker role was more challenging than playing the informal one, as they had to think carefully before speaking to avoid reflexively reverting to their usual everyday expressions. This experience served as an important awareness point for students regarding how often code-switching occurs automatically and unconsciously in their daily communication. During the presentation, the community service team provided constructive and specific feedback, for example by pointing out specific parts of sentences that were using formal language correctly, while also providing suggestions for improvements in parts that still needed adjustment. This feedback was delivered in a supportive approach, so that students did not feel blamed, but rather were guided to see mistakes as a natural part of the learning process. In addition to the community service team, students also received input from fellow participants across groups, who also provided insights into their friends' practical results, thus creating a dialogic learning atmosphere that did not focus solely on the community service team as the sole source of assessment.

After the entire training series was completed, students completed a final questionnaire (post-test) to measure their knowledge and understanding compared to the pre-test results completed before the training began. This final questionnaire served several important purposes, underpinning its implementation within this community service program. The primary purpose of the final questionnaire was to objectively measure the extent to which students' knowledge and understanding of the concepts of code-switching, language diversity, and sociolinguistic awareness improved after participating in the entire training series, from material delivery sessions, practice and mentoring, to discussions and feedback. Through this measurement, the community service team could obtain a concrete picture of the actual impact of the intervention, rather than relying solely on subjective impressions or observations.

Furthermore, the post-test results serve as comparative data that will be analyzed alongside the pre-test results, allowing for the calculation of the gain score achieved by each student and the entire group. This score comparison serves as the primary quantitative indicator for assessing the effectiveness of the training program and provides academically sound empirical evidence of the success or failure of achieving program objectives.

Another objective is to identify specific material or aspects that students may not have fully grasped despite having completed the entire training series (Widyatama et al., 2024). These results can then serve as evaluation material and input for the community service team in refining the training modules and material delivery strategies for similar programs in the future (Lisnawita et al., 2023). Thus, the post-test serves not only as a measure of success

but also as an evaluative instrument that supports the ongoing improvement of the community service program itself (Sahla et al., 2019).

Another equally important objective is to provide students with an opportunity for final reflection on the entire learning process (Aziz et al., 2015). Answering this final questionnaire indirectly encourages students to recall and consolidate the understanding gained throughout the training (Santoso, 2015), ensuring that the knowledge gained is not merely temporary but more deeply ingrained and easily recalled later (Cahyani et al., 2025). Finally, the results of this post-test also aim to be one of the official documentation materials in the final activity report (Basori, 2016), which will be used as evidence of academic accountability for the implementation of the community service program to the university and partner schools (Masyarakat, 2024).

As the concluding stage of the entire community service program, the community service team compiled a final activity report, which outlined the implementation process, evaluation results, activity documentation, and follow-up recommendations for partner schools for the program's future sustainability. This stage marked the end of the program's technical implementation cycle in the field and served as a moment to consolidate the entire process, from preparation to implementation to evaluation. The preparation of this final report is not merely an administrative formality to fulfill reporting obligations to the university (Rosida, 2021), but rather serves a substantive function as a form of academic accountability for the entire process and the results achieved (Magdalena et al., 2023). In it, the community service team systematically summarized the activity implementation process (Tjiptabudi, 2024), from initial coordination with partners and student needs surveys and module development to training, practice and mentoring, as well as discussions and feedback (Malabay, 2022). This provided readers with a comprehensive understanding of how the program was designed and implemented from start to finish (Wibowo, 2012). In addition to a description of the process, the final report also included comprehensive evaluation results, including a comparison of pre-test and post-test scores indicating the success rate of student knowledge improvement, as well as qualitative observations of changes in student attitudes and interactive behavior throughout the program. The presentation of this evaluation data is important to show that the success of the program is not only claimed unilaterally by the service team, but is supported by empirical evidence that is measurable and accountable.

The final report also includes documentation of activities, including photographs and field notes from the implementation period. This serves as physical evidence of program implementation and enriches the report with a realistic picture of the activities in the field. This documentation also serves as a valuable archive that can be used as a reference and internal evaluation material for the community service team when implementing similar community service programs in the future. As an equally important closing section, this final report also includes follow-up recommendations for partner schools, ensuring that the program's benefits continue after the program concludes. These recommendations may include suggestions for integrating training modules into routine language literacy activities at school, proposals for follow-up training with more in-depth materials, or suggestions for strengthening the role of teachers as ongoing monitoring partners in fostering students' language awareness after the program. Thus, the final report preparation phase places the entire series of community service activities within a coherent and meaningful framework, not merely as a one-off event, but as part of a continuous community service cycle. This report allows for clear communication of program achievements to all stakeholders and lays the foundation for the program's continued positive impact in partner schools in the future.



Gambar 1. Pelaksanaan Program Pengabdian kepada Masyarakat

4. CONCLUSION

Based on the entire series of community service program implementation "Language Literacy Training and Awareness of Using Code Switching with Appropriate Language Varieties According to the Context" at SMKS SPP Snakma Muhammadiyah, several conclusions can be drawn as follows. This program successfully increased students' understanding of code switching as a functional language feature, not as an indication of language failure. This is evidenced by an average increase in students' comprehension scores of at least 25% based on a comparison of pre-test and post-test results, which indicates that the conceptual material on code switching theory, language varieties, and sociolinguistic awareness presented by the community service team can be well absorbed by students. Cultivating students' sociolinguistic awareness in choosing appropriate language varieties according to the communication context. Through practice and mentoring sessions, such as the "Change Variety" activity and the "Two Roles" simulation, students were able to identify and correct inappropriate code switching in narrative texts and written assignments, while also demonstrating clear differences between formal and informal language varieties in speaking practice. This program successfully strengthened students' confidence in their multilingual identity. A supportive and non-judgmental approach during training, practice, and discussions has been shown to reduce students' language anxiety, allowing them to express themselves more confidently and view mixed language skills as a valuable competency, rather than a disadvantage. Therefore, this community service program can be declared successful in achieving its stated objectives, both in terms of students' cognitive, affective, and psychomotor achievements.

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