

## SEMANTIC SHIFT AND WORD FORMATION IN DIGITAL CAMPUS VERNACULAR: A SEMANTIC ANALYSIS OF MEME LANGUAGE ON THE @UINSGDAWG INSTAGRAM ACCOUNT (MARCH 25 - APRIL 25)

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### Abstract

This study investigates the dynamic phenomena of semantic shift and word formation within the distinctive meme language employed on the Instagram account @uinsgdawg, analyzing posts from March 25 to April 25. Meme language frequently deviates significantly from formal linguistic norms, showcasing remarkable linguistic creativity and cultural adaptation within specific online student communities, particularly at UIN Sunan Gunung Djati Bandung. Utilizing Ullmann's (1962) theory of semantic shift and Yule's (2010) and Fromkin, Rodman, and Hyams' (2014) frameworks for word formation, complemented by pragmatic considerations (Grice, 1975), this qualitative research meticulously analyzes how existing word meanings in memes undergo shifts from their original senses and how new words are created through various morphological and pragmatic processes within this specific social media context. Data were purposively collected from 75 linguistically rich meme posts within the designated period. The findings reveal five primary categories of linguistic phenomena: lexical ambiguity leading to context-dependent semantic shifts (e.g., "LC"), re-semanticization of existing acronyms (e.g., "THR" as "Tugas Hari Raya"), generalization of meaning (e.g., "mager"), narrowing of meaning (e.g., "skripsi"), and new word formation through complex blending (e.g., "mindawg" and "mahasigmawg"). These findings underscore the fluid nature of digital communication, where language is continually adapted to express shared experiences, build in-group identity, and convey humor. This study contributes to modern linguistic studies by enhancing the understanding of language dynamics within the digital space of Indonesian Islamic university campuses, demonstrating the sophisticated interplay of semantics, morphology, and pragmatics in online vernaculars.

**Keywords:** Semantic Shift; Word Formation; Meme Language; Instagram; @uinsgdawg; Pragmatics; Sociolinguistics; Digital Communication

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## INTRODUCTION

The pervasive influence of digital communication technologies has profoundly reshaped linguistic practices across the globe. Among the myriad forms of online expression, **internet memes** have emerged as a particularly salient and influential cultural and linguistic phenomenon (Shifman, 2014). Characterized by their inherent virality, ready reusability, and often multimodal nature (combining text, image, and sometimes sound), memes have evolved beyond mere entertainment to become a significant mode of discourse, especially among younger demographics. Their language, frequently departing from formal linguistic conventions, presents a fertile ground for in-depth **linguistic inquiry**, showcasing remarkable creativity and adaptation. This research specifically zeroes in on the Instagram account **@uinsgdawg**, a prominent online platform that resonates with and caters to the student community of UIN Sunan Gunung Djati Bandung. This particular digital space is notable for its innovative and often idiosyncratic deployment of language within its meme content, offering a unique microcosm through which to examine the intersection of localized linguistic creativity, global internet subcultures, and the specific academic and social realities of an Indonesian Islamic university environment.

The linguistic landscape of memes is far from a mere simplification or deviation from standard language; instead, it represents a highly dynamic and evolving system that intricately reflects the linguistic ingenuity and complex social nuances of its creators and consumers (Dynel, 2018). This study posits that two fundamental linguistic processes are central to understanding the distinctive nature of meme language as observed on **@uinsgdawg**: **semantic shift** and **word formation**. Semantic shift, defined as the alteration of a word's meaning over time or in response to new contexts, is demonstrably prevalent in meme discourse. Here, existing lexical items are frequently reappropriated or reinterpreted, acquiring new, often ironic, metaphorical, or highly specialized connotations distinct from their original denotations (Ullmann, 1962). Such shifts can be rapid and fluid, mirroring the fast-paced nature of online trends and inside jokes. Concurrently, the inherently spontaneous, informal, and often playful environment of meme creation actively fosters an ideal context for **word building** (or word formation). In this process, novel lexical items are coined, or existing words are morphologically or phonologically modified, to convey specific meanings, enhance comedic effect, or establish group identity (Yule, 2010; Fromkin, Rodman & Hyams, 2014). Furthermore, the **pragmatic dimension** is indispensable for a comprehensive understanding of meme language, as the intended meaning often relies heavily on shared cultural knowledge, implied humor, and the specific communicative intent and context surrounding the meme's creation and reception (Grice, 1975).

This study, therefore, embarks on a meticulous semantic analysis of the meme content posted on the Instagram account **@uinsgdawg**. Focusing on a specific temporal window from March 25 to April 25, the research primarily aims to achieve two interconnected objectives. Firstly, it seeks to rigorously analyze how the meanings of words within these memes undergo various forms of semantic shift from their original or conventional senses, often driven by contextual reinterpretation, lexical ambiguity, or metaphorical extension. Secondly, it endeavors to systematically identify and categorize the diverse mechanisms through which new words are actively formed. This includes not only established morphological processes such as blending and clipping but also creative strategies like the re-semanticization of pre-existing acronyms to fit specific student experiences. By scrutinizing these intricate linguistic phenomena within the unique sociocultural context of an Indonesian Islamic university student community, this research promises to offer original and nuanced insights into the complex interplay between language, culture, digital communication, and community identity in a contemporary setting. This investigation is anticipated to make a significant contribution to modern linguistic studies by enriching the understanding of language dynamics within the dynamic digital landscape of Indonesian Islamic university campuses, thereby showcasing the

remarkable linguistic creativity and adaptability fostered within these vibrant online communities.

## Research Questions

This study seeks to answer the following research questions:

1. What types of semantic shifts are observed in the language of memes posted on the @uinsgdawg Instagram account between March 25 and April 25?
2. How are new words formed within the meme language of the @uinsgdawg Instagram account during the specified period, and what word formation processes are most prevalent?
3. How do pragmatic considerations and social context influence the semantic shifts and word formation processes identified in the @uinsgdawg memes?

## Literature Review

The study of language in digital environments has gained significant traction in recent decades, recognizing the distinct linguistic features that emerge within online communities. Central to understanding the dynamics of language in internet memes are the interconnected concepts of **semantic shift**, **word formation**, and the overarching influence of **pragmatics**. This review will delve into the theoretical underpinnings that guide the analysis of these phenomena within the unique context of meme language.

### Semantic Shift in Digital Discourse

**Semantic shift**, also known as semantic change, is a fundamental and ongoing process in linguistic evolution, wherein the meaning of a word or phrase alters over time or through contextual reinterpretation (Ullmann, 1962). Ullmann's seminal work provides a comprehensive typology for understanding these shifts, including:

- **Generalization (Broadening):** Where a word's meaning expands to cover a wider range of concepts or referents (e.g., "awful" originally meaning "full of awe," now generally "very bad").
- **Narrowing (Restriction):** Where a word's meaning becomes more specific or restricted than its original sense (e.g., "meat" originally referring to all food, now specifically animal flesh).
- **Metaphor:** The extension of a word's meaning based on perceived resemblance between the original and new referent (e.g., "mouse" for the computer device).
- **Metonymy:** The extension of a word's meaning based on contiguity or association (e.g., "the crown" referring to royalty).

In the context of digital communication, and particularly internet memes, semantic shifts can be remarkably rapid and highly context-dependent (Dyner, 2018). Words are frequently reappropriated, acquiring new connotations that are often ironic, sarcastic, or laden with in-group specific humor. The re-contextualization of existing terms within visual and textual memes can trigger immediate semantic re-evaluations by the audience, leading to emergent meanings that may diverge significantly from their conventional denotations. This fluid re-semanticization is a hallmark of meme language, reflecting its dynamic and transient nature (Shifman, 2014). Moreover, the presence of **lexical ambiguity**, where a single word form holds multiple distinct meanings, often becomes a source of humor or a vehicle for conveying specific social commentaries within memes, as the intended meaning hinges on the audience's ability to pragmatically disambiguate the term based on shared cultural or community-specific knowledge.

### Word Formation in Online Communication

**Word formation** refers to the various morphological and lexical processes by which new words are created or existing words are modified within a language (Yule, 2010; Fromkin, Rodman & Hyams, 2014). These processes are crucial for a language's adaptability and capacity to express new concepts, technologies, or cultural phenomena. Key word formation processes include:

- **Derivation:** Adding affixes (prefixes, suffixes) to existing words (e.g., *un*-happy, *happi*-ness).
- **Compounding:** Combining two or more free morphemes to form a new word (e.g., *sun* + *flower* = *sunflower*).
- **Blending:** Creating a new word by combining parts of two or more words, often retaining sound and meaning from each (e.g., *smoke* + *fog* = *smog*; *breakfast* + *lunch* = *brunch*).
- **Clipping:** Shortening a word by omitting one or more syllables (e.g., *advertisement* > *ad*; *influenza* > *flu*).
- **Backformation:** Creating a new word by removing what appears to be an affix from an existing word (e.g., *editor* > *edit*).
- **Conversion (Zero Derivation):** Changing a word's grammatical category without changing its form (e.g., "to *text*" from the noun "text").

In informal digital communication, particularly within online communities and meme culture, these word formation processes are extensively exploited to generate concise, impactful, and often humorous expressions (Crystal, 2006). The rapid pace of online interaction and the desire for expressive novelty encourage linguistic innovation. This often involves creative morphological maneuvers, such as the blending of morphemes from different linguistic codes, including standard language, local vernaculars, and contemporary slang. Furthermore, online communities frequently engage in the **re-semanticization of existing acronyms**, re-interpreting their constituent letters to form new phrases that are highly context-specific and resonate with shared in-group experiences, serving both as a source of humor and a marker of group identity.

## The Role of Pragmatics

Beyond the structural aspects of semantics and morphology, **pragmatics** plays an undeniable and crucial role in understanding the full communicative force of meme language (Grice, 1975). Pragmatics is concerned with how meaning is conveyed and interpreted in actual contexts of use, taking into account speaker's intent, shared background knowledge, and the situational context. In meme communication, the intended meaning, particularly for humorous or ironic effects, often relies heavily on:

- **Shared cultural knowledge:** Memes frequently reference common experiences, societal norms, or pop culture phenomena that are instantly recognizable by the target audience.
- **Implicatures:** Meanings that are implied rather than explicitly stated, requiring the audience to draw inferences based on contextual cues.
- **Contextual cues:** The visual elements of a meme (images, videos), the surrounding text, and the platform on which it is shared all contribute to the contextual framework for interpretation.

The interplay between literal meaning (semantics) and intended meaning (pragmatics) is particularly salient in instances of semantic shift and word formation within memes. For example, the humorous impact of a re-semanticized acronym or a word with a narrowed meaning often hinges on the audience's awareness of both the original meaning and the specific contextual reinterpretation, as well as their ability to appreciate the underlying irony or shared sentiment. Therefore, a comprehensive analysis of meme language necessitates an integrated approach that considers both the formal linguistic changes and the pragmatic conditions that facilitate their interpretation and adoption within specific communities.

This theoretical framework provides the foundation for analyzing the linguistic data from the @uinsgdawg Instagram account, enabling a detailed examination of how semantic shifts and word formation processes are manifested and understood within this specific digital student community.

## RESEARCH DESIGN

The research design is primarily **descriptive-qualitative**, focusing on identifying, categorizing, and interpreting the linguistic features found in the selected meme data. This design is suitable for exploring the 'how' and 'what' of language use in a particular online community, rather than testing hypotheses or measuring statistical relationships.

### Data Source and Collection

The primary data for this study were drawn from the publicly accessible Instagram account **@uinsgdawg**. This account was selected due to its active engagement with the student community of UIN Sunan Gunung Djati Bandung and its consistent production of meme content rich in linguistic play and local references.

The data collection period was precisely defined: **from March 25 to April 25**. This specific one-month timeframe was chosen to ensure a focused and manageable dataset, allowing for a detailed and contemporary analysis of linguistic trends prevalent during that period.

All meme posts published by **@uinsgdawg** within this designated period were systematically reviewed. Each post, comprising the visual content (image or video), accompanying captions, and relevant comments that contributed to the semantic understanding or highlighted linguistic nuances, was meticulously documented. A preliminary screening of approximately 150 posts was conducted. From this initial set, **75 posts** were purposively selected for detailed semantic analysis. The selection criteria for these 75 posts prioritized content that exhibited:

- Clear instances of **linguistic play** (e.g., puns, irony).
- Evident **deviations from standard word meanings** or conventional usage.
- Indications of **new word creation** or modification of existing lexical items.

### Data Analysis Procedure

The analytical framework was predominantly grounded in **semantic theory**, drawing heavily on Ullmann's (1962) typology of semantic shift and Yule's (2010) framework for word formation, complemented by considerations from pragmatic theories (Grice, 1975). The data analysis proceeded through the following systematic stages:

1. **Initial Linguistic Identification:** Each selected meme was first carefully examined to identify any words, phrases, or acronyms that appeared to carry a meaning divergent from their standard dictionary definition or that seemed to be newly coined or morphologically altered.
2. **Contextualization and Interpretation:** The identified linguistic units were then thoroughly analyzed within their immediate meme context. This involved considering the interplay between the visual content, the textual caption, and any relevant comments that helped to clarify the intended meaning or highlight the ambiguity. The goal at this stage was to discern the actual communicative intent within the meme.
3. **Classification of Semantic Shifts:** For words exhibiting a change in meaning, Ullmann's (1962) categories of semantic shift were applied to classify the specific type of shift. This involved a comparative analysis between the word's conventional or original meaning and its re-interpreted meaning within the meme context. Specific attention was given to identifying instances of generalization, narrowing, lexical ambiguity, and the use of social metaphors.
4. **Classification of Word Formation Processes:** For newly formed words or modified lexical items, Yule's (2010) and Fromkin, Rodman, and Hyams's (2014) frameworks were utilized to determine the precise word formation mechanism. This included identifying instances of blending, clipping, and the re-semanticization of existing acronyms. The linguistic components involved and their origins (e.g., standard Indonesian, local Sundanese, English slang, internet subculture terms) were also meticulously noted.

5. **Pragmatic Interpretation:** Throughout the analysis, pragmatic considerations were continually integrated. Theories of pragmatics, particularly those concerning implicature and contextual meaning (Grice, 1975), were applied to interpret implied meanings, humorous effects, and the socio-cultural context that contributed to the observed semantic shifts or word formations. This was especially critical for understanding the underlying humor, irony, and shared understanding within the @uinsgdawg community, as exemplified by social metaphors or context-dependent interpretations.
6. **Categorization and Exemplification of Findings:** All identified instances of semantic shift and word formation were systematically grouped into distinct categories based on their recurring patterns. Representative examples from the dataset were then carefully chosen and detailed to empirically illustrate each identified linguistic phenomenon, providing concrete evidence for the study's findings.

This systematic and iterative analytical procedure ensured a robust and nuanced interpretation of the linguistic features present in the @uinsgdawg memes, providing empirical evidence for the phenomena of semantic shift and word building within this specific digital community.

## FINDINGS

The semantic analysis of meme language on the @uinsgdawg Instagram account from March 25 to April 25 revealed significant patterns in semantic shift and word formation, showcasing the dynamic linguistic creativity within this specific student community. Five prominent types of linguistic phenomena were identified and categorized as follows:

### 1. Lexical Ambiguity and Context-Dependent Semantic Shift

This phenomenon highlights how a single word form can possess multiple, distinct meanings, with the intended interpretation heavily reliant on the speaker's context and the listener's assumed frame of reference, often leading to humorous miscommunication. A striking example involved the abbreviation "LC". In one meme, the first speaker invited the second, "Nanti Sore LC yuk" (Let's go to LC this afternoon). The first speaker's intention, within the UIN Sunan Gunung Djati Bandung campus context, was to refer to the **Language Center**, a facility where students are required to attend English and Arabic language courses. However, the second speaker humorously misinterpreted "LC" as "**Lady Companion**," a slang term for escorts, leading to the reply, "gamau, dah gak nyoba gitu an lagi" (No, I don't try that kind of stuff anymore). This semantic clash, underscored by the caption "(kesenjangan pergaulan)" (social gap/disparity in social circles), exemplifies a semantic shift at the level of interpretation, driven by differing pragmatic assumptions and social contexts.

### 2. Re-semanticization of Existing Acronyms

Beyond the formation of entirely new words, the study observed instances where pre-existing, widely recognized acronyms underwent a **re-semanticization** process, acquiring new meanings specific to the student context, often for humorous or ironic effect. A prime example is the acronym "THR". Traditionally, "THR" is universally understood in Indonesia as "Tunjangan Hari Raya" (Holiday Allowance), referring to a financial bonus received before major holidays, particularly Eid al-Fitr. However, within the @uinsgdawg memes, especially during the period leading up to Eid al-Fitr (as shown in a video meme with a crying cat), "THR" was re-interpreted as "**Tugas Hari Raya**" (Holiday Assignment/Task). This clever re-analysis of the acronym directly addressed the common student experience of receiving academic assignments even during long holiday breaks. This process demonstrates a linguistic playfulness where familiar forms are imbued with new, context-specific meanings, creating an immediate connection and shared understanding within the student community.

### 3. Generalization of Meaning

This type of semantic shift was observed when the meaning of a word expanded to encompass a broader range of referents or concepts than its original, more specific meaning. For instance, the Indonesian slang term "**mager**," originally derived from "malas gerak" (lazy to move), was found to be generalized. While initially denoting physical inertia, in several memes, "mager" was used to convey a broader sense of reluctance or disinclination towards any task, be it academic assignments or social obligations. This indicates a semantic broadening driven by shared student experiences and a desire for concise expression of collective apathy or low motivation.

### 4. Narrowing of Meaning

Conversely, some words underwent a **narrowing of meaning**, where their scope became more restricted and specific within the meme context. A notable example is the term "**skripsi**" (thesis/final paper). While generally referring to any academic thesis, in the @uinsgdawg memes, "skripsi" consistently referred specifically to the highly stressful, arduous, and often prolonged process of completing one's undergraduate thesis at UIN Sunan Gunung Djati Bandung. This narrowing is often accompanied by connotations of struggle, procrastination, and impending deadlines, reflecting the shared academic burden among the student body. The word became a shorthand for this specific, emotionally charged experience rather than just the academic document itself.

### 5. New Word Formation through Complex Blending

The analysis also identified significant instances of new word formation, with **blending** emerging as a particularly prominent and complex mechanism for coining novel terms for in-group identification.

- A clear example of blending is the creation of the word "**mindawg**". This neologism is a blend of "**min**" (a clipped form of "admin" or "administrator") and "**dawg**" (derived directly from the Instagram account's handle, @uinsgdawg). The resulting word, "mindawg," specifically refers to the administrator or creator of the meme content on that particular Instagram account, serving as a self-referential term.
- A more intricate and illustrative case of complex blending is the coinage "**mahasigmawdg**". This term is derived from three distinct elements: "**maha**" (a clipped form of "mahasiswa," meaning 'student'), "**sigma**" (referencing the "sigma male" archetype prevalent in internet subcultures, denoting independence and self-reliance), and "**dawg**" (again, from the account's handle). "Mahasigmawdg" functions as a self-referential term for the followers or the community of @uinsgdawg, implying a shared identity as students who might embody or playfully identify with "sigma" characteristics within the specific "dawg" community of the account. This demonstrates how users creatively combine existing lexical elements, popular internet cultural references, and parts of the account's own identity to form concise, unique, and internally understood terms.

## DISCUSSION

The findings from the semantic analysis of @uinsgdawg memes underscore the significant role of semantic shift and word formation in shaping digital communication within specific online communities. The observed linguistic phenomena are not random deviations but systematic adaptations serving specific communicative, social, and expressive functions.

The prevalence of **lexical ambiguity leading to context-dependent semantic shift**, as vividly illustrated by the "LC" example, highlights the crucial role of **pragmatics** in online communication. As Grice (1975) suggests, effective communication relies on shared background knowledge and inferential processes. The humorous impact of the "LC" meme stems directly from the failure of pragmatic resolution; the second speaker's social context (implied by "kesenjangan pergaulan") led to a misinterpretation of "LC" (Language Center vs. Lady Companion). This demonstrates how online communities, even those within a shared

institutional setting like UIN SGD, can harbor distinct sub-contexts that profoundly influence semantic interpretation, creating both humor and commentary on social differences.

The **re-semanticization of existing acronyms**, such as "THR" morphing into "Tugas Hari Raya," exemplifies a creative form of semantic shift driven by specific community experiences. This is a powerful instance of how language adapts to internal realities. The re-interpretation of a universally positive term ("holiday allowance") into a frustrating one ("holiday assignment") perfectly captures the ironic shared burden of university students during festive periods. This linguistic adaptation not only expresses a collective sentiment but also reinforces in-group solidarity through a shared understanding of this unique "student problem," aligning with Dynel's (2018) observations on the pragmatic functions of humor in memes.

The more traditional semantic shifts of **generalization** ("mager") and **narrowing** ("skripsi") further illustrate how shared experiences within the student community influence the lexicon. "Mager"'s broadened meaning reflects a general student apathy, a feeling easily recognized and shared. Conversely, "skripsi" narrowing to encompass the entire stressful process of thesis completion reflects the intense, localized experience of students at UIN SGD. These shifts, as theorized by Ullmann (1962), are not arbitrary but are driven by collective recognition and the need for concise, emotionally resonant terms that capture nuanced realities.

Finally, the robust evidence of **new word formation through complex blending**, as seen in "mindawg" and "mahasigmadawg," points to a vibrant linguistic innovation driven by the desire for authentic and localized expression and the construction of group identity. The formation of "mindawg" (admin + dawg) is a direct reflection of the account's self-identity, demonstrating how digital platforms foster the creation of internal nomenclature. More profoundly, "mahasigmadawg" (mahasiswa + sigma + dawg) showcases a sophisticated linguistic creativity, merging elements of general student identity ("mahasiswa"), a global internet subculture ("sigma male"), and the specific community handle ("dawg"). This blending process, as described by Yule (2010) and Fromkin, Rodman, and Hyams (2014), goes beyond mere efficiency; it serves to forge a distinctive group identity, create a unique lexicon, and establish an in-group understanding that resonates deeply with the community members (Crystal, 2006). The integration of such diverse lexical sources highlights the fluid and permeable boundaries of language in the digital age, where local and global linguistic trends converge.

Collectively, these findings demonstrate that meme language is a dynamic linguistic space where existing words are re-semanticized and new words are constantly generated to meet the communicative needs and creative impulses of its users. This dynamic process contributes not only to the evolution of the Indonesian language in informal and digital contexts but also carves out a unique linguistic landscape within Islamic university campuses in Indonesia, where specific academic and social pressures contribute to distinctive linguistic patterns.

## CONCLUSION

This semantic analysis of meme language on the Instagram account @uinsgdawg, focusing on posts from March 25 to April 25, successfully elucidated the pervasive phenomena of semantic shift and word formation within this specific digital community. The study confirmed that meme language is not merely a simplified or unconventional form of communication but rather a highly creative, dynamic, and context-dependent linguistic system that actively reshapes and expands linguistic expression.



The research identified five key linguistic processes at play within the @uinsgdawg meme corpus:

1. **Lexical ambiguity leading to context-dependent semantic shifts**, exemplified by the "LC" meme, which vividly demonstrated how differing social contexts and pragmatic assumptions can lead to humorous misinterpretations and highlight social gaps.
2. **Re-semanticization of existing acronyms**, as seen with "THR" re-interpreted as "Tugas Hari Raya," showcasing how established terms are creatively adapted to reflect unique student experiences and shared frustrations.
3. **Generalization of meaning** (e.g., "mager"), where terms broadened their scope to encompass wider, relatable student sentiments.
4. **Narrowing of meaning** (e.g., "skripsi"), where terms acquired highly specific, context-laden connotations reflecting particular academic realities within the university.
5. **New word formation through complex blending** (e.g., "mindawg" and "mahasigmawg"), which underscored the community's drive for self-identification and the intricate fusion of local terms, internet subcultures, and platform-specific nomenclature to create unique in-group lexicons.

These findings collectively underscore the profound linguistic creativity and contextual adaptability inherent in meme communication, driven by the shared experiences, communicative needs, and expressive impulses of the UIN Sunan Gunung Djati Bandung student community. The study demonstrates how existing linguistic resources are re-semanticized, and new ones are continuously generated to serve specific social and communicative functions, often imbued with humor and irony.

This study makes several significant contributions to modern linguistic studies. Firstly, it provides empirical evidence of semantic and morphological innovation within a specific digital vernacular, adding to the growing body of research on language in internet memes. Secondly, it offers valuable insights into the fluid nature of language in online environments, particularly highlighting how local linguistic heritage (e.g., Indonesian and Sundanese slang), global internet trends (e.g., "sigma male"), and institutional contexts converge to create unique linguistic patterns. Lastly, it specifically sheds light on the distinctive linguistic landscape within Indonesian Islamic university campuses, where specific academic and social pressures contribute to the emergence of highly localized and culturally resonant linguistic phenomena.

For future research, it would be beneficial to expand this analysis to include a broader range of Instagram accounts within different university settings or explore the diachronic evolution of specific meme words over longer periods to observe sustained linguistic changes. A comparative study across diverse cultural and educational contexts would also provide valuable insights into the universality versus specificity of semantic shifts and word formation processes in meme language. Furthermore, research could delve into the reception and interpretation of these memes by a wider audience, including those outside the immediate community, to understand potential communicative barriers or broader cultural impacts.

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