

# LINGUISTIC LANDSCAPE OF PESANTREN MODERN AL-AMANAH JUNWANGI: IT'S ROLE IN ARABIC ACQUISITION

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**Abstract:** The study of the Linguistic Landscape has increasingly garnered attention within the field of sociolinguistics, providing valuable insights into the manifestation and function of language in public spaces. Its significance lies in its capacity to illuminate dynamic shifts in language use within specific social contexts, as well as its impact on language acquisition processes. This article delves into the types and functions of the Linguistic Landscape within pesantren environments, where language practices reflect an integrated Islamic educational and religious setting that actively facilitates students' language learning. Employing a qualitative research methodology, this study was conducted at Pesantren Modern Al-Amanah Junwangi. Data were collected through observations, interviews, and documentation, followed by systematic analysis and synthesis. The findings reveal a linguistically diverse landscape characterized by monolingual, bilingual, and multilingual expressions, alongside varying degrees of permanency, encompassing both stable and ephemeral linguistic elements. Beyond their informational and symbolic roles, such as place names, public signage, and instructional media, the elements of the Linguistic Landscape substantially contribute to students' language acquisition. Continuous exposure to written texts, informative signs, and verbal interactions within the pesantren environment promotes effective absorption, comprehension, and internalization of language in both academic and social domains.

**Keywords:** Arabic landscape, Arabic acquisition, Arabic learning, Arabic in Pesantren.

## Introduction

Examining linguistic landscapes has emerged as a relatively recent but significant domain within linguistic research. According to Landry and Bourhis, a linguistic landscape comprises the visible linguistic elements in public spaces, such as road signs, billboards, street names, and signage in government buildings or urban areas<sup>1</sup>. However, its scope extends beyond mere visual markers; it acts as a mirror reflecting the local linguistic environment and provides valuable insights into the interaction among languages and their hierarchical positioning within society. The linguistic landscape of a specific region thus serves as a lens through which cultural identity, traditions, and social practices can be observed, underscoring the intricate relationship between language and society, a field where creativity and linguistic expertise are essential<sup>2</sup>. Some scholars further argue that translation within this context is not simply a technical task but an artistic endeavor requiring a delicate balance between practical application and theoretical understanding<sup>3</sup>.

The linguistic environment at Pesantren Modern Al-Amanah Junwangi exemplifies such a landscape. This educational institution adopts a bilingual instructional approach that fosters an academic setting where multiple languages coexist and contribute to students' linguistic development<sup>4</sup>.

Studies of linguistic landscapes focus on the presence and use of linguistic signs in public spaces across monolingual, bilingual, and multilingual contexts<sup>5</sup>. This concept highlights two fundamental functions: the informational and the symbolic. The informational function, often described as explicit message transmission, conveys clear linguistic information to the public, as seen in advertisements and

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<sup>1</sup> Rodrigue Landry and Richard Y Bourhis, 'Linguistic Landscape and Ethnolinguistic Vitality: An Empirical Study', *Journal of Language and Social Psychology*, 16.1 (1997), pp. 23–49.

<sup>2</sup> Luanga Adrien Kasanga, 'Mapping the Linguistic Landscape of a Commercial Neighbourhood in Central Phnom Penh', *Journal of Multilingual and Multicultural Development*, 33.6 (2012), pp. 553–67.

<sup>3</sup> Hamad Ebrahim, 'تدريب المترجم بين النظرية والتطبيق: السبل والغايات', *مجلة وادي النيل للدراسات*, 2021, 2021. والبحوث الإنسانية والاجتماعية والترفيه

<sup>4</sup> Landry and Bourhis, 'Linguistic Landscape and Ethnolinguistic Vitality: An Empirical Study'.

<sup>5</sup> Dany Ardhan and Soemarlarn Soemarlarn, 'Mengenal Kajian Lanskap Linguistik Dn Upaya Penataannya Dalam Ruang-Ruang Publik Di Indonesia', *Jurnal Akrab Juara*, 3.3 (2018), pp. 170–81.

signage<sup>6</sup>. In contrast, the symbolic function represents the cultural and social dimensions of language, reflecting power structures, societal values, and dominant ideologies within particular communities or groups<sup>7</sup>.

Visual exposure to language in educational public spaces provides essential linguistic input that supports language acquisition. The presence of written and displayed language elements; such as signs, posters, and informational texts in multiple languages, immerses learners in authentic language use beyond formal instruction. This indirect yet consistent exposure reinforces vocabulary, syntax, and cultural context, enabling students to internalize language patterns naturally. Consequently, educational environments enriched with diverse linguistic landscapes significantly enhance learners' language proficiency by fostering incidental learning and improving overall communicative competence<sup>8</sup>.

Linguistic landscapes vary uniquely across different environments, and Pesantren Modern Al-Amanah Junwangi presents a particularly valuable case study due to its rigorous language policies and the intensity of visual exposure to Arabic alongside English. This Islamic boarding school implements a structured bilingual education model that integrates Arabic and English into the formal curriculum while actively promoting their use throughout daily institutional life, cultivating a rich multilingual culture<sup>9</sup>. The consistent presence of Arabic in public spaces; through signage, educational materials, and religious texts, creates a linguistically immersive environment that reinforces language acquisition beyond classroom instruction<sup>10</sup>. Furthermore, the institution's diverse student body, drawn from various regional and cultural backgrounds, exemplifies how bilingual and multilingual practices are naturally adopted and sustained. This combination of formal language policies, immersive visual stimuli, and

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<sup>6</sup> Rizky N Sari and Agusniar D Savitri, 'Penamaan Toko Di Sidoarjo Kota: Kajian Lanskap Linguistik', *Surabaya: Universitas Negeri Surabaya*, 2021.

<sup>7</sup> Ketut Artawa, *Lanskap Linguistik Pengenalan, Pemaparan, Dan Aplikasi* (Deepublish, 2023).

<sup>8</sup> I Made Pustikayasa and others, *TRANSFORMASI PENDIDIKAN: Panduan Praktis Teknologi Di Ruang Belajar* (PT. Sonpedia Publishing Indonesia, 2023).

<sup>9</sup> Maryam Nur Annisa and Randi Safii, 'Analisis Kebutuhan Belajar Bahasa Arab Sebagai Bahasa Asing Dalam Konteks Pendidikan Tinggi', *ELOQUENCE: Journal of Foreign Language*, 2.2 (2023), pp. 313–28.

<sup>10</sup> Muh Sabilar Rosyad, 'نحو الإبداعية في إعداد البيئة اللغوية الفاعلة بإندونيسيا (تجارب المعاهد) لساننا (LISANUNA): Jurnal Ilmu Bahasa Arab Dan Pembelajarannya', 8.1 (2018), pp. 88–109 <<https://doi.org/10.22373/1.v8i1.3479>>.

a multicultural learner community makes Pesantren Modern Al-Amanah Junwangi a compelling subject for academic inquiry into the dynamics of linguistic landscapes and language learning in Islamic educational contexts<sup>11</sup>.

Integrating the linguistic landscape within institutions, particularly educational settings, functions as a medium for language representation through visually displayed texts in the institutional environment. These texts, visible to both residents and visitors in public spaces, contribute significantly to the institution's linguistic exposure. Such linguistic elements may be produced either by the institution itself or by external stakeholders aiming to convey specific messages and objectives. As a result, the linguistic landscape constitutes an essential component of the institution's communication framework, with its content shaped by the creators' intentions and underlying communicative goals<sup>12</sup>.

Extensive research on linguistic landscapes has predominantly focused on urban and regional contexts, as well as religious spaces such as mosques. For instance, seminal studies by Landry and Bourhis, along with Shohamy and Gorter, have examined multilingual signage in cities and public spaces worldwide, highlighting how language visibility reflects broader social and political dynamics. In Indonesia, Ketut Artawa explored multilingual signage in Bali's tourist areas<sup>13</sup>, while Kamal Yusuf analyzed the linguistic landscape of mosques in Indonesia, emphasizing the interaction between local and foreign languages in religious environments<sup>14</sup>. Studies conducted in educational institutions, especially universities, have also demonstrated how linguistic landscapes influence language identity and learning motivation.

Despite these advances, research investigating the linguistic landscape within Islamic boarding schools (pesantren) remains scarce,

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<sup>11</sup> Maryam Nur Annisa and others, 'Pemerolehan Bahasa Arab Sebagai Bahasa Kedua (Kajian Psikolinguistik)', *A Jamiy: Jurnal Bahasa Dan Sastra Arab*, 12.2 (2023), pp. 468–84.

<sup>12</sup> Durk Gorter, 'Introduction: The Study of the Linguistic Landscape as a New Approach to Multilingualism', *International Journal of Multilingualism*, 3.1 (2006), pp. 1–6.

<sup>13</sup> Artawa, Ketut, et al. "Language choice and multilingualism on restaurant signs: A linguistic landscape analysis." *International Journal of Society, Culture & Language* 11.3 (2023): 258-271.

<sup>14</sup> Yusuf, Kamal, and Yulia Eka Putric. "The linguistic landscape of mosques in Indonesia: Materiality and identity representation." *International Journal of Society, Culture & Language* 10.3 (2022)



particularly concerning its specific role in facilitating Arabic language acquisition. Given the centrality of Arabic within pesantren curricula, exploring how visual language exposure operates in these contexts is both crucial and underexplored.

This study aims to: (1) describe the existing linguistic landscape at Pesantren Modern Al-Amanah Junwangi, (2) analyze the functional roles of Arabic and other languages within this landscape, and (3) evaluate the contribution of this visual linguistic environment to students' Arabic language acquisition.

Theoretically, this research contributes to applied linguistics by extending linguistic landscape studies into Islamic educational contexts, thereby linking environmental language exposure to language learning processes. Practically, it offers valuable insights for educators and policymakers seeking to optimize multilingual environments in pesantren to enhance language proficiency and cultural competence.

## Literature Review

### Overview of the Linguistic Landscape

The linguistic landscape is a relatively recent subfield within the broader discipline of linguistics. Although its conceptual origins trace back to 1978, it gained substantial scholarly attention only after the seminal study by Landry and Bourhis in 1997, which examined the functional aspects of linguistic landscapes and laid a foundational framework that continues to shape this field<sup>15</sup>. According to Landry and Bourhis, the linguistic landscape serves two primary functions: informational and symbolic. The informational function involves the use of linguistic texts in public spaces to communicate messages related to community engagement or private ownership. Conversely, the symbolic function reflects identity and cultural affiliation, as linguistic signs act as markers of social group membership and artistic expression.

The linguistic landscape offers valuable insights into the emergence, distribution, and dissemination of linguistic phenomena within specific populations and communities. It reveals interpersonal relationships within these communities by mapping interaction patterns in particular locales, while also serving as a tool for analyzing regional power dynamics<sup>16</sup>. For example, urban centers, being economic hubs,

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<sup>15</sup> I Wayan Mulyawan, 'Reading Visual Design of Outdoor Signs in Kuta (A Case Study of Multimodal Linguistic Landscapes)', *Cogent Arts & Humanities*, 7.1 (2020), p. 1748987.

<sup>16</sup> Herbert Blumer, *Symbolic Interactionism: Perspective and Method* (Univ of California Press, 1986).

display distinctive patterns in their linguistic landscape texts, where the presence and distribution of such texts mirror the influence and dominance of community members. A high frequency of linguistic signage in public spaces indicates strong symbolic representation of a community's power and ideological presence, whereas a decline may signal waning influence. Similarly, Islamic educational institutions, as centers of Islamic and Arabic studies, showcase rich linguistic landscapes within their public domains. These textual displays often align closely with Islamic educational frameworks, reinforcing cultural identity and social cohesion within the community.

The linguistic landscape's presence in public spaces acts as a key indicator of linguistic diversity in terms of form, content, and interrelations. It visually manifests language through spatial distribution, font size, the number of languages employed, language arrangement in multilingual contexts, and the presence or absence of translations. Such elements serve as readable markers that provide crucial insights into linguistic representation, reflecting broader sociolinguistic dynamics in the environment<sup>17</sup>.

Spolsky and Cooper categorized linguistic landscape signs into several classifications. The first pertains to their types and functions, including place names, building names, general informational signage, prohibitory and warning signs (e.g., traffic and street signs), logos, and educational materials. The second classification relates to the materials used in sign construction, such as iron, wood, metal, paper, or plywood. The final classification focuses on linguistic characteristics, encompassing the languages utilized, such as Indonesian, Arabic, or English, and the linguistic configuration, whether monolingual, bilingual, or multilingual<sup>18</sup>.

## **The Role of the Linguistic Landscape**

Since the seminal study by Landry and Bourhis in 1997, the linguistic landscape has been widely recognized as a significant area of research. Their foundational work has profoundly shaped the ongoing development of linguistic landscape studies. The analysis of language within linguistic landscapes is intrinsically linked to social behavior, as the appearance and use of language in public spaces are influenced by societal dynamics. Consequently, research in this field offers valuable

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<sup>17</sup> Durk Gorter, 'Further Possibilities for Linguistic', *Linguistic Landscape*, 2006, p. 81.

<sup>18</sup> Bernard Spolsky and Robert L Cooper, *The Languages of Jerusalem* (Oxford University Press, 1991).

sociolinguistic insights into language classification and usage patterns within communities<sup>19</sup>.

As linguistic inquiry has expanded, studies on linguistic landscapes have evolved into an interdisciplinary domain, incorporating perspectives from applied linguistics, anthropology, sociology, education, psycholinguistics, ethnography, as well as social and cultural studies<sup>20</sup>. This interdisciplinary approach has facilitated the emergence of natural linguistics as a promising and integrative field within language research.

Linguistic signs in public spaces often represent specific social or ethnic groups. The symbolic function of the linguistic landscape is closely tied to expressions of ethnic and group identity. In this regard, linguistic signs serve not only as markers of group affiliation but also as instruments for establishing social boundaries. While they enable group representation and visibility, these signs can simultaneously marginalize or exclude other groups, thereby reinforcing social hierarchies.

The concept of the linguistic landscape primarily concerns the presence and interpretation of texts displayed in public spaces, focusing on the use of written language in these contexts. Its symbolic function is deeply connected to language policies, linguistic marginalization, language discrimination, and the social factors that influence these phenomena. These factors include cultural relations, social identity markers such as ethnicity, gender, and social status, power relations, and the official or unofficial status of languages. Furthermore, linguistic landscape research provides valuable insights into broader linguistic issues, including language attitudes, language awareness, and the development and implementation of language policies<sup>21</sup>.

### **The Use of the Linguistic Landscape**

The linguistic landscape can be broadly classified according to the number of languages employed in public texts. These classifications include monolingual landscapes, where only a single language is used (e.g., Indonesian or Arabic); bilingual landscapes, featuring two

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<sup>19</sup> Kamal Yusuf and Yulia Eka Putrie, 'The Linguistic Landscape of Mosques in Indonesia: Materiality and Identity Representation', *International Journal of Society, Culture & Language*, 10.3 (2022).

<sup>20</sup> Sahril Sahril, Syahifuddin Zuhri Harahap, and Agus Bambang Hermanto, 'Lanskap Linguistik Kota Medan: Kajian Onomastika, Semiotika, Dan Spasial', *Medan Makna: Jurnal Ilmu Kebahasaan Dan Kesastraan*, 17.2 (2019), pp. 195–208.

<sup>21</sup> Yusuf and Putrie, 'The Linguistic Landscape of Mosques in Indonesia: Materiality and Identity Representation'.

languages presented together (e.g., Indonesian and Arabic); and multilingual landscapes, which incorporate three or more languages within the displayed texts.

Research on linguistic landscapes primarily focuses on the analysis of signs, which encompass all forms of written text in public spaces. These range from small handwritten notes affixed to street poles to large-scale commercial billboards, all designed to communicate messages of public significance, such as geographic information, warnings, instructions, and advertisements. When classifying these signs, various factors are taken into account, including visual presentation, placement, font size, the number and arrangement of languages in multilingual signs, the conveyed meaning, and whether the texts are fully or partially translated<sup>22</sup>.

The linguistic landscape fulfills two essential functions: the Informational and the Symbolic. The Informational Function serves as a communication medium that enables creators to transmit specific messages to the public through diverse linguistic forms in public spaces. This function encompasses information such as place names, traffic directions, commercial establishments, and other public signage. In contrast, the Symbolic Function conveys societal realities within a region, reflecting cultural, political, economic, and educational dimensions alongside linguistic dynamics such as language policies, marginalization, and discrimination. Thus, the linguistic landscape acts not only as an informational resource but also as a powerful representation of community identity, mirroring its social and cultural fabric<sup>23</sup>.

As a subfield of language studies, the linguistic landscape offers valuable insights into sociolinguistic behavior by comparing its manifestations in formal and informal settings. Language use in formal spaces, governed by official authorities or institutions with policymaking power, is often described as the “Top-Down” approach. Conversely, the “Bottom-Up” approach pertains to language usage in informal spaces, where individuals or private entities employ language without the constraints of formal regulation. When analyzing linguistic landscapes, it is crucial to consider both the text producers and the intended audience, as these factors significantly shape the interpretation of meaning. Text producers must not only present linguistic content

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<sup>22</sup> Peter Backhaus, ‘Multilingualism in Tokyo: A Look into the Linguistic Landscape’, *International Journal of Multilingualism*, 3.1 (2006), pp. 52–66.

<sup>23</sup> Landry and Bourhis, ‘Linguistic Landscape and Ethnolinguistic Vitality: An Empirical Study’.

but also ensure that it resonates with the audience's expectations. Therefore, a comprehensive examination of the linguistic landscape's role necessitates addressing this dynamic interplay between creators and recipients.

## Method

This research employs a qualitative approach, as defined by Molong, which aims to achieve a deep understanding of a specific phenomenon by exploring participants' experiences in a detailed and analytical manner within a defined context, using various scientific techniques<sup>24</sup>. The study is classified as descriptive research, which seeks to provide an accurate and systematic portrayal of a particular phenomenon<sup>25</sup>. According to Sukmadinata, descriptive research focuses on illustrating phenomena, whether natural or human-made, including activities, characteristics, transformations, relationships, as well as similarities and differences among phenomena<sup>26</sup>.

Data analysis in this study follows the Miles and Huberman model, which consists of three main stages: data selection, data presentation, and data classification. The research begins by examining the role of the linguistic landscape at Pesantren Modern Al-Amanah Junwangi and its impact on the bilingual educational setting. Subsequently, data are collected from various sources, analyzed, and organized according to the research framework while incorporating relevant theoretical perspectives and findings from prior studies. The results are then presented within an academic framework, highlighting the interaction between linguistic landscapes and language policies within the institution, thereby providing deeper insights into the implications of linguistic diversity in educational contexts<sup>27</sup>.

## Result and Discussion

### Type of Linguistic Landscape

The linguistic landscape at Pesantren Modern Al-Amanah Junwangi is characterized by its rich diversity. The researcher categorizes it into three main aspects: the types of languages used, the

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<sup>24</sup> Lexy J Moleong, 'Metodologi Penelitian Kualitatif, Penerbit Pt Remaja Rosdakarya', *Offset, Bandung*, 2007.

<sup>25</sup> H M Sukardi, *Metodologi Penelitian Pendidikan: Kompetensi Dan Praktiknya (Edisi Revisi)* (Bumi Aksara, 2021).

<sup>26</sup> Nana Syaodih Sukmadinata, 'Metode Penelitian Pendidikan' 2019, 2019.

<sup>27</sup> Matthew B Miles and A Michael Huberman, 'Analisis Data Kualitatif. Jakarta' (Universitas Indonesia Press, 2007).

entities responsible for creating the signs, and the materials employed in their production.

### 1. The Type of Linguistic Landscape in Terms of Languages Used

The linguistic landscape at Pesantren Modern Al-Amanah Junwangi demonstrates notable linguistic variety. The researcher identified three primary languages present: Indonesian, Arabic, and English. These languages appear in various formats, including monolingual, bilingual, and multilingual displays.

A monolingual linguistic landscape features only one language - either the students' native language, Indonesian, or a foreign language such as Arabic or English. This is reflected in signs that exclusively use Indonesian, or solely Arabic or English, which serve as second languages for the students. The researcher found that the use of a monolingual linguistic landscape in Arabic or English helps students recognize place or building names in a foreign language. Learning and internalizing these names written in a second language encourages students to adapt and communicate effectively with peers and teachers in the institution's official languages. This approach is part of the institute's strategy to promote language acquisition and learning.



Picture 1: The English Linguistic Landscape at Pesantren Modern Al-Amanah Junwangi



Picture 2: The Arabic Linguistic Landscape at Pesantren Modern Al-Amanah Junwangi

Based on observations and analysis, the researcher noted that English appears more prominently than Arabic in the linguistic landscape, possibly indicating that English is perceived as easier to learn by visitors or students. However, the Head of Student Affairs highlighted the greater importance of Arabic, emphasizing that it is the language of Islam and the primary language used in teaching fundamental Islamic subjects at the pesantren.

A bilingual linguistic landscape involves the use of two languages side by side, for example, Indonesian and Arabic, Indonesian and English, or Arabic and English. Meanwhile, a multilingual linguistic landscape incorporates all three languages simultaneously, typically with Indonesian as the native language complemented by Arabic and English as secondary languages.



Picture 3: The Arabic-English Linguistic Landscape at Pesantren Modern Al-Amanah

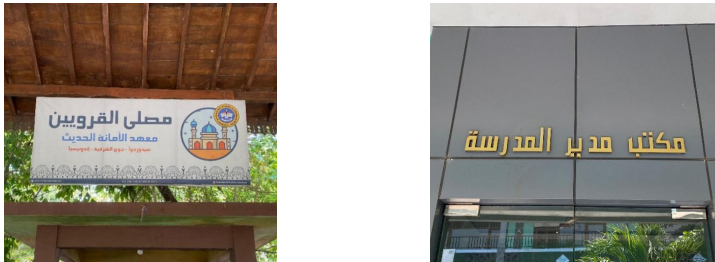
## 2. The Type of Linguistic Landscape Based on Its Producing Entity

The researcher categorizes the linguistic landscape into two types based on the entity responsible for its creation: official and non-official. This classification depends on the authority overseeing the production of the signs. Additionally, the landscape is further divided according to the materials used into three categories: permanent, semi-permanent, and non-permanent.

An official linguistic landscape consists of signs and displays produced by institutions that hold authority and responsibility within a certain jurisdiction. This type follows a Top-Down model, where language policies and usage guidelines are imposed by higher authorities. Conversely, a non-official linguistic landscape is created by community groups or individuals and reflects a Bottom-Up model, where language practices arise spontaneously from grassroots levels<sup>28</sup>.

<sup>28</sup> Landry and Bourhis, 'Linguistic Landscape and Ethnolinguistic Vitality: An Empirical Study'.

Regarding material durability, a permanent linguistic landscape includes inscriptions and signs made from highly durable materials such as wall engravings, carved Arabic scripts, and nameplates crafted from stone, metal, aluminum, or marble. A semi-permanent linguistic landscape consists of printed signs on sturdy materials like thick paper, wooden frames, glass-covered boards, or signboards affixed to walls, fences, or poles. In contrast, a non-permanent linguistic landscape uses flexible materials such as plastic, paper, digital screens, posters, banners, and pamphlets<sup>29</sup>.



Picture 4: The Official Linguistic Landscape at Pesantren Modern Al-Amanah Junwangi



Picture 5: The Non-Official Linguistic Landscape at Pesantren Modern Al-Amanah Junwangi

### 3. The Type of Linguistic Landscape Based on Industrial Material

Through an analysis of the types of linguistic landscape, the researcher identified two primary categories based on the materials used: permanent and non-permanent. Within these categories, specific terms are used: “Personal Sign”, classified as non-permanent due to its

<sup>29</sup> Reema Ali S Alsaif and Donna Starks, ‘Medium and Domains in the Linguistic Landscapes of the Grand Mosque in Mecca’, *Journal of Multilingual and Multicultural Development*, 40.1 (2019), pp. 14–31.



temporary nature, and “Public Sign”, categorized as permanent because of its enduring, long-term presence<sup>30</sup>.

The choice of materials for linguistic landscape signs plays a crucial role in shaping their meaning and purpose, serving as a key factor in defining the overall significance of the landscape. In examining the linguistic landscape at Pesantren Modern Al-Amanah Junwangi and how it reflects the institution’s identity, the researcher grouped signage into three main types based on materials:

- a. Permanent Signs: These signs are characterized by their sturdy construction using durable materials that ensure a long-lasting presence within the linguistic landscape. Permanent inscriptions are more effective than temporary methods such as spray paint or graffiti, as they provide stability and endurance. Materials like iron and aluminum contribute to a sense of durability and resistance to environmental wear, symbolizing a commitment to longevity.
- b. Semi-Permanent Signs: Serving informational or functional purposes, these signs are regularly updated, typically monthly or during special events, allowing them to adapt to the institution’s evolving needs. This periodic renewal enhances their relevance within the linguistic landscape.
- c. Non-Permanent Signs: Comprising temporary signage, these convey information relevant to specific times or occasions. Often attached to permanent structures, these signs highlight their flexible and changing nature. They are usually made from materials such as plastic, paper, or glass, which allow for easy modification or replacement as circumstances require.

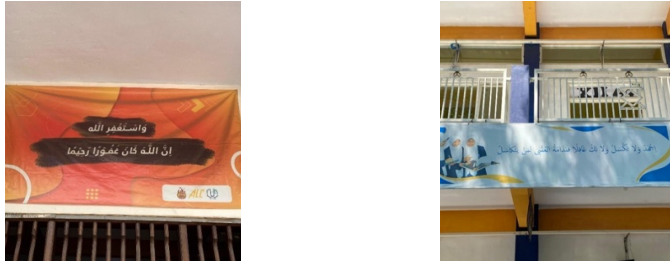
To develop these classifications, the researcher conducted interviews with student care providers, gaining valuable insights into the practical roles and impacts of the linguistic landscape within the institution.



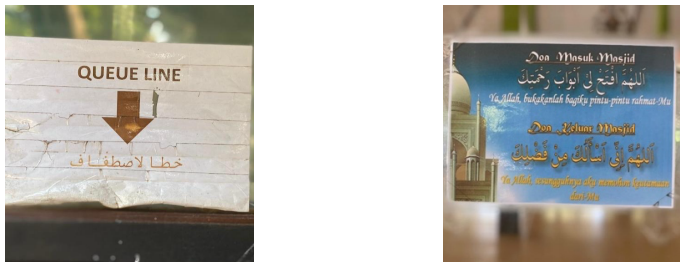
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<sup>30</sup> Ron Scollon, ‘Discourses in Place: Language in the Material World’ (Routledge, 2003).

Picture 6: The Permanent Linguistic Landscape at Pesantren Modern Al-Amanah Junwangi



Picture 7: The Semi-Permanent Linguistic Landscape at Pesantren Modern Al-Amanah



Picture 8: The Non-Permanent Linguistic Landscape at Pesantren Modern Al-Amanah

#### 4. The Role of Linguistic Landscape at Pesantren Modern Al-Amanah

The linguistic landscape at Pesantren Modern Al-Amanah Junwangi serves various functions depending on the context -whether for official institutional purposes or informal use by students. This study classifies the linguistic landscape based on the theoretical framework by Landry and Bourhis, which identifies two primary functions:

- Informational Function: This function delivers specific messages to those who observe or pass by the linguistic landscape. The information is tailored to a particular audience, such as students or visitors, and the form of the message varies according to its purpose.
- Symbolic Function: This function represents the cultural, social, and political identity of the local community, reflecting language policies that shape the educational environment.

By analyzing the linguistic landscape at Pesantren Modern Al-Amanah, the researcher categorized its use into four main types:

- Place names: Used to identify different locations within the pesantren.

- This classification highlights the vital role of the linguistic landscape, not only as a navigational aid but also as a medium to reinforce cultural and linguistic identity.

This classification highlights the vital role of the linguistic landscape, not only as a navigational aid but also as a medium to reinforce cultural and linguistic identity.



Picture 9: The Linguistic Landscape as Place Names at Pesantren Modern Al-Amanah



Picture 10: The Linguistic Landscape as Building Names at Pesantren Modern Al-Amanah.



Picture 11: The Linguistic Landscape as Slogans and Invitations at Pesantren Modern

The informational function involves communicating messages that producers intend for the public through linguistic elements like

place names, building identifiers, and various signs. Meanwhile, the symbolic function reflects the community’s socio-cultural and political identity, mirroring language policies and their impact on the linguistic environment.

The researcher further identified three main categories within the informational function at Pesantren Modern Al-Amanah:

- a. Slogan and Invitations: The linguistic landscape conveys symbolic and invitational messages. Some signs feature Quranic verses, proverbs, quotes from renowned scholars, or statements from the institute’s director. These elements aim to inform, inspire, and motivate students, embodying the institution’s values and teachings.
- b. Names of Places and Objects: Signs identify classrooms, rooms, and other facilities. These labels are essential for orientation and help students and visitors navigate the pesantren.
- c. Educational and Pedagogical Tools: The linguistic landscape supports learning by displaying vocabulary boards, daily schedules, and instructional signs. These tools foster an engaging educational atmosphere and facilitate communication within the institution.

This classification demonstrates how the linguistic landscape at Pesantren Modern Al-Amanah Junwangi functions as both a practical resource for navigation and information, and as a source of educational enrichment and cultural affirmation. The details of these classifications are summarized in the following table:

Table 1: Classification of the Linguistic Landscape at Pesantren Modern Al-Amanah

Complete Group	Language Group	Language Used	Group	Percentage
115	Monolingual	Indonesian	18	15,6%
		Arabic	11	9,6%
		English	26	22,6%
	Bilingual	Indonesian-Arabic	16	13,9%
		Indonesian-English	28	24,4%
		Arabic-English	7	6,8%
	Multilingual	Indoneisan-Arabic-English	9	7,8%

Table 2: Classification of the Linguistic Landscape at Pesantren Modern Al-Amanah

Complete Group	Type	Group	Percentage
115	Place Names	25	21,7%
	Building Names	20	17,3%
	Signboards for Slogan and Invitations	60	52,17%
	Educational and Instructional Tools	15	13,4%

**The Linguistic Landscape as a Medium for Language Acquisition and Arabic Language Learning**

The linguistic landscape at Pesantren Modern Al-Amanah Junwangi plays a vital role as both an educational and instructional medium. It includes tools such as vocabulary notebooks, textbook<sup>31</sup>, magazines, and newspapers containing diverse materials, scientific articles, research papers, slogans, current news, and word lists, that serve to broaden students’ knowledge and academic understanding. According to the researcher’s classification of the linguistic landscape’s functions, most signs within the institution primarily support language acquisition and serve as educational resources. Through these written texts, students are guided to familiarize themselves with second languages, particularly Arabic and English. Some signs also actively assist vocabulary retention by regularly updating word lists, thus reinforcing continuous learning.



Picture 12: The Linguistic Landscape as an Educational and Instructional at Pesantren Modern Al-Amanah Junwnagi

<sup>31</sup> Siti Maesaroh and others, ‘Conversational Speech Act Patterns In Arabic Books At The University Level’, *JALIE: Journal of Applied Linguistics and Islamic Education*, 9.1 (2025), pp. 51–70, doi:10.33754/JALIE.V9I1.1464.

### 1. Informational Function: Linguistic Landscape as a Source of Language Input

Linguistic input is fundamental in shaping an individual's language abilities during acquisition. The linguistic landscape at this pesantren presents a variety of textual forms, including place and building names, as well as slogans and quotes from the Qur'an and renowned scholars. These texts provide comprehensible input that students regularly encounter in their daily environment. This aligns with Krashen's Input Hypothesis, which highlights the importance of accessible linguistic input for effective language learning. Complementing this, Schmidt's Noticing Hypothesis asserts that learners must consciously notice linguistic features in the input for acquisition to take place. Therefore, visual exposure to Arabic within the linguistic landscape not only offers abundant comprehensible input but also attracts learners' attention to specific language elements, enhancing their awareness and enabling deeper cognitive processing essential for successful Arabic acquisition<sup>32</sup>.

Linguistic input shapes an individual's linguistic abilities in language acquisition. The linguistic landscape at this pesantren offers a variety of textual forms, including place and building names, slogans, and quotes from the Qur'an and scholars. These texts create a source of comprehensible input that students encounter regularly in their daily environment. This observation is consistent with Krashen's Input Hypothesis, which underscores the importance of providing accessible linguistic input to facilitate effective language learning<sup>33</sup>.

- a. Using place and building names exposes students to Arabic vocabulary and sentence structures in real-world contexts, helping them internalize these words naturally. This approach supports both vocabulary acquisition and practical language use.
- b. Slogans and religious quotations serve a dual role: reinforcing moral and religious values while offering materials for learning more advanced Arabic syntax. Through regular engagement with these texts, students interact meaningfully and contextually with the language<sup>34</sup>.

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<sup>32</sup> Stephen D Krashen, *The Input Hypothesis: Issues and Implications* (Crane Resource Centre, 2006).

<sup>33</sup> Krashen, *The Input Hypothesis: Issues and Implications*.

<sup>34</sup> Elana Shohamy and Durk Gorter, 'Linguistic Landscape', *Expanding the Scenery*. New York and London: Routledge, 2009.

## 2. Symbolic Function: Linguistic Landscape in Strengthening Memory and Language Retention

Beyond facilitating language learning, the linguistic landscape acts as a powerful symbol of the pesantren's identity. It underscores the significance of Arabic, positioning it not only as an academic language but also as a medium for religious expression. By integrating Arabic into the landscape, the pesantren reinforces its role as a center for religious and intellectual life, shaping students' perceptions of Arabic as an essential tool for knowledge acquisition and spiritual engagement<sup>35</sup>.

- a. The presence of Arabic on official signage affirms its role as a language of authority and formality within the pesantren, highlighting its academic and institutional importance.
- b. Arabic quotations placed strategically in public spaces communicate that the language transcends mere communication; it is deeply embedded in the pesantren's core values and belief system.

## 3. Cognitive Function: Linguistic Landscape as a Source of Language Input

The linguistic landscape is not a passive backdrop; it actively supports memory retention and language reinforcement. Continuous student interaction with these texts allows repetition, a key strategy that enhances language learning<sup>36</sup>.

- a. Weekly rotation of vocabulary boards regularly introduces new vocabulary, aiding retention and expanding students' lexical repertoire.
- b. Consistent use of specific textual structures within signage familiarizes students with Arabic sentence patterns, especially commonly used nominal and verbal phrases relevant in academic and religious contexts.

Interaction with texts in a given environment holds the same value as being immersed in and living within a language environment. As Taufiq explains, an active language environment is centered on the people within it and the texts produced there<sup>37</sup>.

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<sup>35</sup> Rod Ellis and Natsuko Shintani, *Exploring Language Pedagogy through Second Language Acquisition Research* (Routledge, 2013).

<sup>36</sup> Ellis and Shintani, *Exploring Language Pedagogy through Second Language Acquisition Research*.

<sup>37</sup> Mirwan Akhmad Taufiq, 'Ta'tsir Al-Bi'ah Al-Lughawiyah 'Ala Ta'lim Al-Lughah Al-'Arabiyah Wa Ta'allumiha Li Al-Nathiqin Bi Ghairiha', *Arabi: Journal of Arabic Studies*, 5.2 (2020), p. 231, [doi:10.24865/ajas.v5i2.185](https://doi.org/10.24865/ajas.v5i2.185).



#### 4. Pedagogical Implications: Linguistic Landscape as an Interactive Medium for Arabic Learning

The linguistic landscape can be effectively used as an interactive learning tool to enhance language acquisition.

- a. Integrating the linguistic landscape into active learning methods, such as encouraging students to analyze sentence structures on signs or identify synonyms for frequently used words, creates a dynamic and engaging learning experience.
- b. Promoting bilingual information (Arabic–Indonesian) supports comprehension for students with varying proficiency levels, fostering greater linguistic understanding.
- c. Incorporating digital technology, such as QR codes linked to detailed explanations of word meanings and usage, adds additional layers of learning and engagement.

At Pesantren Modern Al-Amanah Junwangi, the linguistic landscape creates an immersive Arabic learning environment by surrounding students with authentic, meaningful language throughout their daily activities. Beyond serving as a communication medium, it functions as a constant source of contextualized linguistic input, continuously exposing students to Arabic vocabulary, phrases, and cultural references beyond formal classroom settings.

This persistent visual presence facilitates incidental learning by reinforcing cognitive retention as students repeatedly encounter and engage with Arabic texts, in signage, religious writings, instructional materials, and motivational quotes<sup>38</sup>. Symbolically, the linguistic landscape fosters a strong communal identity centered on Arabic language practices, motivating students to internalize and embody this linguistic culture. Pedagogically, it offers interactive opportunities for educators to incorporate these visual elements into classroom activities, effectively bridging formal instruction with real-world language exposure. Thus, the carefully curated linguistic landscape transforms the pesantren into a dynamic, immersive environment that sustainably enhances students' Arabic proficiency through natural and meaningful engagement. Pedagogical evaluation of Arabic language acquisition

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<sup>38</sup> Muh Sabilar Rosyad and Saleh Muhammad Kabir, "Towards Deep Arabic Language Learning: Designing Materials That Are Mindful, Meaningful, and Joyful", *LUGHATI: Jurnal Pendidikan Bahasa Arab*, 3.01 (2025), pp. 63–75 <<https://doi.org/10.33754/lughati.v3i01.1613>>.



must be conducted continuously to ensure the primary objective of implementing Arabic and other language landscapes is achieved.<sup>39</sup>

## Conclusion

This study reveals that the linguistic landscape at Pesantren Modern Al-Amanah Junwangi serves as a vivid visual representation of the pesantren's environment and plays a crucial role in facilitating language acquisition and learning. Through interaction with instructional signs, educational posters, and motivational slogans, students are continuously exposed to a wide range of vocabulary and expressions, significantly enhancing their linguistic skills in both Arabic and English.

The linguistic landscape functions effectively as an educational tool, demonstrated by features such as weekly updated vocabulary boards, daily activity schedules, and motivational phrases that encourage students to use Arabic in their daily communication. These findings align with Gorter's argument that a diverse and dynamic linguistic landscape creates an immersive environment conducive to informal language acquisition.

The analysis confirms that the linguistic landscape at Pesantren Modern Al-Amanah Junwangi significantly supports students' Arabic language acquisition. Regular engagement with written texts helps students expand their vocabulary, grasp language structures, and improve their communication skills in Arabic. The integration of monolingual and bilingual linguistic landscapes provides valuable resources that naturally enhance language learning. Therefore, incorporating the linguistic landscape into educational strategies can be a key factor in improving the effectiveness of Arabic language learning programs for non-native speakers.

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<sup>39</sup> Mirwan Akhmad Taufiq and others, 'Curriculum Relevance Of Arabic Language Education With Job Opportunities For Graduates In Indonesia/ ملائمة مناهج تعليم اللغة العربية لفرص عمل الخريجين بإندونيسيا', *Ijaz Arabi Journal of Arabic Learning*, 7.1 (2024), doi:10.18860/IJAZARABI.V7I1.20432.

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