

**International Conference: Innovation in the Era of Culture-based Modernization to
Achieve Sustainable Development Goals (SDGs)**

**Ruang Salim Siregar, Universitas Muslim Nusantara Al-Washliyah, Medan, Indonesia
Agustus 31 2024
Indonesia, Malaysia, Singapore, Thailand**

**Socialization of Linguistic Landscape in Improving Students' Soft Skills at
Universitas Harapan Medan**

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Abstract: This community service conducted at Universitas Harapan Medan in the Faculty of Language and Communication. The purpose of this activity is to give a socialization of linguistic landscape in improving students' soft skills. The method used is qualitative method. The service learning approach used to in the community service activity. The result of this activity are the emergence of self-awareness from students that the use of linguistic landscapes provides new knowledge and insights for students, the students' understanding of the linguistic landscape around campus that could improve soft skills, students understood how to create interesting linguistic landscapes, the students were able to make a linguistic landscape with their own creations. From the community service activity, it could be drawn that linguistic landscape at campus in the form of the sign of notice or warning could improve the soft skills of the students. The linguistic landscape shape the character and attitude for the activity of the students at campus.

Keywords: Linguistic landscape; soft skills; students.

A. Introduction

Universitas Harapan Medan (UNHAR) is organized based on the decree of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 459/KPT/II/2017 dated August 24, 2017 concerning the Merger Permit of Harapan Technical College, Harapan Foreign Language College, Harapan College of Economics and Harapan Academy of Informatics and Computer Management into Harapan Medan University Organized by Yaspendhar (1).

This university has a vision of "Becoming a university that Excels in Providing Solutions for North Sumatra Province and National in 2025". When viewed from the vision and mission of Universitas Harapan Medan, strengthening student skills is needed because UNHAR's vision providing solutions to North Sumatra Province in 2025 is a target in UNHAR's vision.

Students who are one of the agent in the progress of a nation must have the skills needed such as critical thinking and problem solving (2). These skills are prepared to provide solutions to problems that occur in society. The skills are in the form of hard skills and soft skills. Technical or practical aptitudes, such as programming languages, engineering, accounting, and other job skills, are referred to as hard skills. Conversely, soft skills are interpersonal aptitudes including problem-solving, communication, and as well as emotional intelligence (3,4). Students are part of the community who will be the foundation in providing solutions that will be faced by the community. The training of soft skills gave the significant contribution of students skills (5). In interacting with heterogeneous people, soft skills are needed to maintain the peace and tranquility of a community. The phenomenon that arises in society and in the campus environment that is often encountered is that some students experienced the moral decadence.

(6) found that there are nine forms of student moral decadence retrieved from observation and interview, these forms are negligent in worship, sexual promiscuity, involved in drug abuse, hedonism, revealing awrah, lack of ethics, impolite speaking, dishonest in academics, and lack of time management. One of the moral decadence for college students is impolite speaking. The phenomenon also happened at many universities including Universitas Harapan Medan. The loss of the use of honorifics such as the mention of 'Sir', 'Ma'am' or in English such as 'Mam' or 'Sir' can be found in English Literature students at Universitas Harapan Medan. This fact was obtained from discussions with one of the lecturers named Mr. Muhammad Kiki Wardana who taught one of the courses such as English for Entrepreneur. He explained that some students are less polite when talking to lecturers because there is no honorific greeting when communicating with the lecturer concerned. In addition to the problem of manners, other problems that become problems in student soft skills are integrity problems and character building skill problems. Some of these problems can be solved by providing good directions and examples to the students concerned so that these students understand the soft skills problems they face. Apart from providing direction or examples, there are other ways that can improve students' soft skills to be good, namely by giving assignments to students in shaping students' character and politeness in interacting. The task involves students in making a work where students are the actors in the task. The task is to ask students to make linguistic landscape labels on classes or places that are of interest to many people.

Linguistic landscape is a language that appears in a space or area that is the center of public interaction in a community. The linguistic landscape was pioneered by (7) who stated that the linguistic landscape of language on public signs, billboards, street names, place names, signs on government buildings, and posters that use language form the linguistic landscape of an area. The linguistic landscape relates to the language used in public spaces. Texts or language signs in public spaces have information needed by the community so that people can understand the information needed. Texts that appear in society can have an influence on a person's attitude and character. (8) on Multimodal and Multifunctional language in public spaces provide language functions in public spaces can be a community controller in interacting. For example, there are warning signs such as "Do Not Smoke" in certain areas that control the behavior of heterogeneous communities to behave according to the directions on the sign in question. Then, language in public spaces is also able to build a person's character in behavior. Such as the notice "Queue" or "Throw Trash in its Place" found in several places such as at the Bank or at School gives a special message to someone who sees the sign to behave and behave.

The use of language in public spaces that are often seen by the public in certain areas can also be applied to learning spaces such as campuses. The existence of a campus that is the center of student activities in interacting with fellow students, employees and lecturers. Language signs that control and shape students in interaction can also be implemented with the use of language in public spaces. Statements contained in public spaces on campus such as '*Salam, Sapa, Senyum*' placed at the entrance to the lecturer's room or study class can also be words that make one's behavior polite because these words make people who see them embarrassed if they do not behave as displayed in the language in question. The words '*Salam, Sapa, Senyum*' indicate to students to greet and give a smile to anyone they meet in the campus area. This attitude gives peace and pleasure to the person encountered because the person will feel appreciated and harmony between the campus parties can be seen from the interaction. This form of language in public spaces like this will be one way to shape the character and shape the attitude of students to have soft skills in interacting with lecturers or with students and with employees in the campus environment.

B. Methods

The method used in this community service activity is qualitative method. (9) states that qualitative methods in community service refer to approaches that use non numerical data, such as words, pictures, or narratives, to obtain an in-depth understanding of problems, experiences, and

views of the community who are served. The goal is to explore contextualized, rich, and in-depth understanding of social reality and provide insightful of social realities and provide a more comprehensive insights into people's experiences. To get an in-depth understanding of the experiences, views and perceptions of the community regarding problems faced. There are some steps conducted, namely:

1. The survey was carried out by the Community Partnership Program team to the service location, namely to Harapan University Medan.
2. The partner helps in providing space, equipment and providing Community Partnership Program participants, in this case students.
3. The material to be delivered includes aspects related to the use of language in the linguistic landscape that can improve student soft skills.
4. The implementation of activities and evaluation is carried out after the Community Partnership activities.

After knowing the problems faced by the partner of Community service, then the team use approach to solve the problem. One approach that has been recognized and is gaining popularity in this field is *Service Learning* (10). According to Alfred CHAN (2006) in Rusli et al (2022) from Lingnan University Hong Kong in his book on Service-Learning and Research Scheme: The Lingnan Model, gives the following definition: Service Learning is a learning approach that combines rigorous academic study with voluntary community service. The activity conducted in the community service are as follows:

1. Conduct socialization with Partners through exposure to material about the linguistic landscape that can improve student soft skills.
2. Provide opportunities for students to be creative in creating 'notices' related to the development of students' soft skills.
3. Discussion with service implementers and partners on student creations.
4. Presentation of student work in creating linguistic landscapes related to improving student soft skills.

C. Result and Discussion

The Community Partnership Program that has been implemented at Universitas Harapan Medan was welcomed by the Dean of the Faculty of Language and Communication, lecturers and students. Before carrying out the service, an opening ceremony was held by Universitas Harapan Medan by presenting the head of LPPM Universitas Harapan Medan and the Dean of the Faculty of Language and Communication. The participants who were attended by 15 students were very enthusiastic about this activity. This can be proven from the results of community service that has been carried out.

1. The emergence of self-awareness from students that the use of linguistic landscapes provides new knowledge and insights for students.
2. Students' understanding of the linguistic landscape around campus that could improve soft skills.
3. Students understood how to create interesting linguistic landscapes.
4. The students were able to make a linguistic landscape with their own creations.

The results of this service can be seen from the results of the questionnaire that has been distributed to students.

SERVICE QUESTIONNAIRE 2023

Number	The statement	SS	S	TS	STS
1.	The training delivered by the Community Service Team was difficult to follow.	3		8	3
2.	The material is well presented.	10	4		
3	Participants participated in providing feedback when the speaker gave the material.	4	10		
4.	Participants struggled to understand the words in the linguistic landscape to be placed on campus.	1		8	5
5.	The service material is interesting and useful material.	9	5		
6.	The speaker provides examples and practices during the service.	7	7		
7.	Participants were able to create an example of a linguistic landscape placed on campus with two languages, Indonesian and English.	4	10		
8.	Participants' knowledge increased on the use of linguistic landscapes in campus spaces.	4	10		
9.	Participants were less interested in following the instructions of the created linguistic landscape.	2	1	8	3
10.	Participants are happy with this service program	9	5		
Total		53	52	24	11

Description: SS = strongly agree (score 4)
 S = agree (score 3)
 TS = disagree (score 2)
 STS = strongly disagree (score 1)

From the result of questionnaires, it shows that linguistic landscape at campus in the form of the sign of notice or warning could improve the soft skills of the students. The linguistic landscape shapes the character and attitude for the activity of the students at campus.

D. Acknowledgment

This article is an outcome of teamwork, solidarity, and cooperation. I sincerely thank Dr.H. Firmansyah, M.Si as the Rector of Univeritas Muslim Nusantara Al-Washliyah, along with the ranks, Dr. Alistraja Dison Silalahi, S.E.,M.Si as the head of the community service and innovation institute, Asnarni Lubis, S.Pd., M.Pd as the secretary of the community service and innovation institute and Dr. Zuindra, M.S. as the Dean of the Faculty of Language and Communication Univeritas Harapan Medan. Finally, I am so grateful to my students and lectures, who contribute for the publication of this article.

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