

# (INTER)NATIONALISATION AT HOME: A GEOSEMIOTIC ANALYSIS OF THE BILINGUAL LINGUISTIC SCHOOLScape OF A PRIVATE ISLAMIC-BASED NATIONAL UNIVERSITY IN YOGYAKARTA, INDONESIA

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## Abstract

This paper focuses on the linguistic schoolscape within the confines of a private Islamic university located in Yogyakarta, Indonesia. Employing a geosemiotic approach, the study integrates two distinct dimensions, namely visual semiotics and place semiotics, with the aim of elucidating the nuanced social meanings inherent in the linguistic environment of the university. Drawing upon a meticulous analysis of 200 distinct signs, it is revealed that the prevailing linguistic expression encompasses monolingual Indonesian discourse, accounting for 61% of the corpus, alongside a significant presence of bilingual English-Indonesian discourse, constituting 34.7% of the top-down category. Conversely, within the bottom-up category, monolingual Indonesian discourse maintains dominance at 69.9%, followed by bilingual Indonesian-English discourse at 13.7%. This study discerns two principal dimensions within the realm of visual semiotics: pictorial representations and material attributes. Pictures representations predominantly manifest as compositions of images, texts, or a fusion thereof. Material aspects encompass considerations of code preference, inscription modalities, and spatial emplacement. At this university, code preference reflects a nuanced interplay among various linguistic statuses, notably including the presence of Javanese (a local language), Indonesian, and English, with monolingual Indonesian holding a position of prestige alongside bilingual English-Indonesian or Indonesian-English expressions. Inscriptions typically adopt screen printing techniques, employ small font sizes, and exhibit compact board dimensions, characterised by a horizontal orientation and white colouring. Emplacement practices entail the strategic positioning of signage along thoroughfares and occasionally include instances of transgressive signage. In the domain of place semiotics, it is discerned that the perceptual space within which signs operate is inherently interconnected with the surrounding built environment and spatial configurations. This symbiotic relationship between signs and their spatial context engenders a cohesive visual landscape. Pertaining to the utilisation of space, institutional signage predominates in top-down configurations, while signage displays in bottom-up arrangements play a significant role in delineating functional spaces.

**Keywords:** internationalisation, geosemiotic analysis, linguistic schoolscape

## Abstrak

*Tulisan ini mengkaji lanskap linguistik di sebuah universitas Islam swasta yang berlokasi di Yogyakarta, Indonesia. Dengan menggunakan pendekatan geosemiotika, penelitian ini mengintegrasikan dua dimensi berbeda, yaitu semiotika visual dan semiotika tempat, dengan tujuan untuk menjelaskan nuansa makna sosial yang melekat dalam lingkungan linguistik universitas. Berdasarkan analisis terhadap 200 tanda yang berbeda, terungkap*

*bahwa ekspresi linguistik yang umum mencakup wacana bahasa Indonesia monolingual sebesar 61% dari keseluruhan korpus, dan terdapat pula wacana bilingual bahasa Inggris-bahasa Indonesia sebesar 34,7% untuk kategori top-down. Sebaliknya, pada kategori bottom-up, wacana bahasa Indonesia monolingual masih mendominasi jumlah persentasenya sebesar 69,9%, diikuti oleh wacana bilingual bahasa Indonesia-bahasa Inggris sebesar 13,7%. Kajian ini menelaah dua dimensi utama dalam ranah semiotika visual: representasi piktorial dan atribut material. Representasi piktorial sebagian besar termanifestasi dalam komposisi gambar, teks, atau perpaduan keduanya. Aspek material meliputi preferensi kode, modalitas inskripsi, dan penempatan ruang. Dalam kajian ini, preferensi kode mencerminkan interaksi yang berbeda-beda di antara berbagai status linguistik, termasuk kehadiran bahasa Jawa (bahasa daerah), bahasa Indonesia, dan bahasa Inggris, dengan bahasa Indonesia monolingual yang memiliki posisi prestise, bersamaan dengan ekspresi bilingual bahasa Inggris-bahasa Indonesia atau bahasa Indonesia-bahasa Inggris. Pada aspek inskripsi, hal yang menonjol adalah adopsi teknik sablon, penggunaan font ukuran kecil, dan pilihan bahan papan yang padat, orientasi bentuk yang horizontal dan penggunaan warna putih hampir di setiap papan tanda atau pengumuman yang ada. Pada aspek penempatan, rambu-rambu atau tanda diletakkan di posisi strategis di sepanjang jalan raya dan terdapat beberapa rambu-rambu yang transgresif. Terkait dimensi semiotika tempat, terlihat bahwa dalam konteks ruang yang melibatkan persepsi, tanda-tanda yang terpasang secara inheren saling berhubungan dengan lingkungan sekitar dan konfigurasi spasial. Hubungan simbiosis antara tanda dan konteks spasialnya menghasilkan lanskap visual yang kohesif. Berkenaan dengan pemanfaatan ruang, papan nama kelembagaan mendominasi dalam kategori top-down, sementara tampilan tanda penunjuk arah mendominasi kategori bottom-up yang berperan penting dalam mengarahkan ruang-ruang fungsional.*

**Kata Kunci:** *internasionalisasi, analisis geosemiotika, lanskap linguistik sekolah*

## INTRODUCTION

This paper delves into the complexities surrounding monolingualism and bilingualism, and the diversity of languages within the context of a private Islamic-based national university situated in the Special Province of Yogyakarta, Indonesia, hereafter referred to as PIBNUY. Against the backdrop of increasing globalisation and internationalisation, PIBNUY has embarked on a trajectory towards establishing itself as a global brand university, aligning with the concept of internationalisation at home (Sadiq, 2022). By undertaking an examination of the linguistic schoolscape (LS) within PIBNUY, this study aims to illuminate the intricate multilingual realities existing within the university, where language diversity manifests prominently across its landscape. In the discourse surrounding bilingualism, globalisation, and the multimodal and material nature of language, as articulated by Aronin and Ó Laoire (2012), an exploration can be conducted by scrutinising the interconnection of linguistic manifestations across various modes of representation within the educational institutional space. This includes the analysis of written texts, images, and geographical dimensions (Van Mensel et al., 2017).

A plethora of recent studies have extensively documented the multilingual linguistic landscape (LL). Noteworthy contributions include works by Akoto (2023), Halim & Sukanto (2023), Karpava (2022), Leimgruber (2020), Li, Mai, & Lau (2023), Motschenbacher, H. (2023), Sabaté-Dalmau (2022), Sakhiyya & Martin-Anatias (2020), Suuriniemi and Satokangas (2021), Yusuf & Putrie (2022), and Wu, Silver & Zhang (2021). These studies have

demonstrated the application of diverse theoretical frameworks and methodologies in examining LL/LS across various geographical contexts worldwide. Findings from these studies underscore the influence of numerous factors on the utilisation of linguistic diversity within LL/LS. Van Mensel et al. (2017) argue that several factors, including individuals' linguistic repertoires, authority structures, guidelines, principles, possession, and legitimacy, play pivotal roles in shaping the dynamics of linguistic diversity within LL/LS.

Furthermore, studies focusing on the multilingual linguistic landscape (MLL) have underscored various facets of language, including the negotiation of meaning, language usage, playful linguistic practices, and language identity (Karpava, 2022). The interplay between these aspects is often manifested through public signage, exhibiting phenomena such as language mixing, translanguaging, metrolingualism, and polylinguaging (Sebba, 2013; Gorter & Cenoz, 2015; Otsuji & Pennycook, 2010; Jørgensen et al., 2011). Consequently, within the framework of language policy and planning, LL researchers have shown particular interest in analysing public or educational signage from political and ideological perspectives, encompassing considerations of top-down and bottom-up dynamics, power relations, internal and external influences, solidarity-building processes, and the symbolic values of linguistic symbols (Backhaus, 2009; Busch, 2013). With respect to the geosemiotic approach, scholars such as Karpava (2022), Sakhyya & Martin-Anatias (2020), and Wu, Silver & Zhang (2021) have employed this theoretical framework to investigate LL/LS. Through geosemiotic analysis, discourse within public spaces, the semiotics processes, and the interpretation of meanings are scrutinised in terms of the spatial arrangement of signs. This entails an examination of the physical placement and organisation of textual and visual elements within signs, elucidating their significance, relevance, and functionality (Van Mensel et al., 2017). Specifically, the geosemiotic framework has been utilised in LL/LS studies to explore debates surrounding international mobility, bilingualism (and multilingualism), and globalisation (Lanza & Woldemariam, 2014). In the context of this paper, the investigation into the LL/LS of PIBNUY, focusing on the establishment of symbols, the absence and presence of linguistic textual representations within school spaces across the university's premises, is anchored in the geosemiotic approach. The utilisation of the geosemiotic framework in this study aligns with prior scholarly endeavours, as evidenced by the works of Demaj & Vandenbroucke (2023), Karpava (2022), Lou (2017), and Peters (2019).

While the geosemiotic approach has been applied to examine multilingualism within the context of linguistic landscape, there remains a dearth of knowledge regarding its implementation within the Indonesian context. Hence, this paper endeavours to elucidate the characteristics of the multilingual linguistic schoolscape within PIBNUY, located in Yogyakarta, Indonesia. In this study, the term "linguistic schoolscape" (hereafter LS) is utilised to encompass both physical space and the diverse forms of language, encompassing written (graphic) and oral expressions, which play pivotal roles in shaping, perpetuating, and modifying language ideologies within school-based environments or educational settings (Brown, 2012). Essentially, within the school milieu, the amalgamation of spatial features and linguistic texts, whether written or spoken, serves as a means to communicate and reinforce specific ideas and messages. Consequently, these combined elements are conceptualised as the schoolscape, embodying notions officially endorsed and socially upheld within the educational institution (Brown, 2012). Specifically, this paper focuses on answering research questions as follows:

1. What languages are represented in the school signs and do these signs represent internationalisation at home in the PIBNUY, Indonesia?
2. What are the characteristics of the top down and bottom up school signs in the PIBNUY, Indonesia, in terms of visual semiotics and place semiotics?

## **GEOSEMIOTIC FRAMEWORK**

Scollon and Scollon (2003) introduced a comprehensive approach that investigates the dynamic interplay between discourse and space known as geographical semiotics or the geosemiotic framework. This framework adopts a multimodal analysis, integrating cultural, historical, visual, and place semiotics, as well as language and discourse, within the temporal and spatial contexts of meaning-making processes (Sheng & Buchanan, 2022). Within this framework, Scollon and Scollon (2003: 12) conceptualise the interactions of three primary semiotics systems: the interaction order, visual semiotics, and place semiotics, which collectively form a "semiotic aggregate." This aggregate is defined as comprising "multiple semiotic systems in a dialogical interaction with each other." [ibid]

The foundational element of this framework, termed the interaction order, originates from Goffman's (1959) work and is further developed by Scollon and Scollon (2003). This component serves as an analytical tool for assessing the distance between the creators of public information board texts and their audience, taking into account social and cultural dynamics. However, Scollon and Scollon (2003) expand the scope of this analysis to encompass any tools related to the ongoing, ratified set of social relationships that individuals establish and maintain with others present in their environment. Drawing from Bourdieu's (1991) concept of habitus, subjective perceptions of the physical world are heavily influenced by individuals' memories, experiences, and interpersonal interactions (Kelleher & Milani, 2015). Thus, recognizing the interaction order as a semiotic sign, emitting social information from social actors, is paramount. Additionally, Scollon and Scollon incorporate Hall's (1966) five types of perceptual spaces: visual, auditory, olfactory, thermal, and haptic. However, while these perceptual spaces are pertinent for perceiving the physical environment, they are less relevant for understanding social actor interactions (Lou, 2017). Consequently, these perceptual spaces will be incorporated into the third component of the framework, namely place semiotics.

The second constituent within the geosemiotic framework is visual semiotics, as delineated by Scollon and Scollon (2003). They elucidate that the meaningful interpretation of visual images is realised through signs, images, graphics, texts, photographs, paintings, and their various combinations, perceived as a unified whole within the social semiotics theory of multimodality (Kress & van Leeuwen, 2006). Consequently, while the concept of visual semiotics by Kress and van Leeuwen (1996) possesses a narrower focus, in a broader context, all methods of constructing meaning in visual form (Scollon & Scollon, 2003) may overlap with and encompass the interaction order and place semiotics, as both of these component systems can also be visually apprehended. Thus, in this study, the concept of visual semiotics is expanded to encompass additional visual attributes such as code preference, inscription, and emplacement. These three attributes are inherent to the visual representation of language.

The third component of geosemiotics, place semiotics, underscores the intersection between studies in disciplines like urban planning and cultural geography with investigations into micro-level social interaction and language use. Within this framework, place semiotics

closely examines the meaning system of spatial organisation, conceptualised as distinct from the personal domains of social actors or the framed artefacts of visual semiotics (Scollon & Scollon, 2003). Consequently, place semiotics encompasses a typology of spaces categorised by their functions, such as frontstage versus backstage, private versus public, and display space versus passage space. Additionally, Hall's (1959) typology of spaces, which is based on the five types of sensory perceptions, is also subsumed within the realm of place semiotics.

Termed as social action, these three semiotic systems collectively form a geosemiotic aggregate, enabling researchers to scrutinise linguistic landscapes and reveal the connotative and denotative meanings of signs within the material world (Sheng & Buchanan, 2022). To streamline analysis, the modified geosemiotic framework outline proposed by Lou (2017), derived from the three aforementioned elements of the geosemiotic framework, serves as a guiding parameter. Table 1 provides a delineation of these components within the parameter system.

**Table 1. The geosemiotic outlines for data analysis**

Geosemiotic outlines		
Interaction order	Visual semiotics	Place semiotics
1. Interpersonal distance (intimate, personal, social, public) 2. Social interaction 3. Perception of the sign readers	1. Pictures (signs, images, graphics, texts, photographs, paintings, and all of the other combinations of these and others) 2. Material aspects of visual semiotics: <ol style="list-style-type: none"> <li>code preference: shows language preference by the authorities and the existing language policy,</li> <li>inscription: fonts (or letterform), material, layering, and state changes, all of which index particular meanings and discourses</li> <li>emplacement: where public signs are placed in the physical world.)</li> </ol>	1. Perceptual spaces (visual, auditory, olfactory, thermal, haptic) 2. Use spaces: frontage or public (exhibit/display, passage, special use, secure), backstage or private, regulatory spaces (vehicle traffic, pedestrian traffic, public notice), commercial space (e.g. holiday market, shelf display of goods), transgressive space (e.g. homeless hangouts)

## METHODOLOGY

Grounded within the geosemiotics approach, data collection and analysis of the LS at PIBNUY were conducted through both quantitative and qualitative methodologies. Emphasis was placed on gathering data pertaining to the characteristics of signs across geographic, material, and semantic dimensions (Scollon & Scollon, 2003). These methods were utilised to highlight visible semiotic signs within the school environment, elucidating their references to specific entities and levels of depth in meaning (Blommaert & Maly, 2014), which were subsequently

interpreted through the lens of bilingualism and multilingualism within schools. To ensure comprehensive data collection, visits were made to seven faculties representing all geographical areas of PIBNUY's integrated campus in Kaliurang, Yogyakarta, from May 2 to May 13, 2023. These visits enabled the collection of representative data for the LS corpus. The act of visiting the research sites was considered a socially attainable and encapsulated place (Stroud & Jegels, 2014), aligning with a praxeological approach. The process involved on-site observation and documentation of school signage using smartphone cameras, allowing for the capture of details such as colours, configurations, and subject matter (Karpava, 2022). Specifically, sites visited included areas outside buildings, such as main gates, boulevards, streets, gardens, and front or backyards of buildings. Drawing from the categorization proposed by Cenoz & Gorter (2006), signs within the linguistic landscape are delineated into two distinct typologies: bottom-up and top-down. The former encompasses privately generated commercial items, emanating from individuals, social actors, shop proprietors, and corporate entities, encompassing various communicative forms such as commercial establishment names and signage. Conversely, the top-down classification pertains to officially sanctioned signs originating from governmental bodies or affiliated institutions, including signage on public spaces, public announcements, and street nomenclature. Therefore, signages in PIBNUY are categorised as top-down signs when they bear the logo of PIBNUY, while those lacking the logo are classified as bottom-up signs.

Utilising the geosemiotic theoretical framework proposed by Scollon & Scollon (2003), the analysis and interpretation of school signs can be facilitated by exploring the interconnection of words, images, and indexing process signs (Kelleher & Milani, 2015). Sheng and Buchanan (2022) advocate for the application of this framework to investigate the correspondence of semiotic sites, the interconnected layers of signs, and the semiotics of signs. They also suggest examining the function of semiotic configurations, which encompass language choice, the placement of signs, analytical work, and the interpretation of school signs. Additionally, in the process of data analysis, Kress & van Leeuwen's (2006) social semiotics perspective was incorporated. This perspective focuses on culturally-based identities, ideologies, connotations, and symbols related to school signage at PIBNUY. In this study, a corpus of 200 linguistically visible signs was photographed and analysed, all of which are included in the semiotics aggregate comprising three components: the interaction order, visual semiotics, and place semiotics. However, since this study did not involve the direct engagement of actors (both designers of public information board texts and their readers), only the last two aspects of geosemiotics were employed.

Several considerations guided the analysis of school signs in this study. Firstly, the language used on signs was categorised into mono- and bi-/multilingual, encompassing all languages displayed on signage (Shohamy, 2012). Secondly, the linguistic signs were classified based on their linguistic landscape genre, which includes institutional names, notifications, directions, and other categories (Karolak, 2020). Additionally, the analysis considered the geographical sites, non-linguistic meanings of signs (Karolak, 2020), positions and environments, language order and domination (Scollon & Scollon, 2003), multimodality, geography-based settings of signs, and the relationship between linguistic and physical attributes such as appearance, fonts, colours, framing, sign position orientation, and the situation or location of signs (Blackwood & Tufi, 2015; Jaworski & Thurlow, 2010; Kress & van Leeuwen, 2006).

### ***Research site***

Established in 1945 with a fervent dedication to Indonesia's progress, PIBNUY has emerged as a prominent pillar in the country's educational framework. Situated on the outskirts of Yogyakarta, renowned for its cultural richness, PIBNUY's main campus offers a scenic vista of Mount Merapi, fostering an ideal setting for academic exploration. Offering 5 doctoral, 16 master's, 3 professional, 26 undergraduate, 3 applied degree, and 1 diploma programs, as well as 17 International Undergraduate Programs (IUP), PIBNUY empowers students to embark on a journey of self-discovery and intellectual growth. Upholding a commitment to excellence, PIBNUY continually modernises its facilities, boasting 10 libraries, 82 laboratories, and 27 research centres to foster cutting-edge research and educational innovation. Complemented by state-of-the-art amenities such as a grand mosque, bookstore, sports hall, auditoriums, hospitals, and a student convention centre, PIBNUY ensures that students have access to top-tier resources. Recognized as one of Indonesia's leading universities, PIBNUY has achieved international acclaim, ranking among Asia's top 500 universities. With over 118,000 alumni making significant contributions across diverse fields, PIBNUY's legacy of excellence resonates both nationally and globally, reflecting its enduring commitment to academic distinction and societal advancement.

### **ANALYSIS**

#### ***Language Represented and Linguistic Schoolscape Types of PIBNUY***

Utilising a quantitative approach, all faculties within PIBNUY were systematically visited, providing access to diverse geographical areas and environments. During these visits, data comprising images of school signs featuring a variety of language choices were systematically collected. Upon acquiring the data, they were meticulously counted, categorised, and subjected to comparative analysis. Particular attention was paid to various aspects of the signs, including their function, material composition, and positioning within social and cultural contexts (Jaworski & Thurlow, 2010).<sup>a</sup> Additionally, the signs were scrutinised for indications of internationalisation, institutionalisation, and language policy adherence (Van Mensel et al., 2017). A total of 200 signs were captured, archived, and subjected to analysis. These signs were further categorised based on the languages displayed on school signs and tabulated according to faculty areas within PIBNUY (see Table 2).

**Table 2. Languages represented in the linguistic schoolscape of PIBNUY**

Area signs	Monolingual		Bilingual		Multilingual		Total	%		
	English		Indonesian		Eng-Ina/Ina-Eng				Local-Ina-Eng	
	N	%	N	%	N	%			N	%
Boulevard, Mosque and Library	-	-	19	9.5	10	5	-	-	29	14.5
Faculty of Islamic Sciences and Diploma of Economic	-	-	9	4.5	3	1.5	-	-	12	6
Faculty of Law	5	2.5	11	5.5	4	2	-	-	20	10
Faculty of Mathematics and Natural Science	-	-	19	9.5	13	6.5	1	0.5	33	16.5
Faculty of Industrial Technology	1	0.5	15	7.5	11	5.5	-	-	27	13.5
Faculty of Civil Engineering and Planning	-	-	11	5.5	4	2	-	-	15	7.5
Faculty of Psychology and Socio-cultural Sciences; Faculty of Medicine	8	4	42	21	14	7	-	-	64	32
	14	7	126	63	59	29.5	1	0.5	200	100

Table 2 presents a categorization of languages depicted in the linguistic landscape (LS) of PIBNUY, delineated into monolingual, bilingual, and multilingual categories. Within the monolingual category, Indonesian emerges as the most prevalent language, constituting 125 instances or 62.5% of the corpus, reflecting its status as the national language. Notably, the exclusive use of Indonesian language on signs was predominantly observed in the Soekiman Wirjo Sandjojo Building, housing the Faculty of Psychology and Socio-Cultural Sciences, as well as the Faculty of Medicine (42 instances or 21%). Interestingly, instances of signs exclusively in English were also notably present in the Soekiman Wirjo Sandjojo Building (8 instances or 4%), the Faculty of Law (5 instances or 2.5%), and the Faculty of Industrial Technology (1 instance or 0.5%). However, the presence of Arabic language on signs within PIBNUY was found to be negligible, with only one instance detected in the boulevard area, particularly at the main gate (1 instance or 0.5%). In terms of bilingual signs, the most frequent occurrences (14 instances or 7%) were observed in the Soekiman Wirjo Sandjojo Building and the Faculty of Mathematics and Natural Sciences (13 instances or 6.5%). Among bilingual combinations, Indonesian-English signage was predominantly represented, comprising 59 instances or 29.5% of the total corpus. Regarding multilingual signs, their appearance was statistically rare, with only one instance detected (0.5% of the corpus). This multilingual sign was exclusively found in the Faculty of Mathematics and Natural Sciences, incorporating local language (Javanese), English, and Indonesian.

Monolingual signs are ubiquitous across all faculties and nearly all areas within the PIBNUY campus. These signs predominantly feature content in a single language. Conversely, bilingual signs are primarily utilised for institutional name boards by the university. Notably, the incorporation of foreign languages, particularly English, in these bilingual signs underscores the indexicality assigned to both Indonesian, as a national language, and English, as a global lingua franca. From another perspective, the presence of English in signage can be linked to associations made by scholars (Nikolaou, 2017) with notions of high culture, modernity, technologically advanced communities, and liberal market economies. Multilingual signs, albeit less common, serve a distinct purpose, notably as a gesture of welcoming visitors. This practice is particularly evident in the Faculty of Mathematics and Natural Sciences, where multilingual signs are employed to create an inclusive environment for visitors.

**Table 3. Top-down Linguistic Schoolscape Types**

Type of signs	Top down								Total	%
	Monolingual				Bilingual					
	Ina	%	Eng	%	Ina-Eng	%	Eng-Ina	%		
Institutional Names	23	23.5	1	1	1	1	26	26.5	<b>51</b>	<b>52</b>
Announcement	17	17.3	-	-	-	-	-	-	<b>17</b>	<b>17.3</b>
Signages	20	20.4	-	-	2	2	8	8	<b>30</b>	<b>30.6</b>
Total	<b>60</b>	<b>61.2</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>34</b>	<b>34.7</b>	<b>98</b>	<b>100</b>

Table 3 above delineates the characteristics of the top-down linguistic landscape (LS) of PIBNUY, focusing on institutional names, announcements/information, and signages, categorised into monolingual (Indonesian and English) and bilingual (English-Indonesian and Indonesian-English) classifications. The predominant language represented in the top-down LS of PIBNUY is monolingual Indonesian, accounting for 60 signs (61%), followed by bilingual English-Indonesian, comprising 34 signs (34.7%). Institutional names emerge as the dominant feature among both monolingual and bilingual signs. These features are exemplified in Figure 1, which showcases instances of signage within the top-down LS of PIBNUY.

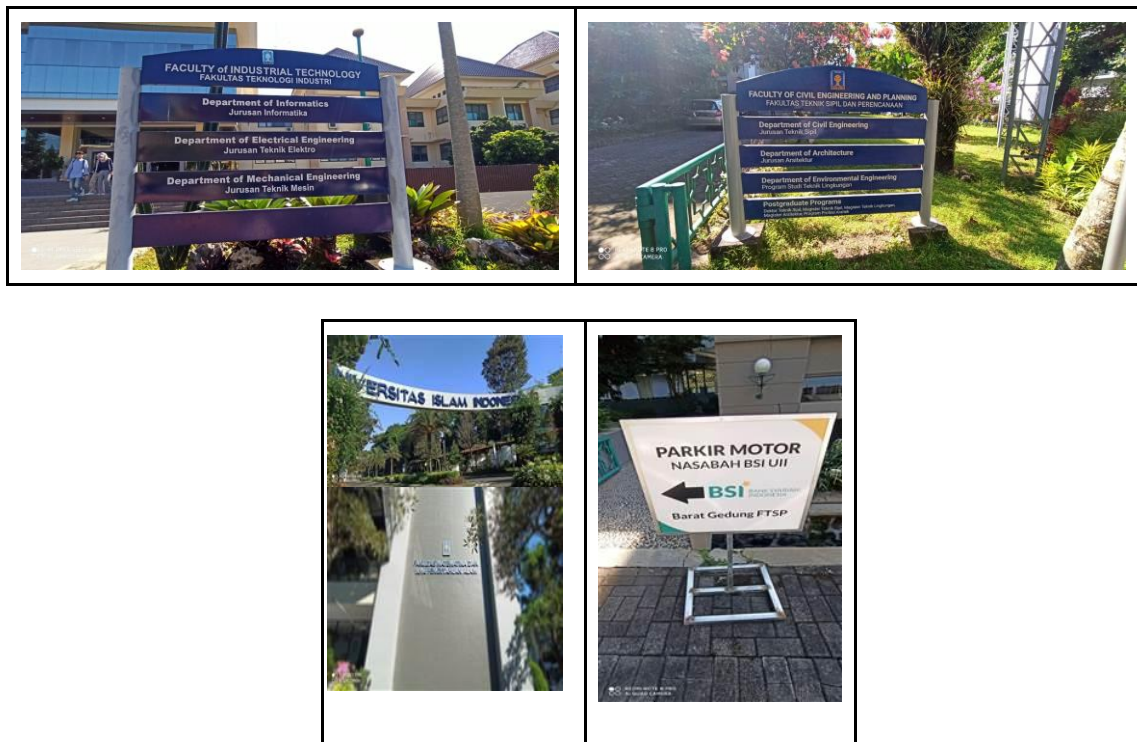


Figure 1. Top-down linguistic schoolscape of PIBNUY

Additionally, Table 4 illustrates the characteristics of the bottom-up linguistic landscape.

Table 4. Bottom-up Linguistic Schoolscape Types

Type of signs	Bottom up										Total	%
	Monolingual				Bilingual				Multi-lingual	%		
	Ina	%	Eng	%	Ina-Eng	%	Eng-Ina	%				
Institutional Name	16	15.7	1	0.9	-	-	-	-	-	-	<b>17</b>	<b>16.7</b>
Announcement	8	7.8	-	-	1	0.9	-	-	-	-	<b>9</b>	<b>8.8</b>
Signage	47	46	8	7.8	13	12.7	7	6.8	1	6.8	<b>76</b>	<b>74.5</b>
<b>Total</b>	<b>71</b>	<b>69.6</b>	<b>9</b>	<b>8.8</b>	<b>14</b>	<b>13.7</b>	<b>7</b>	<b>6.8</b>	<b>1</b>	<b>6.8</b>	<b>102</b>	<b>100</b>

From a statistical perspective, signages account for the majority of represented signs, comprising 69.6% of the total. Within the linguistic schoolscape, monolingual Indonesian (46%) and bilingual Indonesian-English (12.7%) emerge as the dominant linguistic forms among the signs. This type of LS is commonly observed in various locations across the campus, serving primarily informational or cautionary purposes for visitors. These signs play a crucial role in informing visitors about important guidelines and regulations within specific areas. By providing clear instructions and warnings, they aim to ensure that visitors adhere to campus regulations, particularly those visiting PIBNUY for the first time. Moreover, the texts on these signs are presented in an attractive manner, often utilising bright colours to enhance readability. A selection of these features is depicted in Figure 2.



Figure 2. Bottom-up signages of LS in PIBNUY

More specifically, institutional name signs typically exhibit two distinctive features. Firstly, these signs often deviate from conventional designs. They vary in appearance, characterised by diverse board frames, text colours, and placement locations, which may include open spaces or wall hangings on buildings. This diversity in design is likely intended to enhance visibility and reinforce recognition of institutional names among individuals traversing the campus. Secondly, the names of institutions may be presented either individually or in combination on a single signboard. Figure 3 showcases examples highlighting these advertisement features.

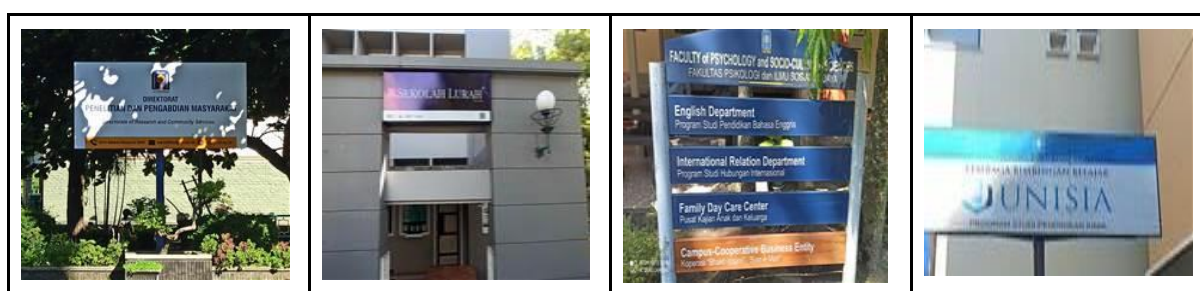


Figure 3. Institutional name signs

Another prevalent type of linguistic landscape (LS) comprises permanent inscriptions. These inscriptions are distinctively prominent, typically found only in specific locations across the campus. An example of such inscriptions is the prominent display of the PIBNUY name at the front gate, commonly referred to as the boulevard. This inscription serves to captivate visitors, offering a glimpse of the university's grandeur before they proceed to the main buildings beyond the gate. Moreover, in many of the newer buildings such as the Faculty of Law and the Faculty of Islamic Sciences, both the name of the faculty and the building are

meticulously inscribed on the outer side of the front yard. This placement lends an aura of elegance and prestige to these structures. The choice of colour for these inscribed texts follows a typical pattern, often featuring a dominant colour scheme such as blue, gold, or white. These distinctive features of the LS are illustrated in Figure 4.



**Figure 4. Permanently inscribed**

The final category within the LS paradigm comprises congratulatory signboards. These ephemeral manifestations are typically crafted from non-permanent materials. Often, these signboards serve to extend congratulations to newly minted PhD holders, with accompanying pictures depicting the recipients. Additionally, welcoming signs are commonly encountered at the entry gates of various buildings across the campus. Distinctive characteristics of these welcoming signs include supplementary messages promoting specific initiatives, such as a smoke-free campus. Notable examples include expressions like "Welcome to a smoke-free campus," signalling PIBNUY's commitment to fostering a green campus environment by prohibiting smoking among all stakeholders on campus grounds. Illustrative examples of these LS features are depicted in Figure 5.



Figure 5. Congratulatory and welcoming sign boards

These findings align with the research conducted by Halim and Sukamto (2023), who also identified organisation names and warning signs in their dataset. Furthermore, the results of this study bear resemblance to those of Yusuf and Putrie (2022), particularly concerning the inscriptions of Arabic texts and their role in location, information dissemination, and behaviour regulation. This parallelism underscores the prevalence of these types of linguistic landscape (LS) features across various locales in Indonesia.

**The Characteristics of School Signs in PIBNUY: Visual Semiotics, and Place Semiotics**

The delineation of school signs' characteristics at PIBNUY derives from two of the three geosemiotic parameters: visual semiotic and place semiotic. The specifics pertaining to these parameters are expounded upon below.

*Visual Semiotics: Pictures*

Table 5: Pictures aspect in visual semiotics

Items	Bottom up			Top down		
	Institutional Name	Announcement	Signage	Institutional Name	Announcement	Signage
Images	2	-	-	-	-	1
Texts	2	3	21	27	4	4
Combinations of text, image, and sign	1	6	54	4	19	25

Regarding the visual semiotics aspect, the LS observed at PIBNUY manifests in three forms: images only (see Figure 6), text only (see Figure 6), and a combination of texts, images, and symbols (see Figure 7).



Figure 6. Samples of images and texts only of LS in PIBNUY



Figure 7. Samples of combination of images, texts, and signs of LS in PIBNUY

In the context of PIBNUY's linguistic landscape, signs featuring images exclusively are notably sparse, appearing primarily in institutional names within the bottom-up category and signage within the top-down category. Conversely, signs comprised solely of text are prevalent in the bottom-up category, typically serving informative purposes such as indicating parking positions, providing instructions, or conveying prohibitions. In contrast, within the top-down category, text-only signs are commonly observed in institutional names, denoting specific buildings, offices, departments, or locations. The combination of both images and text predominates among signs across both bottom-up and top-down categories. These signs, often serving as directional guides or providing informational content, exhibit a redundancy in textual information. Given the visual nature of the accompanying images, the textual content appears superfluous, as the intended meaning can often be inferred solely from the visual elements.

*Visual Semiotics: Material aspect [code preference]***Table 6. Code preference as material aspect in visual semiotics**

Items	Bottom up			Top down		
	Institutional Name	Announcement	Signage	Institutional Name	Announcement	Signage
<b>Status</b>	Indonesian = national language English = international language			Javanese = local language Indonesian = national language English = international language		
<b>Prestige</b>	Mono Ina = 71 Eng = 9	Bilingual Eng-Ina = 7 Ina-Eng = 14	Multi lingual 1	Mono Ina = 60 Eng = 1	Bilingual Ina-Eng = 3 Eng-Ina = 34	Multi lingual 0
<b>Prominence</b>	Mono all: Ina = 131, Eng = 10; Bilingual all: Eng-Ina = 41, Ina-Eng = 17; Multilingual 1					

When analysing code preference, three crucial aspects necessitate examination: language status, prestige, and prominence within society. The first aspect indicates that both Indonesian and English languages predominate in the bottom-up LS, whereas at PIBNUY, the top-down LS incorporates Javanese, Indonesian, and English. These languages are categorised as the local language (Javanese), national language (Indonesian), and international language (English). According to Eberhard, Simons, and Fennig (2024), the Javanese language is primarily spoken by Javanese individuals in Indonesia, with its status in this region being institutional. Furthermore, Javanese is also spoken in Suriname, where its status is considered stable, and in New Caledonia, albeit as an endangered language.

Regarding the prestige of the language, an analysis based on the frequency of language usage on signs reveals that monolingual Indonesian holds prominence in both the bottom-up (71 out of 200 signs) and top-down (60 out of 200 signs) linguistic landscapes (LS) of PIBNUY. This suggests that Indonesian serves as the prestigious language of choice within PIBNUY's linguistic environment. The selection of language codes on signs, and their combinations, is closely linked to the design of the signage. Given the predominance of monolingual Indonesian, bilingual combinations such as English-Indonesian or Indonesian-English are favoured. Notably, the incorporation of the local language, Javanese, alongside Indonesian and English was observed in only one sign. This preference for Indonesian aligns with language policies in Indonesia, where Indonesian is designated as the national language and the primary language of instruction in education. The prominence of bilingual signs in Indonesian-English or English-Indonesian (constituting 29% of all signs) suggests an effort by the university to foster internalisation at home, in line with the principles of globalisation and internationalisation.

In essence, although not predominant, the inclusion of English in the LS of PIBNUY signals the university's aspiration for global recognition and international standing as an educational institution. In bilingual signage, English emerges as a dominant language alongside Indonesian, reflecting the university's commitment to catering to international interactions and positioning itself as a hub for global engagement. Given English's status as a global lingua

franca, its use underscores the necessity for effective communication in international contexts and reinforces the university's identity as a global institution. Simultaneously, the incorporation of Indonesian in the LS responds to local imperatives and reinforces the nation's identity as a diverse yet unified entity. In a broader context, Blackwood and Tufi (2015) contend that the presence of English in PIBNUY's LS is intertwined with cosmopolitan identity narratives, reflecting the ideologies of sign owners and stakeholders. These ideologies encompass various dimensions including cultural, socio-economic, and political factors, all of which play pivotal roles in shaping the LS.

Nearly all bilingual (and multilingual) signs in PIBNUY serve functional purposes, primarily aimed at providing information, notifications, warnings, and directions. These signs predominantly rely on textual messages rather than incorporating images, as the limited space available prioritises conveying verbal information over aesthetic appeal (Zantides et al., 2016). The prevalence of the English language in institutional name boards underscores the university's commitment to internationalisation at home, as depicted in Figures 1, 3, and 4. Some signs blend traditional aesthetics with global symbols to align with the university's mission, as illustrated in Figure 8. Notably, these signs encompass three semiotic systems: linguistic texts, symbols/figures, and local signs (Zantides et al., 2016). In the context of the geosemiotic framework, language display aligns closely with place semiotics, where linguistic texts, font size, and sign placement reveal prominent linguistic messages and underlying beliefs in bilingual (and multilingual) signage (Sheng & Buchanan, 2022). The positioning of English prominently above other languages on signs, as observed in Figure 8, supports Androutsopoulos' (2013) assertion that English placement reflects discursive purposes and prioritises readability and hierarchy. Therefore, the combination of culture, language, and design characterises the linguistic landscape in PIBNUY, illustrating the power of intersemiotic translation within the essence of language through pictorial semiotic systems (Zantides et al., 2006).

The predominant use of English on school signs in PIBNUY is closely tied to its status as a global lingua franca and serves as a marker of the university's esteemed reputation. The incorporation of English and other languages on school signposts, along with considerations of language positioning and sign location, are influenced by various factors such as language policy, ideological perspectives, and university identities. Despite being numerically fewer than monolingual signs, the presence of bilingual (and multilingual) signs in various areas of the university reflects a shifting linguistic landscape within PIBNUY. The language choices evident on school signs in PIBNUY serve as indices of geopolitical affiliations, encompassing local (Javanese), national (Indonesian), and international (English) languages, thus illustrating "geopolitical indexing" (Scollon & Scollon, 2003, p. 119). Additionally, the design and purpose of signage, along with their cultural associations with specific buildings, underscore the symbolic nature of language choice, reflecting "symbolization based on socio-cultural associations" (Scollon & Scollon, 2003, p. 119).

## Visual Semiotics: Material aspect [inscription]

Table 7. Inscription as material aspect in visual semiotics

Material Aspect	Item	Bottom up			Top down		
		Institutional Name	Announcement	Signage	Institutional Name	Announcement	Signage
The <b>font</b> of the text	Small	1	5	49	-	9	11
	Medium	1	1	18	30	2	18
	Big	15	3	9	21	6	1
How it is <b>written</b>	Printed	4	7	16	1	11	10
	Painting/screen painting	2	2	60	35	6	20
	Attached to concrete	11	-	-	15	-	-
<b>Material</b>	Wood	-	-	6	-	-	-
	Acrylic	-	1	5	1	6	9
	Aluminium/Zinc	2	2	49	35	-	11
	Sticker	-	1	8	1	-	-
	Paper	-	1	5	-	1	2
	Digital printing	5	4	3	-	10	8
	Concrete	10	-	-	14	-	-

<b>Board Size</b>	Small	1	6	50	-	8	11
	Medium	2	-	23	30	-	19
	Big	14	3	3	21	9	-
<b>Shape</b>	Vertical	1	-	25	4	1	15
	Horizontal	2	8	46	47	13	15
	Round	-	-	2	-	-	-
	Square	4	1	3	-	3	-
<b>Code colour</b> Black = Ba Blue = Be Red = R White = W Yellow = Y Green = Ge Grey= Ga Purple = P	White	2	4	51	31	2	14
	Blue	6	-	1	6	-	4
	Red	-	-	3	-	-	-
	Black	1	-	9	3	-	1
	Yellow	1	-	-	3	-	-
	Golden	1	-	-	-	-	-
	Combination	Ba-R-W Ba-Y Ba-Be-Ge Ba-Be-Ge-W- Y-Ga Ba-W-Be R-Be-W	W-Be-Ba W-Y Ba-W-P Be-R-Ba Be-Ba	R-Ba W-Y Y-W (n=3) Ge-W Be-W (n=3) Ba-W (n= 2) W-Be	Be-Ba Be-Y Y-W (n=2) Be-Y-Ge-P W-R Ga-W	W-Ba W-Y (n=3) W-Be (n=2) R-Ba Ba-W-Be R-Ba (n=4) W-Ge Be-Y Y-R-W	W-Be Y-W (n=2) W-Ba R-Ba (n=2) Ba-Ge Be-W (n=2) Ba-Be

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Ba-Y

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In terms of material inscription, six key elements were identified for data analysis. Firstly, small-sized fonts dominate the bottom-up LS of signages (4.5%), while medium-sized fonts are predominantly used in the institutional name signs of the top-down LS (15%). Secondly, both bottom-up (30%) and top-down (17.5%) LS utilise the painting/screen painting technique for inscription. Thirdly, aluminium/zinc emerges as the primary material for sign creation, accounting for 24.5% of bottom-up LS signages and 17.5% of top-down LS institutional names. Fourthly, the board size of LS in PIBNUY tends to be relatively small for bottom-up LS signages (25%) and medium for top-down LS institutional names (15%). Fifthly, horizontal signboards outnumber vertical ones. In bottom-up LS, horizontal signages constitute 23% compared to 12.5% for vertical ones, while in top-down LS, horizontal institutional names comprise 23.5% versus 2% for vertical signs. Additionally, English predominates in both bottom-up and top-down LS, occupying the top position in horizontal signs (24/12%), the bottom position in horizontal signs (15/7.5%), the top position in vertical signs (11/5.5%), the bottom position in vertical signs (5/2.5%), and the left position (2/1%). Lastly, white emerges as the dominant colour choice for code colour in LS across PIBNUY.

In the bottom-up LS, white colour is predominantly used in signages (25.5%), surpassing the usage of blue colour (3%). Conversely, in the top-down LS, white colour is more prevalent for institutional names (15.5%) compared to blue colour (3%) for the same signs. However, colour combinations are present in both bottom-up (12%) and top-down (16.5%) LS across all categories of signs. In the bottom-up LS, samples of colour combinations include black-red-white, red-blue-white, and black-blue-green-white-yellow-grey. Meanwhile, in the top-down LS, examples of colour combinations include blue-yellow-green-purple, black-white-blue, and yellow-red-white. Illustrations of these features are provided in Figure 8.

Nearly all bilingual signs in Indonesian-English or English-Indonesian utilise various colours and fonts. Typically, the text alignment is horizontal, and a smaller font size is employed, except for institutional name boards where uniform colour is crucial for readability. This design approach is corroborated by Zantides et al. (2016), who suggest that hierarchical information on signs can be conveyed through different typefaces, fonts, colours, and text alignment. Figures 4 and 7 illustrate this with a combination of colours used. The selection of colours aims to captivate stakeholders (teachers, students, visitors), with yellow chosen for its visibility in daylight, as demonstrated in Figure 4 (Faculty of Law). Harrocks (2012) identifies colours as conveying cultural values, while Van Leeuwen (2011) associates them with the emotional domain. Additionally, syncretic meaning arises from the interaction of semiotic systems in bilingual signs (Petrilli & Ponzio, 2012), where linguistic elements are not the sole means of communication. According to Zantides et al. (2016), other aspects such as pictorial elements, typography, colour, and layout contribute significantly to the overall meaning of a sign. Figure 10 depicts a bilingual sign prohibiting smoking, utilising red colour—a universally recognized warning signal—to convey danger and caution. The inclusion of pictorial signs depicting cigarettes with a red cross reinforces the message of the sign.



Figure 8. Features of inscription

The analysis of school signs at PIBNUY through the lens of visual semiotics (Scollon & Scollon, 2003) reveals a predominant use of a single style in textual representation, which may not adequately reflect the social and cultural diversity within the educational environment. Further examination of visual semiotics and language positioning within Indonesian-English bilingual signs indicates a clear prioritisation of Indonesian, positioned at the top, with English relegated to a secondary position. This strategic arrangement suggests that the target audience comprises individuals proficient in both Indonesian and English. Bilingual signs primarily serve to communicate notifications, warnings, or directions to stakeholders, thereby demonstrating a multimodal organisation of signage.

As school signs primarily encompass institutional name boards, notifications or warnings, directional boards, permanently inscribed messages, and congratulatory boards, there are few signs directly associated with specific faculties or offices. An exception is observed at the main gate of the university, depicted in Figure 4, where the university's name is prominently displayed. Notably, given the Islamic foundation of the university, the name is inscribed in Indonesian on the outer side of the gate, while Arabic script is employed on the inner side. Among the institutional signs, one prominently inscribed example is illustrated in Figure 4, representing the Faculty of Law. Visually, this monolingual English sign symbolises the esteemed stature of the faculty. The deliberate choice of yellow colour for the faculty's name conveys positive connotations such as self-confidence, communication, wisdom, creativity, idealism, and intellect, as outlined in colour psychology literature (see [http://www.dianeback.com/Site/Color\\_Meanings.html](http://www.dianeback.com/Site/Color_Meanings.html)).

*Visual Semiotics: Material aspect [emplacement]*

**Table 8. Emplacement as material aspect in visual semiotics**

Aspect	Item	Bottom up			Top down	
		Institutional Name	Announcement	Signage	Institutional Name	Announcement
<b>Situated</b> (expected according to norms - the actual <b>location</b> of the sign in the physical world)	Inside building					
	Attached on wall	3	2	5	1	-
	Attached on door	-	-	1	-	-
	Outside					
	Gate	1	-	13	-	-
	In front of main door	2	-	1	1	-
	Outermost area of the building yard	4	1	-	4	-
	Attached on the outside wall of the building	2	1	11	9	-
	Attached on the front porch	1	-	-	1	-
	Attached on the wall above main door	2	-	-	-	-
	Enacted in the main yard	1	-	-	-	-
	Enacted in the side road	1	3	38	30	-
	Main yard	-	1	5	1	-
	Student study area outside	-	1	1	-	-
Building banner	-	-	2	-	-	
<b>Decontextualized</b> (include one symbol such as Nike, McD, etc)	<b>No Sign</b>					

<b>Transgressive</b> (put into place without authorization or not expected according to norms such as graffiti, stickers, etc...)	2	4	1	-	2
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Table 8 presents an analysis of emplacement as a material aspect of linguistic landscapes. The data illustrate that the majority of linguistic schoolsapes are characterised by situated emplacement, with transgressive emplacements represented by nine signs, while no signs depict decontextualized emplacement. In the context of situated emplacement, both bottom-up and top-down signs are primarily affixed to the exterior walls of buildings and positioned along roadsides. These signs serve functional purposes, such as providing information and directives to readers. Specific locations include door handles, elevators, open spaces, and designated corners. Examples of such signs are depicted in Figure 9 below.

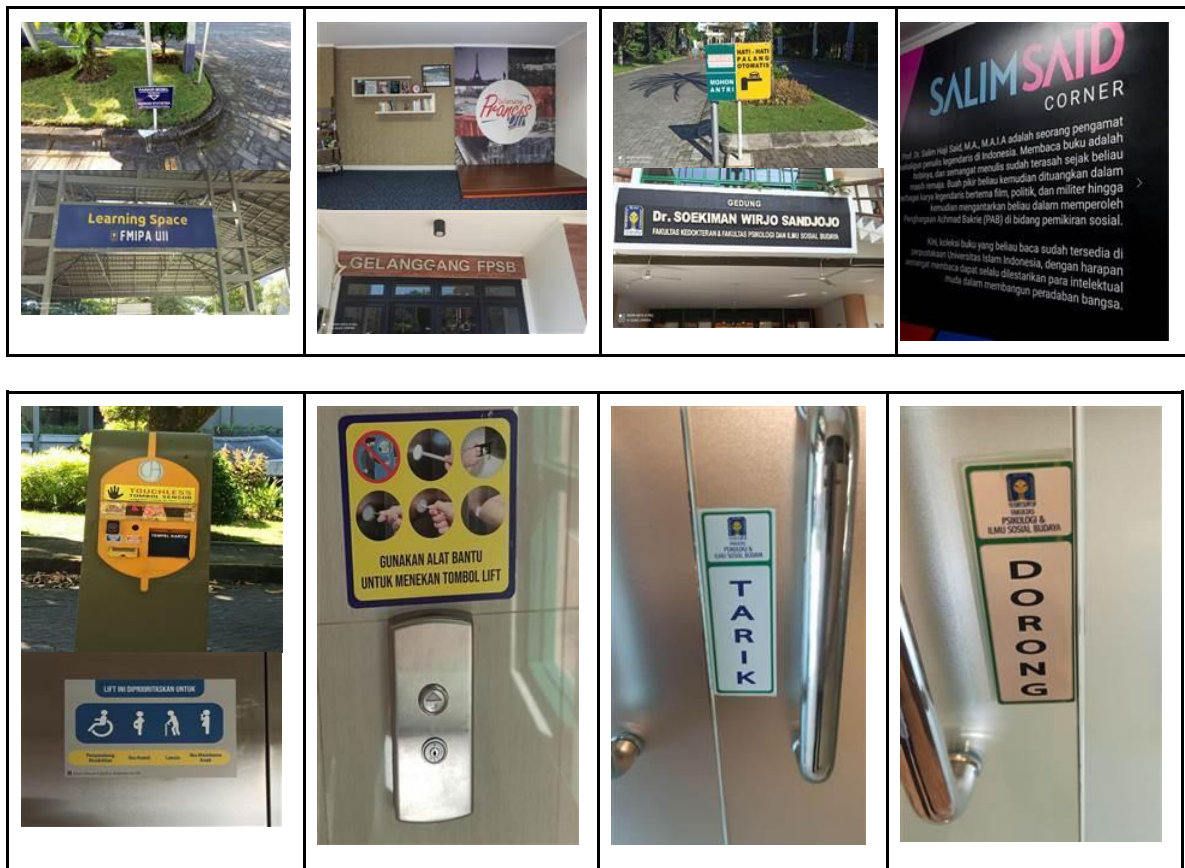


Figure 9. Situated emplacement

Signs play a crucial role in conveying information and conveying deep meanings (Van Leeuwen, 2011), thereby capturing the attention of their readers. As depicted in Figure 9, a bilingual English-Indonesian sign for the parking ticket button exemplifies this phenomenon. This image portrays a pragmatic meaning, wherein the gesture of waving hands elucidates the English term "touchless" and the Indonesian phrase "*lambaikan tangan.*" Consequently, the sign serves the function of informing students, teachers, and visitors about the process of obtaining a

parking ticket at PIBNUY. The juxtaposition of the English term "touchless" and the Indonesian phrase "*lambaikan tangan*" contributes to an intriguing bilingual discourse, fostering discourse enrichment and appreciation for intercultural communication.

In transgressive emplacement, numerous signs (temporary adhesive announcements, signages, or other signs) are affixed to walls or places not originally intended for such displays. These signs are typically attached to building walls, pillars, fences, and open spaces designated for student activities. Materially, these signs vary from non-permanent options such as stickers, digital prints, and handmade announcements to more permanent fixtures like acrylic and aluminium. Figure 10 provides examples of such signs, showcasing their placement in unconventional locations and diverse material compositions.



**Figure 10. Transgressive emplacement**

*Place Semiotics: Perceptual spaces [visual]*

In terms of perceptual space, where "conscious perception, through sight, sound, smell, taste, touch and the reasoning mind, all engage in identifying the meanings the things in the world of experience" (Gaines, 2006, p. 174), Figure 11 exemplifies how the landscape encompasses more than just linguistic elements, but also the interconnectedness between the linguistic schoolscape, surrounding environment, and architectural structures. Observing this linguistic schoolscape, readers not only perceive the signage but also experience the freshness of green grass and vegetation. Moreover, the harmonious integration of architectural design, linguistic elements, landscaping, and exterior features contributes to the creation of a captivating perceptual space.



**Figure 11. Perceptual space of place semiotics**

From an alternative perspective, Figure 12 offers another illustration of perceptual space within the linguistic schoolscape. The arrangement of outdoor signage within the schoolscape appears extensive, with road signs and announcement/information boards situated in close proximity. This setup may potentially divide the attention of observers. As individuals engage with the linguistic schoolscape, they simultaneously immerse themselves in the lush greenery of the surrounding garden, characterised by verdant grass, foliage, and trees, which collectively contribute to a picturesque schoolscape vista. Moreover, seasonal variations further influence the perceptual experience. During the rainy season, the grass appears vibrant green, imbued with moisture and emitting a distinctive earthy aroma. Conversely, in the dry season, the grass takes on a yellowish hue, while dust becomes more prevalent in the environment.



**Figure 12. Perceptual space of place semiotics**

*Place Semiotics: Use space [frontage or public and backstage or private]*

**Table 9. Use space of place semiotics**

Aspect	Bottom up			Top down		
	Institutional Name	Announcement	Signage	Institutional Name	Announcement	Signage
Frontage or public	10	6	40	46	17	24
Backstage or private	0	0	33	0	0	6

The second aspect of place semiotics pertains to the use of space, delineated into frontage or public areas, and backstage or private domains. Frontage spaces are observable in both bottom-up and top-down LS or semiotics landscape signs, particularly in institutional names, announcements, and signages. Within the bottom-up category, signages dominate, whereas in the top-down category, institutional names prevail. Conversely, backstage spaces are solely evident in signages. These signs typically utilise frontage spaces such as gates and building names, with materials predominantly comprising concrete affixed to the structures. Regrettably, these names exclusively feature monolingual Bahasa Indonesia, omitting English usage. This discrepancy can be attributed to the fact that these names were established prior to PIBNUY's declaration as an international institution. Illustrative examples of these signs are presented in Figure 13.



**Figure 13. Frontage of public in place semiotic**

The backstage or private signs within PIBNUY are primarily exemplified by signages in both bottom-up and top-down categories. Given their inherently private nature, the prevalence is observed within the bottom-up domain. These signs are chiefly distinguished by providing information or directions for both vehicular and pedestrian traffic, typically conveyed in monolingual Bahasa Indonesia or bilingual Indonesian-English and vice versa. The majority of these signs are permanently printed on aluminium-based materials, whereas public notice information comprises both permanent and non-permanent signage. Examples of these signs are depicted in Figure 14.



Figure 14. Backstage in place semiotics

## CONCLUSIONS

Utilising a geosemiotic framework, the aim of this study is to investigate the linguistic schoolscape within PIBNUY across seven faculties and associated environments, focusing on the mono-, bi-, and multilingual characteristics of language usage. Specifically, the study examines the content and symbolic function of signs, the selection and placement of codes, and the positioning of signs within the aforementioned faculties and supporting institutional structures. Broadly, the linguistic landscape of PIBNUY is predominantly characterised by the utilisation of monolingual Indonesian as the primary mode of communication among its populace. However, the presence of bilingual English-Indonesian and Indonesian-English signage, though accounting for less than forty percent of the total, signifies a deliberate discourse strategy. This reflects the contemporary socio-linguistic landscape where English serves as a postcolonial lingua franca. Notably, the visibility and prominence of the positioning layout, font family, colour, and multimodal size underscore the strategic use of English in these signs as a symbol of modernity, globalisation, and international prestige. In a broader context, scholars such as Androutsopoulos (2013), Blommaert (2010), and Higgins (2009) have associated the use of English in linguistic landscapes with symbolic values such as progress, internationalism, and innovation. Moreover, the study observes a minimal presence of multilingual characteristics within the linguistic context of PIBNUY.

Focusing on the signage distributed throughout the environment surrounding the faculties and supporting institutions within PIBNUY, the linguistic schoolscape is classified into institutional names, announcement/information, and signages, utilising a geosemiotic approach that integrates visual semiotic and place semiotic dimensions. Visual semiotic analysis encompasses two key dimensions: pictures and material aspects. Pictures predominantly comprise images, texts, and a combination of both. Material aspects include code preference, inscription methods, and emplacement. At PIBNUY, code preference reflects the status of languages represented, encompassing Javanese, Indonesian, and English, with monolingual Indonesian being the prestige language, and bilingual English-Indonesian or Indonesian-English also holding prestige. Inscription techniques primarily involve screen printing, small fonts, small board sizes, horizontal orientation, and the use of white coloration. Emplacement

characteristics involve signage positioned along roadsides and occasionally transgressively placed. Place semiotic analysis delves into perceptual space and use space. Perceptual space illustrates that signs are integrated with surrounding buildings and spaces, contributing to a visually appealing landscape. Use space is dominated by frontages, with top-down institutional signs prevailing, and bottom-up signages occupying prominent positions.

Moreover, the analysis reveals that as an Islamic-based institution situated in a multilingual nation, the linguistic diversity reflected in signage across the PIBNUY campus is relatively limited. The languages chosen for signage not only reflect their status and prestige within the institution but also embody broader language policies, socio-cultural, political, and economic dynamics, as well as language ideologies prevalent in the institution. Additionally, practical considerations and pragmatic factors, along with the indexing purposes of educational signs, contribute to the language choices made in the PIBNUY environment. Scholarly literature suggests that the presence or absence of languages in linguistic landscapes can serve as indicators of ethnolinguistic vitality and the ongoing process of internationalisation within educational contexts. Furthermore, the agency of higher education leadership plays a significant role in determining language choices and sign content, reflecting institutional priorities and objectives. The research findings highlight that signage within the PIBNUY environment primarily serves informational purposes related to building names, faculty names, notices, prohibitions, directions, and congratulatory messages for institutional and individual achievements. Factors such as the architecture of new buildings, target audience demographics, and geographical location emerge as critical considerations influencing the selection and use of languages across the PIBNUY campus.

From a geosemiotic standpoint, the examination of the LS at PIBNUY underscores the pivotal role of visual language and semiotic compositions on signboards. Semiotic compositions, encompassing elements such as colour coding, size, placement, and multimodality, exert significant influence on LS within the PIBNUY environment. The deliberate selection of language, coupled with multimodal features and strategic textual placement, appears to be a conscious decision orchestrated by decision-makers at PIBNUY to enhance convenience and disseminate crucial information to stakeholders navigating the campus. However, it is essential to acknowledge certain limitations inherent in this study. Primarily, the sample size of signs examined and the focus solely on outdoor signage outside faculties and supporting institutions constrain the generalizability of findings. Future research endeavours should aim for more expansive investigations encompassing both indoor and outdoor signage across diverse campus locales. Additionally, incorporating perspectives and feedback from various stakeholders, including students, faculty, staff, policymakers, and visitors, would enrich the understanding of linguistic schoolscape dynamics, rendering the research more robust and comprehensive.

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