Will Ideology Compete or Unite?
Form and Function of Linguistic Landscape of Public and Private School in Malang City, East Java

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Abstract—**The presence or absence of a language in public space represents the strength or weakness of social group along with their ideology. School is the basis on which ideology is constructed through education. The use of language in school nameplate plays a role in the construction of ideology which leaves big problems, namely the occurrence of attraction between school branding, the social existence of both ethnic and religious, and language regulations that are obeyed and violated. Linguistic Landscape is a study to investigate the social relations in a particular area, especially an urban area, through texts in the public space. The focus of this study on public and private high schools in Malang City by considering high multiethnic degrees with the complexity of social problems and interests that have an impact on the use of varied languages both Top-Down and Bottom-Up. This study aims to investigate the use of language (monolingual and bilingual) on the favorite and non-favorite high school names and functions used (information functions and symbolic functions). The survey was conducted on 12 public high schools and 43 private high schools with documentation (photograph) techniques. The results showed that favorite public high schools tend to use Indonesian bilingual (BI) and English (BE) by 50%, and non-favorite high schools tend to use Indonesian monolinguals (50%). Bilingual (BI + BE) represents nationalism, modern, global, and exclusive (smart and rich), while monolingual (BI) represents nationalism. The results showed that the nameplate of favorite private high schools used monolingual BI (30,23%), BE (6.98%), while bilingual (BI + BE and BE + BJp) were found at 2.33% respectively and non-favorite private high school used monolingual BI (58,14%) and no monolingual BE and bilingual. This shows that both favorite and non-favorite private high schools tend to use Indonesian, especially the use of dominant religious terms, namely Catholic and Christian high schools rather than Islamic high school by favorite school. This indicates that the Christian and Catholic ideology was very strong constructed through education where the school was chosen by many Chinese. The ideology of nationalism, modernism, religion, and capitalism arises in education where it competes with each other and also in building strength through education, depending on the interests and power played in public space by text.**

Keywords— linguistic landscape; education; Malang City

I. INTRODUCTION

Linguistic Landscape (hereafter LL) according to Landry and Bourhis (1997:25) is The language of public road signs, advertising billboards, street names, place names, commercial shop signs and public signs on government buildings combines to form the linguistic landscape of a given territory, region, or urban agglomeration. That understanding brings the view that Linguistic Landscape

reflects the dynamics of important social aspects (Backhaus, 2006; Huebner, 2006). LL studies can explain the heterogeneity of languages and how their use, perceptions, attitudes, status, roles, functions, and language policies.

LL is used in different frequencies and distributions in an area. The use of language with high frequency and even distribution indicates that the language is a basic need, and the community is able to communicate with that language. In addition, the use of language in an area where the community is less able to use language indicates that the language is promoted or is actually maintained (Andriyanti, 2019). The language that is rarely used indicates that the language is not able to serve its function in society and is not sufficiently relevant to the needs of the community. It is here that the importance of the LL study to see which language is mastered by speakers, the language being promoted, the language that is maintained, and language that is less relevant to the needs of the community (Kasanga, 2012). The use of language on the school names informs the use of certain languages in the educational environment, what languages are developed and maintained, and how government policies govern the writing of school signs. Also, LL used can represent the ideology adopted in the education

Malang city, East Java, is one of the student cities with many universities, educational institutions, and schools visited by students from various ethnic groups in Indonesia. With an education that continues to advance, languages other than Indonesian are needed to be able to study science and technology, such as English. The use of English is a symbol of success, internationally-oriented, future, and pleasure Piller (2001, 2003). School names in favorite public schools in Malang City tend to use bilingual Indonesian and English. In addition to representing these symbols, the use of English on school signs reflects the quality of the school in terms of the quality of students and teachers, curriculum, management, facilities, and infrastructure. The use of school names containing English also forms exclusivity, both for students, teachers, educational employees, and principals. This condition is different from private schools. The favorite status does not lie in the use of English on school signs but lies in the ethnic status of students and religion. Indonesian is used massively. This is very interesting to study.

This study aims to look at the frequency, form, and function of language use, especially to compare LL public and private high school favorites and non-favorites. LL research is very rare in Indonesia, especially those concentrating on the education domain in Malang City. LL research in the education domain has been examined by (Hanauer, 2010; Lotherington, 2013; Siricharoen, 2016), and Andriyanti (2019).

II.   METHOD

This research is descriptive qualitative. Data sources of school name text are collected from documentation with photographic techniques. Data is taken from the use of language, both monolingual and bilingual. This study focuses on public high schools (12 schools) and private high schools (43 schools) in Malang City, where they are classified into a favorite and non-favorite private high schools. Data are grouped into monolingual and bilingual patterns, and then the frequency of occurrence is calculated. Data is analyzed for functions, both information, and symbolic functions.

III.   RESULT AND DISCUSSION

This section presents result and discussion about patterns of language use and linguistic situations. The classification results show there are two patterns of language use, namely monolingual (Indonesian and English) and bilingual (Indonesian + English; English + Japanese). The frequency of occurrence is shown in table 1.

TABLE I.   SIGN PATTERNS AND THE NUMBER OF OCCURRENCES

Status	Monolingual		Bilingual	
	Indo	Eng	Indo+Eng	Eng+Jap
Public School	6	0	6	0
	(11,11%)	(0%)	(11,11%)	(0%)

Private School	38	3	1	1
	(70,37%)	(5,56%)	(1,85%)	(1,85%)

TABLE II.   SIGN PATTERNS OF STATUS AND THE NUMBER OF OCCURRENCES

Status	Favorite				Non-Favourite			
	Mono		Bil		Mono		Bil	
	Indo	Eng	Indo +Eng	Eng +Jap	Indo	Eng	Indo +Eng	Eng +Jap
Public School	2	0	4	0	4	0	2	0
	(1,67%)	(0%)	(33.33%)	(0%)	(33.33%)	(0%)	(1,67%)	(0%)
Private School	13	3	1	1	25	0	0	0
	(30,23%)	(6,98%)	(2,33%)	(2,33%)	(58,14%)	(0%)	(0%)	(0%)

Table 1 shows the same number of monolingual and bilingual used in public schools. The monolingual pattern uses more Indonesian language (11.11%) than English (0%). In the bilingual pattern, Indonesian+English only appears. The percentage comparison of monolingual and bilingual is the same. From the predicate of schools, non-favorite schools tend to use Indonesian monolingual (4 of the six non-favorite schools). While favorite public schools tend to use Indonesian-English bilingual (4 of the six favorite schools). In private schools, the monolingual pattern appears in two languages, namely Indonesian and English. The monolingual pattern of Indonesian language tends to be dominant (70.37%) compared to the monolingual pattern of English (5.56%) while the bilingual pattern appears two types, namely Indonesian + English and English + Japanese, although its appearance tends to be small.

Table 2 shows that non-favorite public schools tend to use Indonesian monolinguals rather than English, and favorite public schools tend to use Indonesian + English bilingual rather than Indonesian monolingual. This is different from private schools where dominant Indonesian monolingual appears both in favorite and non-favorite schools, including also the appearance of English + Japanese bilingual.

Language use in school names

The use of language in the name of the school was described based on the monolingual and bilingual patterns that emerged.

The language used in the monolingual signs

The monolingual pattern of Indonesian language appears in public and private schools. In public schools, monolingual Indonesian languages tend to appear in non-favorite schools. The school is SMA 2, SMA 6, SMA 7, SMA 9, SMA 11, and SMA 12.

Fig. 1. Non-favourite public school name pattern

Figure 1 shows an unequal pattern for the use of non-favorite state school names. This is because the school is trying to promote schools with the use of bilingual (1A) and monolingual (1BC). Figure 1C raises the school vision and the school name. Figure 1 shows that non-favorite state schools tend to be free in creativity.

Fig. 2. Favorite public school name pattern

Favorite public high schools tend to have the same bilingual writing pattern. The difference lies in the placement of the language sequence and the use of writing colors (B). This indicates that the regulation of language policies is well followed by the school.

Fig. 3. Favorite Private School Name Pattern

Writing school names in favorite private schools shows several patterns. Figure 3A only lists the name of the school (English only), 3B writes the legality of the school (Indonesian only), and 3C uses English bilingual + Japanese.

Fig. 4. Non-Favourite Private School Name Pattern

Figure 4 ABC uses monolingual Indonesian. Non-favorite private schools, both national (4A) and Islamic (4B) based, tend to display school legality. This is different from Christian non-favorite schools (4C).

Language as nationalism symbol

The use of Indonesian appears predominantly in LL patterns. This is perceived that Indonesian plays an important role in education. Regulation on language (UUD 1945 pasal 36, Undang-Undang No 24 Tahun 2009, Peraturan Menteri Pendidikan dan kebudayaan Republik Indonesia No 12 Tahun 2018, dan Peraturan Walikota Malang No 27 Tahun 2015) instructs Indonesian to be used in public spaces. This success is a form of the dominance of Indonesian in other languages. This indicates that the symbol of nationalism is present in the world of education, especially the writing of school names.

Language as a modern and global symbol

The use of English plays a modern and global role even though this language is a second language. English is able to shape the perception that mastery of English by students is important and motivates schools to make LL in English (Andriyanti, 2016). In addition to this motivation, the power of English is able to elevate the school's image into a modern and global-minded school.

Language as exclusivism symbol

As a second language, English is only learned in schools and courses. In addition, to explore this language, learners must take courses. Learners spend a lot of money to learn English and pass tests, such as TOEFL and others. This is different from Indonesian or local languages that can be learned outside of school, especially in the family environment. This condition causes English to be able to form imagery that English language users are rich and smart people. This also motivates schools to use English in writing school names to represent imaginary exclusive schools.

Language as religion identity

Writing the name of a school that uses religious terms represents the identity of the religious education background in the school, especially private schools. Islamic schools use Islamic terms, such as the name of Islam (SMA Islam), the name of Islamic organizations (SMA Muhammadiyah,SMA Maarif NU), Islamic leaders (SMA Shalahudin), and Islamic expressions (SMA Baiturrahmah, SMA Darul Ulum Agung, SMA Sabilillah) while Christian / Catholic schools, such as SMA Kristen Petra, SMA Kristen Albertus, SMA Kalam Kudus, SMA Kristen Santa Maria, SMA Cor Jesu, and SMA Santo Yusuf. Writing school names by using the term religion tends to represent religious symbols in public spaces. These schools compete to form the prestige of favorite schools. So, there was a religious ideology competition through the name of the school.

Language as Capitalism Symbol

People needs for quality schools are a profitable business. Investors compete with each other to establish quality schools. The favorite school title is pursued. They provide infrastructure, curriculum, educators, and management, hoping their graduates become the best. Investors take into account the basis of religion, ethnicity, and rich people as the main market. In Malang City, Christian / Catholic schools generally have favorite titles. Some Islamic schools too. They capitalize on education as they build their ideology

a Language as University and Islamic Organization competition

Some universities in Malang City have their own schools, starting from elementary, junior high, high school. Universitas Brawijaya has SMA Brawijaya Smart School, Malang State University has SMA UM Laboratory, Muhammadiyah University has SMA Muhammadiyah, Malang Islamic University has SMA Islam Nusantara, and Widyagama University has SMA Widyagama. These schools compete to win favorite titles depending on the greatness of the university's name. In addition, mass Islamic

organizations also play a role, such as Muhammadiyah and Nahdatul Ulama. They fused at the university in strengthening their ideology and mass base.

IV. CONCLUSION

LL is a language study that can recognize how ideology is played through the use of language in public spaces. The use of massive Indonesian in the name of the public and private school formed the strength of nationalism in its adherence to language policies even though other ideologies competed with each other. School as a representation of education is a powerful medium to compete in shaping the prestige of globalization, exclusivism, religion, and capitalization. Through school names, the strength of social groups can also be recognized how they can play a role in social relations.

Acknowledgments

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