

**A DESCRIPTIVE STUDY OF LINGUISTIC LANDSCAPE TO SUPPORT
THE DEEP LEARNING-BASED TEACHING AND LEARNING PROCESS
IN PONOROGO DISTRICT ELEMENTARY SCHOOLS**

THESIS

**Presented to in partial fulfillment of the requirement
for Bachelor degree of English Language Education**



By :

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ABSTRACT

Ryan Achmad Maulana A Descriptive Study of Linguistic Landscape to Support the Deep Learning-Based Teaching and Learning Process in Ponorogo District Elementary Schools. Thesis. Department of English Education, Muhammadiyah University of Ponorogo. Advisor I Dr. Diyah Atiek Mustikawati, M.Hum. Advisor II Dr. Ana Maghfiroh, M.Pd., BI.

Linguistic landscape has gained increasing attention in educational contexts because environmental texts provide authentic language exposure and meaningful learning opportunities beyond classroom instruction. In elementary schools, posters, signs, vocabulary displays, informational boards, and students' work function as authentic pedagogical resources that support literacy and contextual learning. However, research examining the role of linguistic landscape in supporting deep learning-based teaching and learning in elementary school settings remains limited. Therefore, this study aimed to identify the types of linguistic landscape that support the deep learning-based teaching and learning process, explore teachers' perceptions of its pedagogical role, and examine its contribution to students' engagement and understanding.

This study employed a qualitative case study design conducted at SD Muhammadiyah Ponorogo and SDMT Ponorogo. The participants consisted of two elementary school teachers selected through purposive sampling. Data were collected through observations, semi-structured interviews, and documentation, and were analyzed using the interactive model of Miles, Huberman, and Saldaña.

The findings revealed four major types of linguistic landscape: literacy and educational displays, motivational and character-building texts, informational and instructional texts, and multilingual linguistic resources. The teachers perceived linguistic landscape as an authentic pedagogical resource that supports classroom instruction, literacy development, contextual learning, and meaningful learning experiences. Based on the triangulation of observations, documentation, and teachers' perceptions, the findings further indicated that linguistic landscape provides opportunities for students to engage actively in learning, supports inquiry and classroom interaction, promotes contextual vocabulary development, and facilitates meaningful understanding by connecting learning materials with students' everyday experiences. Overall, the study concludes that linguistic landscape functions as an authentic pedagogical resource that supports the implementation of deep learning-based teaching and learning by fostering contextual, meaningful, and student-centred learning experiences in elementary school settings.

Keywords: linguistic landscape, deep learning, elementary school, student engagement, teachers' perceptions.

THESIS STATEMENT

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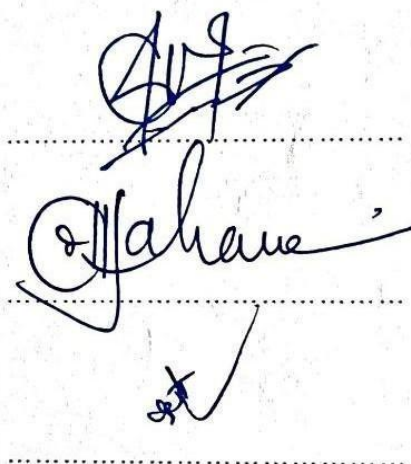
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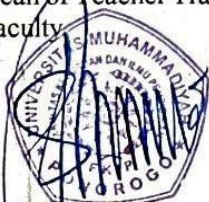
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MOTTO

“Terus melangkah dia berdendang, Walau semesta tak mendengarkan”

*-The Cloves And The Tobacco, “Sajak
Usang Kelas Pekerja”*

**“Tak semua yang pernah kita perjuangkan harus menjadi milik kita
selamanya.**

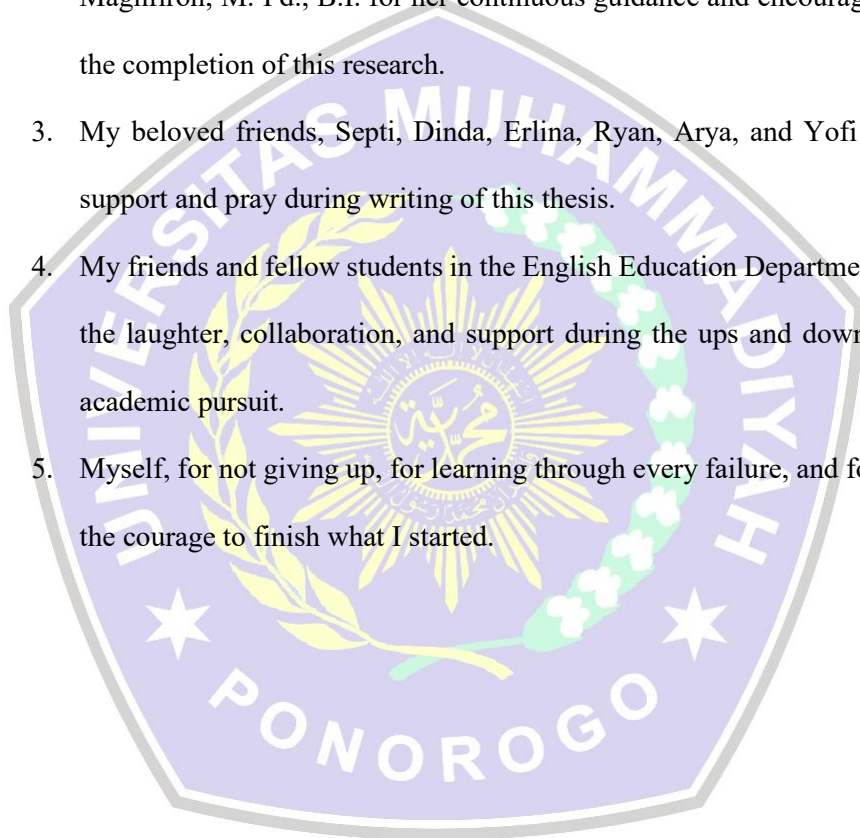
Ada waktunya melepaskan, berterima kasih, lalu melanjutkan perjalanan”

-The Jeblogs & Laleon, “Sekian, Terimakasih”



DEDICATION

1. My beloved parents and family, who have been my greatest source of inspiration, strength, and unconditional love. Thank you for your constant prayers, sacrifices, and support throughout every step of this academic journey.
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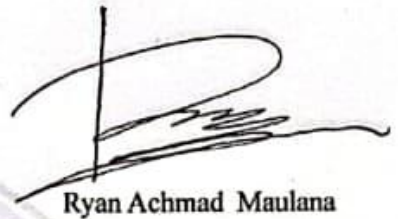
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The writer is fully aware that this thesis is far from perfection. Therefore, constructive criticism and suggestions are highly welcomed for better

improvement. It is expected that this thesis will be useful for readers, especially those who are interested in the field of English language education and bilingualism studies. Finally, may Allah SWT always bestow His blessings upon all of us.

Ponorogo, 17th July 2026



Ryan Achmad Maulana

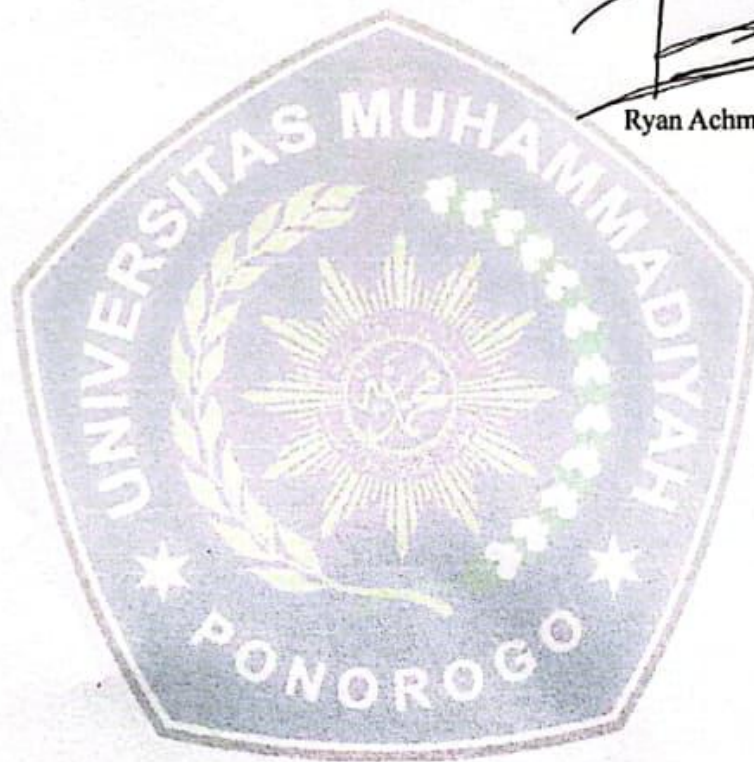


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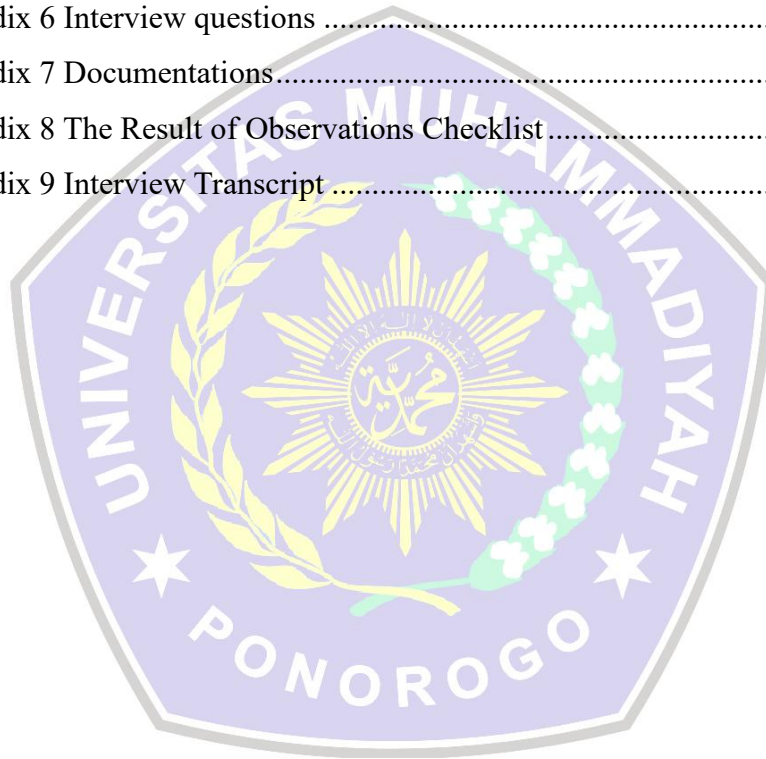
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language learning in elementary schools is still frequently dominated by textbook-oriented instruction and mechanical exercises that emphasize vocabulary memorization and grammatical accuracy(Andrew, 2023). In many classroom practices, language is introduced as a formal subject that is separated from students' social realities and everyday experiences(Brevik & Holm, 2023). As a consequence, students often experience difficulties in understanding how language functions in authentic communication and real social contexts(Yu et al., 2021). Learning eventually becomes less meaningful because students are not sufficiently exposed to contextual language use that reflects the environment around them(Tai & Wong, 2023). In elementary education, meaningful learning is more likely to develop when students actively engage with authentic experiences and learning resources that are closely connected to their daily life(Linh, 2024).

This condition highlights the importance of contextual learning in elementary education(Darling-Hammond et al., 2020). Sociocultural perspectives on learning emphasize that knowledge is constructed through interaction with the environment and social experiences(Wheaton et al., 2024). Elementary school students generally understand concepts more effectively when learning materials are connected to concrete situations that they encounter directly in their

surroundings(Ayotte-Beaudet et al., 2023). Therefore, the learning environment plays an important role in helping students build understanding naturally(Mourischa et al., 2024). In language learning, the environment can provide authentic language exposure that supports students' literacy development, language awareness, and participation in the learning process(Turner et al., 2023).

Given the importance of contextual learning, educators need learning resources that naturally connect language with students' everyday environments. One form of environmental language exposure that has considerable educational potential is the linguistic landscape (LL) (Gorter et al., 2021). Linguistic landscape refers to the visible display of written language in public spaces, including signs, posters, banners, labels, announcements, slogans, and other visual texts (Landry & Bourhis, 1997). Within school settings, linguistic landscapes appear in many forms, such as classroom displays, hallway posters, bulletin boards, library notices, school gates, and other public areas (Gapur et al., 2024). These written texts do not merely function as informational displays but also represent authentic language input that reflects social practices, institutional values, and cultural identities within the school community (Rohmah et al., 2024).

The presence of linguistic landscape in elementary schools potentially creates meaningful learning opportunities because students interact with these visual texts in their daily activities(Gapur et al., 2024; Gorter et al., 2021). The written language displayed throughout the school environment provides authentic examples of how language is used in real situations and meaningful contexts(Lestianingsih et al., 2023a). Through observing and interpreting these

texts, students may expand their vocabulary knowledge, understand language functions, and become more aware of the social meaning of language use (Li et al., 2023). In addition, linguistic landscape encourages students to connect classroom learning with their own experiences, making learning more relevant and engaging (Fajardo-Dack et al., 2024). For this reason, linguistic landscape should not only be viewed as decorative or administrative elements within schools, but also as contextual learning resources that can support the learning process (Wen, 2023).

Beyond serving as a contextual learning resource, the educational value of linguistic landscape can also be understood through the perspective of deep learning (Barcelona et al., 2023). Deep learning emphasizes meaningful understanding, critical thinking, reflection, and active knowledge construction rather than simple memorization (Mystakidis, 2021). Through this approach, students are encouraged to connect knowledge with authentic experiences, analyze information critically, and construct understanding through active engagement with learning materials (Kovač et al., 2025). Learning is therefore not limited to receiving information passively but also involves interpretation, reflection, and meaningful participation in the learning process (Abdulganee et al., 2025).

In this context, linguistic landscape can contribute to the realization of deep learning because it provides authentic and contextual language exposure within students' immediate environment (Wiśniewska, 2024). Activities such as observing school signs, interpreting posters, discussing slogans, and reflecting on the social functions of language encourage students to engage in interpretation,

analysis, and critical reflection (Solikhah & Budiharso, 2022). Interaction with linguistic landscapes also enables students to connect classroom learning with real-life situations, which is one of the essential characteristics of deep learning (Algryani & Syahrin, 2021). As a result, the integration of linguistic landscape into elementary education has the potential to create more engaging, reflective, and meaningful learning experiences for students (Romanowski, 2026).

In Ponorogo Regency, elementary schools are surrounded by diverse linguistic landscapes that reflect the sociocultural characteristics of the local community (Bernardo-Hinesley, 2022). Various written texts displayed in school environments use Indonesian, Javanese, Arabic, and, in some cases English (Sumarlam et al., 2021). This linguistic diversity reflects the interaction between local cultural identity and broader educational influences within the school environment (Rafael et al., 2024). The existence of multilingual written texts potentially provides rich language exposure for students and may serve as a meaningful learning resource that supports contextual language learning (Riadi & Warti, 2021). Through interaction with these linguistic elements, students are not only exposed to language forms, but also to cultural values, social meanings, and local identities represented through language use (Yelenevskaya & Protassova, 2021).

Despite this potential, the pedagogical use of linguistic landscape in Indonesian elementary schools remains relatively limited, particularly in rural and semi-urban contexts (Gapur et al., 2024). In many schools, written texts displayed in public spaces are still treated mainly as informational or decorative elements

rather than as learning resources integrated into classroom activities (Bernardo-Hinesley, 2022). Teachers may not yet fully recognize the contribution of linguistic landscape to meaningful learning processes or may still face difficulties in utilizing school environments as contextual learning resources. Consequently, the potential of linguistic landscape to support student engagement and deep learning has not been fully explored in elementary education practices (Da Silva, 2023).

Previous studies have examined linguistic landscape in various educational contexts and have demonstrated its educational potential. Gapur et al. (2024) investigated linguistic landscapes in Indonesian elementary schools and found that written texts displayed throughout school environments functioned not only as informational media but also as representations of social and cultural practices within the school community. Similarly, Padmadewi et al. (2023) reported that linguistic landscape could facilitate students' language practice and engagement when integrated into Project-Based Learning activities. Taken together, these studies indicate that linguistic landscape provides authentic language exposure and creates meaningful opportunities for language learning beyond conventional classroom instruction.

Research on deep learning has likewise highlighted the importance of contextual and meaningful learning experiences in elementary education. Karman et al. (2025) demonstrated that deep learning approaches encouraged students' active participation and promoted meaningful understanding during classroom learning. Likewise, Aryanto et al. (2025) found that learning experiences closely connected to students' everyday lives significantly enhanced students' engagement

and facilitated deeper conceptual understanding. Taken together, these findings suggest that meaningful and context-based learning environments play an essential role in promoting active participation, critical thinking, and deeper understanding among elementary school students.

Although previous studies have established the educational value of linguistic landscape and the effectiveness of deep learning as separate areas of research, several important gaps remain. First, little research has explicitly integrated linguistic landscape and deep learning within a single educational framework to examine how environmental texts can support meaningful learning processes. Second, most linguistic landscape studies have primarily focused on describing language forms, multilingual practices, or sociocultural functions rather than investigating how linguistic landscape contributes to students' learning experiences. Third, studies on deep learning have largely emphasized instructional approaches and learning outcomes without considering how the school linguistic landscape may serve as an authentic learning resource to support deep learning. Fourth, only limited research has explored students' perceptions of linguistic landscape and their engagement with environmental texts as part of everyday learning experiences. Finally, empirical studies integrating linguistic landscape and deep learning in Indonesian elementary schools, particularly in semi-urban contexts such as Ponorogo Regency, remain scarce. Addressing these gaps is important for understanding how school linguistic landscapes can be utilized as contextual learning resources that promote meaningful learning, student engagement, and deeper understanding.

Based on these considerations, this study aims to explore how linguistic landscape supports deep learning-based teaching and learning processes in elementary schools in Ponorogo Regency. Specifically, the study seeks to identify the types of linguistic landscape available within school environments, examine students' perceptions of these linguistic resources, and analyze how linguistic landscape contributes to students' engagement and understanding in deep learning practices. This study is expected to contribute both theoretically and practically by providing empirical evidence on the integration of linguistic landscape into elementary education as a contextual learning resource that promotes meaningful learning, language awareness, and student engagement.

1.2 Statement of the Problem

The problems with statements in this study are:

1. What kind of linguistic landscape to support the deep learning-based teaching and learning process in Ponorogo Regency Elementary School?
2. What are teachers' perceptions of the role of linguistic landscape in supporting the deep learning-based teaching and learning process in Ponorogo Regency Elementary Schools?
3. How does the linguistic landscape contribute to student engagement and understanding during deep learning in Ponorogo District Elementary School?

1.3 Purpose of the Study

The objectives of this research are:

1. To find out the types of linguistic landscapes to support the teaching and learning process based on deep learning in elementary schools in Ponorogo Regency.
2. To explore teachers' perceptions of the role of linguistic landscape in supporting deep learning-based teaching and learning processes.
3. To explain the linguistic landscape contributes to student engagement and understanding during deep learning in Ponorogo Regency Elementary School.

1.4 Significance of the Study

The results of the study are expected to provide several significant to:

1. Teachers

This study provides insights into teachers' perceptions regarding the role of linguistic landscape in supporting deep learning-based teaching and learning processes. The findings may help teachers recognize the educational potential of posters, signs, slogans, information boards, and other visual texts as contextual learning resources. Furthermore, the study encourages teachers to integrate linguistic landscape into classroom practices to promote student engagement, meaningful understanding, critical thinking, and active participation in learning activities.

2. Schools

This study highlights the importance of utilizing school environments as learning resources. Various texts displayed within the school environment, such as motivational posters, vocabulary displays, information boards, and classroom agreements, can be intentionally designed to support students' learning experiences. By maximizing the educational function of linguistic landscape, schools can create more meaningful, engaging, and context-rich learning environments.

3. Future Researchers

This study may serve as a reference for future researchers interested in investigating linguistic landscape, deep learning, contextual learning, and language education. The findings may also contribute to further studies exploring the role of linguistic landscape in different educational contexts and levels.

1.5 Scope and Limitations

This study examines the use of written language present in the school environment such as signs, posters, labels, and banners as part of the teaching and learning process in elementary schools. The focus of the research was directed at several selected schools in Ponorogo Regency, an area dominated by the use of Indonesian and Javanese in school public spaces. This study explores how students interact with these various linguistic elements, as well as how teachers use them as a means of supporting learning. In line with the spirit of the Merdeka Learning

policy, this research emphasizes the importance of learning experiences that are contextual, local environment-based, and meaningful for students.

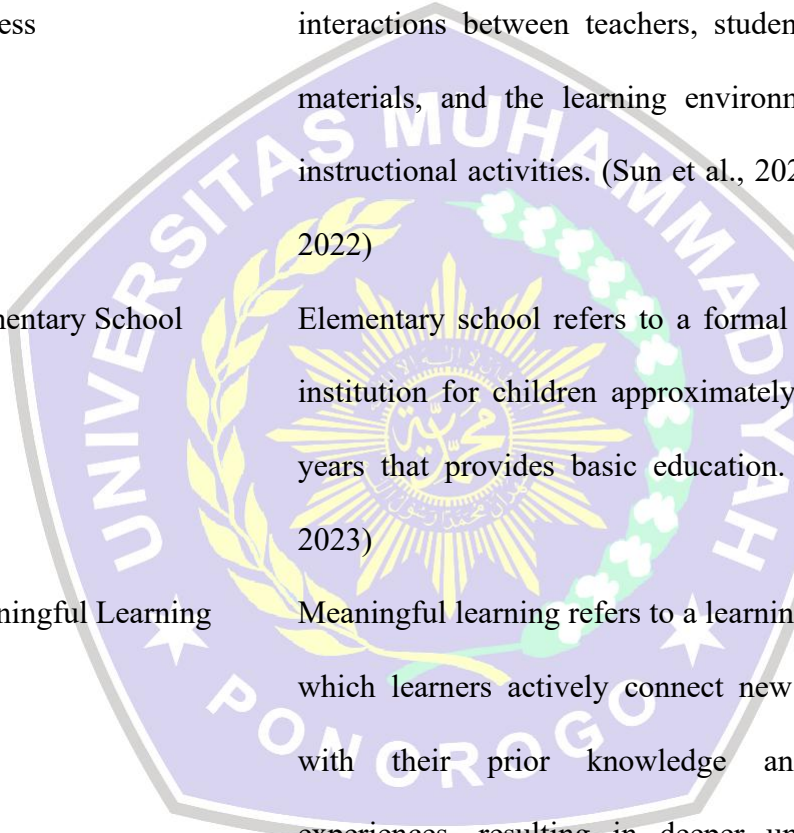
A qualitative approach is used through observation, interviews, and documentation activities to gain a deep understanding of the role of the linguistic landscape in supporting literacy, learning engagement, and the development of critical thinking in basic education.

This research has a number of limitations that need to be considered. The scope of the study only covers a limited number of schools in one specific region, so the results cannot be generalized to all primary schools.

The data collected is qualitative and not accompanied by quantitative measurement of learning outcomes. Factors such as students' backgrounds, literacy levels, and intensity of language exposure have the potential to influence the finding, but were not the main focus of this study. In addition, the presence of researchers in the field can affect the natural behavior of the research subjects. This research has also not touched the digital linguistic landscape and has not applied a comprehensive deep learning model, so it is positioned more as a starting point for further exploration and research.

1.6 Definition of Key Terms

Linguistic Landscape	Linguistic landscape refers to the visible display of written language in public spaces such as signs, posters, banners, labels, and announcements within the school environment (Landry & Bourhis, 1997).
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Deep Learning	Deep learning refers to a learning approach that emphasizes meaningful understanding, critical thinking, reflection, and the connection between knowledge and real-life experiences (Fullan, Quinn, & McEachen, 2020).
Teaching and Learning Process	Teaching and learning process refers to the interactions between teachers, students, learning materials, and the learning environment during instructional activities. (Sun et al., 2022; Li et al., 2022)
Elementary School	Elementary school refers to a formal educational institution for children approximately aged 6–12 years that provides basic education. (UNESCO, 2023)
Meaningful Learning	Meaningful learning refers to a learning process in which learners actively connect new knowledge with their prior knowledge and real-life experiences, resulting in deeper understanding rather than rote memorization (Ausubel, 1968).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Linguistic Landscape

2.1.1 Definition and Functions of Linguistic Landscape

The concept of linguistic landscape (LL) has become an important area of study in sociolinguistics and educational research because it reflects how language is displayed and used within public spaces (Wiśniewska, 2024). Linguistic landscape generally refers to the visible written language found in public environments, including signs, posters, banners, advertisements, labels, announcements, and other textual displays (Bernardo-Hinesley, 2022). These written texts appear in various social spaces and function not only as tools of communication but also as representations of social, cultural, political, and educational identities within a community (Chrzanowska-Kluczevska, 2024).

Landry and Bourhis (1997) explain that linguistic landscape has two main functions, namely informational function and symbolic function. The informational function refers to the role of written signs in providing information, directions, and practical guidance within public spaces. Meanwhile, the symbolic function represents the cultural values, identities, beliefs, and social relationships of a particular community. These two functions indicate that linguistic landscape is not merely a collection of written texts but also a reflection of how language shapes social interaction and identity (Alejandro, 2024). Recent studies further argue that

the informational and symbolic functions of linguistic landscape also play significant roles in educational environments by supporting communication, literacy development, and school culture (Gorter, 2023; Cenoz & Gorter, 2024).

Recent developments in linguistic landscape research have expanded the concept beyond its original sociolinguistic perspective toward educational applications. Contemporary scholars view linguistic landscape as a pedagogical resource that provides authentic language exposure, enhances language awareness, and facilitates contextual learning through students' interaction with environmental texts. Rather than serving merely as environmental decoration, written texts displayed in schools create meaningful opportunities for learners to connect classroom knowledge with real-life language use (Gorter, 2023; Cenoz & Gorter, 2024; Wiśniewska, 2024).

2.1.2 Landscape in Educational Context

In educational environments, linguistic landscape can be found in classrooms, school hallways, libraries, bulletin boards, school gates, and other public spaces within schools (Awal, 2025). The written texts displayed in these environments include motivational posters, classroom labels, safety instructions, announcements, students' work, school slogans, and multilingual signs (Martínez-León et al., 2025). The existence of these texts creates language exposure that students encounter continuously during their daily school activities (Gorter et al., 2021).

Linguistic landscape is not merely a collection of visual texts but also a form of social semiotic resource that carries meaning and reflects the educational culture of the school environment (Martínez-León et al., 2025). Through interaction with authentic environmental texts, students can observe language forms, understand language functions, interpret meanings, and connect classroom learning with everyday experiences (Wen, 2023). Consequently, linguistic landscape supports literacy development, vocabulary acquisition, language awareness, and meaningful learning.

The linguistic landscape in schools also reflects multilingualism and cultural diversity. Educational spaces frequently display multiple languages through signs, posters, banners, classroom labels, and other written texts, representing the multilingual nature of the school community (Rohmah et al., 2024). In Indonesian educational contexts, school linguistic landscapes often display the coexistence of Indonesian, local languages such as Javanese, religious languages such as Arabic, and international languages such as English (Lestianingsih et al., 2023b). This multilingual representation suggests how schools position language not only as a communication tool but also as a reflection of identity, educational values, and cultural heritage (Farida & Wanastri, 2025).

Furthermore, linguistic landscape has increasingly been recognized as an authentic learning resource within educational settings. Rather than functioning merely as visual displays, environmental texts provide meaningful language input that enables students to engage with authentic written language in real-life contexts (Solmaz, 2026). Through continuous interaction with classroom labels,

posters, announcements, school regulations, and students' work, learners are encouraged to develop language awareness, enrich vocabulary, strengthen literacy practices, and understand how language functions in everyday communication (Giacovazzi et al., 2021). In elementary school contexts, the pedagogical value of linguistic landscape is particularly significant because young learners acquire knowledge more effectively through concrete, visual, and contextual learning experiences (Kletzenbauer & Fürstenberg, 2025). The accessibility of written texts displayed throughout the school environment enables students to interact with language naturally beyond formal classroom instruction, thereby creating continuous learning opportunities during their daily activities (Karafylli & Maligkoudi, 2023).

Taken together, linguistic landscape in educational settings extends beyond its informational function by serving as an authentic pedagogical resource (Budinčić & Zubkova, 2023). Through continuous interaction with environmental texts, students develop language awareness, literacy, and contextual understanding (Aminah et al., 2025). Therefore, the educational linguistic landscape provides meaningful learning experiences that support students' cognitive and language development, particularly in elementary school contexts (Muzaki, 2024).

2.1.3 Types of Linguistic Landscape

Although the concept of Linguistic Landscape was initially introduced by Landry and Bourhis (1997) through its informational and symbolic functions, recent educational studies by Gorter (2023) and Cenoz and Gorter (2024) explain that

these functions are manifested in schools through various educational forms of environmental texts. Rather than classifying linguistic landscape solely according to its social functions, educational research categorizes school linguistic landscapes based on the types of written texts commonly found in educational environments (Suuriniemi & Satokangas, 2023). These categories provide a practical framework for understanding how linguistic landscape supports teaching and learning activities (Povalko et al., 2023).

Drawing on the educational perspective proposed by Gorter (2023) and Cenoz and Gorter (2024), four common forms of school linguistic landscape can be identified, namely informational texts, motivational and character-building texts, literacy and educational displays, and multilingual linguistic resources. Informational texts provide practical information that guides students' daily activities, such as classroom labels, school regulations, announcements, and directional signs (Kennedy et al., 2022). Motivational and character-building texts encourage positive attitudes, discipline, responsibility, and perseverance through inspirational messages displayed around the school environment (Putu et al., 2022). Literacy and educational displays consist of vocabulary posters, reading corners, students' projects, educational illustrations, and learning media that continuously expose students to written language (Wahyuningsih & Novita Fitriani, 2021). Meanwhile, multilingual linguistic resources display more than one language within the same educational environment, reflecting linguistic diversity while providing authentic opportunities for students to develop multilingual awareness (Gorter et al., 2021).

These various forms of linguistic landscape function as authentic learning resources because students interact with them repeatedly during everyday school activities (Ginosyan, 2026). Continuous exposure to environmental texts enables students to develop literacy skills, enrich vocabulary, strengthen language awareness, and connect classroom learning with real-life contexts (Khosa, 2025). In conclusion, the literature suggests that linguistic landscapes in educational settings can be manifested through various forms of environmental texts, including literacy and educational displays, informational texts, motivational and character-building texts, and multilingual linguistic resources (Bernardo-Hinesley, 2022). These forms illustrate how written texts perform different educational and communicative functions while providing authentic opportunities for language exposure, literacy development, and contextual learning within school environments (Gorter et al., 2021).

Based on these classifications, this study adopts four categories of school linguistic landscape, namely literacy and educational displays, informational texts, motivational and character-building texts, and multilingual linguistic resources. These categories provide the analytical framework for identifying and interpreting the linguistic landscape observed in elementary schools.

Overall, the literature indicates that linguistic landscape extends beyond the visible display of written language in educational environments (Setiawati & Junining, 2021). It functions as an authentic pedagogical resource that supports language awareness, literacy development, contextual learning, and meaningful interaction with environmental texts (Xin & Bullock, 2024). Therefore, linguistic landscape

provides a strong theoretical foundation for understanding how school environments can contribute to effective language learning.

2.2 Deep Learning

2.2.1 Definition of Deep Learning

Deep learning is an educational approach that emphasizes meaningful understanding, knowledge construction, and the application of learning to authentic situations rather than the memorization of isolated facts (Hasan Assidiqi & Sadiyah, 2025). Unlike surface learning, which primarily focuses on recalling information, deep learning encourages students to actively connect new knowledge with their prior experiences, critically analyze information, solve problems, and transfer their understanding to real-life contexts (Prihantoro et al., 2025).

Recent educational literature further explains that deep learning enables students to become active participants in the learning process by engaging in inquiry, reflection, collaboration, and authentic problem-solving. Through these learning experiences, students develop higher-order thinking skills, creativity, communication, and lifelong learning competencies that are essential for addressing the challenges of the twenty-first century.

Therefore, deep learning is understood in this study as a learning approach that promotes meaningful, contextual, and authentic learning experiences through students' active engagement with learning resources and their surrounding environment (Hasan Assidiqi & Sadiyah, 2025).

2.2.2 Principles of Deep Learning

The implementation of deep learning is characterized by several interconnected principles that encourage students to become active constructors of knowledge. Deep learning promotes meaningful learning by engaging students in authentic learning experiences that foster critical thinking, creativity, collaboration, communication, and the ability to transfer knowledge to new contexts(Thornhill-Miller et al., 2023). Rather than passively receiving information from teachers, students are encouraged to investigate problems, analyze and interpret information, reflect on their learning, and apply their understanding in real-life situations. Such an approach enables learners to construct knowledge actively through inquiry, collaboration, and problem-solving while developing higher-order thinking skills that are essential for lifelong learning and adapting to complex educational challenges. Recent studies further emphasize that deep learning environments support the integration of the 4C competencies through contextual, student-centered learning activities that encourage meaningful engagement and knowledge transfer across different learning settings(Asmoni et al., 2026).

Current educational research also highlights that deep learning requires student-centered learning environments in which learners actively participate in observation, inquiry, discussion, collaboration, and reflection(Talaei Khoei et al., 2023). Learning activities should encourage students to connect academic concepts with their daily experiences, enabling them to develop a deeper conceptual understanding rather than relying solely on memorization(Thornhill-Miller et al., 2023). These principles indicate that deep learning is closely associated with

authentic and contextual learning experiences, where meaningful interaction with learning resources enables students to develop both conceptual understanding and essential twenty-first-century competencies, including critical thinking, creativity, communication, and collaboration(Asmoni et al., 2026).

2.2.3 Deep Learning in Elementary Education

The implementation of deep learning is particularly important in elementary education because young learners develop understanding more effectively through concrete, contextual, and meaningful learning experiences(Talaei Khoei et al., 2023). At this educational level, students benefit from learning environments that encourage exploration, observation, interaction, and reflection rather than the passive reception of information(Thornhill-Miller et al., 2023). Authentic learning experiences enable learners to connect classroom knowledge with situations they encounter in their daily lives, thereby promoting deeper conceptual understanding(Thornhill-Miller et al., 2023).

Teachers play an essential role in designing learning environments that support deep learning by providing authentic learning resources, facilitating collaborative learning activities, and encouraging students to actively construct knowledge. Environmental learning resources, visual materials, and meaningful classroom interactions provide opportunities for students to observe, interpret, and apply knowledge in real-life contexts, making learning more engaging and sustainable.

Therefore, the implementation of deep learning in elementary schools requires learning environments that are rich in authentic learning resources and meaningful experiences. Such environments encourage students to become active learners who continuously construct understanding through interaction with their surroundings, which forms the theoretical foundation for examining the role of linguistic landscape in supporting deep learning within this study(Asmoni et al., 2026).

In summary, deep learning emphasizes meaningful understanding, active engagement, contextual learning, reflection, and the application of knowledge to authentic situations. These characteristics highlight the importance of learning environments that encourage students to construct understanding through meaningful interaction with learning resources and real-life contexts.

2.3 Constructivism

2.3.1 Definition of Constructivism

Constructivism is a learning theory that views knowledge as something actively constructed by learners through interaction with their environment rather than passively received from teachers. Learning occurs when students interpret experiences, connect new information with prior knowledge, and continuously reconstruct their understanding through meaningful activities. Consequently, students play an active role in the learning process, while teachers function as

facilitators who provide opportunities for exploration, discussion, and reflection(Sytnik & Stopochkin, 2023).

Contemporary educational research emphasizes that constructivist learning encourages students to investigate authentic situations, solve problems collaboratively, and develop conceptual understanding through real-world experiences. Rather than focusing solely on knowledge transmission, constructivism promotes active participation, inquiry, and reflection, enabling students to construct meaningful understanding from their interactions with learning resources and their surroundings(Testa & Catena, 2022).

Therefore, constructivism provides an appropriate theoretical foundation for this study because it explains how students actively construct knowledge through continuous interaction with authentic environmental texts displayed within school settings.

2.3.2 Principles of Constructivist Learning

Constructivist learning is characterized by several fundamental principles that encourage students to become active participants in the learning process. First, learning is an active process in which learners construct knowledge through observation, inquiry, interpretation, and reflection(Szabó & Csépes, 2022). Second, new knowledge is developed by connecting new information with learners' prior experiences and existing understanding(Al-Kamzari & Alias, 2025). Third, meaningful learning occurs when students engage with authentic contexts and solve

real-world problems rather than merely memorizing isolated information(Yao & Lin, 2025).

Recent studies further suggest that constructivist classrooms provide opportunities for collaboration, discussion, exploration, and interaction with diverse learning resources. Authentic learning environments enable students to develop critical thinking, communication skills, creativity, and problem-solving abilities while encouraging them to take responsibility for their own learning(Thornhill-Miller et al., 2023).

These principles indicate that meaningful learning is more likely to occur when students interact directly with their environment and construct understanding through authentic experiences rather than through teacher-centered instruction alone(Yao & Lin, 2025).

2.3.3 Constructivism in Linguistic Landscape-Based Learning

The constructivist perspective is closely related to the educational use of linguistic landscape because environmental texts provide authentic learning resources that encourage students to actively construct understanding. Rather than receiving language knowledge solely through classroom instruction, students learn by observing, interpreting, discussing, and reflecting on written texts displayed throughout the school environment. Through these experiences, learners connect classroom concepts with real-life situations, resulting in more meaningful learning experiences(Wen, 2023).

Written texts such as classroom labels, informational signs, motivational posters, school regulations, and students' work create opportunities for continuous interaction with language during everyday school activities. This interaction enables students to develop language awareness, literacy skills, and contextual understanding while constructing knowledge through authentic experiences rather than isolated learning tasks(Wen, 2023).

Accordingly, constructivism explains how linguistic landscape functions not merely as environmental decoration but as an authentic pedagogical resource that supports students in constructing knowledge actively. This theoretical perspective provides the foundation for understanding how linguistic landscape contributes to the implementation of deep learning in elementary school contexts(Al-Kamzari & Alias, 2025).

Overall, Constructivist Learning Theory explains that students actively construct knowledge through interaction with meaningful learning experiences and their surrounding environment. Meaningful learning occurs when learners observe, interpret, discuss, and reflect on authentic experiences rather than merely receiving information passively(Yao & Lin, 2025).

2.4 Linguistic Landscape to Support Deep Learning

Linguistic landscape has significant potential to support deep learning because it provides authentic and contextual learning experiences within students' daily environments. The written texts displayed in school spaces, such as posters, labels, announcements, slogans, and signs, expose students to real examples of

language use that can be directly connected to their learning experiences. Through interaction with these environmental texts, students are encouraged not only to read language forms but also to interpret meanings, understand contexts, and reflect on the social functions of language(Wiśniewska, 2024).

The relationship between linguistic landscape and deep learning can be explained through constructivist learning theory, which emphasizes that students actively construct knowledge through interaction with authentic learning environments(Testa & Catena, 2022). Likewise, deep learning encourages learners to connect new knowledge with prior experiences, think critically, and develop meaningful understanding(Thornhill-Miller et al., 2023). Linguistic landscape supports this process by providing authentic environmental texts that enable students to learn language through direct interaction with their surroundings rather than relying solely on textbook-based instruction(Wen, 2023).

Through activities such as observing school signs, identifying language variations, interpreting messages, and discussing the meanings of visual texts, students participate in active learning processes that encourage reflection and contextual understanding. These activities help students understand language not only as a formal academic subject but also as a social practice that exists in everyday life. As a result, learning becomes more meaningful because students can connect classroom knowledge with authentic communication contexts(Wiśniewska, 2024).

The continuous interaction between students and environmental texts encourages meaningful learning experiences by allowing learners to observe,

analyze, discuss, and interpret authentic language used in everyday school contexts. Such learning experiences help students connect classroom knowledge with real-life situations, which is one of the essential characteristics of deep learning(Thornhill-Miller et al., 2023).

Furthermore, linguistic landscape supports critical thinking and reflective learning. Students are encouraged to analyze why certain languages are used in specific places, understand the purposes of written messages, and interpret the cultural or social meanings represented through language choices. Through this process, students develop deeper awareness of language functions and sociocultural contexts. Learning therefore moves beyond memorization toward interpretation and understanding(Wen, 2023).

Taken together, linguistic landscape provides authentic learning resources that encourage students to construct knowledge through meaningful interaction with environmental texts. These authentic experiences enable learners to interpret information, develop language awareness, strengthen literacy, and connect classroom learning with real-life situations. Therefore, linguistic landscape reflects the constructivist principles of learning while simultaneously supporting the implementation of deep learning in elementary school contexts(Wiśniewska, 2024).

In elementary school settings, linguistic landscape is particularly valuable because young learners benefit from concrete, visual, and contextual learning experiences. Environmental texts displayed throughout schools provide authentic language exposure that supports literacy development, language awareness, and

meaningful understanding. Therefore, this study considers linguistic landscape as an authentic pedagogical resource that supports the implementation of deep learning by enabling students to actively construct knowledge through continuous interaction with their learning environment (Hasan Assidiqi & Sadiyah, 2025).

Therefore, the relationship between linguistic landscape, constructivist learning, and deep learning indicate that authentic environmental texts have the potential to create meaningful, contextual, and student-centred learning experiences in elementary schools (Darling-Hammond et al., 2024).

2.5 Previous Research

Previous studies have consistently demonstrated that linguistic landscape plays an important role in educational settings by providing authentic language exposure and supporting meaningful learning experiences. Gorter et al. (2021) emphasized that environmental texts function as authentic learning resources that enhance language awareness and encourage students to interact with written language in real-life contexts. Similarly, Wen (2023) argued that linguistic landscape creates contextual learning opportunities by allowing students to observe and interpret authentic language beyond classroom instruction. These studies indicate that linguistic landscape has considerable pedagogical potential in supporting language learning through authentic and contextual experiences.

More recent studies have extended the discussion of linguistic landscape within school environments. Padmadewi et al. (2023) reported that linguistic

landscape promotes literacy development and students' active participation through contextual learning activities in elementary schools. Likewise, Gapur et al. (2024) found that school linguistic landscapes represent not only informational resources but also institutional and sociocultural identities reflected in educational spaces. Rohmah et al. (2024) further highlighted that multilingual signs displayed in Indonesian schools contribute to students' language awareness and cultural understanding, while Martínez-León et al. (2025) emphasized that linguistic landscape serves as an authentic pedagogical resource capable of strengthening meaningful learning experiences. Overall, these studies indicate that linguistic landscape has educational value beyond its communicative function; however, their primary focus remains on literacy, multilingualism, language awareness, and contextual learning.

In addition to linguistic landscape research, previous studies on deep learning have also shown that meaningful and contextual learning experiences contribute positively to students' cognitive development. Karman et al. (2025) reported that the implementation of deep learning encourages students' active participation, critical thinking, and meaningful understanding through authentic learning activities. Similarly, Aryanto et al. (2025) found that contextual learning environments enable students to connect classroom knowledge with real-life experiences, thereby enhancing their engagement and conceptual understanding. These findings suggest that deep learning requires authentic learning resources and meaningful interaction with the learning environment to facilitate deeper knowledge construction.

Although previous studies have demonstrated the educational value of linguistic landscape and the importance of deep learning in promoting meaningful learning experiences, several research gaps remain. First, previous studies have primarily focused on identifying linguistic landscape, multilingual practices, literacy development, or contextual language learning without specifically examining the types of linguistic landscape that support deep learning-based teaching and learning processes in elementary schools. Second, limited attention has been given to teachers' perceptions of the role of linguistic landscape as a pedagogical resource for supporting deep learning, particularly in Indonesian elementary school contexts. Third, while deep learning has been widely discussed as an approach that enhances student engagement and meaningful understanding, few studies have investigated how linguistic landscape contributes to students' engagement and understanding during deep learning activities.

Therefore, the present study seeks to address these research gaps by investigating the types of linguistic landscape that support deep learning-based teaching and learning processes, exploring teachers' perceptions of the role of linguistic landscape in supporting deep learning, and examining how linguistic landscape contributes to students' engagement and understanding in elementary schools in Ponorogo Regency. By integrating Linguistic Landscape Theory, Constructivist Learning Theory, and Deep Learning Theory, this study is expected to provide a more comprehensive understanding of how environmental texts function as authentic pedagogical resources within elementary school learning environments.

2.6 The Conceptual Framework

This study examines how linguistic landscape supports deep learning-based teaching and learning processes in elementary schools in Ponorogo Regency. The conceptual framework is developed by integrating Linguistic Landscape Theory, Constructivist Learning Theory, and Deep Learning Theory to explain how environmental texts function as authentic pedagogical resources that facilitate meaningful learning experiences.

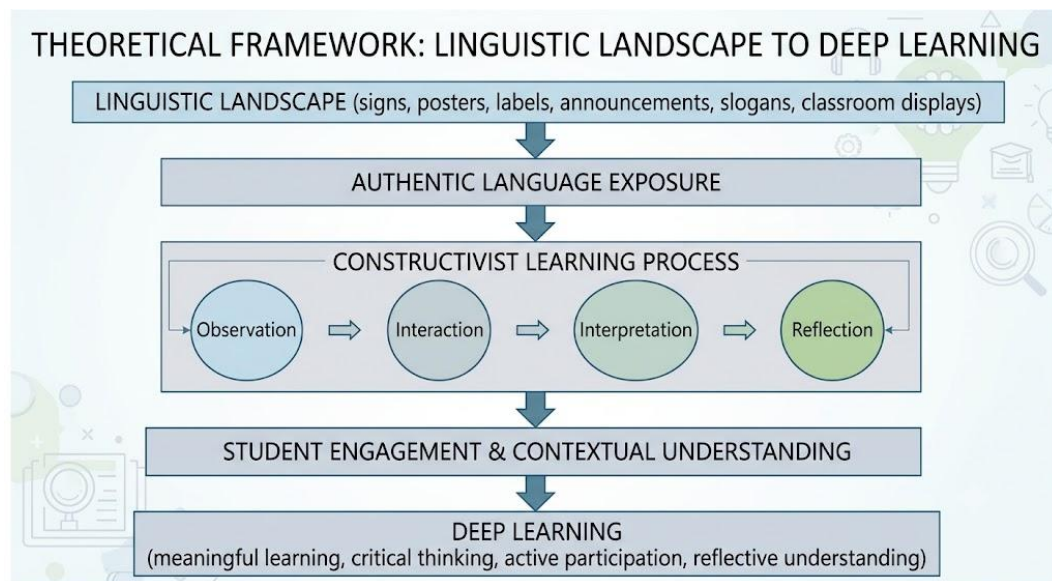
In this study, linguistic landscape refers to the visible written texts displayed throughout school environments, including signs, posters, slogans, labels, announcements, classroom displays, and other visual texts. These environmental texts provide authentic language exposure that enables students to interact with written language beyond formal classroom instruction. Rather than serving merely as informational displays, linguistic landscape functions as a contextual learning resource that supports students' learning experiences.

From a constructivist perspective, students actively construct knowledge through interaction with authentic learning resources in their surrounding environment. Continuous interaction with environmental texts encourages students to observe language, interpret meanings, reflect on written messages, and connect new knowledge with their prior experiences. This learning process enables students

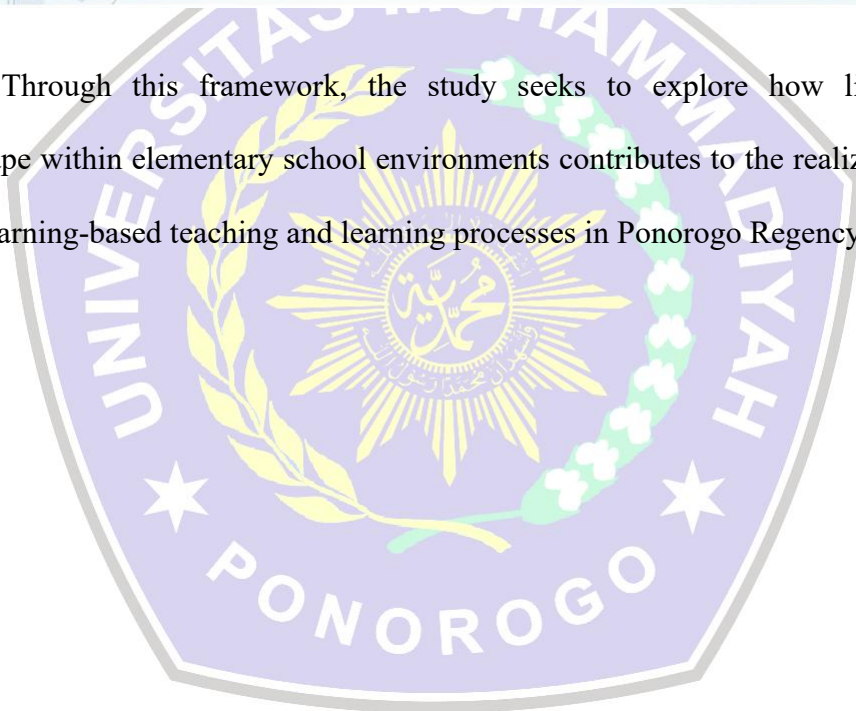
to construct meaningful understanding through authentic and contextual learning experiences.

These learning experiences contribute to the characteristics of deep learning by encouraging students' active engagement, contextual understanding, meaningful learning, critical thinking, and reflective learning. In addition, teachers play an important role in utilizing linguistic landscape as a pedagogical resource that supports deep learning-based teaching and learning activities. Therefore, teachers' perceptions are explored in this study to understand how linguistic landscape can be effectively integrated into classroom practices.

Based on this conceptual relationship, the study investigates three main aspects: (1) the types of linguistic landscape that support deep learning-based teaching and learning processes, (2) teachers' perceptions of the role of linguistic landscape in supporting deep learning, and (3) the contribution of linguistic landscape to students' engagement and understanding during deep learning. The conceptual framework illustrating these relationships is presented in Figure 2.1.



Through this framework, the study seeks to explore how linguistic landscape within elementary school environments contributes to the realization of deep learning-based teaching and learning processes in Ponorogo Regency.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study employed a qualitative case study design to explore the role of linguistic landscape in supporting deep learning-based teaching and learning processes in elementary schools. A qualitative approach was selected because it enabled the researcher to gain an in-depth understanding of the presence of linguistic landscape within school environments and teachers' perceptions regarding its pedagogical use. Rather than measuring students' learning outcomes, the study focused on describing the types of linguistic landscape available in the selected schools, how teachers utilized these resources, and how observable student interactions with the displayed texts reflected opportunities for meaningful learning. Qualitative research allows researchers to investigate social phenomena naturally and contextually by focusing on participants' experiences, meanings, and interpretations (Creswell, 2014).

The case study design was considered appropriate because the research focused on examining a specific phenomenon within its real-life context, namely the use of linguistic landscape in elementary school environments in Ponorogo Regency. According to Yin (2018), case study research is suitable for investigating contemporary phenomena within real social settings where the boundaries between the phenomenon and context are not clearly separated. Through this approach, the

researcher was able to explore how students and teachers interact with environmental texts and how these interactions contribute to meaningful learning experiences.

This study also adopted sociocultural and constructivist perspectives as the theoretical basis for understanding learning processes. From a sociocultural perspective, learning occurs through interaction with social environments and cultural tools, including written texts displayed within schools. Meanwhile, constructivist theory emphasizes that students actively construct understanding through contextual experiences and interaction with authentic learning resources. Therefore, the qualitative case study design was considered suitable for exploring how linguistic landscape functions as a contextual and pedagogical resource that supports deep learning in elementary schools.

3.2 Research Setting and Participants

This study was initially planned to be conducted in four elementary schools in Ponorogo Regency, East Java, Indonesia, namely SD Muhammadiyah Ponorogo, SDMT Ponorogo, SD Ma'arif Ponorogo, and SDN Bangunsari. These schools were selected purposively as potential research sites because they represented elementary schools within the same educational context and were considered likely to provide linguistic landscape data relevant to the study.

Prior to the main data collection, the researcher conducted a preliminary observation in all four schools to identify the presence of visible linguistic

landscape elements, such as posters, signs, labels, announcements, slogans, classroom displays, and other written texts that could support the deep learning-based teaching and learning process. The preliminary observation revealed that only SD Muhammadiyah Ponorogo and SDMT Ponorogo possessed sufficient linguistic landscape elements relevant to the objectives of this study. In contrast, SD Ma'arif Ponorogo and SDN Bangunsari showed very limited or no relevant linguistic landscape features that could provide adequate data for the research. Therefore, the researcher focused the main data collection on SD Muhammadiyah Ponorogo and SDMT Ponorogo.

The observations were conducted in various locations within the two selected schools, including classrooms, corridors, stairways, school yards, libraries, and other public spaces where linguistic landscape elements were displayed. These locations contained a variety of environmental texts such as vocabulary posters, classroom labels, motivational quotations, information boards, multilingual signs, and students' work. The availability of these linguistic landscape elements enabled the researcher to examine how written texts were organized within the school environment and how teachers utilized them as contextual learning resources.

Ponorogo Regency was selected as the research setting because the area indicate linguistic diversity reflected in the use of Indonesian, Javanese, Arabic, and English within school environments. These multilingual environmental texts provide authentic language exposure and contextual learning experiences for elementary school students. The selected schools also granted permission for the

researcher to conduct classroom observations, semi-structured interviews, and documentation during the research process.

The data collection was conducted from February to May 2026. During this period, the researcher visited each school several times to conduct preliminary observations, collect documentation of linguistic landscape elements, complete observation checklists, and conduct semi-structured interviews with the participating teachers. Field notes were also written during each visit to record contextual information related to the school environment and the educational use of the linguistic landscape.

The participants of this study consisted of two elementary school teachers, one from SD Muhammadiyah Ponorogo and one from SDMT Ponorogo. The participants were selected using purposive sampling because they were directly involved in planning, implementing, and managing the teaching and learning process while utilizing the linguistic landscape available within their school environments. Although four schools were initially identified as potential research sites, only the two teachers from SD Muhammadiyah Ponorogo and SDMT Ponorogo were included because only these schools met the research criteria established through the preliminary observation.

The inclusion criteria required that the participants (1) were actively teaching in the selected schools, (2) had experience utilizing linguistic landscape as part of classroom instruction or the school learning environment, and (3) were

familiar with the implementation of deep learning-based teaching and learning activities.

The selection of two teacher participants was consistent with the qualitative case study design adopted in this study. Rather than seeking statistical representation, qualitative case studies aim to obtain rich, contextual, and in-depth information from participants who possess direct experience relevant to the research phenomenon. The credibility of the findings was strengthened through data triangulation using classroom observations, semi-structured interviews, and documentation. Therefore, the trustworthiness of the findings was established through the richness, relevance, and consistency of the collected data rather than the number of participants.

Although only two teachers participated in this study, they were selected because they possessed direct experience in utilizing the linguistic landscape available in their respective schools. The purpose of participant selection was not to obtain statistical representation but to gather rich and context-specific information regarding the educational use of linguistic landscape. Therefore, the findings should be understood within the context of the two selected schools rather than generalized to all elementary schools in Ponorogo Regency.

3.3 Research Instruments

In qualitative research, the researcher acts as the primary instrument for collecting and interpreting data. However, to ensure systematic and consistent data

collection, this study employed several supporting research instruments, namely an observation sheet, a semi-structured interview guide, and documentation. Each instrument was designed to address specific research questions and to facilitate data triangulation throughout the study.

Research Question	Instrument	Purpose
RQ1. What kinds of linguistic landscape support the deep learning-based teaching and learning process in Ponorogo Regency elementary schools?	Observation, Documentation, Interview	To identify and classify the types, locations, languages, and educational functions of linguistic landscape elements found in the selected schools.
RQ2. What are teachers' perceptions of the role of linguistic landscape in supporting the deep learning-based teaching and learning process?	Semi-structured Interview	To explore teachers' experiences, opinions, and perceptions regarding the pedagogical use of linguistic landscape.
RQ3. How does the linguistic landscape contribute to student engagement and understanding during deep learning in Ponorogo Regency elementary schools?	Observation, Interview, Documentation	To describe observable student interactions with linguistic landscape and to interpret teachers' perceptions regarding its contribution to classroom learning.

3.3.1 Observation Sheet

The observation sheet was developed to systematically identify and record the linguistic landscape found within the selected school environments. The observation was conducted using a non-participant observation approach, meaning that the researcher did not intervene in classroom activities or evaluate the teaching process. Instead, the researcher focused on observing the presence, characteristics,

and educational functions of linguistic landscape elements displayed throughout the school environment. The observation also included naturally occurring student interactions with the displayed texts when they were visible during school activities.

The observation focused on identifying the types of linguistic landscape, the language used, the placement of the displays, their educational functions, observable student interactions, and their potential contribution to supporting deep learning-based teaching and learning. The observation did not include assessing students' academic achievement, vocabulary mastery, learning outcomes, or teachers' instructional performance because these aspects were beyond the scope of this study.

Observation Aspect	Indicators
Types of Linguistic Landscape	Literacy displays, motivational texts, informational texts, multilingual resources
Language Used	Indonesian, English, Arabic, Javanese
Placement	Classroom, corridor, library, school yard
Educational Function	Literacy, vocabulary learning, classroom instruction, motivation
Student Interaction	Reading, observing, discussing, asking questions
Deep Learning Support	Student engagement, contextual learning, meaningful understanding

These observation aspects served as the basis for recording field data systematically and ensuring that all relevant elements of the linguistic landscape were consistently documented during each school visit.

3.3.2 Interview Guidelines

Semi-structured interview guidelines were used to explore teachers' perceptions, experiences, and understanding related to linguistic landscape and deep learning processes. The interview focused on teachers' awareness, perspectives, and strategies regarding the use of linguistic landscape as a contextual learning resource, as well as their perceptions of its contribution to students' engagement and understanding during the teaching and learning process.

The interview data primarily addressed the second research question by providing in-depth information about teachers' perceptions regarding the role of linguistic landscape in supporting deep learning-based teaching and learning processes.

3.3.3 Documentation

Documentation instruments were used to collect visual and written data related to the school linguistic landscape. Documentation included photographs of signs, posters, labels, announcements, slogans, and other visual texts found within school environments. Field notes were also used to record contextual information related to observations and participant interactions during the research process.

The documentation also functioned as supporting evidence for the observation findings and assisted the researcher in validating the interpretation of the linguistic landscape identified during the fieldwork.

3.4 Data Collection Techniques

Data were collected from February to May 2026 using three complementary techniques: observation, semi-structured interviews, and documentation. These techniques were employed sequentially to obtain comprehensive information regarding the linguistic landscape available in the selected schools and teachers' perceptions of its role in supporting deep learning-based teaching and learning. The use of multiple data collection techniques also enabled methodological triangulation, thereby enhancing the credibility of the research findings.

3.4.1 Observation

Observation was conducted using a **non-participant observation** approach. In this approach, the researcher observed the school environment without participating in classroom instruction or influencing teaching and learning activities. The primary purpose of the observation was to identify and describe the linguistic landscape available in the selected elementary schools.

During the observation, the researcher examined various linguistic landscape elements displayed throughout the school environment, including classrooms, corridors, stairways, libraries, school yards, and other public spaces. These elements consisted of classroom labels, educational posters, motivational

quotations, information boards, multilingual signs, slogans, notices, and students' work. The researcher also recorded the language used, the placement of the displays, and their educational functions in supporting teaching and learning activities.

The observation focused on identifying the presence and characteristics of linguistic landscape elements, their educational functions, and naturally occurring student interactions with the displayed texts, such as reading, observing, or discussing the information presented. However, the observation did not include evaluating students' academic achievement, vocabulary mastery, learning outcomes, or teachers' instructional performance, as these aspects were beyond the scope of this descriptive study.

The observation was conducted through the following procedures:

1. Visiting the selected schools according to the research schedule.
2. Identifying linguistic landscape elements displayed throughout the school environment.
3. Completing the observation sheet based on predetermined indicators.
4. Taking photographs of relevant linguistic landscape displays as supporting documentation.
5. Writing field notes to record contextual information regarding the educational use of the linguistic landscape.

3.4.2 Interview

After completing the observations, semi-structured interviews were conducted with two participating teachers from the selected schools. The interviews aimed to explore teachers' perceptions regarding the educational role of linguistic landscape in supporting deep learning-based teaching and learning processes.

The interview guide consisted of open-ended questions that allowed participants to describe their experiences, opinions, and practices in utilizing linguistic landscape as part of classroom learning. Additional probing questions were asked whenever further clarification was required. Each interview was conducted individually, audio-recorded with participants' consent, and subsequently transcribed for analysis.

3.4.3 Documentation

Documentation was used to complement the observation and interview data. The researcher collected photographs of linguistic landscape elements displayed throughout the school environment, including classroom labels, educational posters, motivational quotations, information boards, multilingual signs, and other visual texts relevant to the study. These photographs served as supporting evidence for the observation findings and facilitated data verification during the analysis process.

3.5 Data Analysis Technique

This study employed the Interactive Model of Data Analysis proposed by Miles, Huberman, and Saldaña (2014), which consists of four interconnected stages: data collection, data condensation, data display, and conclusion drawing and verification. These stages were carried out continuously throughout the research process to ensure systematic and comprehensive data analysis.

3.5.1 Data Collection

The first stage involved collecting data through non-participant observations, semi-structured interviews, and documentation. Observation data were obtained using observation sheets and field notes to identify linguistic landscape elements displayed within the school environment. Interview data were collected from two participating teachers to explore their perceptions regarding the educational role of linguistic landscape. Documentation, including photographs of linguistic landscape displays, was used to support and verify the observation findings.

3.5.2 Data Condensation

During the data condensation stage, the researcher organized, selected, and simplified the collected data according to the research questions. Observation data were categorized based on the types of linguistic landscape, language used, placement, educational function, student interaction, and support for deep learning. Interview transcripts were coded to identify recurring themes related to teachers'

perceptions. Documentation data were reviewed to support and validate the observation findings.

3.5.3 Data Display

The condensed data were then presented in the form of descriptive narratives, tables, and photographs. The presentation of data enabled the researcher to compare information obtained from different data sources and identify relationships among the observed linguistic landscape, teachers' perceptions, and the educational functions of the displayed texts.

3.5.4 Conclusion Drawing and Verification

Finally, conclusions were drawn based on patterns emerging from the observation, interview, and documentation data. Throughout the analysis process, the researcher continuously verified the findings by comparing evidence obtained from different instruments. This verification process ensured that the conclusions accurately reflected the collected data and answered the research questions.

3.6 Trustworthiness of the Data

To ensure the trustworthiness of the findings, this study applied several criteria proposed by Lincoln and Guba (1985), namely credibility, transferability, dependability, and confirmability.

3.6.1 Credibility

To ensure credibility, the researcher employed methodological triangulation by comparing data obtained from observations, semi-structured interviews, and documentation. In addition, member checking was conducted by confirming the interview summaries with the participating teachers to ensure that their responses were accurately interpreted.

3.6.2 Transferability

Transferability was enhanced by providing detailed descriptions of the research setting, participants, data collection procedures, and the characteristics of the linguistic landscape observed in the selected schools. These detailed descriptions enable readers to determine the applicability of the findings to similar educational contexts.

3.6.3 Dependability

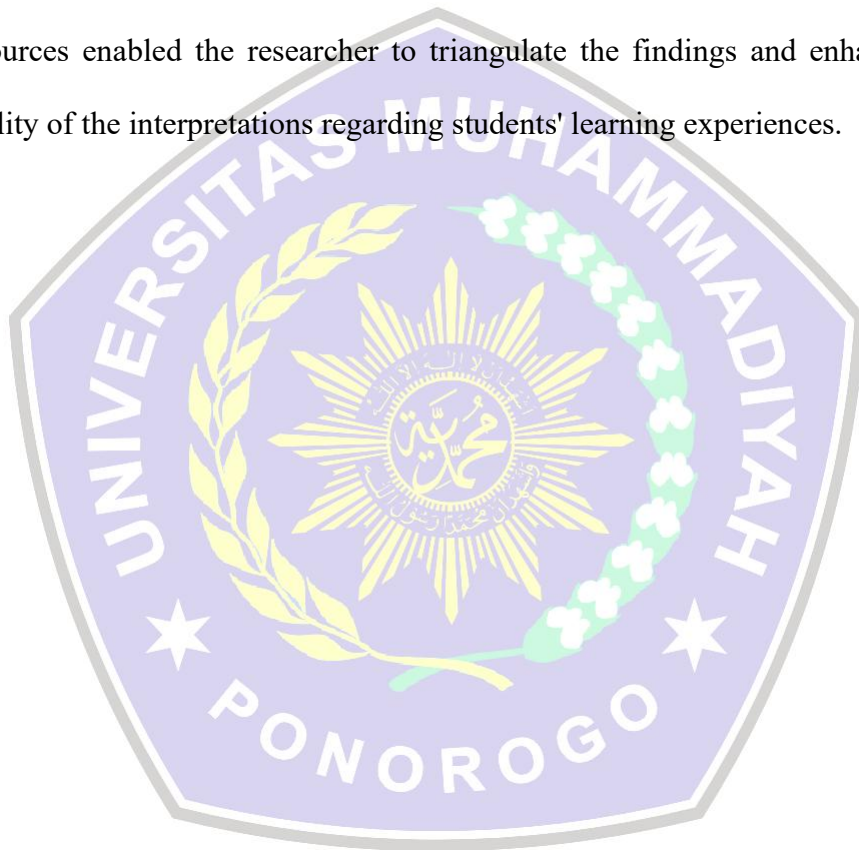
Dependability was maintained by documenting each stage of the research process, including the development of research instruments, observation procedures, interview protocols, data analysis procedures, and revisions made throughout the study. This audit trail enhances the consistency and transparency of the research process.

3.6.4 Confirmability

Confirmability was achieved by ensuring that the findings were grounded in the collected data rather than the researcher's personal assumptions. The

researcher continuously compared observation notes, interview transcripts, and documentation throughout the analysis process to verify interpretations and maintain objectivity.

Although students were not interviewed, their engagement and understanding were examined through prolonged classroom observations and supported by teachers' perceptions as well as documentation. The use of multiple data sources enabled the researcher to triangulate the findings and enhance the credibility of the interpretations regarding students' learning experiences.



CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

The study was conducted at two elementary schools in Ponorogo Regency, namely SD Muhammadiyah Ponorogo and SDMT Ponorogo. Both schools were selected because they provide diverse linguistic landscape elements that support daily teaching and learning activities. The observations were conducted in classrooms, corridors, stairways, libraries, school yards, and other public spaces where written texts were displayed. These environmental texts included classroom labels, educational posters, motivational quotations, multilingual signs, information boards, students' work, and school regulations, creating literacy-rich environments that support contextual learning.

Although both schools shared similar educational purposes, each school displayed different characteristics of linguistic landscape. SD Muhammadiyah Ponorogo featured a wider variety of English vocabulary posters, mathematical learning displays, motivational quotations, environmental awareness stickers, and multilingual signs integrated throughout the school environment. Meanwhile, SDMT Ponorogo emphasized informational boards, hygiene instruction posters, maps, classroom rules, and students' artwork that supported students' daily learning experiences. These differences provided a broader understanding of how linguistic landscape was implemented across the two research settings.

The findings of this study are based on observation and interview data collected from two elementary schools in Ponorogo Regency, namely SD Muhammadiyah Ponorogo and SDMT Ponorogo. The findings are presented according to the research questions and the themes that emerged from the data analysis.

4.1.1 Types of Linguistic Landscape Supporting the Deep Learning-Based Teaching and Learning Process

The first research question aims to identify the types of linguistic landscape that support the deep learning-based teaching and learning process in elementary schools in Ponorogo Regency. The findings were obtained through classroom observations, documentation, and semi-structured interviews conducted at SD Muhammadiyah and SDMT. Based on the educational classification of linguistic landscape proposed by Gorter (2023) and Cenoz and Gorter (2024), the observation and interview data revealed four forms of linguistic landscape found in the participating schools. These consisted of informational texts, motivational and character-building texts, literacy and educational displays, and multilingual linguistic resources. The categories were used as an analytical framework for organizing and interpreting the findings.

4.1.1.1 Literacy and Educational Displays

The observation findings revealed that literacy and educational displays were among the most dominant forms of linguistic landscape found in both selected schools. These displays included English vocabulary posters, bilingual vocabulary

stickers, educational illustrations, students' work, and other literacy-oriented visual texts placed in classrooms and school corridors.

This finding is consistent with Gorter (2023), who explains that literacy and educational displays refer to written and visual texts intentionally designed to support students' literacy development and classroom learning. These include vocabulary posters, educational illustrations, students' work, reading corners, and other learning displays that provide continuous language exposure within school environments.

Analysis of observation, documentation, and interview data revealed that literacy and educational displays were among the most dominant forms of linguistic landscape identified in both SD Muhammadiyah Ponorogo and SDMT Ponorogo.



Figure 1 English Vocabulary Display in SD Muhammadiyah



Figure 2 Bilingual Vocabulary Display on School Stairs

Documentation data further supported this finding. As shown in Figure 1, an English vocabulary poster entitled Let's Learn Vehicles was found inside the classroom of SD Muhammadiyah. The poster provides visual representations of

transportation vocabulary and exposes students to English words through meaningful visual contexts.

The placement of the vocabulary poster inside the classroom indicates that the school intentionally creates a language-rich learning environment where students are continuously exposed to English vocabulary during their daily activities. Rather than functioning solely as classroom decoration, the poster serves as an authentic pedagogical resource that enables students to repeatedly encounter vocabulary in meaningful contexts. This repeated exposure encourages students to associate words with visual representations, supporting vocabulary acquisition, language awareness, and contextual understanding. The continuous interaction with vocabulary displays provides students with opportunities to connect classroom learning to their everyday school environment. Rather than relying solely on memorization, these environmental texts encourage meaningful engagement with language through repeated exposure and authentic contexts, which is consistent with the principles of deep learning. This finding is consistent with Gorter (2023), who argues that literacy and educational displays provide continuous language exposure within school environments and function as educational resources that support literacy development. The finding also reflects Constructivist Theory, which emphasizes that learners construct knowledge through meaningful interaction with their environment.

In addition, Figure 2 presents bilingual vocabulary stickers displayed on the school staircase. The stickers contain numbers, fruits, vegetables, animals, and colors written in both Indonesian and English. The placement of these linguistic

resources in frequently accessed areas enables students to encounter language input beyond formal classroom instruction. The strategic placement of bilingual vocabulary displays on the school staircase further suggests that learning is intentionally extended beyond classroom boundaries. Because students encounter these displays repeatedly while moving around the school, they are provided with continuous opportunities to reinforce previously learned vocabulary in authentic situations. This finding suggests that the linguistic landscape provides opportunities for incidental language learning, as students repeatedly encounter environmental texts during their daily school activities. Therefore, the linguistic landscape functions as an authentic pedagogical resource that continuously supports students' literacy development and language learning throughout the school environment.



Figure 3 various places in Arabic and Indonesian



Figure 4 an informational text about animals

Documentation findings from SDMT revealed a variety of educational displays that support learning processes. Figure 3 illustrates a multilingual poster introducing various places in Arabic and Indonesian, while Figure 4 presents an

informational text about animals accompanied by visual illustrations. Additional documentation showed reading promotion posters, classroom questioning procedures, and student-generated products such as drawings, origami flowers, and animal puzzle projects displayed on classroom walls. Unlike the vocabulary displays found in SD Muhammadiyah, the educational displays in SDMT emphasized multilingual awareness and content-based learning. The multilingual place-name poster introduced students to vocabulary in both Arabic and Indonesian, while the informational animal text combined written explanations with visual illustrations. These displays provided opportunities for students to connect language learning with subject knowledge, thereby supporting contextual and meaningful learning experiences. The diversity of literacy and educational displays found in SDMT indicates that environmental texts are intentionally designed to support different aspects of students' learning. The multilingual place names, informational animal texts, reading promotion posters, and students' creative projects collectively create a literacy-rich environment that encourages students to read, observe, interpret, and connect information with their daily experiences. This finding is consistent with Gorter (2023), who argues that literacy displays in educational settings extend language exposure beyond classroom instruction. It also reflects Constructivist Theory, as learners construct understanding through meaningful interaction with authentic environmental texts within their learning environment.

Interview findings strengthened the observation and documentation results by confirming that teachers intentionally utilized literacy displays to facilitate

students' learning. The participants explained that visual texts help elementary school students understand learning materials more effectively because young learners respond well to pictures, colorful displays, and large printed texts.

I-R1 *"There are literacy trees, dream trees, and picture-based texts in the classroom that **help students' learning activities.**"*

The participant further stated:

I-R1 *"Elementary school students are highly visual learners. **Pictures, large texts, and bigger fonts help them understand learning materials more easily.**"*

The interview findings indicate that teachers intentionally selected visual and text-based displays according to elementary students' developmental characteristics. Since young learners tend to process information more effectively through visual representations, the linguistic landscape functions as a supportive learning medium that complements classroom instruction.

Teachers' perceptions corroborate the observation and documentation findings by confirming that literacy displays are intentionally integrated into the learning environment to facilitate students' understanding. According to the participants, elementary school students respond more positively to visual learning materials because pictures, colorful illustrations, and large printed texts make learning content easier to understand. This suggests that the educational value of literacy displays lies not only in presenting written information but also in creating meaningful learning experiences that accommodate young learners' characteristics.

Overall, the triangulated findings from observations, documentation, and interviews indicate that literacy and educational displays function as authentic pedagogical resources rather than merely decorative classroom materials. Their strategic placement throughout the school environment provides students with continuous opportunities to engage with written language, expand vocabulary, strengthen literacy skills, and experience meaningful learning beyond formal classroom instruction.

4.1.1.2 Motivational and Character-Building Texts



Figure 5 Quote “Belajar Hari Ini, Sukses Hari Esok”



Figure 6 “Ilmu adalah Cahaya, Maka Belajarlh dengan Sungguh-Sungguh.”

Observation and documentation findings revealed that motivational and character-building texts were widely displayed throughout both schools. These texts consisted of motivational quotations, moral messages, and character-building statements placed in classrooms, corridors, and other strategic locations to encourage positive learning attitudes and responsible behaviour among students. This finding is consistent with Gorter (2023), who explains that educational linguistic landscapes may include motivational texts designed to support students' literacy development, character education, and meaningful learning experiences.

As illustrated in Figure 5, a motivational quote stating, “*Belajar Hari Ini, Sukses Hari Esok.*” was displayed in SD Muhammadiyah. The message encourages students to view learning as an investment for their future success. Similarly, Figure

6 presents another motivational text stating "*Ilmu adalah Cahaya, Maka Belajarlah dengan Sungguh-Sungguh.*" This quote promotes positive attitudes toward learning and emphasizes the importance of knowledge in students' lives.

Unlike literacy displays that primarily support language learning, these motivational texts emphasize students' affective development by encouraging perseverance, responsibility, and positive attitudes toward learning. Their placement in frequently accessed areas allows students to encounter these messages repeatedly as part of their daily school experience.

The presence of motivational and character-building texts in prominent areas of the school indicates that the school intentionally integrates moral values and positive learning attitudes into the everyday learning environment. Rather than functioning merely as decorative slogans, these texts continuously remind students of the importance of perseverance, responsibility, and lifelong learning. Their repeated visibility enables students to internalize these values through daily interaction with the school environment, supporting both character development and meaningful learning experiences.

This finding is consistent with Gorter (2023), who argues that motivational texts displayed within educational settings contribute to creating supportive learning environments beyond their informational function. It also reflects Constructivist Theory, as continuous interaction with meaningful environmental texts encourages students to internalize values through authentic learning experiences.



Figure 7 “*Lelah Belajar Itu Pasti, Namun Menyerah Bukan Solusi*”

Similarly, SDMT displayed various motivational and moral messages, As shown in Figure 7 a poster stating “*Lelah Belajar Itu Pasti, Namun Menyerah Bukan Solusi*” was displayed inside the classroom environment. The poster serves not only as a visual decoration but also as a character-building resource that encourages perseverance, resilience, and positive learning attitudes among students. By repeatedly encountering these motivational messages, students are encouraged to develop positive learning attitudes and self-regulation, which support meaningful participation in learning activities. This finding suggests that motivational texts extend the function of the linguistic landscape beyond providing information. Through repeated exposure, these texts provide opportunities for students to develop positive learning attitudes, perseverance, and self-regulation within their daily school environment.

Teachers’ interview responses supported these observation findings.

I-R2 *"In elementary schools, motivational words are often displayed on posters and placed in strategic locations because **they encourage students to stay motivated in learning.**"*

The interview findings indicate that teachers deliberately place motivational texts in visible locations because they believe continuous exposure reinforces students' attitudes and encourages positive learning behaviours.

Teachers' perceptions corroborate the observation findings by confirming that motivational texts are intentionally displayed in strategic locations to encourage students' enthusiasm for learning. According to the participant, the continuous presence of these motivational messages helps students maintain positive attitudes, develop self-discipline, and strengthen their commitment to learning. This suggests that motivational and character-building texts function not only as written messages but also as authentic pedagogical resources that reinforce students' character formation within everyday school activities.

The continuous exposure to motivational texts also supports the principles of deep learning by creating learning environments that encourage students to connect positive values with their everyday learning experiences rather than merely receiving information.

Overall, the triangulated findings from observations, documentation, and interviews indicate that motivational and character-building texts function as authentic pedagogical resources that promote positive learning attitudes, perseverance, discipline, and responsibility. Their continuous presence within the school environment provides students with repeated opportunities to internalize positive values and supports meaningful learning experiences through everyday interaction with environmental texts.

4.1.1.3 Informational and Instructional Texts

Observation and documentation findings revealed that informational and instructional texts were widely displayed throughout both schools. These texts included room signs, classroom agreements, environmental awareness posters, procedural notices, direction signs, hygiene instructions, and other informational displays that guided students' daily activities within the school environment. This finding is consistent with Cenoz and Gorter (2024), who explain that informational and instructional texts facilitate communication while supporting contextual learning in educational settings.



Figure 8 Room Sign

Documentation data from SD Muhammadiyah showed labels such as “*Ruang Komite*” and “*Meeting Room*,” as well as environmental awareness posters encouraging energy conservation.

Unlike the literacy and motivational displays discussed previously, the informational texts primarily functioned to guide students' daily activities while simultaneously exposing them to authentic written language in meaningful contexts.

The strategic placement of these informational texts indicates that the school intentionally integrates written language into students' daily routines. Because

students encounter room signs, environmental reminders, and instructional notices during their everyday activities, they continuously interact with authentic written language beyond formal classroom instruction. This finding suggests that informational texts function not only as practical guidance but also as authentic pedagogical resources that promote contextual learning by connecting language with real-life situations within the school environment.

This finding is consistent with Cenoz and Gorter (2024), who argue that informational texts in school environments extend learning opportunities by integrating written language into students' everyday activities. It also reflects Constructivist Theory, as students construct understanding by interacting with authentic environmental texts while performing real-life tasks within the school environment.



Figure 9 Handwashing Procedure



Figure 10 Classroom Agreement



Figure 11 Waste Disposal Reminder

Similarly, SDMT displayed handwashing instructions, direction signs, classroom agreements, class structures, maps of Ponorogo Regency, eating etiquette procedures, questioning procedures, and waste-disposal reminders. These texts

provided students with practical information and behavioral guidance within the school environment.

Compared with SD Muhammadiyah, SDMT presented a broader range of instructional texts related to classroom management, personal hygiene, environmental awareness, and daily routines. These displays illustrate how written language is integrated into students' everyday school experiences to support both learning and responsible behaviour.

The diversity of informational and instructional texts found in SDMT indicates that environmental texts are intentionally organized to support students' daily learning and behavioural routines. Rather than merely providing instructions, these texts encourage students to develop independence, responsibility, and awareness of appropriate behaviour through continuous interaction with written language. Their integration into different areas of the school creates authentic learning opportunities in which students naturally connect written information with real-life actions.

The observation and documentation findings were further supported by interview data, which provided teachers' perspectives on the educational function of informational and instructional texts within the school environment. One participant explained:

I-R2 *"Classroom rules, room labels, and instructional posters are placed in visible locations so that students can easily follow school routines and understand what they should do without always waiting for the teacher's instructions."*

The interview findings corroborate the observation and documentation data by confirming that informational and instructional texts are intentionally integrated into the school environment to support students' independence, responsibility, and understanding of daily school routines. Rather than functioning solely as informational notices, these displays also serve as educational resources that encourage students to interact with authentic written language in meaningful contexts.

This finding is consistent with Cenoz and Gorter (2024), who argue that informational texts in educational settings extend learning opportunities by integrating written language into students' everyday activities. It also reflects Constructivist Theory, as students construct understanding through meaningful interaction with authentic environmental texts while participating in real-life school routines.

Overall, the triangulated findings from observations, documentation, and interviews indicate that informational and instructional texts function as authentic pedagogical resources that guide students' daily activities while promoting contextual learning. Through continuous interaction with room signs, classroom agreements, hygiene procedures, and environmental reminders, students are provided with opportunities to connect written language with real-life situations, thereby supporting independent learning behaviours within the school environment.

4.1.1.4 Multilingual Linguistic Resources



Figure 12 Classroom Labels



Figure 13 Language sign

Observation and documentation findings revealed that multilingual linguistic resources were displayed in both SD Muhammadiyah Ponorogo and SDMT. These multilingual displays consisted of classroom labels, bilingual vocabulary displays, language awareness posters, Arabic quotations, and multilingual educational texts that exposed students to more than one language within the school environment. This finding is consistent with Cenoz and Gorter (2024), who argue that multilingual displays provide authentic opportunities for students to develop language awareness while reflecting the linguistic diversity of educational environments. As shown in Figure 12, SDMT displayed classroom labels and room signs written in Arabic and Indonesian. Figure 13 further shows a language awareness poster containing the messages “*English Language*,” “*Bahasa Indonesia*,” and “*Jawa Halus*.” These multilingual displays provide students with opportunities to interact with multiple languages within authentic educational contexts.

The multilingual displays reflect the schools' deliberate efforts to create a linguistically diverse learning environment that exposes students to multiple

languages during their everyday school activities. Rather than functioning solely as classroom labels or visual decorations, these environmental texts provide authentic opportunities for students to recognize the different functions of Indonesian, English, Arabic, and Javanese within educational contexts. Continuous exposure to multiple languages also supports language awareness by encouraging students to observe similarities, differences, and the communicative purposes of each language in meaningful situations.

This finding is also consistent with Constructivist Theory, which emphasizes that learners construct knowledge through meaningful interaction with authentic learning environments. Furthermore, the integration of multilingual texts into everyday school activities supports the principles of deep learning by encouraging students to connect language use with authentic communicative contexts rather than learning languages through isolated memorization.

In SD Muhammadiyah, multilingual texts appeared through English vocabulary posters and bilingual stair displays containing Indonesian and English vocabulary. In SDMT, multilingual resources were more extensive, including Arabic classroom labels, Arabic quotations accompanied by Indonesian translations, prayers written in Arabic and Latin script, English motivational quotations, and posters promoting the use of Indonesian, English, and Javanese.

Although the forms and quantity of multilingual displays differed between SD Muhammadiyah and SDMT, both schools intentionally integrated multiple languages into their educational environments. These multilingual resources

provided authentic language exposure and encouraged students to become familiar with the functions of Indonesian, English, Arabic, and Javanese in meaningful educational contexts.

Teachers' interview responses supported these observation findings.

I-R1 *"The dominant language is Indonesian, but English and Arabic are also displayed. **Students are exposed to Indonesian, English, and Arabic through posters and classroom displays.**"*

Teachers' perceptions corroborate the observation and documentation findings by confirming that multilingual displays are intentionally implemented to familiarize students with different languages encountered in their daily school environment. According to the participant, continuous exposure to Indonesian, English, Arabic, and Javanese enables students to become more aware of multilingual language use while naturally expanding their language knowledge through authentic interaction with environmental texts.

Overall, the triangulated findings indicate that multilingual linguistic resources function as authentic pedagogical resources that promote language awareness, vocabulary development, and meaningful language learning. Through continuous interaction with multilingual environmental texts, students are provided with authentic opportunities to experience linguistic diversity within their everyday educational environment.

Summary of Research Question 1

Overall, the findings indicate that the linguistic landscape in both elementary schools consists of four major categories: literacy and educational displays, motivational and character-building texts, informational and instructional texts, and multilingual linguistic resources. Collectively, these environmental texts function as authentic pedagogical resources that provide continuous language exposure, support contextual learning, and create meaningful learning opportunities beyond formal classroom instruction. Their presence reflects the educational functions of linguistic landscape by encouraging students to observe, interpret, and interact with authentic written language in their daily school environment, thereby supporting the implementation of deep learning-based teaching and learning processes.

4.1.2 Teachers' Perceptions of the Role of Linguistic Landscape in Supporting the Deep Learning-Based Teaching and Learning Process

The second research question explores teachers' perceptions of the role of the linguistic landscape in supporting the deep learning-based teaching and learning process. The findings were primarily obtained through interviews and were supported by observation and documentation data to strengthen the triangulation of the results. The analysis identified three major themes: (1) linguistic landscape as a learning medium, (2) linguistic landscape as a literacy development tool, and (3) linguistic landscape as a motivational and contextual learning resource.

4.1.2.1 Linguistic Landscape as a Learning Medium

Analysis of observation, documentation, and teachers' interview data revealed that the participants perceived linguistic landscape as an important learning medium that supports classroom instruction. Observation findings showed that educational posters, vocabulary displays, informational texts, students' work, and classroom visual resources were integrated into learning environments in both schools. The observation checklist further indicated that environmental texts were frequently utilized as learning resources during teaching and learning activities.

The observation findings indicate that environmental texts are intentionally integrated into classroom settings to support teaching and learning activities rather than serving merely as visual decorations. Their continuous presence within the learning environment enables students to access learning materials repeatedly, thereby creating opportunities for independent learning, reinforcing previously learned concepts, and promoting meaningful interaction with authentic written language.

Documentation data supported this finding. In SD Muhammadiyah, learning media such as English vocabulary posters, multiplication charts, currency displays, and bilingual vocabulary stickers were displayed in strategic locations. Similarly, SDMT provided various educational displays including animal information posters, reading promotion posters, Arabic-Indonesian vocabulary displays, and visual classroom procedures. These materials provided continuous learning opportunities beyond direct classroom instruction.

The diversity of educational displays observed in both schools suggests that teachers deliberately utilize various forms of linguistic landscape to accommodate students' learning needs. The combination of vocabulary posters, bilingual displays, informational texts, and visual procedures provides contextual learning resources that help students connect abstract concepts with real-life experiences. This finding indicate that linguistic landscape functions as an authentic pedagogical resource capable of extending learning beyond direct teacher explanations.

These findings are consistent with Gorter (2023), who argues that the linguistic landscape in educational settings functions as an authentic pedagogical resource by extending learning opportunities beyond formal classroom instruction. They also reflect Constructivist Theory, which emphasizes that learners construct understanding through meaningful interaction with authentic learning environments. Furthermore, the integration of visual environmental texts supports the principles of deep learning by enabling students to connect classroom concepts with authentic real-life contexts.

Interview findings confirmed these observations.

I-R1 *"It is very helpful, especially for lower-grade students. **The visual displays support students in understanding learning materials.**"*

Similarly, Participant 2 stated:

I-R2 *"Visual materials such as posters and displays **help students learn more effectively.**"*

The interview findings indicate that teachers intentionally utilize environmental texts as supporting learning media because elementary school

students respond more effectively to visual representations combined with written language. According to the participants, these displays make abstract concepts easier to understand and provide continuous learning opportunities throughout the school environment.

Teachers' perceptions corroborate the observation and documentation findings by confirming that environmental texts are deliberately integrated into classroom instruction to facilitate students' understanding. According to both participants, visual learning materials enable elementary school students to comprehend concepts more easily because they combine written language with meaningful visual representations. These findings suggest that teachers perceive linguistic landscape not merely as classroom decoration but as an authentic pedagogical resource that actively supports teaching and learning processes.

Overall, the triangulated findings from interviews, observations, and documentation indicate that teachers perceive the linguistic landscape as an essential learning medium that enriches classroom instruction. By providing authentic, contextual, and visually meaningful learning resources, environmental texts support students' understanding, encourage active learning, and facilitate the implementation of deep learning-based teaching and learning processes.

4.1.2.2 Linguistic Landscape as a Literacy Development Tool

Observation findings revealed that both schools provided literacy-oriented displays that encouraged reading activities. Educational posters, informational texts, vocabulary displays, dream trees, literacy trees, and students' written work

were visible in classrooms and school corridors. The observation checklist also indicated that students frequently interacted with these texts during school activities.

The observation findings indicate that literacy-oriented displays are intentionally integrated into the school environment to encourage students' continuous interaction with written language. Rather than limiting literacy activities to formal classroom instruction, the presence of literacy trees, educational posters, vocabulary displays, and students' written work creates a literacy-rich environment where reading becomes part of students' everyday experiences. This suggests that the linguistic landscape supports literacy development by creating continuous opportunities for students to engage with authentic written texts as part of their everyday learning experiences.

Documentation data further demonstrated literacy-supporting practices. In SD Muhammadiyah, literacy trees and bilingual vocabulary displays encouraged reading and vocabulary exposure. Meanwhile, SDMT presented reading promotion posters, informational texts about animals, classroom procedures, and various student-created projects that required reading and interpretation.

The documentation findings further indicate that both schools intentionally utilize diverse literacy displays to promote students' reading habits and language development. The combination of informational texts, vocabulary displays, and student-generated learning products encourages students not only to read written information but also to interpret and apply it in meaningful learning contexts. This

finding reflects the role of linguistic landscape as an authentic pedagogical resource that extends literacy learning beyond scheduled reading activities.

These findings are consistent with Gorter (2023), who argues that literacy-oriented linguistic landscapes provide authentic opportunities for students to engage with written language beyond formal classroom instruction. They also reflect Constructivist Theory, which emphasizes that learners develop understanding through meaningful interaction with authentic learning environments. Furthermore, the continuous availability of literacy displays supports the principles of deep learning by encouraging students to connect reading activities with meaningful experiences encountered throughout the school environment.

Teachers' interview responses supported these observation findings.

I-R1 *"Posters are one of the learning media used by students because **they support reading and literacy development.**"*

Similarly, Participant 2 stated:

I-R2 *"Visual media like posters are frequently used because **they help students improve their literacy skills.**"*

The interview findings indicate that teachers intentionally maintain literacy displays because they believe continuous exposure to written texts encourages students to read more frequently and strengthens their literacy development.

Teachers' perceptions corroborate the observation and documentation findings by confirming that literacy displays are intentionally maintained as part of the school learning environment. According to the participants, the continuous

availability of posters and other literacy-oriented displays encourages students to engage with written language beyond formal reading sessions. These findings indicate that teachers perceive linguistic landscape as an authentic pedagogical resource that promotes reading habits, vocabulary development, and meaningful literacy experiences through everyday interaction with environmental texts.

Overall, the triangulated findings from interviews, observations, and documentation indicate that teachers perceive the linguistic landscape as an effective literacy development tool that enriches students' literacy experiences. By providing continuous exposure to authentic written language through posters, vocabulary displays, informational texts, and students' learning products, the school environment creates meaningful opportunities for reading, vocabulary acquisition, and literacy development beyond formal classroom instruction.

4.1.2.3 Linguistic Landscape as a Motivational and Contextual Learning Resource

Analysis of observation and documentation data revealed that both schools utilized motivational texts, character-building messages, and contextual information as part of their linguistic landscape. Various motivational slogans, anti-bullying campaigns, environmental awareness posters, classroom agreements, and behavioral reminders were positioned throughout the school environment.

The observation findings indicate that these environmental texts are intentionally incorporated into the school environment to reinforce positive attitudes and connect learning with students' everyday experiences. Their

continuous presence encourages students to encounter meaningful messages beyond classroom instruction, allowing them to internalize educational values, social responsibility, and positive learning behaviours through authentic interaction with written language.

Documentation data showed examples such as “Belajar Hari Ini, Sukses Hari Esok,” “Lelah Belajar Itu Pasti, Namun Menyerah Bukan Solusi,” “Stop Bullying Now,” and “Save Our Earth.” These texts were positioned in visible locations where students could encounter them during daily activities.

The strategic placement of these motivational and contextual texts suggests that the schools intentionally create learning environments in which educational messages remain visible throughout students' daily routines. Rather than functioning merely as visual displays, these texts provide authentic contextual learning opportunities by linking written messages with students' real-life experiences and everyday behaviour. This finding indicates that linguistic landscape contributes to meaningful learning by continuously reinforcing educational values within the school environment.

These findings are consistent with Gorter (2023), who argues that motivational and contextual texts displayed within educational settings function as authentic pedagogical resources that extend learning beyond formal classroom instruction. They also reflect Constructivist Theory, which emphasizes that learners construct understanding through meaningful interaction with authentic learning environments. Furthermore, the integration of motivational messages into students'

daily school experiences supports the principles of deep learning by encouraging learners to connect educational values with authentic situations encountered in their everyday lives.

Interview findings further supported this interpretation. Participant 1 explained:

I-R1 *“The displays **stimulate students’ interest in reading.**”*

Participant 2 added:

I-R2 *“Students are usually very enthusiastic when interacting with visual displays because **they attract students’ attention and increase learning motivation.**”*

The interview findings indicate that teachers intentionally use motivational and contextual displays to create learning environments that are engaging and closely connected to students' daily experiences. According to the participants, visually attractive environmental texts encourage students to read, participate actively in classroom activities, and relate educational messages to real-life situations.

Teachers' perceptions corroborate the observation and documentation findings by confirming that motivational and contextual texts stimulate students' interest in learning and encourage active participation during classroom activities. According to the participants, visually attractive environmental texts capture students' attention, increase their motivation to read, and make learning experiences more meaningful because the messages are closely related to students' everyday lives. These findings indicate that teachers perceive linguistic landscape as an

authentic pedagogical resource that supports both students' motivation and contextual learning.

Overall, the triangulated findings from interviews, observations, and documentation indicate that teachers perceive the linguistic landscape not only as instructional support but also as an authentic contextual learning resource that enhances students' motivation, promotes positive behaviour, and facilitates meaningful learning experiences. By integrating motivational messages into everyday school environments, the linguistic landscape helps create learning experiences that are closely connected to students' real-life contexts and support the implementation of deep learning-based teaching and learning processes.

Summary of Research Question 2

Overall, the findings indicate that teachers hold positive perceptions regarding the role of the linguistic landscape in supporting deep learning-based teaching and learning processes. Teachers perceive environmental texts as authentic pedagogical resources that enrich classroom instruction, strengthen literacy development, foster students' motivation, and create meaningful and contextual learning experiences. These perceptions indicate that the linguistic landscape is intentionally integrated into the school environment to provide continuous language exposure and support students' engagement and understanding throughout the learning process.

4.1.3 Contribution of Linguistic Landscape to Students' Engagement and Understanding During the Deep Learning-Based Teaching and Learning Process

The third research question aims to examine how linguistic landscape contributes to students' engagement and understanding during the deep learning-based teaching and learning process. The findings presented in this section are primarily derived from classroom observations and documentation and are further strengthened by teachers' perceptions obtained through semi-structured interviews. Therefore, students' engagement and understanding were interpreted through the triangulation of classroom observations, documentation, and teachers' professional perspectives obtained from semi-structured interviews rather than direct interviews with students. The analysis identified four major contributions of linguistic landscape: (1) enhancing student engagement, (2) promoting inquiry and classroom interaction, (3) supporting contextual learning and vocabulary development, and (4) facilitating understanding and meaningful learning.

4.1.3.1 Enhancing Student Engagement

Analysis of classroom observations, documentation, and teachers' interview data revealed that linguistic landscape contributes significantly to students' engagement during the deep learning-based teaching and learning process. The contribution was primarily identified through students' observable learning behaviours during classroom activities and was further strengthened by teachers' professional perceptions. Observation findings showed that students frequently

paid attention to educational posters, vocabulary displays, and classroom visual resources. The observation checklist also indicated that students actively interacted with environmental texts during learning activities.

The observation findings indicate that the presence of environmental texts naturally attracts students' attention and encourages them to interact with written language during classroom activities. Rather than remaining passive observers, students were frequently seen reading, discussing, and responding to the displayed materials. This suggests that the linguistic landscape creates an engaging learning environment where students become active participants through continuous interaction with authentic educational texts.

Documentation data further demonstrated that both schools provided colorful, visually attractive displays designed to capture students' attention. Literacy trees, dream trees, student artwork, motivational posters, vocabulary displays, and classroom visual aids created an engaging learning environment.

The diversity of colorful and visually attractive displays further indicate that the school environment is intentionally designed to stimulate students' curiosity and sustain their attention throughout the learning process. The integration of literacy displays, motivational posters, vocabulary resources, and students' creative work provides authentic learning stimuli that encourage students to participate more actively in classroom activities. These findings suggest that linguistic landscape contributes to student engagement by creating a learning environment that is

visually appealing, meaningful, and closely connected to students' everyday experiences.

These findings are consistent with Gorter (2023), who argues that educational linguistic landscapes create authentic learning environments that encourage students to interact continuously with written language beyond formal classroom instruction. They also reflect Constructivist Theory, which emphasizes that learners actively construct knowledge through meaningful interaction with authentic learning resources. Furthermore, the visually engaging environmental texts support the principles of deep learning by encouraging students to participate actively, connect learning with authentic contexts, and engage in meaningful learning experiences.

Teachers' interview responses supported these observation findings. Participant 1 stated:

I-R1 *"Students enjoy interacting with the displays because **they become more interested in reading and participating in learning activities.**"*

Similarly, Participant 2 reported:

I-R2 *"Students are very enthusiastic about the visual displays because **they attract students' attention during learning.**"*

The interview findings indicate that teachers perceive visually attractive environmental texts as effective tools for maintaining students' attention and encouraging active participation throughout the learning process.

Teachers' perceptions corroborate the observation and documentation findings by confirming that visually attractive environmental texts increase students' interest and participation during learning activities. According to the participants, Teachers perceived that students were more enthusiastic about interacting with learning materials when educational displays capture their attention and encourage them to read, observe, and participate actively in classroom discussions. These findings strengthen the teachers' perceptions that the linguistic landscape contributes to students' engagement by fostering meaningful interaction with authentic learning resources.

Overall, the triangulated findings from observations, documentation, and interviews indicate that the linguistic landscape enhances students' engagement by attracting their attention, stimulating curiosity, encouraging active participation, and fostering meaningful interaction with authentic learning resources. Through continuous exposure to visually engaging environmental texts, students are provided with opportunities to become more actively involved in the learning process, reflecting an important characteristic of deep learning-based teaching and learning.

4.1.3.2 Promoting Inquiry and Classroom Interaction

Observation findings indicated that students often interacted with environmental texts through questioning, discussion, and collaborative activities. The observation checklist showed that students responded to visual displays and used environmental texts as references during classroom learning.

The observation findings indicate that environmental texts encourage students to become active participants in the learning process rather than passive recipients of information. Students' observable behaviours, such as reading, asking questions, discussing ideas, and referring to visual displays during classroom activities, suggest that the linguistic landscape stimulates inquiry and supports collaborative learning. These behaviours reflect meaningful engagement with authentic learning resources, allowing students to construct understanding through interaction with their learning environment.

Documentation data further revealed the presence of informational posters, classroom procedures, and educational displays that provided opportunities for inquiry and discussion. Posters containing factual information, vocabulary, and educational content encouraged students to explore and discuss ideas.

The documentation findings further indicate that the environmental texts were intentionally designed to stimulate students' curiosity by presenting meaningful and accessible information. Rather than functioning solely as informational materials, these displays provide authentic learning stimuli that encourage students to observe, interpret, and discuss ideas with their peers. This finding suggests that linguistic landscape creates opportunities for inquiry-based learning by promoting active interaction with written language in everyday school contexts.

These findings are consistent with Gorter (2023), who argues that the linguistic landscape in educational settings extends learning opportunities by

encouraging students to interact with authentic written language beyond formal classroom instruction. They also reflect Constructivist Theory, which emphasizes that learners construct knowledge through meaningful interaction, discussion, and collaboration within authentic learning environments. Furthermore, the observed inquiry and classroom interaction support the principles of deep learning by encouraging students to question, explore ideas, and actively participate in the learning process rather than passively receiving information.

Teachers' interview responses supported these observation findings. Participant 1 explained:

I-R1 *"After reading the posters, students often ask questions because **the information encourages their curiosity.**"*

Participant 2 added:

I-R2 *"Students frequently discuss the information displayed on posters and sometimes present it in front of the class because **the displays stimulate classroom interaction.**"*

The interview findings indicate that teachers perceive environmental texts as effective learning resources that stimulate students' curiosity and encourage collaborative classroom interaction. According to the participants, the information presented through posters and educational displays motivates students to ask questions, exchange ideas, and participate more actively in classroom discussions.

Teachers' perceptions corroborate the observation and documentation findings by confirming that environmental texts stimulate students' curiosity and encourage classroom interaction. According to the participants, students frequently

ask questions, exchange ideas, and participate in discussions after interacting with educational displays. These findings strengthen the interpretation that linguistic landscape supports inquiry-based learning by creating meaningful opportunities for students to construct knowledge through questioning and collaborative discussion.

Overall, the triangulated findings from observations, documentation, and interviews indicate that linguistic landscape promotes inquiry and classroom interaction by encouraging students to ask questions, exchange ideas, collaborate with peers, and actively participate in classroom discussions. Through continuous interaction with authentic environmental texts, students are provided with opportunities to develop inquiry skills and construct understanding collaboratively, reflecting important characteristics of deep learning-based teaching and learning.

4.1.3.3 Supporting Contextual Learning and Vocabulary Development

Observation findings revealed that vocabulary displays were widely present in both schools. English vocabulary posters, bilingual displays, Arabic-Indonesian labels, and informational texts provided students with opportunities to encounter new words in meaningful contexts.

The observation findings indicate that vocabulary displays are intentionally integrated into the school environment to provide continuous language exposure beyond formal classroom instruction. By repeatedly encountering vocabulary through posters, bilingual displays, and multilingual labels, students naturally associate written words with real objects, images, and everyday situations. This

repeated interaction creates authentic opportunities for contextual vocabulary learning rather than isolated memorization.

Documentation data supported this finding. Examples included “*Let’s Learn Vehicles,*” bilingual vocabulary displayed on staircases, Arabic classroom labels, Arabic prayers with transliteration, and multilingual language-use posters. These resources exposed students to multiple languages and enriched their vocabulary knowledge.

The documentation findings further indicate that the schools intentionally utilize multilingual environmental texts to strengthen students' vocabulary development through authentic language exposure. The combination of visual illustrations, bilingual vocabulary, and multilingual labels enables students to connect language forms with meaningful contexts, making vocabulary acquisition more relevant to their daily learning experiences. This finding suggests that linguistic landscape supports contextual learning by embedding language naturally within the school environment.

These findings are consistent with Gorter (2023), who argues that multilingual linguistic landscapes provide authentic opportunities for students to encounter language in meaningful educational contexts beyond formal classroom instruction. They also reflect Constructivist Theory, which emphasizes that learners construct understanding by connecting new knowledge with authentic experiences. Furthermore, the continuous exposure to multilingual environmental texts supports

the principles of deep learning by encouraging students to relate newly acquired vocabulary to real-life contexts and meaningful learning experiences.

Interview findings further confirmed this contribution. Participant 1 explained:

I-R1 *"When students see a picture, they immediately connect it with vocabulary. For example, they recognize a strawberry and learn its English name. **This helps students connect visual information with language learning.**"*

Participant 2 added:

I-R2 *"Vocabulary posters are useful because **they help students expand their vocabulary knowledge.**"*

The interview findings indicate that teachers perceive visual and multilingual vocabulary displays as effective learning resources that help students associate new words with familiar objects and everyday situations. According to the participants, combining written language with pictures and multilingual representations makes vocabulary learning more meaningful and easier for elementary school students to understand.

Teachers' perceptions corroborate the observation and documentation findings by confirming that vocabulary learning becomes more effective when written words are accompanied by meaningful visual representations. According to the participants, students are able to connect new vocabulary with familiar objects and everyday experiences, making language learning more contextual and easier to understand. These findings strengthen the interpretation that linguistic landscape

functions as an authentic pedagogical resource supporting contextual vocabulary development through continuous interaction with environmental texts.

Overall, the triangulated findings from observations, documentation, and interviews indicate that the linguistic landscape supports contextual learning and vocabulary development by providing authentic language exposure, enriching students' vocabulary knowledge, and encouraging continuous interaction with written language in meaningful educational contexts. Through repeated encounters with multilingual environmental texts, students are provided with opportunities to connect language with real-life experiences, reflecting one of the key principles of contextual and deep learning.

4.1.3.4 Facilitating Understanding and Meaningful Learning

Observation findings showed that environmental texts were closely related to students' daily experiences and learning contexts. Educational posters, environmental awareness campaigns, classroom agreements, etiquette guides, anti-bullying messages, and cultural values provided meaningful learning opportunities beyond academic content.

The observation findings indicate that the environmental texts were intentionally designed to connect classroom learning with students' everyday experiences. Rather than presenting academic information in isolation, these texts encourage students to relate educational content to real-life situations, social interactions, and daily behaviours. This suggests that linguistic landscape creates

meaningful learning opportunities by enabling students to construct understanding through authentic experiences within the school environment.

Documentation data further supported this finding. Posters such as “Save Our Earth,” “Stop Bullying Now,” handwashing instructions, eating etiquette procedures, and the 5S culture poster connected learning materials with students’ everyday behaviors and social experiences.

The documentation findings further indicate that the environmental texts extend learning beyond subject knowledge by integrating moral values, health awareness, environmental responsibility, and positive social behaviour into students' daily routines. The strategic placement of these displays throughout the school enables students to encounter meaningful messages repeatedly, encouraging them to connect written information with authentic experiences. This finding suggests that linguistic landscape supports meaningful learning by making educational concepts relevant to students' everyday lives.

These findings are consistent with Gorter (2023), who argues that educational linguistic landscapes create authentic learning opportunities by integrating written language into students' everyday experiences. They also reflect Constructivist Theory, which emphasizes that learners construct understanding through meaningful interaction with authentic learning environments. Furthermore, the integration of environmental texts into students' daily school activities supports the principles of deep learning by encouraging learners to connect classroom knowledge with real-life situations and meaningful experiences.

Interview findings reinforced these observations. Participant 1 stated:

I-R1 *"Posters help students understand learning materials because attractive visual designs make students more interested in learning."*

Participant 2 stated:

I-R2 *"Students tend to focus more on visual elements because the displays direct their attention to important learning content."*

The interview findings indicate that teachers perceive visually meaningful environmental texts as effective learning resources that help students relate classroom concepts to their everyday experiences. According to the participants, attractive visual displays simplify learning materials and encourage students to understand educational content through familiar real-life situations.

Teachers' perceptions corroborate the observation and documentation findings by confirming that visually meaningful environmental texts help students understand learning materials more effectively. According to the participants, visual displays simplify abstract concepts and enable students to relate new knowledge to familiar situations and everyday experiences. These findings strengthen the interpretation that linguistic landscape facilitates meaningful learning by helping students construct understanding through authentic interaction with environmental texts.

Overall, the triangulated findings from observations, documentation, and interviews indicate that the linguistic landscape facilitates students' understanding by connecting learning materials with authentic experiences, encouraging

reflection, and providing opportunities for students to construct meaningful knowledge through continuous interaction with environmental texts encountered in their daily school environment. These findings illustrate how environmental texts support the principles of deep learning by helping students relate classroom knowledge to meaningful real-life contexts.

Summary of Research Question 3

Overall, the findings indicate that the linguistic landscape makes substantial contributions to students' engagement and understanding during the deep learning-based teaching and learning process. Based on the triangulation of observations, documentation, and teachers' perceptions, environmental texts provide opportunities for students to participate actively in learning, develop curiosity, engage in classroom interaction, expand their vocabulary, and construct meaningful understanding by connecting new knowledge with their everyday experiences. Collectively, these findings indicate that the linguistic landscape functions as an authentic pedagogical resource that supports contextual, meaningful, and student-centred learning in elementary school settings.

4.2 Discussion

The findings of this study indicate that the linguistic landscape plays an important educational role in supporting the implementation of deep learning-based teaching and learning in elementary schools. Rather than functioning merely as environmental decoration, the linguistic landscape serves as an authentic pedagogical resource that facilitates continuous language exposure, literacy

development, contextual learning, and meaningful learning experiences. The integration of written and visual texts throughout the school environment enables learning to extend beyond formal classroom instruction, allowing students to interact with authentic environmental texts as part of their daily school activities. These findings suggest that the school environment itself functions as an extended learning space where students continuously construct knowledge through meaningful interaction with authentic educational resources.

The first finding indicates that the linguistic landscape supporting the deep learning-based teaching and learning process consists of four major categories: literacy and educational displays, motivational and character-building texts, informational and instructional texts, and multilingual linguistic resources. These findings are consistent with the educational perspective of Linguistic Landscape proposed by Gorter (2023) and Cenoz and Gorter (2024), who argue that environmental texts in educational settings function as authentic pedagogical resources that extend learning opportunities beyond formal classroom instruction. Rather than serving merely as visual decorations, the linguistic landscape continuously exposes students to written language and provides meaningful opportunities for literacy development, contextual learning, and authentic language use. The findings also support the informational and symbolic functions of Linguistic Landscape introduced by Landry and Bourhis (1997). Informationally, environmental texts provide practical guidance through classroom labels, instructional posters, multilingual signs, and school regulations. Symbolically, they communicate educational values, promote positive learning attitudes, reinforce

school culture, and strengthen students' multilingual awareness. The presence of Indonesian, English, Arabic, and Javanese across both schools further demonstrates how linguistic landscape reflects the linguistic diversity of the school environment while supporting students' exposure to multiple languages. These findings are also consistent with previous studies conducted by Padmadewi et al. (2023) and Wen (2023), which reported that school linguistic landscapes function as authentic learning resources supporting literacy development and contextual language learning. However, the present study extends these findings by demonstrating that linguistic landscape not only supports literacy and multilingual awareness but also contributes to the implementation of deep learning through authentic, continuous, and contextual interaction with environmental texts. This extension is evident in the way environmental texts were intentionally integrated into classrooms, corridors, and other frequently accessed areas, enabling students to encounter meaningful written language as part of their everyday learning experiences rather than only during formal classroom instruction.

The second finding indicates that teachers perceive the linguistic landscape as an authentic pedagogical resource that supports classroom instruction, literacy development, and meaningful learning experiences. Rather than viewing environmental texts merely as supplementary classroom decorations, the participating teachers considered them an integral part of the learning environment that continuously supports students' learning both inside and outside the classroom. This perception suggests that the educational value of the linguistic landscape lies in its ability to provide continuous access to authentic learning resources that

complement formal classroom instruction. These findings are consistent with Constructivist Theory, which emphasizes that learners actively construct knowledge through meaningful interaction with their learning environment. The integration of environmental texts into classrooms and other school spaces provides students with opportunities to connect classroom concepts with authentic situations encountered during their daily school activities. Instead of relying solely on teacher explanations, students are exposed to written language, visual information, and contextual learning resources that encourage them to interpret information independently and develop meaningful understanding. Furthermore, these findings also reflect the principles of Deep Learning Theory, which emphasize meaningful learning through active engagement, contextual understanding, and authentic learning experiences. The teachers' positive perceptions indicate that linguistic landscape supports deep learning by creating learning environments where students can repeatedly interact with meaningful educational resources, strengthen their understanding through authentic experiences, and relate classroom knowledge to everyday contexts. The findings are also in line with previous studies reporting that school linguistic landscapes support literacy development, authentic language learning, and students' engagement with environmental texts. However, the present study extends previous research by demonstrating that teachers perceive the linguistic landscape not only as a literacy resource but also as an important pedagogical tool that facilitates the implementation of deep learning within elementary school settings.

The third finding indicates that the linguistic landscape contributes to students' engagement and understanding by providing authentic opportunities to interact with written language throughout their daily school activities. Based on the triangulation of classroom observations, documentation, and teachers' perceptions, environmental texts encourage students to pay attention to visual information, ask questions, participate in classroom discussions, expand their vocabulary, and relate learning materials to authentic situations. These findings suggest that the educational value of the linguistic landscape lies not only in presenting information but also in creating meaningful learning experiences that support students' active participation throughout the learning process. These findings are consistent with Constructivist Theory, which emphasizes that learners construct understanding through meaningful interaction with authentic learning environments. The presence of educational posters, multilingual displays, informational texts, and contextual learning resources enables students to connect classroom concepts with their everyday experiences rather than learning through memorization alone. Such interaction provides opportunities for students to interpret information, relate new knowledge to prior experiences, and gradually construct deeper understanding within authentic educational contexts. Furthermore, the findings strongly reflect the principles of Deep Learning Theory, which emphasize meaningful learning through active engagement, inquiry, contextual understanding, and authentic learning experiences. The continuous exposure to environmental texts throughout the school environment allows learning to occur beyond formal classroom instruction, enabling students to revisit information repeatedly, strengthen conceptual

understanding, and connect learning with real-life situations. Rather than functioning solely as visual classroom decorations, the linguistic landscape becomes an integral part of the learning environment that supports meaningful and student-centred learning. These findings are also consistent with previous studies reporting that school linguistic landscapes promote literacy development, language awareness, and authentic learning experiences. However, the present study extends previous research by demonstrating that the educational contribution of the linguistic landscape is not limited to language learning alone. Instead, environmental texts also support students' engagement, contextual understanding, and meaningful learning, thereby contributing to the implementation of deep learning within elementary school settings.

Overall, the discussion demonstrates that the linguistic landscape functions as more than a collection of written signs or visual displays within the school environment. Instead, it serves as an authentic pedagogical resource that supports literacy development, contextual learning, student engagement, and meaningful learning experiences. The integration of environmental texts into everyday school spaces enables learning to extend beyond formal classroom instruction, providing students with continuous opportunities to interact with authentic written language in meaningful contexts.

The findings also demonstrate the interconnectedness of Linguistic Landscape Theory, Constructivist Theory, and Deep Learning Theory. While Linguistic Landscape Theory explains the educational functions of environmental texts, Constructivist Theory provides a theoretical foundation for understanding

how students construct knowledge through authentic interaction with their surroundings. At the same time, Deep Learning Theory explains how continuous exposure to meaningful environmental texts encourages students to connect classroom knowledge with real-life experiences, resulting in deeper and more contextual understanding.

Compared with previous studies that primarily examined linguistic landscape from the perspectives of language exposure, multilingualism, and literacy development, this study provides additional evidence that linguistic landscape also supports the implementation of deep learning in elementary school settings. The findings suggest that environmental texts can function as authentic pedagogical resources that encourage meaningful learning, strengthen students' engagement, and support contextual understanding through continuous interaction with the school environment. Therefore, this study contributes to the growing body of research on educational linguistic landscape by highlighting its role in supporting deep learning-based teaching and learning processes in Indonesian elementary schools.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This study aimed to investigate the types of linguistic landscape that support the deep learning-based teaching and learning process, explore teachers' perceptions of the role of linguistic landscape, and examine how linguistic landscape contributes to students' engagement and understanding in elementary schools in Ponorogo Regency. Based on the findings and discussion, several conclusions can be drawn.

First, this study found that four major types of linguistic landscape support the implementation of deep learning-based teaching and learning processes in the participating schools: literacy and educational displays, motivational and character-building texts, informational and instructional texts, and multilingual linguistic resources. These linguistic landscape elements function not merely as environmental decorations but as authentic pedagogical resources that provide continuous opportunities for literacy development, contextual learning, language learning, and meaningful interaction with written language throughout the school environment.

Second, this study revealed that teachers hold positive perceptions regarding the role of linguistic landscape in supporting the deep learning-based teaching and learning process. Teachers perceive linguistic landscape as an authentic

pedagogical resource that supports classroom instruction, supports literacy development and vocabulary learning, enhances students' motivation, and provides contextual learning experiences. Furthermore, teachers believe that the continuous presence of educational and visual texts extends learning opportunities beyond formal classroom instruction and encourages students to interact actively with their learning environment.

Third, the findings indicate that linguistic landscape contributes to students' engagement and understanding during the deep learning-based teaching and learning process. Based on classroom observations, documentation, and teachers' perceptions, environmental texts provide opportunities for students to participate in learning activities by reading, observing, asking questions, discussing ideas, and connecting classroom learning with their everyday experiences. These contributions reflect the characteristics of deep learning by supporting meaningful, contextual, and student-centred learning experiences.

Overall, this study concludes that linguistic landscape functions as an authentic pedagogical resource that supports the implementation of deep learning-based teaching and learning in elementary schools. By integrating authentic written and visual texts into everyday school environments, linguistic landscape provides continuous opportunities for literacy development, contextual learning, student engagement, and meaningful learning experiences. Therefore, this study contributes to educational linguistic landscape research by demonstrating its pedagogical role in supporting deep learning within Indonesian elementary school contexts.

5.2 Suggestions

Based on the conclusions of this study, several suggestions are proposed for future practice and research regarding the use of linguistic landscape in supporting deep learning-based teaching and learning processes in elementary schools.

For schools, it is recommended to continue developing and maintaining educational linguistic landscape elements throughout the school environment. Schools should ensure that literacy displays, vocabulary posters, motivational texts, informational signs, students' work, and multilingual resources are regularly updated and aligned with students' learning needs. Schools are also encouraged to design environmental texts that are interactive, meaningful, and integrated with learning activities so that they function not only as visual decorations but also as authentic pedagogical resources that support literacy development, language awareness, student engagement, and meaningful learning experiences.

For teachers, it is recommended to integrate linguistic landscape more systematically into classroom instruction and learning activities. Environmental texts can be incorporated into literacy activities, vocabulary learning, classroom discussions, and contextual learning tasks to strengthen students' interaction with authentic written language. Teachers are also encouraged to involve students in designing and maintaining educational displays, posters, classroom agreements, and other visual resources, as this participation may enhance students' engagement, responsibility, and meaningful learning experiences.

For future researchers, it is recommended to investigate linguistic landscape in different educational contexts, educational levels, and geographical settings to obtain broader perspectives on its educational functions. Future studies may involve a larger number of schools, teachers, and students, employ longer observation periods, and utilize additional qualitative or mixed-method approaches to provide a more comprehensive understanding of how linguistic landscape supports teaching and learning processes. Researchers are also encouraged to examine the relationship between linguistic landscape and specific educational outcomes, such as literacy development, language learning, student engagement, critical thinking, and academic achievement. Furthermore, future studies may explore emerging forms of linguistic landscape, including digital displays and student-generated texts, to examine their potential contributions to deep learning in diverse educational settings.

Future research is also encouraged to investigate the relationship between linguistic landscape and specific educational outcomes, such as literacy development, language acquisition, student motivation, critical thinking, and academic achievement. In addition, researchers may examine how different types of linguistic landscape, including multilingual displays, digital displays, and student-generated texts, contribute to deep learning in various educational contexts. Comparative studies across different school levels and institutional settings may also provide deeper insights into the effectiveness of linguistic landscape as a pedagogical resource.

Furthermore, future researchers may adopt multi-perspective approaches by involving teachers, students, school leaders, and parents to obtain a more comprehensive understanding of the functions and impacts of linguistic landscape in educational environments. Longitudinal studies are also recommended to examine how sustained exposure to linguistic landscape influences students' literacy practices, language awareness, learning engagement, and understanding over time.



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APPENDICES

Appendix 1 Research Permit Application Letter



UNIVERSITAS MUHAMMADIYAH PONOROGO
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Budi Utomo No. 10 Ponorogo 63471 Jawa Timur Indonesia
Telp (0352) 481124, Faksimile (0352) 461796, email: akademik@umpo.ac.id website : www.umpo.ac.id
Akreditasi Institusi UNGGUL oleh BAN-PT
(SK Nomor 2470/SK/BAN-PT/Ak/PT/VII/2025)

Nomor : 253.2/IV.3/PN/2026
Hal : Ijin Penelitian

20 Dzulhijah 1447 H
5 Juni 2026 M

Yth. Kepala SD Muhammadiyah Ponorogo
di
tempat

Assalamu'alaikum wr. wb.

Wakil Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Muhammadiyah Ponorogo,
menerangkan :

Nama : Ryan Achmad Maulana
NIM : 22332067
Angkatan : 2022
Program Studi : Pendidikan Bahasa Inggris

Dalam rangka menyusun penelitian yang berjudul :

"A Descriptive Study Of Linguistic Landscape To Support The Deep Learning-Based Teaching And Learning Process In Ponorogo District Elementary Schools"

Yang bersangkutan memerlukan data-data yang berhubungan dengan judul tersebut, kami mohon kesediaan Bapak/Ibu untuk memberikan ijin bagi mahasiswa tersebut untuk melakukan penelitian dan mencari data-data sebagaimana yang diperlukan mahasiswa di SD Muhammadiyah Ponorogo.

Demikian surat ijin ini disampaikan, atas perhatian dan bantuannya kami mengucapkan terima kasih.

Wasalamu'alaikum wr. wb.



Wakil Dekan

Dr. Hadi Cahyono, S. Pd., M.Pd
NIP. 19870123 201709 12



UNIVERSITAS MUHAMMADIYAH PONOROGO
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Budi Utomo No. 10 Ponorogo 63471 Jawa Timur Indonesia
 Telp (0352) 481124, Faksimile (0352) 461796, email: akademik@umpo.ac.id website : www.umpo.ac.id
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 (SK Nomor 2470/SK/BAN-PT/Ak/PT/VII/2025)

Nomor : 253.3/IV.3/PN/2026
 Hal : Ijin Penelitian

20 Dzulhijah 1447 H
 5 Juni 2026 M

Yth. Kepala SDMT Ponorogo
 di
 tempat

Assalamu 'alaikum wr. wb.

Wakil Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Muhammadiyah Ponorogo,
 menerangkan :

Nama : Ryan Achmad Maulana
 NIM : 22332067
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Yang bersangkutan memerlukan data-data yang berhubungan dengan judul tersebut, kami mohon kesediaan Bapak/Ibu untuk memberikan ijin bagi mahasiswa tersebut untuk melakukan penelitian dan mencari data-data sebagaimana yang diperlukan mahasiswa di SDMT Ponorogo.

Demikian surat ijin ini disampaikan, atas perhatian dan bantuannya kami mengucapkan terima kasih.

Wasalamu 'alaikum wr. wb.



Wakil Dekan

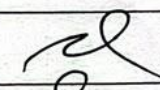
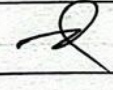
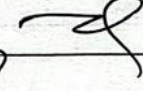
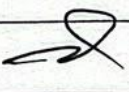
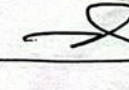
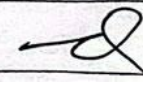
Dr. Hadi Cahyono, S. Pd., M.Pd
 NIK. 19870123 201709 12

Appendix 2 Thesis Guidance Note

LEMBAR KENDALI BIMBINGAN SKRIPSI
PROGRAM STUDI Pendidikan Bahasa Inggris

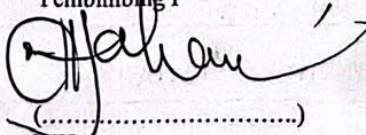
Tanggal Pendaftaran	:	04 Juni 2016
Nama	:	Dyan Ahmad Maulana
NIM/ PRODI	:	22332067 / Pendidikan Bahasa Inggris
Dosen Pembimbing	:	Dr. Diah Atek Mestikawati S.Pd., M. Hum
Judul Skripsi	:	A Descriptive Study of Linguistic Landscape To Support Dep Learning Based teaching and Learning Process in Ponorogo District Elementary Schools

Revisi dan Persetujuan

No.	Tanggal	Pokok Bahasan	Paraf Pembimbing
1.	05/01 ²⁶	Judul	
2.	13/01 ²⁶	Bab I	
3.	22/01 ²⁶	Identifikasi masalah & tujuan	
4.	27/01 ²⁶	Bab I Lanjutan	
5.	02/02 ²⁶	Bab II meneliti Literatur	
6.	11/02 ²⁶	Bab II, Hec	
7.	17/02 ²⁶	Revisi dan tambahan	
8.	24/02 ²⁶	Bab III Metode	
9.	05/03 ²⁶	Bab III Lanjutan	
10.	11/03 ²⁶	Instrumen	
11.	16/03 ²⁶	Analisis Data	
12.	09/04 ²⁶	Bab III, Finding	
13.	09/06 ²⁶	Bab III, Discussion	

NO.	Tanggal	Pokok Bahasan	Paraf Pembimbing
14.	17/06 '26	Bab II Referensi + Sitasi	
15.	17/06 '26	General Deskripsi	
16.	20/06 '26	Cara Pengisian	
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			

Ponorogo, 24 Juni.....2026
Pembimbing I


(.....)
NIK

LEMBAR KENDALI BIMBINGAN SKRIPSI
PROGRAM STUDI

tanggal Pendaftaran	:	04 Juli 2026
Nama	:	Ryan Achmad Maulana
IM/ PRODI	:	22332067 / Pendidikan Bahasa Inggris
dosen Pembimbing	:	Dr. Ana Maghiron S.Pd., M.Pd.Bi
Judul Skripsi	:	A Descriptive Study of Linguistic Landscape to Support
	:	Our Learning Based Teaching and Learning Process in
	:	Bandungs District Elementary Schools

Revisi dan Persetujuan

O.	Tanggal	Pokok Bahasan	Paraf Pembimbing
	07/01/26	Tema	st
	07/01/26	Chapter I, Background of study	st
	10/01/26	Chapter I, ob	st
	04/02/26	Chapter II	st
	11/02/26	Chapter II	st
	18/02/26	Previous study	st
	23/02/26	Chapter III, method	st
	06/04/26	Data collection & analysis	st
	16/04/26	Research Instrument	st
2.	27/04/26	Chapter IV, Finding	st
1.	07/04/26	Finding & Discussion	st
2.	13/04/26	Chapter V.	st
1.	08/06/26	General Revision	st

NO.	Tanggal	Pokok Bahasan	Paraf Pembimbing
14.	24/10	Draf Artikel	
15.			
16.			
17.			
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20.			
21.			
22.			
23.			
24.			
25.			

Ponorogo, 24 Juli 2021
 Pembimbing II


 (Dr. Iin Ningsih)
 NIK

Appendix 3 Plagiarism Check Letter



UNIVERSITAS MUHAMMADIYAH PONOROGO
LEMBAGA LAYANAN PERPUSTAKAAN
 Jalan Budi Utomo No. 10 Ponorogo 63471 Jawa Timur Indonesia
 Telp. (0352) 481124, Fax (0352) 461796, e-mail : lib@umpo.ac.id
 website : www.library.umpo.ac.id
TERAKREDITASI A
 (SK Nomor 00012/ LAR,PT/ I.2017)
 NPP. 3502102D2014337

SURAT KETERANGAN
HASIL SIMILARITY CHECK KARYA ILMIAH MAHASISWA
UNIVERSITAS MUHAMMADIYAH PONOROGO

Dengan ini kami nyatakan bahwa karya ilmiah ilmiah dengan rincian sebagai berikut :

Nama : Ryan Achmad Maulana
 NIM : 22332067
 Judul : A DESCRIPTIVE STUDY OF LINGUISTIC LANDSCAPE TO SUPPORT THE DEEP LEARNING-BASED TEACHING AND LEARNING PROCESS IN PONOROGO DISTRICT ELEMENTARY SCHOOLS

Fakultas / Prodi : S1 BAHASA INGGRIS
 Dosen pembimbing :
 1. Dr. Diyah Atiek Mustikawati, S.Pd.,M.Hum
 2. Dr. Ana Maghfiroh S.Pd., M.Pd.B.I

Telah dilakukan check plagiasi berupa **Skripsi** di Lembaga Layanan Perpustakaan Universitas Muhammadiyah Ponorogo dengan prosentase plagiasi sebesar **25 %**

Demikian surat keterangan dibuat untuk digunakan sebagaimana mestinya.

Ponorogo, 29/06/2026
 Kepala Lembaga Layanan Perpustakaan



Yolani Priatna, S.IIP., M.A
 NIK. 19920528 202209 21

NB: Dosen pembimbing dimohon untuk melakukan verifikasi ulang terhadap kelengkapan dan keaslian karya beserta hasil cek Turnitin yang telah dilakukan

Appendix 4 Preliminary Observation Field Note

Purpose of Preliminary Observation

The preliminary observation was conducted to identify elementary schools that possessed sufficient linguistic landscape elements relevant to the objectives of this study. The observation focused on the presence of posters, signs, labels, classroom displays, multilingual texts, informational boards, slogans, and other written environmental texts that could support deep learning-based teaching and learning.

Date	School	Observation Results	Decision
10 February 2026	SD Muhammadiyah Ponorogo	Educational posters, bilingual vocabulary displays, multilingual signs, classroom labels, literacy displays, and motivational texts were observed throughout the school environment.	Selected
11 February 2026	SDMT Ponorogo	Multilingual classroom labels, Arabic–Indonesian displays, informational posters, literacy displays, and character-building texts were observed.	Selected
12 February 2026	SD Ma'arif Ponorogo	Only a few classroom labels and administrative notices were found. No sufficient linguistic landscape supporting the objectives of the study was identified.	Not Selected
13 February 2026	SDN Bangunsari	Very limited written environmental texts were identified. The available displays did not provide sufficient linguistic landscape data for this study.	Not Selected

Researcher's Reflection

The preliminary observation revealed that only SD Muhammadiyah Ponorogo and SDMT Ponorogo possessed sufficient linguistic landscape elements relevant to the objectives of this study. Therefore, these two schools were selected as the final research sites for the main data collection. SD Ma'arif Ponorogo and SDN Bangunsari were not included because the available linguistic landscape was insufficient to provide rich and relevant data for answering the research questions.

Appendix 5 Observations Checklist

Bentuk Linguistic Landscape

No	Indikator	Ya	Tidak
1	Terdapat papan nama ruangan		
2	Terdapat poster edukatif		
3	Terdapat slogan motivasi		
4	Terdapat papan pengumuman		
5	Terdapat label pada fasilitas sekolah		
6	Terdapat hasil karya siswa yang dipajang		

Bahasa yang Digunakan

No	Indikator	Ya	Tidak
1	Menggunakan Bahasa Indonesia		
2	Menggunakan Bahasa Jawa		
3	Menggunakan Bahasa Inggris		
4	Menggunakan lebih dari satu bahasa (multilingual)		

Fungsi Linguistic Landscape

No	Indikator	Ya	Tidak
1	Teks memberikan informasi kepada siswa		
2	Teks mengandung nilai karakter		
3	Teks mendukung pembelajaran bahasa		
4	Teks mendukung pembelajaran mata pelajaran lain		
5	Teks mencerminkan budaya lokal sekolah		

Indikator Dukungan Terhadap Deep Learning

No	Indikator	Ya	Tidak
1	Siswa membaca teks yang ada di lingkungan sekolah		
2	Siswa memperhatikan informasi pada poster atau papan informasi		
3	Guru menggunakan teks lingkungan sebagai media pembelajaran		
4	Siswa berdiskusi mengenai isi teks yang diamati		
5	Siswa menghubungkan isi teks dengan pengalaman sehari-hari		
6	Teks membantu siswa memahami materi pembelajaran		

Appendix 6 Interview questions

1. Jenis tulisan atau tampilan visual apa saja yang terdapat di lingkungan sekolah?
2. Bahasa apa saja yang digunakan pada poster, papan informasi, slogan, atau tulisan di sekolah?
3. Menurut Anda, apakah tulisan dan tampilan visual di sekolah membantu proses belajar siswa? Jelaskan.
4. Apakah guru pernah menggunakan poster, papan informasi, atau tulisan di lingkungan sekolah sebagai media pembelajaran?
5. Bagaimana respon siswa terhadap tulisan atau tampilan visual yang ada di sekolah?
6. Apakah tampilan visual di sekolah membuat siswa lebih tertarik dan aktif dalam belajar? Mengapa?
7. Menurut Anda, apakah tulisan atau poster di sekolah membantu siswa memahami materi pelajaran dengan lebih mudah?
8. Apakah siswa pernah berdiskusi, bertanya, atau memberikan pendapat setelah melihat tulisan atau poster di sekolah?
9. Bagaimana lingkungan bahasa di sekolah membantu siswa menghubungkan pelajaran dengan kehidupan sehari-hari?
10. Menurut Anda, apa kontribusi linguistic landscape terhadap keterlibatan, pemahaman, dan pengalaman belajar siswa di sekolah dasar?

Appendix 7 Documentations

Documentation of Linguistic Landscape

A. SD Muhammadiyah Ponorogo

Figure 6.1 Motivational Quote: "Belajar Hari Ini, Sukses Hari Esok"



Figure 6.2 Motivational Quote: "Ilmu adalah Cahaya, Maka Belajarlah dengan Sungguh-Sungguh".



Figure 6.3 room labels such as "Ruang Komite" and "Meeting Room".



Figure 6.4 English Vocabulary Poster: "Let's Learn Vehicles"



Figure 6.5 Energy Conservation Poster



Figure 6.6 Bilingual Vocabulary Stickers on School Stairs

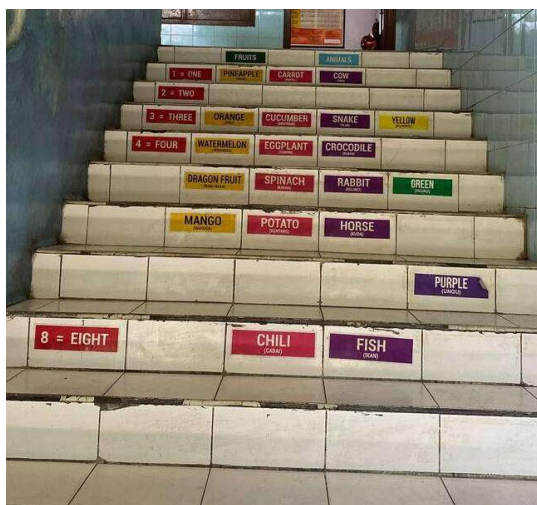


Figure 6.7 Multiplication Learning Poster

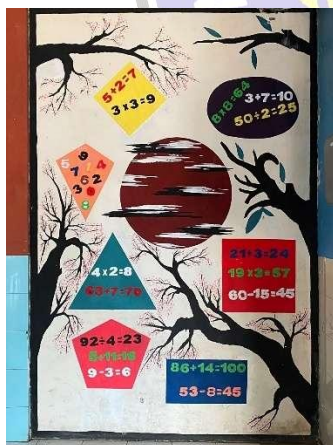


Figure 6.8 Character-Building Quote



Figure 6.9 Indonesian Currency Display



Figure 6.10 Motivational Quote



Figure 6.11 5S School Culture Display



B. SDMT Ponorogo

Figure 6.12 Handwashing Instruction Poster



Figure 6.13 Map of Ponorogo District



Figure 6.16 Anti-Sexual Abuse Awareness Poster



Figure 6.14 Students' Artwork Display



Figure 6.17 Multilingual Language Area Poster



Figure 6.15 Teacher Identification Display



Figure 6.18 Time Is Money Poster



Figure 6.19 Arabic-Indonesian Vocabulary Display

MACAM-MACAM TEMPAT / RUANGAN DI SEKOLAH	
MACAM TEMPAT / RUANG	BAHASA ARAB
Sekolah	مَدْرَسَة
Kelas	فَصْل
Perpustakaan	مَكْتَبَة
Dapur	مَطْبُخ
Kantor	دِيْوَان
Kantin	مَقْصَف
Toilet	حَمَّام
Lapangan	مَيْدَان
Halaman	سَبَاحَة
Panggung	مَسْرَح

Figure 6.20 Classroom Label



Figure 6.21 Environmental Awareness Poster



Figure 6.22 Educational Quote



Figure 6.23 Classroom Identification Board



Figure 6.24 Direction Sign to Toilet



Figure 6.25 Arabic Quote with Translation



Figure 6.26 Cleanliness Reminder Poster



Figure 6.27 Anti-Bullying Poster



Figure 6.28 Animal Information Poster



Figure 6.29 Character Education Poster and Hadith



Figure 6.30 Asmaul Husna Display



Figure 6.31 Tepuk Al-Huda Display



Figure 6.32 Dream Classroom Display



Figure 6.33 Eating Etiquette Poster



Figure 6.34 Students' Origami Artwork



Figure 6.37 Class Agreement Display



Figure 6.38 Motivational Quote



Figure 6.35 Students' Animal Puzzle Project



Figure 6.36 Classroom Questioning Procedure



Figure 6.39 Reading Promotion Poster and Class Chant



Figure 6.40 Students' Creative Work Display

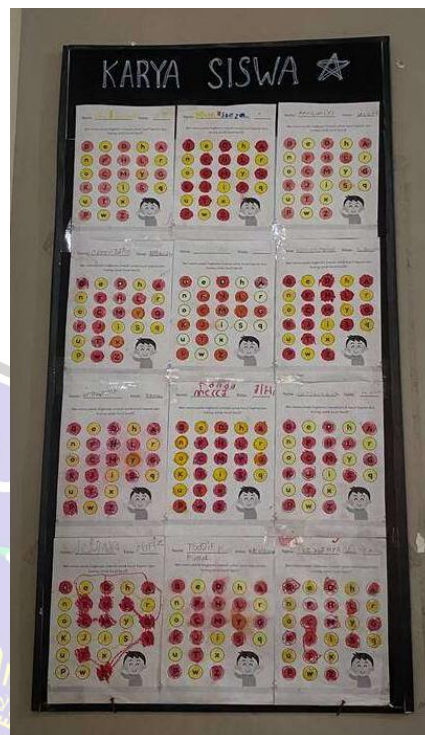


Figure 6.41 Class Structure and Dream Classroom Display



Figure 6.42 Prayer Before and After Eating



Appendix 8 The Result of Observations Checklist

A. SD Muhammadiyah Ponorogo

Bentuk Linguistic Landscae

No	Indikator	Ya	Tidak
1	Terdapat papan nama ruangan	√	
2	Terdapat poster edukatif	√	
3	Terdapat slogan motivasi	√	
4	Terdapat papan pengumuman	√	
5	Terdapat label pada fasilitas sekolah	√	
6	Terdapat hasil karya siswa yang dipajang	√	

Bahasa yang Digunakan

No	Indikator	Ya	Tidak
1	Menggunakan Bahasa Indonesia	√	
2	Menggunakan Bahasa Jawa		√
3	Menggunakan Bahasa Inggris	√	
4	Menggunakan lebih dari satu bahasa (multilingual)	√	

Fungsi Linguistic Landscape

No	Indikator	Ya	Tidak
1	Teks memberikan informasi kepada siswa	√	
2	Teks mengandung nilai karakter	√	
3	Teks mendukung pembelajaran bahasa	√	
4	Teks mendukung pembelajaran mata pelajaran lain	√	
5	Teks mencerminkan budaya lokal sekolah	√	

Indikator Dukungan Terhadap Deep Learning

No	Indikator	Ya	Tidak
1	Siswa membaca teks yang ada di lingkungan sekolah	√	

2	Siswa memperhatikan informasi pada poster atau papan informasi	√	
3	Guru menggunakan teks lingkungan sebagai media pembelajaran	√	
4	Siswa berdiskusi mengenai isi teks yang diamati	√	
5	Siswa menghubungkan isi teks dengan pengalaman sehari-hari	√	
6	Teks membantu siswa memahami materi pembelajaran	√	

B. SDMT Ponorogo

Bentuk Linguistic Landscae

No	Indikator	Ya	Tidak
1	Terdapat papan nama ruangan	√	
2	Terdapat poster edukatif	√	
3	Terdapat slogan motivasi	√	
4	Terdapat papan pengumuman	√	
5	Terdapat label pada fasilitas sekolah	√	
6	Terdapat hasil karya siswa yang dipajang	√	

Bahasa yang Digunakan

No	Indikator	Ya	Tidak
1	Menggunakan Bahasa Indonesia	√	
2	Menggunakan Bahasa Jawa		√
3	Menggunakan Bahasa Inggris	√	
4	Menggunakan lebih dari satu bahasa (multilingual)	√	

Fungsi Linguistic Landscape

No	Indikator	Ya	Tidak
1	Teks memberikan informasi kepada siswa	√	
2	Teks mengandung nilai karakter	√	

3	Teks mendukung pembelajaran bahasa	√	
4	Teks mendukung pembelajaran mata pelajaran lain	√	
5	Teks mencerminkan budaya lokal sekolah	√	

Indikator Dukungan Terhadap Deep Learning

No	Indikator	Ya	Tidak
1	Siswa membaca teks yang ada di lingkungan sekolah	√	
2	Siswa memperhatikan informasi pada poster atau papan informasi	√	
3	Guru menggunakan teks lingkungan sebagai media pembelajaran	√	
4	Siswa berdiskusi mengenai isi teks yang diamati	√	
5	Siswa menghubungkan isi teks dengan pengalaman sehari-hari	√	
6	Teks membantu siswa memahami materi pembelajaran	√	

Appendix 9 Interview Transcript

The Researchers	Jenis tulisan atau tampilan visual apa saja yang terdapat di lingkungan sekolah?
R1	Kalau di sekolah kami, tampilan visualnya didominasi oleh papan informasi resmi dan administratif. Di koridor depan itu ada papan struktur organisasi, bagan visi-misi sekolah yang besar, sama papan pengumuman kelulusan atau mutasi siswa. Selain itu, di sepanjang koridor kelas banyak poster ajakan menjaga kebersihan lingkungan dari Dinas Kesehatan, lalu ada mading (majalah dinding) yang isinya koran dinding dan puisi-puisi karya siswa.
R2	Di lingkungan sekolah kami, visualnya cenderung lebih modern dan tematik. Kami punya display wall khusus yang memajang hasil akhir Project-Based Learning (PjBL) siswa, seperti infografis sains dan maket. Selain itu, di setiap sudut tangga ada poster motivasi karakter islami dan poster English-day campaign. Di area kelas juga wajib ada pojok baca yang visualnya dibuat estetik oleh wali kelas dan siswa.

The Researchers	Bahasa apa saja yang digunakan pada poster, papan informasi, slogan, atau tulisan di sekolah?
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R1	Mayoritas mutlak memakai Bahasa Indonesia formal, terutama untuk papan nama ruang, tata tertib, dan instruksi dinas. Namun, karena kami menjunjung tinggi kearifan lokal, kami juga menempatkan tulisan Bahasa Jawa.
R2	Kami menerapkan konsep multilingual. Untuk papan informasi administratif tetap pakai Bahasa Indonesia. Tapi untuk slogan harian, peraturan kelas, dan poster motivasi, kami dominan menggunakan Bahasa Inggris (seperti 'Speak English Professionally' atau 'Throw your trash here'). Selain itu, karena kami sekolah Islam, tulisan Bahasa Arab juga banyak sekali, mulai dari kalimat tayyibah, doa masuk ruangan, hingga kaligrafi di dinding masjid sekolah.

The Researchers	Menurut Anda, apakah tulisan dan tampilan visual di sekolah membantu proses belajar siswa? Jelaskan.
R1	Di kelas sebelah ada pohon literasi, pohon cita-cita, tulisan gambar yang membantu pembelajaran siswa. Apalagi yang kelas 1, kelas rendah, kelas bawah itu sangat membantu sekali. Jadi anak-anak itu kan masih sangat visual sekali. Dengan gambar, tulisannya juga yang besar, fontnya itu lebih besar dari yang kelas atas.
R2	Ya. Kalau di SDMT itu beberapa kata motivasi itu memang sering ditampilkan dalam poster. Kemudian ditempelkan di beberapa sudut strategis, contoh di kelas misalnya. Kalau yang lebih banyak itu di dalam kelas. Alhamdulillah. Kalau yang sifatnya di luar kelas itu secara umum sifatnya lebih ke secara umum. Kalau yang di dalam kelas itu sifatnya membangun semangat belajar di dalam kelas.

The Researchers	Apakah guru pernah menggunakan poster, papan informasi, atau tulisan di lingkungan sekolah sebagai media pembelajaran?
R1	Kalau guru sekarang itu kan lebih modern daripada zaman sekarang. Ada AI, ada canva, itu sangat membantu sekali pembelajaran siswa. Jadi kita membuat canva, minimal canvalah kalau sekarang ya. Kalau dulu kanva itu sudah bagus-bagusnya, kalau sekarang minimal lah ya. Minimal canva itu sudah digunakan untuk pembelajaran, membuat papan pengumuman ketika guru memberikan pengumuman. Atau untuk lembar kerja siswa, itu juga sudah pakai canva.

R2	Sangat sering. Malah, sangat sering digunakan pakai poster kayak gitu kan! Media-media visual kayak gitu. Ya. Itu sangat membantu, apa namanya, siswa ya. Karena siswa itu belajarnya, apa namanya, ada yang auditory, kemudian ada yang visual, ada yang kinestetik kan. Jadi visual yang berbentuk seperti itu sangat membantu siswa dalam belajar. Jadi lebih mudah mengingat, lebih mudah memahaminya.
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The Researchers	Bagaimana respon siswa terhadap tulisan atau tampilan visual yang ada di sekolah?
R1	Mereka senang. Dan kalau di kelas 1 itu memicu minat mereka untuk membaca. Anak-anak kan tidak 100% bisa baca tulis. Tetapi ketika kita beri gambar, kita beri tulisan, teks-teks sederhana dengan tulisan yang jelas, itu biasanya membantu. Terus mereka mau membaca, mau mengenal huruf.
R2	Ya, responnya, apa namanya, siswa itu sangat antusias dengan itu. Jadi lebih tertarik dengan hal-hal yang sifatnya fisik ya. Sifatnya yang sering bergerak itu akan lebih jelas bagi kita. Ditampilkan visual di depan, itu anak lebih fokus gitu.

The Researchers	Apakah tampilan visual di sekolah membuat siswa lebih tertarik dan aktif dalam belajar? Mengapa?
R1	Ya, tampilan visual itu sekarang buku-buku paket itu sudah visualnya luar biasa. Serta gambar. Jadi sebelum ada tulisan, ada gambar-gambarnya. Beda dengan mungkin saya dulu atau di waktu SD kan ya, hanya tulisan. Kita diminta untuk membaca, kalau sekarang itu di panceng ya, di panceng itu stimulusnya, diberi stimulus itu dengan gambar. Jadi anak-anak tertarik untuk membaca di kelas 1 ya, untuk memahami, akhirnya kan bisa.
R2	Secara umum pastinya begitu. Karena yang tadi, pola belajar anak itu kan macam-macam. Kalau anaknya, apa namanya, auditori, itu kan lebih suka mendengar. Dia lebih suka mendengarkan musik, mendengarkan ini dia kan lebih bisa belajar. Kalau hanya ditampilkan visual, dia mungkin akan asik sendiri. Termasuk yang anak yang hiperaktif dengan kinestetik. Itu kan dia cepat belajarnya dengan pola bergerak. Kalau hanya melihat saja, itu dia nggak tertarik kayak gitu.

The Researchers	Menurut Anda, apakah tulisan atau poster di sekolah membantu siswa memahami materi pelajaran dengan lebih mudah?
R1	Ya, membantu dengan adanya poster. Poster itu kan salah satu media belajar siswa. Bisa aplikasi membuat poster siswanya, kalau di kelas 1 itu biasanya yang membuat gurunya. Nah, dibuat desain poster yang menarik sehingga siswa tertarik untuk belajar.
R2	Bisa dikatakan begitu. Secara tidak langsungnya akan begitu. Jadi akan lebih perhatian ke suatu titik fokus gambar. Atau tulisan besar. Poster misalnya. Hal-hal yang menarik kan begitu-begitu.

The Researchers	Apakah siswa pernah berdiskusi, bertanya, atau memberikan pendapat setelah melihat tulisan atau poster di sekolah?
R1	Bertanya setelah dia membaca, mungkin dia pemahamannya masih sempit kalau anak-anak. Itu ada kan, pahlawan nasional kok belum pernah dengar? Bukan gitu. Karena di kelas 1 kan tidak ada pelajaran IPS.
R2	Anak itu lebih semangat ketika ada gambar dan dia akan langsung berkomentar. Kalau poster yang di dinding itu kan hanya berganti secara pertama. Misalnya setiap tahun. Setiap tahun, tahun ini poster itu tetap seperti itu setiap tahun. Kalau mungkin dipakai untuk posternya pembelajaran itu kan berbeda sesuai temanya.

The Researchers	Bagaimana lingkungan bahasa di sekolah membantu siswa menghubungkan pelajaran dengan kehidupan sehari-hari?
R1	Bahasa yang digunakan itu, kalau di kelas 1 ya mas, karena saya kan mengajarnya di kelas 1. Itu yang kita dua bahasa, bahasa Indonesia dan bahasa Jawa. Kalau bahasa Inggris, itu yang menggunakan bahasa Indonesia dan bahasa Inggris sederhana. Kalau di kelas 1, contoh kita mengajarkan kosa kata. Kita kasih gambar dulu.
R2	Itu poster yang sifatnya menambah kosa kata ya. Menambah kosa kata siswa itu biasanya dilakukan setiap minggu sekali. Jadi ditampilkan satu kalimat dalam bentuk poster besar. Kemudian anak membacanya. Menambah kosa katanya siswa.

The Researchers	Menurut Anda, apa kontribusi linguistic landscape terhadap keterlibatan, pemahaman, dan pengalaman belajar siswa di sekolah dasar?
R1	Pengaruhnya linguistic landscape dalam pembelajaran sehari-hari. Kontribusi linguistic landscape terhadap keterlibatan pemahaman dan pengalaman belajar siswa di sekolah. Sangat berkontribusi dengan adanya gambar, slogan, poster. Mereka kan jadi tau. Dari kelas 1 dia sudah tau. Nanti di kelas 2, di kelas 3, 4, 5, dan 6 mereka juga sudah paham. Jadi sangat berkontribusi untuk pembelajaran di sekolah. Jadi walaupun tidak langsung, mungkin sekilas itu tau.
R2	Ya otomatis akan menambah pengalaman siswa. Menambah daya ingatnya. Untuk kemudian menambah daya tariknya siswa untuk belajar. Jadi anak itu tidak monoton dalam belajarnya. Jadi ini sangat berkontribusi kalau poster-poster.

