

LANGUAGE POLICY IN THE LINGUISTIC LANDSCAPE OF A WORLD-CLASS UNIVERSITY: A CASE STUDY OF UNIVERSITAS AIRLANGGA

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Abstract: Linguistic Landscape (LL) studies investigate the use of language on public signage as a reflection of identity, language policy, and power dynamics within a community. Despite the ongoing expansion of LL research in Indonesia, investigations into the linguistic landscape within "World-Class Universities" remain scarce. This study seeks to examine language utilization and sign classifications within the linguistic environment of Universitas Airlangga. A qualitative descriptive methodology was utilized, incorporating observational and documentation approaches. A total of 510 linguistic signs were gathered from the public spaces of Universitas Airlangga's Campuses A, B, and C, and were subsequently analysed according to language type and sign category. The findings reveal that the university's linguistic environment is mostly characterized by monolingual Indonesian signs (74.9%), followed by bilingual Indonesian-English signs (17.9%) and monolingual English signs (7.2%); no multilingual signs were identified. In terms of classification, building name signs constituted the largest share at 55.5%, followed by prohibition and order signs at 20.6%, informative signs at 12.7%, directional signs at 10.8%, and slogans at 0.4%. The findings indicate that the prevalence of Indonesian signifies the implementation of the national language policy, whilst the use of English reflects Universitas Airlangga's global orientation as a World-Class University. This study advances the field of Linguistic Landscape research in the context of higher education in Indonesia.

Keywords: Linguistic landscape, language policy, World-Class University, Universitas Airlangga.

INTRODUCTION

Linguistic Landscape (LL) is a domain under sociolinguistics that investigates language use on diverse signs in public environments, including building names, directional signs, traffic signs, billboards, banners, and other written texts. These indicators function as a means of communication while also embodying the social identities, ideologies, language

policies, and power dynamics that develop inside a society (Landry & Bourhis, 1997). Thus, the examination of LL has become a crucial method for comprehending the utilization and negotiation of language in public domains.

In higher education, the linguistic landscape assumes strategic significance, as the campus setting serves as a public space

where people from diverse linguistic, cultural, and national backgrounds converge. The language selections seen on several signs throughout the campus not only address communication requirements but also reflect adherence to institutional language rules and the academic character the school aims to foster. Higher education institutions focused on internationalization typically face the challenge of reconciling the use of the national language, which represents cultural identity, with English, the global academic *lingua franca*.

Extensive research on linguistic landscapes has been undertaken in numerous nations, including Indonesia. Nonetheless, most studies predominantly examine non-academic public spaces, such as streets, retail centers, tourist destinations, and commercial zones. At the same time, investigations into language landscapes within educational contexts, especially higher education institutions, are very scarce. Prior research, including works by Sartini (2021), Ulla (2019), and Haynes (2011), illustrates that the linguistic landscape of a campus can signify a university's language policies, institutional identity, and international orientation. Nonetheless, there is a dearth of extensive research examining the correlation between language policy and linguistic landscapes in Indonesian institutions classified as World-Class Universities.

Universitas Airlangga was chosen as the study location due to its aspiration to achieve world-class status and its multicultural academic community, which includes students, faculty, and staff from various regions and nations. These attributes render the institution an intriguing environment for analyzing how language policy manifests through language use across diverse signage in the campus's public areas. The presence of nameplates, information boards, directional signs, prohibition notices, and slogans throughout Campuses A, B, and C provides insight into the linguistic choices used and the language ideologies promoted by the institution.

This study is to examine language utilization and sign classifications within the linguistic landscape of Universitas Airlangga, reflecting the execution of language policy in a higher education context designated as a "World-Class University. The results are expected to advance the field of linguistic landscape studies, particularly with respect to language policy in Indonesian higher education. In light of this context, the research questions are as follows: How is language utilized within the linguistic landscape of Universitas Airlangga? Secondly, what sorts of signs are exhibited in the linguistic landscape of Universitas Airlangga?.

RESEARCH METHOD

This study utilizes a qualitative descriptive methodology to delineate language usage and sign classifications within the linguistic environment of Universitas Airlangga. This methodology was chosen as it allows the researcher to discern and analyze linguistic phenomena seen on diverse signs inside the campus's public areas, informed by their social and institutional contexts.

The research locations included Campuses A, B, and C of Universitas Airlangga in Surabaya. Data collection occurred in November 2022 through field surveys that employed observation and documentation methods. All signage in the public areas of the three campuses was photographed with a cell phone. Thus, the study used a census approach, recording every indicator that met the research criteria rather than relying on sampling. This census approach was implemented to gain a thorough understanding of Universitas Airlangga's linguistic environment, ensuring that all indicators that met the criteria were used as research material. A total of 510 indicators were recorded and examined as data for the study.

The unit of analysis for this study consists of all written signs situated in the public areas of the university, as defined by Backhaus (2006): any written text within a spatially delineated boundary. Thus, the research data include several types of signage, such as building nameplates, information boards, directional signs, prohibition signs, slogans, and other public signage present within the Universitas Airlangga setting.

Data were gathered using two methodologies: direct observation and documentation. Observation was used to detect signs at each research site, whereas documentation involved photographing each sign to constitute the basic research data. Photographic documentation is a conventional method for data collection in Linguistic Landscape studies, facilitating the precise capture of signs for later analysis (Hult, 2009). To guarantee data validity, all signs were recorded in situ and systematically categorized according to predetermined linguistic criteria and sign classifications before the analysis phase. Ultimately, all data were meticulously cross-verified to avert duplication or misclassification.

The data analysis was performed in two phases. The initial phase involved identifying the languages on each sign and classifying them into three categories: monolingual, bilingual, and multilingual. The second stage entailed categorizing each sign according to its role and usage under seven classifications: (1) building name signs, (2) informational signs, (3) directional signs, (4) prohibition and order signs, (5) advertising signs, (6) slogan signs, and (7) learning media signs. The analysis results were subsequently presented descriptively using frequencies and percentages to illustrate the distribution of language use and sign categories; these findings were interpreted through the frameworks of Linguistic Landscape and language policy to elucidate how language choices in the campus public space reflect the institution's language policy.

RESULTS AND DISCUSSION

The research results are structured according to two defined research inquiries. This study examines language utilization in the linguistic environment of Universitas Airlangga. Secondly, it delineates the kinds of signs prevalent in the university's linguistic

landscape. The analytic results are provided descriptively in terms of frequency and proportion and later evaluated through the lenses of linguistic landscape and language policy.

1. Language Used in the Universitas Airlangga Linguistic Landscape

Observations and documentation of 510 signs in the public areas of Universitas Airlangga's Campuses A, B, and C revealed that language usage in the linguistic landscape manifests in two forms: monolingual and bilingual. No signage utilizing more than two languages (multilingual) was identified. Table 1 illustrates the distribution of language usage.

Tabel 1. Language Used in Universitas Airlangga LL

Groups	Language	N	%	T
Monolingual	Indonesia	382	74.9%	419 (82.1%)
	English	37	7.2%	
Bilingual	Indonesia-English	91	17.9%	91 (17.9%)
Multilingual	-	0	0%	0%
T		510		

According to Table 1, Indonesian is the predominant language in the linguistic landscape of Universitas Airlangga, present on 382 signs (74.9%). The findings demonstrate that Indonesian is the predominant language on numerous signs in the campus's public areas. In addition to Indonesian, 37 signs (7.2%) were exclusively in

English. Thus, the aggregate of monolingual signs constitutes 419 (82.1%) of the complete research dataset.

This investigation discovered 91 bilingual signs (17.9%) that utilized a combination of Indonesian and English, in addition to monolingual signs. No evidence of employing more than two languages was identified during data collection; thus, the multilingual category was absent from the linguistic landscape of Universitas Airlangga.

The prevalence of Indonesian indicates that it is the preferred medium for visual communication in the college setting. The findings demonstrate that language use in public places at Universitas Airlangga is not random; instead, it reflects the implementation of the national language policy, which establishes Indonesian as the official language within the academic environment. The utilization of English, whether solely or in a bilingual Indonesian-English context, indicates an internationalization strategy consistent with Universitas Airlangga's designation as a World-Class University. The employment of English on certain signage aids communication with international students, faculty,

researchers, and visitors, while preserving Indonesian as the dominant language.

An intriguing observation is the lack of regional languages, particularly Javanese, despite Universitas Airlangga's location in Surabaya, a city predominantly influenced by Javanese speakers. This suggests that the campus's public spaces favor languages that serve official and academic roles over those that embody local identity. The linguistic landscape of Universitas Airlangga illustrates a compromise between the enforcement of national language policy, evident in the predominance of Indonesian, and the pursuit of internationalization through the utilization of English as an academic *lingua franca*.

These findings align with the "Linguistic Landscape" concept introduced by Landry and Bourhis (1997), which asserts that language use in public areas serves both informative and symbolic roles. Indonesian is used to ensure understanding of the material across the entire academic community. From a symbolic standpoint, the prevalence of Indonesian signifies national identity and compliance with language policy. At the same time, the

inclusion of English reflects Universitas Airlangga's reputation as an institution engaged with the global academic landscape. These research findings further corroborate Shohamy's (2006) perspective that language selection in public areas reflects the language policy of the entity in question.

a. Monolingual Signs

The research findings demonstrate that monolingual signs constitute the predominant form of the linguistic landscape at Universitas Airlangga. Among the 510 signs examined, 419 (82.1%) use a single language: 382 in Indonesian and 37 in English. These findings indicate that the use of a single language remains the predominant method for disseminating information in the campus's public areas.

1) Monolingual Signs in Indonesian

Monolingual sign examples in Indonesian are illustrated in Figures 1, 2, and 3. These three charts depict the use of Indonesian across different categories of signage at Universitas Airlangga. Figure 1 illustrates the signage for the Faculty of Humanities at

Universitas Airlangga's Campus B. Figure 2 presents a parking information sign situated within Campus B. Figure 3 depicts a sign designating a specific lane for cyclists and electric bicycle users in the Campus C region. All of these signs use only Indonesian, without translations into other languages.



Figure 1. A Monolingual Sign in the Indonesian Language



Figure 2. A Monolingual Sign in the Indonesian Language



Figure 3. A Monolingual Sign in the Indonesian Language
The presence of Indonesian on this diverse signage illustrates

that the national language functions as the principal means of communication in the public areas of Universitas Airlangga. Indonesian, as the official state language, guarantees that information is accessible to both the academic community and the general public visiting the campus. The findings suggest that the usage of Indonesian fulfills both an informative role and symbolizes national identity, while also reflecting the language policy enacted inside the higher education institution.

Alongside verbal text, several signs also integrate graphic symbols, such as automobile icons in parking zones or bicycle lanes. These symbols enhance the sent information, enabling people from various language backgrounds to comprehend the message more swiftly. Consequently, integrating verbal and visual components enhances the communicative efficacy of the signs while

preserving the prominence of Indonesian as the principal language.

These findings corroborate the perspective of Landry and Bourhis (1997) that the linguistic landscape fulfills both informational and symbolic roles. The use of Indonesian enhances information dissemination for users in public areas. Symbolically, the preeminence of Indonesian signifies national identity and illustrates the execution of language policies that establish Indonesian as the principal language in the academic sphere.

- 2) *Monolingual Signs in English*
This investigation revealed several signs that use English monolingually, albeit fewer than those in Indonesian. Instances are illustrated in Figures 4, 5, and 6. Figure 4 illustrates the signage for the Airlangga Medical Education Center, a facility located on the Universitas Airlangga

Campus A. Figure 5 presents the Code Blue Algorithm information board, which details medical emergency response protocols for healthcare professionals. Figure 6 illustrates the international partnership network formed by the Universitas Airlangga Faculty of Dental Medicine with numerous foreign universities and health institutions.



Figure 4. A Monolingual Sign in English



Figure 5. A Monolingual Sign in English



Figure 6. A Monolingual Sign in English

In contrast to Indonesian-language signs, which are predominantly utilized for general communication on campus, English-language signs are typically found in contexts with an international focus or in certain academic and professional domains. The use of English in building names and medical procedures and in disseminating information about international cooperation illustrates its function as a lingua franca, enabling communication with international students, visiting lecturers, researchers, and academic partners from other nations.

From a language policy standpoint, the incorporation of English on these signs does not indicate a departure from Indonesian's status as the principal language; instead, it enhances communication

requirements within a progressively international academic context. Universitas Airlangga maintains a balance between employing Indonesian as the official institutional language and utilizing English for worldwide communication. These findings demonstrate Universitas Airlangga's commitment to being a world-class university that maintains its national character while promoting the internationalization of higher education.

The results of this study corroborate Shohamy's (2006) assertion that language selection in public areas serves as a mechanism for 'executing language policy. At Universitas Airlangga, the presence of monolingual English signage exemplifies the implementation of the internationalization policy through linguistic expression in public areas, without undermining the preeminence

of Indonesian as the principal language.

b. Bilingual Signs

This study found bilingual signs alongside monolingual signs in the linguistic landscape of Universitas Airlangga. Of the entire sample, 91 signs (17.9%) were bilingual, incorporating both Indonesian and English. No instances of signs that merged several languages or integrated more than two languages were identified during the investigation.



Figure 7. A Bilingual Sign in Indonesian-English



Figure 8. A Bilingual Sign in Indonesian-English



Figure 9. A Bilingual Sign in Indonesian-English

Figures 7, 8, and 9 illustrate examples of bilingual signs. These three illustrations demonstrate the juxtaposition of Indonesian and English, facilitating comprehension for readers from diverse linguistic backgrounds. Figure 7 displays a notice recommending the use of face masks and requiring handwashing before entering the faculty building. Figure 8 illustrates an informational board designating the location for contaminated equipment at the Universitas Airlangga Dental and Oral Hospital. Figure 9 illustrates a no-smoking sign in both Indonesian and English to inform all individuals using the campus facilities.

The simultaneous utilization of Indonesian and English illustrates that the two languages fulfill complementary roles.

Indonesian serves as the principal language for meeting the communication needs of the academic community and the Indonesian populace, whilst English ensures that the same material is available to international students, visiting lecturers, researchers, and foreign tourists. Bilingual signage enhances communication while preserving Indonesian's status as the institution's official language.

Bilingual signage exemplifies a communication approach that facilitates Universitas Airlangga's internationalization. Information on health, safety, services, and campus laws is available in two languages to ensure accessibility for the entire school community, including both Indonesian and non-Indonesian speakers. This demonstrates the institution's commitment to cultivating an inclusive and globally-focused academic atmosphere.

From a language policy standpoint, the implementation of bilingual signage reflects a

strategy to reconcile the status of Indonesian as the national language with that of English as a global lingua franca. The inclusion of English on public signage is not meant to supplant Indonesian but to enhance cross-cultural communication and bolster Universitas Airlangga's reputation as a premier global institution. These findings align with Shohamy (2006), who asserts that language selection in public domains is a manifestation of an institution's language policy implementation.

In addition to their communication purpose, multilingual signs provide educational benefits to the academic community. The inclusion of two languages on a single sign allows students, instructors, and administrative personnel to compare term equivalents in Indonesian and English. The linguistic landscape functions as both a medium for information dissemination and a resource for language acquisition, facilitating the

establishment of a bilingual academic setting.

2. Sign Categories in the Universitas Airlangga Linguistic Landscape

This study not only analyses language use but also categorizes the signs prevalent in the linguistic environment of Universitas Airlangga. Observations and documentation of 510 signs across the public areas of Campuses A, B, and C revealed five categories: building name signs, instructive signs, directional signs, prohibition and order signs, and slogan signs. During the data-gathering process, advertising and educational media signs were absent.

Tabel 2. Sign Categories Displayed in Universitas Airlangga LL

Categories	N	%
Building name signs	283	55.5%
Informative signs	65	12.7%
Direction signs	55	10.8%
Prohibition & order signs	105	20.6%
Advertising signs	0	0%
Slogan signs	2	0.4%
Learning media signs	0	0%
T	510	

According to Table 2, the predominant sign category is "building name signs," which constitutes 283 signs (55.5%). The prevalence of this category indicates

that much of the linguistic landscape at Universitas Airlangga is used to identify buildings, faculties, service centers, and other campus amenities. The subsequent largest category comprises "prohibition and order signs" (105 signs, 20.6%), followed by "informative signs" (65 signs, 12.7%) and "direction signs" (55 signs, 10.8%). Only two "slogan signs" (0.4%) were identified, while "advertising signs" and "learning media signs" were nonexistent.

The abundance of building name signs suggests that the linguistic landscape at Universitas Airlangga primarily serves to confer spatial identity on the diverse structures and amenities throughout the campus. As a higher education institution with a vast campus comprising three primary locations, signage is essential for assisting the academic community and tourists in identifying and locating their desired destinations. Thus, the informative function emerges as the most significant element of Universitas Airlangga's linguistic landscape.

The abundance of restriction and order signs indicates that the language landscape functions as a mechanism

for regulating behavior in the campus's public areas. Numerous signs that indicate prohibitions, instructions, and cautions help establish an orderly, safe, and comfortable campus environment for all users. Informative and directional signage conveys information and enhances the mobility of the academic community and tourists as they navigate the many available facilities.

In contrast, the limited quantity of slogan signs suggests that Universitas Airlangga prioritizes signage for operational and service-oriented functions above motivational or symbolic communication. The lack of advertising or educational signage indicates that the campus's public areas are primarily designated for institutional communication rather than commercial promotion or educational resources.

These findings correspond with the "Linguistic Landscape" theory articulated by Landry and Bourhis (1997), which asserts that public signage fulfills both informative and symbolic roles. At Universitas Airlangga, the informative role is particularly prominent, as evidenced

by nameplates, directional signage, and several regulations governing campus activities. The allocation of these sign categories reflects the administration's aim to facilitate effective communication, maintain environmental order, and cultivate an institutional identity aligned with academic service and internationalization.

a. Building Name Signs

The category of "building name signs" is the predominant form of signage in the linguistic environment of Universitas Airlangga. This category includes signs designating the university, faculties, buildings, service centers, houses of worship, dining facilities, parking spots, and bicycle lanes, as well as other amenities across Campuses A, B, and C. These signs function to establish place identity, facilitating the academic community and tourists in simply identifying and locating campus facilities.

Figures 10, 11, and 12 illustrate examples of building name signs. Figure 10 illustrates the name sign for Universitas Airlangga at

the primary entrance of Campus B; it uses Indonesian exclusively to convey the institution's official identity. Figure 11 illustrates the nameplate for the Faculty of Economics and Business, which uses English as its principal language. Figure 12 illustrates the name sign for the Faculty of Humanities, shown in both Indonesian and English.



Figure 10. A University Name Sign in the Indonesian Language



Figure 11. A Faculty Name Sign in English



Figure 12. A Bilingual Faculty Name Sign in Indonesian-English

The varied use of languages in building signage illustrates that

Universitas Airlangga employs communication tactics tailored to the distinct purposes of each area. Indonesian is utilized mostly to bolster the institution's national identity and its designation as an Indonesian university. In contrast, using English or a blend of Indonesian and English demonstrates a global perspective aimed at enhancing information accessibility for students, professors, researchers, and visitors from diverse nations.

The abundance of building name signs demonstrates that the linguistic environment at Universitas Airlangga primarily serves to create spatial and institutional identities. The placement of this signage across the campus establishes a clear navigation system. It reinforces Universitas Airlangga's reputation as a well-organized higher education institution that is readily accessible to the public.

The variation in language use on building signage reflects a balance between the execution of national language policy and the institution's internationalization

strategy. Indonesian remains the principal language, symbolizing national identity and compliance with the nation's language policy. Simultaneously, the utilization of English on certain building signage demonstrates Universitas Airlangga's commitment to cultivating an academic atmosphere that is more open and accessible to the global world. The findings suggest that the selection of language for building signage functions not only as a locational indicator but also as a reflection of the institution's identity and the trajectory of Universitas Airlangga's language policy as a premier university.

b. Prohibition & Order Signs

The category of restriction and order signs constitutes the second-largest group of signs in the linguistic environment of Universitas Airlangga, behind building name signs. Signs in this category communicate prohibitions, directives, or cautions intended to govern the conduct of the academic community and visitors on campus. The existence of these

signals illustrates that the language landscape serves both as a conduit for information dissemination and as a vehicle for expressing diverse institutional regulations and policies.



Figure 13. A Bilingual Prohibition & Order Sign in Indonesian-English



Figure 14. A Bilingual Prohibition & Order Sign in Indonesian-English



Figure 15. A Monolingual Prohibition & Order Sign in Indonesia

Figures 13, 14, and 15 are examples of prohibition and

required signs. Figure 13 presents an informational board on laboratory safety protocols, outlining the various responsibilities and restrictions imposed on all laboratory personnel. The notice is displayed in both Indonesian and English to guarantee comprehension by all users, including international students and researchers. Figure 14 illustrates a dress code announcement exhibited in the Faculty of Economics and Business at Universitas Airlangga. The notice forbids the wearing of T-shirts, torn pants, and sandals to enforce dress code standards in the academic setting. Figure 15 illustrates a notice prohibiting access to a certain area and designating parking spaces for students in their fifth semester or beyond. The sign is intended to govern vehicular traffic and maintain order in the use of campus facilities.

The existence of these diverse signs, denoting prohibitions and directives, illustrates that the campus's public spaces function not solely as sites for academic

pursuits but also as locations regulated by institutional norms and rules. Universitas Airlangga conveys the regulations that all campus users, students, faculty, administrative personnel, and visitors are required to adhere to using this signage. The linguistic landscape serves as a communication medium that promotes a secure, organized, and supportive campus atmosphere.

From a language policy perspective, signage that denotes bans and provides directions exemplifies the implementation of institutional policy through linguistic expression in public areas. The language selected for these signs is intended to both provide information and guarantee that the entire campus community comprehends normative messages. The use of Indonesian as the principal language exemplifies compliance with national language policy, yet the inclusion of English on select signs reflects communication needs in a global academic context.

These findings corroborate Shohamy's (2006) assertion that

the linguistic landscape serves as a medium that reflects language policy in the public domain. Blommaert (2013) asserts that public signs are inherently biased, as they are fundamentally connected to the structuring of social space, power dynamics, and the influence on public conduct. At Universitas Airlangga, signs indicating prohibitions and directives not only govern daily campus activities but also embody the institution's dedication to cultivating an academic culture defined by discipline, safety, and professionalism, essential components of its identity as a world-class university.

c. *Informative Signs*

The "informative signs" category includes numerous signs intended to provide essential information to the academic community and guests of Universitas Airlangga. This information encompasses institutional rules, faculty visions and missions, accreditation statuses of study programs, and more academic and administrative characteristics. Informative signs, unlike building name signs that indicate locations and ban and

order signs that govern behavior, serve as a channel for institutional communication, disseminating official information to all individuals on campus.

Figure 16. A Monolingual Informative Sign in Indonesia



Figure 17. A Monolingual Informative Sign in English



Figure 18. A Monolingual Informative Sign in Indonesia

Figures 16, 17, and 18 are examples of informative signs. Figure 16 illustrates an informational board on Universitas Airlangga's quality policy, presented in Indonesian. Figure 17 illustrates the accreditation status of the Faculty of Dental Medicine's

academic programs, presented in English. Figure 18 delineates the vision and goal of the Universitas Airlangga Faculty of Dental Medicine in Indonesian, providing guidance for the academic community and visiting members of the public.

The presence of informational indicators suggests that the linguistic landscape serves not only as a navigational aid but also as a medium for conveying official institutional information. Universitas Airlangga utilizes these signs to communicate information about academic regulations, quality standards, faculty identity, and institutional accomplishments to all users of the campus's public areas. Thus, informative signals function as an essential conduit for promoting information transparency and enhancing communication between the institution and both the academic community and the general public.

Differences in the language used on informative signs indicate different functions. Indonesian is utilized to communicate

information to the general populace and the national academic community. In contrast, English is predominantly employed for matters related to academic standards and worldwide prestige, including study program accreditation. This illustrates that language selection is tailored to the target audience and the specific communication goal.

From a language policy standpoint, the use of language on informational signs exemplifies how Universitas Airlangga orchestrates public communication via deliberate linguistic selections. The prevalence of Indonesian signifies the institution's dedication to enforcing national language policy. In contrast, the use of English for specific information reflects efforts to enhance accessibility for international students, visiting lecturers, researchers, and academic collaborators from diverse nations. Consequently, these informative indicators function as a mechanism for implementing language policy that facilitates internationalization

while preserving Indonesian as the institution's principal language.

These findings corroborate Landry and Bourhis's (1997) perspective that the language landscape plays a vital informational role in public settings. In addition to transmitting information, these signs serve a symbolic purpose, reflecting the institution's quality, identity, and legitimacy. Within the framework of Universitas Airlangga, details on quality policies, the vision and mission, and study program accreditation serve to both enlighten the audience and enhance the university's reputation as an institution dedicated to quality, accountability, and internationalization.

d. Direction Signs

Directional signage facilitates navigation to various facilities inside the Universitas Airlangga premises. These signs are strategically positioned throughout Campuses A, B, and C, facilitating navigation for both the academic community and visitors. They are an essential element of the campus navigation system, enhancing mobility inside public areas.



Figure 19. A Monolingual Direction Sign in Indonesia



Figure 20. A Monolingual Direction Sign in Indonesia



Figure 21. A Monolingual Direction Sign in Indonesia

Examples of directional signs are illustrated in Figures 19, 20, and 21. All these signs use only Indonesian and have arrow symbols to indicate direction. Figure 19 illustrates the route to the exit of Universitas Airlangga's Campus A. Figure 20 guides motorists to the upper tiers of the parking structure at Campus B. Figure 21 illustrates the allocation of parking spots according to

vehicle type—namely, car parking and motorcycle parking.

Directional signs illustrate the significant role of the linguistic landscape in facilitating navigation on campus. Universitas Airlangga, with its extensive campus featuring multiple buildings and facilities, requires a coherent navigation system to facilitate efficient movement for campus users. These signs help students, teachers, administrative personnel, and visitors navigate to their destinations while reducing potential confusion, especially for first-time campus visitors.

The use of Indonesian on all directional signage indicates that navigational information is prioritized to ensure clear understanding among the school area's key users. Alongside verbal components, these signs integrate universal visual symbols, such as arrows, to facilitate rapid comprehension of the message, independent of the reader's linguistic competence. This amalgamation of textual and visual symbols enhances the efficacy and accessibility of navigational

information for various user demographics.

The use of Indonesian on directional signs exemplifies the implementation of the national language policy for disseminating public information within the university context. Despite Universitas Airlangga's ambition to achieve world-class status, campus navigation information predominantly utilizes Indonesian as the primary language of communication. This decision illustrates that functionality and accessibility of information are the primary factors in the design of the campus's public wayfinding system.

The findings corroborate the "Linguistic Landscape" theory established by Landry and Bourhis (1997), which asserts that public signage fulfills an informational role that enhances community engagement in a specific locale. At Universitas Airlangga, directional signs facilitate navigation and exemplify the organized management of public space, thereby fostering an ordered, efficient, and user-friendly

academic environment for the entire campus community.

e. Slogan Signs

The slogan sign category is the least commonly seen sort of sign in the linguistic environment of Universitas Airlangga. Among the 510 signs examined, merely two slogans (0.4%) were identified, both situated at Campus A. These slogans incorporate calls to action and ethical messages to raise awareness within the academic community about the importance of preserving the campus environment.



Figure 22. A Bilingual Slogan Sign in Indonesian-English



Figure 23. A Monolingual Slogan Sign in Indonesia

Figures 22 and 23 illustrate examples of slogan signage. Both signs are situated in public areas on campus and serve as communication media readily legible to all campus users. Figure 22 illustrates a directive to dispose of waste in specific locations to promote environmental cleanliness. This message corresponds with the "Save the Earth" tagline, highlighting the significance of environmental sustainability. Figure 23 advocates that the entire campus community nurture and preserve the vegetation at Universitas Airlangga to foster a verdant and pleasant campus atmosphere.

In contrast to other signage types that primarily serve informative or regulatory roles, slogan signs aim to cultivate awareness, values, and positive sentiments within the academic community. Through these slogans, Universitas Airlangga not only disseminates information but also galvanizes the entire campus community to uphold cleanliness, environmental

sustainability, and the comfort of public areas. Consequently, these slogans serve as a mechanism for cultivating the institution's culture, embodying the ideals it aims to promote.

The limited number of slogans suggests that the public areas of Universitas Airlangga are used primarily for operational information rather than for disseminating motivational messages. Nonetheless, the existence of these phrases possesses considerable symbolic significance, since they embody the university's dedication to character development, environmental consciousness, and the social accountability of the academic community.

From a language policy standpoint, these slogans illustrate that language in public domains functions not merely to transmit information or govern conduct but also serves to construct institutional values and identity. The use of straightforward, compelling, and comprehensible language ensures that these ethical messages resonate throughout the

entire school community. The findings corroborate Landry and Bourhis's (1997) perspective that the linguistic landscape serves both symbolic and informative purposes. Within Universitas Airlangga, these slogan-emblazoned signs embody institutional ideals that promote a clean, sustainable, and cultured academic atmosphere, essential elements of the university's identity as a world-class institution.

CONCLUSION

This study seeks to examine language use and sign classifications within the linguistic environment of Universitas Airlangga, a World-Class University. The findings reveal that the university's linguistic environment is predominantly characterized by monolingual Indonesian signage, followed by bilingual Indonesian-English signage, with a limited presence of monolingual English signage. No multilingual signage was identified in the public areas of Campuses A, B, and C. These data indicate that Indonesian is the predominant language for public communication on campus. However,

English serves as a supplementary language to meet communication needs in a globally oriented academic context.

This analysis identified five basic sorts of signage: building name signs, prohibition and order signs, instructive signs, directional signs, and slogan signs. The predominant category was building-name signs, while advertising and learning media signs were absent. The presence of building name signs demonstrates that the primary role of the Linguistic Landscape at Universitas Airlangga is to create institutional identity and aid spatial direction for the academic community and tourists. The existence of informative signs, directional signs, prohibitory and regulatory signs, and slogan signs indicates that the Linguistic Landscape functions as a medium for institutional communication, a navigational system for the campus, a mechanism for governance implementation, and a conduit for conveying the university's values.

The study's findings suggest that language use in the public areas of Universitas Airlangga strikes a balance between the execution of national language policy and the institution's internationalization plan. Indonesian is

upheld as the principal language, symbolizing national identity and serving in public communication, while English is employed sparingly to enhance interaction with the wider world. The linguistic landscape of Universitas Airlangga serves as both a medium for disseminating information and a reflection of its language policy and institutional identity as a premier university.

This work advances Linguistic Landscape research in higher education in Indonesia by analyzing the interconnections among language use, sign functions, and the enforcement of language rules in a university environment. The focus of this research is confined to external signage at three Universitas Airlangga campuses. Consequently, future research should examine the indoor linguistic landscape, compare linguistic landscapes across various higher education institutions in Indonesia and internationally, and integrate user perspectives through interviews or surveys to achieve a more thorough understanding of language policy implementation in higher education settings.

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