

### HETEROGLOSSIA IN THE IMPLEMENTATION OF LANGUAGE POLICY ON CAMPUS PUBLIC SIGNS

*Heteroglosia dalam Implementasi Kebijakan Bahasa pada Tanda Luar Ruang Kampus*

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#### Abstract

This study aims, first, to analyze the realization of centripetal, centrifugal, and blurring forces in the implementation of language policies on campus public signage in Bali. Second, it seeks to map the positioning of national and regional language policies through the lens of heteroglossia. This research adopts a qualitative approach with a descriptive method. The subjects of the study include campus outdoor signs, campus management representatives, and students who were selected purposively. The study was conducted at five campuses in Bali, namely, Universitas Pendidikan Ganesha (UPG), Universitas Panji Sakti (UPS), STAHN Mpu Kuturan (MK), Monarch Singaraja (MS), and H.I Singaraja (HIS). Data were collected through observations, including photographing all campus public signs, and conducting interviews with campus management representatives and students. The data were analyzed using a descriptive-interpretative method. The study finds that centripetal and centrifugal language forces are evident in campus public signs through the utilization of particular languages. Indonesian, as the national language, strongly represents the centripetal force. Meanwhile, foreign languages such as English and regional languages like Balinese and Old Javanese signify the centrifugal force. These forces converge in blurring areas, where Indonesian, foreign languages, and regional languages are used simultaneously on the same public signs. The interaction between the centripetal and centrifugal forces is also evident in national and regional language regulations that support heteroglossia in campus public signage.

#### Abstrak

Penelitian ini bertujuan, pertama, untuk menganalisis realisasi daya sentripetal, sentrifugal, dan kekaburan dalam implementasi kebijakan bahasa pada tanda luar ruang publik di lingkungan kampus di Bali. Kedua, kajian ini bertujuan untuk memetakan posisi kebijakan bahasa nasional dan daerah melalui perspektif heteroglosia. Pendekatan yang dipakai adalah pendekatan kualitatif dengan metode deskriptif. Subjek penelitian ini meliputi tanda luar ruang kampus, perwakilan manajemen kampus, dan mahasiswa yang dipilih secara purposif. Penelitian dilakukan di lima kampus di Bali, yaitu Universitas Pendidikan Ganesha (UPG), Universitas Panji Sakti (UPS), STAHN Mpu Kuturan (MK), Monarch Singaraja (MS), dan H.I Singaraja (HIS). Data dikumpulkan melalui observasi, termasuk memotret semua tanda luar ruang kampus, dan melakukan wawancara dengan perwakilan manajemen kampus dan mahasiswa. Data dianalisis menggunakan metode deskriptif-interpretatif. Penelitian ini menemukan bahwa daya bahasa sentripetal dan sentrifugal

terlihat jelas pada tanda luar ruang publik kampus melalui penggunaan bahasa-bahasa tertentu. Bahasa Indonesia, sebagai bahasa nasional, merepresentasikan daya sentripetal. Sementara itu, bahasa asing, terutama bahasa Inggris, dan bahasa daerah seperti bahasa Bali dan Jawa Kuno menunjukkan daya sentrifugal. Kedua daya ini bertemu di area kekaburan, di mana bahasa Indonesia, bahasa asing, dan bahasa daerah digunakan secara bersamaan pada tanda luar ruang publik yang sama. Interaksi antara daya sentripetal dan sentrifugal juga terlihat pada peraturan bahasa nasional dan daerah yang mendukung heteroglosia pada tanda luar ruang kampus.

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## INTRODUCTION

The phenomenon of multilingualism in Indonesia is inseparable from the interplay between regional, national, and foreign languages (Paauw, 2009). Indonesia is one of the most multilingual countries, with around 700 regional languages, a single national language, Indonesian, and several foreign languages (Sakhiyya, 2020). This linguistic diversity inevitably generates language contestation in Bali, a prominent international tourist destination (Artawa & Sartini, 2019). Balinese, in particular, has been increasingly marginalized by the growing dominance of Indonesian and English (Mulyawan, 2021). In the public sphere, the existence of Indonesian, Balinese, and international languages is difficult to balance, thus posing a challenge to the preservation of Balinese, which has the relatively lowest linguistic capital value (Artawa et al., 2020; Mulyawan, 2017). In the education domain, the public spaces of campuses in Bali Province also mirror these multilingual dynamics. One of the key aspects of this phenomenon is closely linked to the implementation of national and regional language policies (Shohamy, 2006). Campus public signs not only represent the language used within academic contexts but also reflect, on a broader level, the social life of the campus community (Wang, 2015).

Multilingualism is closely related to the concept of heteroglossia, first introduced by the Russian philosopher Mikhail Bakhtin in the 1930s and later popularized in 1981 (Bailey, 2012). Heteroglossia provides a comprehensive theoretical framework for examining the complex use of languages in public signage (Artawa et al., 2023; Tamtomo & Goebel, 2022). Multilingual signage can be understood as an interdisciplinary discourse that encompasses social, cultural, economic, and political dimensions shaped by diverse ideologies (Thurlow & Jaworski, 2011). In the context of language policy, heteroglossia is particularly relevant for analyzing linguistic forces that centralize (centripetal), decentralize (centrifugal), and intersect in dynamic ways (Foster & Welsh, 2021).

Centripetal power in the Balinese linguistic context refers to Indonesian as the national language, which holds legal authority and functions as both the formal language and inter-ethnic lingua franca (Artawa et al., 2023; Paauw, 2009). As a centripetal force marker, Indonesian is standardized and widely used throughout Indonesia (Foster & Welsh, 2021). However, this standardization process is challenged by what are regarded as nonstandard languages, particularly local and foreign languages (Paauw, 2009). The Balinese language has existed in Bali for ages, and English, which is needed in tourism communication, is the decentralizing centrifugal force. The two forces do not stand separately because of the diverse communication domains. In the linguistic

practice of public signs in Bali, centripetal and centrifugal forces often meet in one public sign, which Foster and Welsh (2021) term 'blurring'.

Since its introduction by Landry and Bourhis (1997), research in the linguistic landscape (LL) field has focused on examining language use in public signage within the public sphere. Their pioneering work laid the foundation for modern LL studies, which were later expanded by Gorter (2006) to encompass a variety of social contexts. Overall, findings from numerous studies indicate that English is predominant in most of the research sites worldwide (see Jin, 2023; Kimambo & Mdukula, 2024; Lin, 2024; Rovira, 2025; Wang & Liang, 2024). In the context of language policy, Shohamy (2006) investigated the implementation of language policy in the LL in Israel. In the Indonesian context, Foster and Welsh (2021) studied the implementation of language policy in Balikpapan City, identified a contestation between centripetal and centrifugal forces, characterized by the absence of local language on the public signs along the main roads of the city. Similarly, in Semarang City, Tamtomo and Goebel (2022) examined the dialogue between centripetal and centrifugal language forces in top-down and bottom-up public signs at three levels: multimodality, placement, and indexicality. Building on this, Artawa et al. (2023) studied the interconnection of centripetal and centrifugal forces in the public signs of hotels and restaurants in Bali, which showed that the two language forces are inseparable and coexist well in shaping the language ecology in the tourism area of Bali. Despite these developments, research that explicitly applies the concept of heteroglossia to the study of language policy implementation in campus public signage, especially in Indonesia and Bali, remains relatively rare.

Although numerous studies have examined the LL in Indonesia, a notable gap remains. Specifically, little is known about how heteroglossia manifests in the implementation of language policies on the public signs of several campuses in Bali. To address this gap, the present study investigates the phenomenon of campus heteroglossia in Bali, focusing on two key questions: (1) how are centripetal, centrifugal, and intersecting language policies realized in campus public signs? (2) How can national and regional language regulations be mapped through the lens of heteroglossia?

This study aims to achieve two objectives in line with the problem formulation. First, it analyzes the realization of centripetal, centrifugal, and meeting language policies on campus public signs in Bali. Second, this research intends to map the position of national and regional language policies from the perspective of heteroglossia. This study's findings contribute to the LL science field, especially on the dynamics of language policy on campus public signs, and provide input to language policymakers at the campus, provincial, and national levels. Policymakers must develop inclusive and responsive strategies for language diversity in the extensive academic and social spheres so that the Indonesian government's ideals of using Indonesian, preserving regional languages, and mastering foreign languages can be realized.

Initially, the concept of heteroglossia focused on literary studies, but later developed in other fields, including language use in society that looked at the social, political, and historical implications of language (Blackledge & Creese, 2014). Furthermore, Blackledge and Creese (2014) state that heteroglossia is defined as a concept that refers to the diversity of linguistic practices in a modern language society. In more detail, Busch (2014) states that heteroglossia includes three triadic concepts consisting of multidiscursivity, multivoicedness, and linguistic diversity. Multidiscursivity refers to the co-presence of speech or discourse types that relate to a particular time, era, social world, or real-world domain related to ideologies and belief systems (Busch, 2014). Multivoicedness refers to the realization of multidiscursivity in the actualization of diverse individuals. The existence of languages is inseparable from the various speakers in a

community. A language will belong to a speaker after determining an utterance's intention, accent, and diction and adjusting to the semantic and expressive meaning he wants (Busch, 2014). Linguistic diversity refers to the traces left by social differentiation. Such differentiation relates to social classes that give rise to a diversity of discourse. The diversity of discourse leads to the diversity of languages used in its delivery (Busch, 2014).

Heteroglossia in the implementation of language policies in a country can be grouped into three, namely centripetal, centrifugal, and blurring language policies (Artawa, et al., 2023; Foster & Welsh, 2021). Centripetal language policy is based on national language regulations that intend to standardize the language in a country (Bailey, 2012). Conversely, centrifugal language policy accommodates language variations with their respective ideologies in a speech community (Busch, 2014). The existence of national language regulations that refer to the prioritization of the national language is not in line with the multilingual situation on campus in the global era. Campuses in Bali prioritize Indonesian and cannot avoid using foreign languages and Balinese as a vernacular. Indonesian is the country's language and the lingua franca between ethnicities studying on campus. In addition, language contact is widespread in the era of globalization and meets the demands of campus internationalization, so foreign languages have become indispensable, especially English. Various programs involving foreign parties are launched and implemented on each research location's campus based on the vision and mission of each campus. This situation supports a fluid situation in the use of language without having to be uniform with the use of the national language.

The national, regional, and internal campus authorities have their own regulations regarding national language policy. In the Indonesian context, language regulations support the language centralization movement. Indonesian is the prioritized language, and regional languages and foreign languages are in a subordinate position. These regulations include: The Youth Pledge of 1928, the 1945 Constitution, MPR Decree No. 11/MPR/1983, Law No. 24 of 2019, and Presidential Regulation No. 63 of 2019, especially Article 40, which requires the use of Indonesian in public signs in Indonesia (Sakhiyya, 2020). These national linguistic regulations have led to the dominance of Indonesian in public signs in Indonesia. Empirically, Permanadeli et al. (2016) found that in five major cities in Indonesia, local languages are rarely used on urban outdoor signs, one of which is due to the implementation of language regulations that are part of national language politics.

Furthermore, in the context of Bali Province as a part of the Indonesian state, there is Regional Regulation Number 1 of 2018 and Governor Regulation Number 80 of 2018, which support the prioritization of the Balinese script and, of course, continue to develop and preserve Balinese language, script, and literature. In the context of language in the public sphere, this Governor's regulation violates linguistic regulations at the national level because it tends to prioritize Balinese script over Latin script, which is identical to the national language (Artawa et al., 2020; Mulyawan, 2017; Mulyawan & Artawa, 2021; Pastika, 2020). Furthermore, in the campus context, the two regulations are implemented according to each campus policy. (Shohamy, 2006) states that language in outdoor public media is a mechanism to realize the ideology of authority, which is also achieved by applying language regulations, using language in education, language tests, and myths and propaganda of power holders.

Examining the implementation of language policy on campus public signs is closely related to the three aspects of language policy presented by Spolsky (2004): beliefs, practice, and management. Language beliefs refer to the ideology underlying a language policy. Then, language practice refers to language ecology and focuses on the language used in a place and context, regardless of the language policy. One prominent example is the rapid use of English in various

parts of the world without regard to the language policy in force in a country. The third component, language management, refers to efforts to regulate and engineer language use in an area to realize the ideology of authority.

## **METHODS**

A qualitative research approach was chosen to conduct an in-depth study of the phenomenon of heteroglossia in public signs on five campuses in Bali. The five campuses are the campuses of Ganesha University of Education (hereafter abbreviated as UPG), Mpu Kuturan College of Hinduism (MK), Panji Sakti University (UPS), Monarch Bali Singaraja (MS), and Hotel International (HIS) Singaraja. These campuses were chosen as research locations because each campus has its characteristics in terms of the ministries that oversee it (Ministry of Education and Culture of the Republic of Indonesia, Ministry of Religious Affairs, and Ministry of Manpower), campus ownership (private and public), diversity of study programs, and campus orientation (academic and vocational). These characteristics are assumed to influence the choice of public sign language that reflects the ideology adopted by campus management.

The subjects of this study were campus public signs and campus management representatives. The data collection was conducted from January to May 2024. The research instruments used were observation sheets with the help of digital cameras and interview guides. Observations were made throughout the campus area, and photos of all public signs were taken in all parts of the campus. After observation, 1196 campus public signs were photographed with a digital camera. Then, five management representatives of each campus were purposively selected to be interviewed about heteroglossia on their respective campuses, especially concerning language choice and implementing national and regional language policies that underlie all language choices on campus. The interviews were conducted directly in the informants' offices for about an hour each.

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Data analysis in this study followed the interactive model of Miles et al. (2014), which consists of three main stages: data condensation, data display, and conclusion drawing. In the data condensation stage, raw data were systematically selected, simplified, and transformed. The photos obtained were first reviewed, and only images that depicted a single public sign and were visually legible were included in the analysis. These selected photos were then classified into three categories based on language use: (1) signs that used only Indonesian, (2) signs that used regional and foreign languages, and (3) signs that used a mixture of Indonesian with regional and foreign languages. This categorization aimed to analyze the linguistic composition of public signage in relation to national and regional language policy frameworks, serving as indicators of heteroglossic practices. Additionally, interview data collected in audio format were transcribed verbatim. From

these transcriptions, relevant segments that discussed language choice in campus public signage were identified and selected.

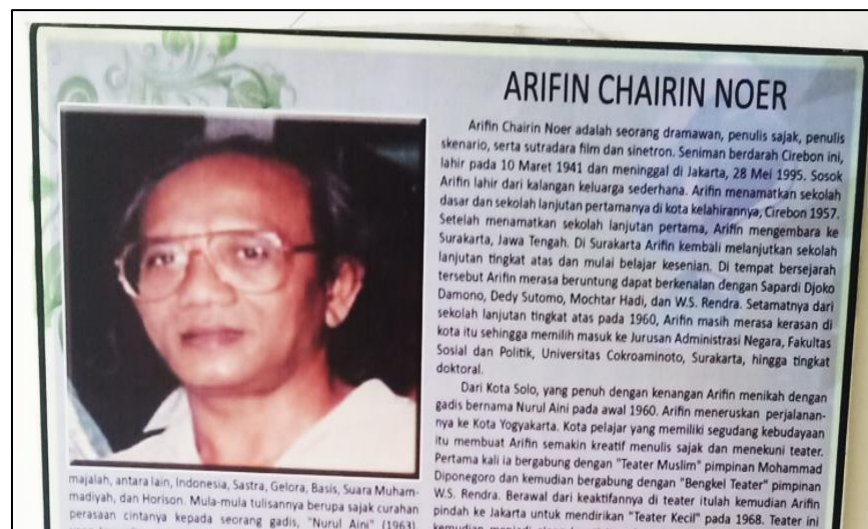
In the data display stage, the condensed data were organized and presented in visual and textual formats to facilitate interpretation. Based on language use, the categorized photo data were displayed in a disaggregated table. At the same time, the interview excerpts were grouped thematically according to the underlying reasons for language choice, such as institutional policy, audience consideration, or symbolic representation.

Lastly, during the conclusion drawing and verification phase, the researcher coded patterns and relationships that became apparent within the data. The coded results were constantly reiterated by comparing data sets (images and interviews) and corroborating findings to establish reliability. This procedure allowed the researcher to make informed conclusions regarding the heteroglossia character of campus public signs and language policy influences operating on an institutional level.

## **FINDING AND DISCUSSION**

### **Implementation of Language Policy Based on Centripetal Power**

National language regulations, especially Law Number 24 of 2009 and Presidential Regulation Number 63 of 2019, are government instruments to enforce centripetal force in Indonesia. Data obtained on campus shows that campus public signs also reflect the implementation of these two regulations. Figure 1 is a photo of a public sign in the hallway in front of the Indonesian Language Education Study Program classroom at the UPG campus. This study program contributes to applying the centripetal language force at the campus. As an actor of centripetal language power, this study program teaches standardized Indonesian.

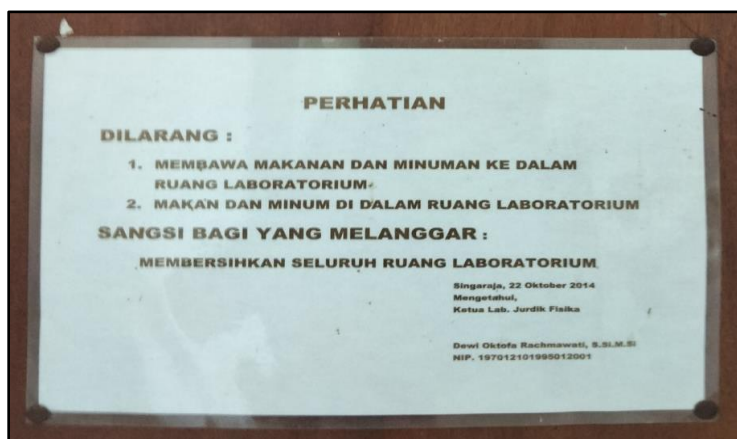


**Figure 1.**

A poster depicting an Indonesian author in the Indonesian Language Education Study Program at UPG campus

The poster in Figure 1 presents an Indonesian author named Arifin Chairin Noer, one of the figures students need to know. The poster describes a brief biography and his various published literary works. This media can be categorized as informative media that aims to provide an environmental print to support literature learning in the Indonesian Language Education Study Program at UPG. This media is installed at eye-level height, emphasizing standardized Indonesian

language. The use of the Indonesian language in the campus public signs is also seen in the public sign shown in Figure 2 below.



**Figure 2.**

A classroom management public sign

The public sign in Figure 2 has a much smaller number of sentences than the public signs in Figure 1. This public sign conveys information on the rules for entering a laboratory room at UPG. This public sign was made by the study program management using monolingual Indonesian. Indonesian use aligns with the ideology adopted in making the public signs in Figure 1. The utilization of Indonesian shows the implementation of national language regulations stipulated in Law Number 24 of 2009 and Presidential Regulation Number 63 of 2019. Language regulations in Indonesia require standardized Indonesian, but it has not been fully applied to the public signs in Figure 2. It can be seen from the word "*sangsi*," which, in a formal context, according to the Language Development and Guidance Agency of Indonesia (2016), is inappropriate. The maker of the public signs intended to use the word "*sanksi*" [sanction]. The mistake does not reduce the existence of centripetal force because it was done unintentionally. The sign maker wants to show written communication, which must utilize Indonesian in a formal context.

### **Implementation of Language Policy Based on Centrifugal Force**

Campus as an educational place cannot be separated from the existence of informative public signs. In the global era, the existence of international languages is inevitable. Various teaching materials come from abroad, so international languages are often found in campus teaching materials. In addition to teaching materials, there are also international accreditation activities that require the existence of public signs in global languages. In addition, there are also international interactions, such as the distribution of graduates to work abroad, which is one of the campus's flagship programs. Various information is conveyed on campus public signs using English or languages other than Indonesian. Examples of public signs that represent centrifugal force, which do not use Indonesian, are presented in Figures 3 to Figure 6.



Figure 3.

An English wall magazine at UPG campus

Figure 3 shows a wall magazine at the UPG campus. The wall magazine is a written communication medium for students and a language-learning medium. The students try to practice their writing skills in English, and other students, as readers, also learn English from the writing.



Figure 4.

An international seminar flyer at UPS campus

Figure 4 is a flyer for an international seminar at the UPS campus. English is a must in this seminar flyer to accommodate participants from diverse linguistic backgrounds. English characterizes the international level of the seminar, which is not only attended by participants from Indonesia.



Figure 5.

A public health standard poster at MS campus

Figure 5 shows the public health information board at the MS campus. The campus aims to equip students with the competencies needed for the international hospitality industry. This banner was displayed in several areas across the campus, making it highly visible to students throughout the day.

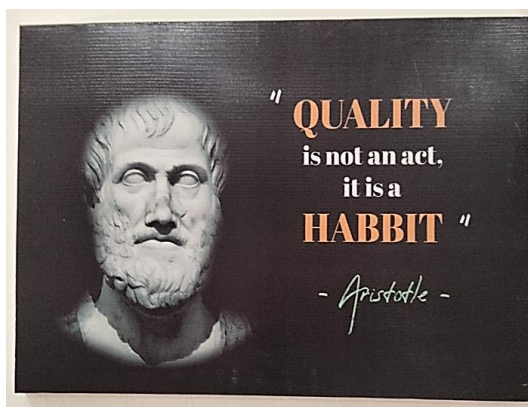


**Figure 6.**

An informational banner at HIS campus

Figure 6 shows the campus information banner located in the lobby area of the HIS campus. Similar to the MK campus, the HIS campus prepares students with international communication skills. At the same time, it aims to demonstrate its readiness to compete in the global labor market, particularly in the cruise ship industry.

These public signs use English as a manifestation of centrifugal force. MS and HIS are vocational campuses specializing in hospitality and cruise ships that prepare and target graduates to work in fields that often interact with guests from foreign countries. This campus forms a language ecology through environmental scripts to increase students' language competence and technical work. Centrifugal force is also seen in symbolic public signs, as shown in Figures 7 to Figure 9.



**Figure 7.**

A symbolic public sign in English at UPG campus

Figure 7 is a public sign mounted on an office wall on the UPG campus. The sign maker intends to instill the value of work culture to the readers of the sign by quoting the wise words of Aristotle: "Quality is not an act, it is a habit," written in English. This public sign also displays aspects of multimodality with a statue of Aristotle's face next to the text.

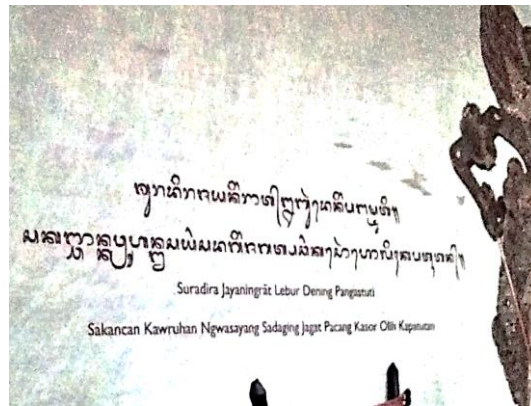


Figure 8.

A symbolic public sign in Old Javanese in MK campus

Then, in Figure 8, there is a message conveyed by the sign maker in Old Javanese, "*Suradira Jayaning Lebur Dening Pangastuti*," and a subtitle in Balinese, "*Sakanca Kawruhan Ngwasayang Sadaging Jagat Pacang Kasor Olih Kapatutan*" [All evil can only be defeated by truth]. The scripts used are Balinese, which represents symbolic function, and Roman script, which represents instrumental function. The Old Javanese and high tongue Balinese expressions are the indices of Balinese and Hindu culture as the local identity of the campus where the media is posted. The poster is decorated with semiotic aspects through a *wayang* [puppet] image to strengthen the local cultural atmosphere.



Figure 9.

A symbolic public sign in English at MS campus

Figure 9 is a public sign that provides a motivational message for students at the MS campus. This media contains multimodal elements, such as a picture of a cruise ship sailing in the middle of the ocean. The use of a non-Indonesian language is a symbolic index attached to the language. English reflects aspects of Western culture that need to be adopted to improve the students' and staff's performance on campus.

### Implementation of Blurring Language Policy on LL Campus

Blurring occurs in varying amounts on various public signs across campuses. It is dominated by the use of Indonesian and English on public signs. Blurring occurs in bilingual and multilingual media, Indonesian being one of its languages. Blurring occurs due to intense language contact in the campus environment. This language contact causes the sign maker to believe that the

informative and symbolic message conveyed to the reader has been appropriately communicated. One of the blurring data on public signs is presented in Figure 10.



**Figure 10.**

English, Indonesian, and Old Javanese on a public sign

Figure 10 is a photo of public signs taken at the UPG campus. The public sign conveys information on the vision and mission of a faculty as a socialization effort. The campus makes this media an extension of the government that carries language centralization as a manifestation of centripetal force. This role is realized by using Indonesian as the dominant language in the media. In addition to Indonesian, an English expression, 'Welcome to FACULTY OF EDUCATION,' is printed larger and positioned above the Indonesian version of the vision and mission. It shows the effort to prioritize English as an international language. In addition to these two languages, the Old Javanese language 'Tri Hita Karana' is also a part of the vision and mission. *Tri Hita Karana* is a philosophical foundation in Balinese culture that emphasizes harmonious relationships between humans and God, other humans, and nature (Astawa et al., 2018; Budiadnya, 2018; Padet & Krishna, 2018; Prayitno, 2016). This intellectual foundation is a Balinese cultural identity conveyed in public signs.

### **Mapping the Position of National and Regional Language Policies from a Heteroglossia Perspective**

The national language policy, which is marked by Indonesian, cannot be fully implemented on campus public signs. As a place of education and implementation of national and regional policies, the campus uses diverse languages in its public signs. The use of each language creates an equilibrium of centripetal and centrifugal language power.

The national language policy and the existence of regional languages originate from the 1945 constitution, which is the source of all language regulations in Indonesia. Centripetally, the position of Indonesian as the state language is regulated in Article 36 of the 1945 Constitution. Centrifugally, regional languages are regulated in Article 32, paragraph 2 of the 1945 constitution, which reads, "The state respects and maintains regional languages as national cultural treasures." Then, the prioritization of Indonesians in the public sphere is regulated in Law Number 24 of 2009 and Presidential Regulation Number 63 of 2019. In this centripetal space, formal language varieties contain strong centripetal power, and informal Indonesian varieties contain weak centripetal power.

In the centrifugal realm, there is *peraturan gubernur Bali* [Governor of Bali regulation], number 80 of 2018, article 6, which regulates the position of Balinese script on public signs. This regulation favors the centripetal power of Balinese script but cannot be fully categorized as a regulation in the centrifugal realm because it only regulates script, not Balinese language. It shows that the regulation is still subject to national language regulations. This phenomenon causes *Pergub Bali* No. 80/2018 to be placed in the blurring area rather than entirely in the centrifugal area. Centrifugal force is evidenced by non-Indonesian languages that remain sustainable in the campus public space. Between centripetal and centrifugal forces, bilingual and multilingual public signs in Indonesian + other languages/non-Latin scripts generally realize a blurring area. The blurring area occurs at the orthography, word formation, phrase formation, and typology of multilingualism at the level of sentence and composition.

From the centripetal force point of view, several studies on heteroglossia found that the centripetal actor is the government (see Foster & Welsh, 2021; Tamtomo & Goebel, 2022). The role of the government, especially the national government, is influential in supporting the language centralization program on public signs at the campuses studied. Public signs are written in Indonesian, in accordance with national linguistic regulations, namely, Presidential Regulation Number 63 of 2019, Article 23, which reads, "Indonesian shall be used as the language of instruction in national education." This public sign is one of the written communication media in the educational process on campus. In addition, the use of Indonesian in these public signs is in accordance with Article 40, paragraph (1) of Presidential Regulation Number 63 of 2019, which reads, "Indonesian must be used in public signs, road signs, public facilities, banners, and other information tools that are public services". According to Shohamy (2006:58), "the ideology adopted by a nation is manifested in the implementation of language policy through five channels, namely 1) regulations, 2) language education, 3) standardized language tests, 4) language in public spaces, and 5) myths, propaganda, and coercion/pressure". In this context, national language policy is realized in language education and language in the public sphere. Two elements of language policy are applied in one situation, which certainly has a relatively more potent centripetal force.

In addition to policy factors, using Indonesian as the national language also conveys the content of courses taught in specific study programs, such as Indonesian Language Education. Many public signs that convey course content are installed in the hallway of the study program. The public signs are installed at eye-level height and use a relatively small font size with a reading distance of around 0.5 to 2 meters. The writing is relatively unreadable from a rather long distance. This position shows that public sign creators build relationships categorized as intimate (0 cm to 46 cm), personal (46 cm to 1.2 m), and social (1.2 m to 3.6 m) (Scollon & Scollon, 2003). The relationship shows that these public signs have a social reach limited to readers who pass through the hallway, especially students of the study program concerned. The height of the signs also reflects bottom-up media that are close to ground level and tend to use languages and images that reflect local-scale interactions and transactions (Stroud & Mpendukana, 2010). On a larger scale,

the existence of such public signs is a manifestation of language policy. Concerning the relationship built with the readers, the sign maker maintains centripetal power because the goal is to convey messages about learning materials aimed at Indonesian Language Education study program students.

Besides implementing language regulations and delivering learning materials, Indonesian also aims to accommodate formal communication media between students and the study program management. Indonesian is the lingua franca of students with different regional language backgrounds. Students of this study program come from various provinces in Indonesia, so using Indonesian can be an effective communication medium. Apart from being read by students, informative public signs like this are also objects of assessment in the campus accreditation program. The accreditation process is also conducted in Indonesian. This process also carries out a centripetal ideology that subconsciously strengthens the existence of Indonesian on the campus. Using Indonesian as the official language reflects a hidden agenda of language centralization that overrides the existence of regional and foreign languages (Shohamy, 2006). However, the existence of an accreditation system on a national scale is experiencing a centrifugal threat, with the implementation of an international accreditation system that provides an excellent opportunity to use foreign languages in public signs on the campus. The international accreditation is only carried out in certain faculties. Hence, the contestation between centripetal and centrifugal forces is still not too intense in faculties that do not carry out international accreditation.

Then, from the perspective of centrifugal forces in the public signs of the campuses, foreign and regional languages are used without including Indonesian. This phenomenon can be analyzed through the lens of the triadic aspects of heteroglossia. The first triadic aspect is multidiscursivity. It manifests in English, reflecting the co-presence of various discourses on time, domain, and ideology. From a time perspective, the choice of English relates to a modern and progressive era. Before the internationalization program of the campuses, Indonesian was the dominant language used. During the traditional era, campus development was nationally oriented. However, globalization compelled campuses to adopt an international orientation in their programs. The development of international mandates on campuses necessitated using a language that could facilitate this need, especially English, which national language politics could not constrain.

Internationalization programs foster opportunities for student and faculty exchanges in the national domain, making English an essential communication tool. In the educational domain, knowledge often sourced from Western literature necessitates using English in public signs. Professionally, campuses prepare students for global careers, making exposure to English vital. From an ideological perspective, centrifugal public signs are rooted in globalization and pedagogical ideologies. These ideologies align with the essence of heteroglossia. The use of English indicates the ambition to advance campuses and their components to be on par with their international counterparts. This use of English is not an indication of undermining the centripetal force of Indonesia but rather a progressive process of adapting to globalization challenges within campuses (Wang, 2016).

The second triadic aspect is multivoicedness, which is the appreciation of individual language choices within a speech community (Busch, 2014). Using English in campus public signs reflects recognition of foreign languages within a community where English is not the native tongue (Bruyèl-Olmedo & Juan-Garau, 2020). Meanwhile, Indonesian and Balinese, as native languages, are not used in these public signs. The third triadic aspect is linguistic diversity. English in public signs using foreign languages represents multidiscursivity and multivoicedness, culminating in linguistic diversity. Analyzing time, domain, ideology, and the appreciation of

individual language differences ultimately points to multilingualism within a speech community. The use of English in non-English-speaking communities enriches the linguistic variation in such communities. Using English, Old Javanese, and Balinese script in these public signs reflects centrifugal forces. Indonesian is absent; thus, centripetal forces are not visible on these public signs. Using languages other than Indonesian indicates that the conceived and perceived spaces described by Trumper-Hecht (2010) are not always aligned. Various national language regulations prioritizing Indonesian and Latin script in public spaces are not consistently implemented in practical contexts by signage makers. The discrepancy between conceived and perceived space arises from their underlying objectives. Conceived space is motivated by the desire to control and engineer language choices to achieve language centralization, the core of centripetal forces. In this space, the government's role is absolute. In perceived space, however, the government's role as a centripetal actor is no longer absolute due to the emergence of non-governmental actors as centrifugal forces. As a result, diverse language choices appear on campus public signs. Campuses are essentially extensions of the government in implementing language policies, as they are one of the sites where language politics are realized through education, as noted by Shohamy (2006).

Finally, from the perspective of blurring, Indonesian is used as the national language, along with other languages, in the same public signs. This blurring phenomenon is common in complementary multilingual text types (Reh, 2004). These texts do not involve translation processes as seen in duplication, fragmentation, and overlap multilingualism. Media creators assume that readers are proficient in English as a foreign language and Indonesian as the national language. Readers are presumed competent in all language expressions used in the media. On a deeper level, a symbolic message is conveyed. The use of English reflects the effort of the campuses to be open to the international community in line with their vision. The use of Indonesian indexes national regulations symbolizes nationalism. Old Javanese reflects an attempt to incorporate Bali's deeply rooted local cultural identity. These symbolic representations require all three languages associated with each symbol. Media creators cannot prioritize one symbol while excluding the others because all languages play vital roles in campus life. This principle supports multidiscursivity, multivoicedness, and linguistic diversity, the pillars of heteroglossia (Bailey, 2012). The intersection of these pillars is regarded as a manifestation of blurring at the level of public sign texts (Foster & Welsh, 2021).

## CONCLUSION

The study identifies that public signs at the five campuses exhibit a fluid interaction between the three forces: centripetal, centrifugal, and blurring. First, the centripetal orientation is evident in the dominant use of Indonesian, which aligns with the national language policy. This reflects its role as the medium of instruction in academic settings and as a unifying language among diverse ethnic groups on campus, serving as a *lingua franca*. Second, the presence of centrifugal forces, on the other hand, is defined by the use of language with regional and international ones. This shows institutional linguistic difference accommodation, allowing a plurality of voices and discourse in line with the Bakhtinian sense of multivoicedness and multidiscursivity. The use of Balinese and international languages by signs shows a sense of local cultural identity and an international academic orientation. Third, the blurring orientation emerges in signage where national, regional, and foreign languages coexist. This complementary multilingualism illustrates a hybrid linguistic practice, where clear-cut boundaries between language policies are softened, allowing flexible and inclusive communication. These results collectively establish that language policy implementation within campus public space in Bali is neither homogeneous nor static but, instead, fluid and

dialogical. In light of Bakhtin's concept of heteroglossia, it becomes apparent that language policy within campus signage simultaneously provides for national integration as well as a promotion of linguistic diversity, mirroring wider socio-political and cultural compromises within Indonesia's multilingual environment.

From the perspective of language regulations implemented in campus public spaces in Bali, policies support centripetal, centrifugal, and blurring forces. Regulations supporting centripetal forces are the language policies that the central government makes and implements nationally. However, national regulations are also found to accommodate foreign and regional languages, considering their contribution to historical, religious, and cultural aspects that need preservation. It shows that national regulations do not fully support centripetal forces. Similarly, regional regulations do not fully support centrifugal forces, as they remain aligned with national policies. The centrifugal aspect of regional language regulations appears only to preserve regional languages, which are considered assets and part of the identity of the Indonesian nation.

This study has certain limitations, and several suggestions for further research are provided in response. First, the research was conducted only at five campuses in Bali, making the findings local in scope. Therefore, further research should be carried out in other regions of Indonesia. Second, this study did not involve direct perceptions from students, lecturers, or staff regarding the presence or function of languages on public signs. Research using survey methods would address this limitation. Third, this study has not explicitly addressed the impact of language policy on the maintenance of regional languages. Therefore, it is recommended that future studies focus on the relationship between language use on public signs and the vitality of regional languages among students. Fourth, an in-depth exploration of the power dynamics or ideologies behind language choice on campus public signs has not been explored. Thus, a critical and ideological study on the influence of institutional or state policies on multilingual practices should be undertaken in future research.

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