JPUS: Jurnal Pendidikan Untuk Semua
Vol. 10, No. 2, 2026, pp. 255-269 | E-ISSN: 2580-8060 | DOI: https://doi.org/10.26740/jpus.v10n2.p255-269

Implementation of Four-Language Habituation to Develop Students' Language Skills at MI Islamiyah Pringlangu 01

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Abstract

Language habituation programs offer students repeated exposure to multiple languages through everyday communicative practices. However, evidence on how such programs operate in multilingual elementary schools remains limited, particularly those combining foreign, national, and local languages. The novelty of this study lies in examining a four-language habituation program (English, Arabic, Indonesian, and Javanese) in an Islamic elementary school, a configuration rarely documented. This study describes the program's implementation at MI Islamiyah Pringlangu 01, including its supporting and inhibiting factors. A descriptive qualitative approach was employed. Data were collected through semi-structured interviews with two teachers and one student and through non-participant observation. Trustworthiness was established through source, method, and time triangulation, and data were analyzed through condensation, display, and conclusion drawing and verification. The program is implemented through scheduled language exposure, vocabulary repetition, and simple communicative activities embedded in daily school routines, enabling students to recognize selected vocabulary and practice basic expressions such as asking permission and requesting assistance. Exposure is uneven, with Indonesian receiving more scheduled opportunities than English, Arabic, and Javanese. Teacher consistency, repeated practice, and classroom support facilitate implementation, whereas differing prior language exposure, limited vocabulary retention, and low independent language use hinder it. The study concludes that four-language habituation creates a structured multilingual environment supporting basic communicative practice. Its effect on proficiency, however, cannot be established without systematic assessment and broader participation. Future research should use larger samples and longitudinal assessments.

Keywords: *language habituation, four languages, language skills, elementary school students.*

Received: 5 October 2026 *Accepted: 19 October 2026* *Published: 20 October 2026*

1. INTRODUCTION

Language is an important means through which students express thoughts, convey feelings, understand information, and interact with others. In elementary schools and madrasahs, students encounter language not only through formal classroom instruction but also through interactions with teachers, peers, and other members of the school community. These interactions provide opportunities for students to become familiar with vocabulary, understand expressions, and use language in everyday situations. An educational environment that supports language use can contribute to students' language learning experiences (Gaffar, 2026; Miftakh et al., 2025; Povenmire, 2022).

Language development does not occur solely through the presentation of learning materials. Students also need repeated opportunities to hear, understand, and use language in meaningful contexts. Language habituation is one approach that can provide such opportunities by incorporating language use into routine educational activities. (Anisah, 2024) discusses the use of contextual approaches in Indonesian language habituation, while (Dhujjah et al., 2024) examine morning vocabulary habituation to support bilingual abilities in Indonesian and Arabic. These studies illustrate how routine language activities can provide opportunities for students to become familiar with and

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practice language in the school environment. (Leonet & Saragueta, 2024) discuss positive habituation as an approach to supporting students' language development.

MI Islamiyah Pringlangu 01 implements a four-language habituation program involving English, Arabic, Indonesian, and Javanese. The languages are introduced according to a scheduled rotation rather than being used simultaneously. English is scheduled for Saturdays, Arabic for Sundays, Indonesian for Mondays and certain other days, and Javanese for Wednesdays. The activities take place before the collective prayer and include the introduction of vocabulary, simple expressions, repetition, question-and-answer activities, and examples of language use related to students' daily activities. The program is also reinforced through teacher reminders, classroom interactions, and the display of vocabulary or sentences in some classrooms. This arrangement provides students with recurring exposure to four languages as part of the madrasah routine.

Although the program includes four languages, students' experiences with each language cannot automatically be considered equivalent. English, Arabic, Indonesian, and Javanese have different functions and patterns of use in students' lives. Students may encounter Indonesian through classroom instruction and everyday school communication, while their familiarity with Javanese may depend partly on whether it is used at home or in their surrounding community. English and Arabic may provide different learning experiences when students have fewer opportunities to use them outside the habituation activities. These differences may influence students' familiarity with vocabulary, understanding of meaning, pronunciation, and willingness to use particular expressions. Therefore, the four-language program needs to be examined by considering the different language experiences and opportunities for use available to students, rather than assuming that all four languages are learned in the same way or at the same level.

Previous studies have examined language habituation and its relationship to students' language development in different contexts. (Halisa et al., 2025) for example, discuss English Language Habituation in elementary schools, while (Hindam, 2023) examines Javanese language literacy in relation to students' speaking development. (Dhujjah et al., 2024) focus on morning vocabulary habituation in an Indonesian-Arabic bilingual context. These studies provide relevant perspectives on language habituation, vocabulary exposure, and language use in educational settings. However, the program at MI Islamiyah Pringlangu 01 offers a context-specific case in which four languages are incorporated into a scheduled routine and connected with simple communication within the madrasah. The contribution of this study is to describe how the four-language habituation program is organized and practiced, how students experience and use the introduced vocabulary and expressions, and what factors support or hinder its implementation. The study does not assume that the four languages produce equivalent learning outcomes; instead, it considers students' language experiences in relation to the program's implementation.

In this study, students' language ability is operationally understood through observable experiences reported by participants and identified during the habituation activities. These include students' familiarity with the introduced vocabulary, their understanding of word meanings, their ability to repeat and pronounce words or expressions, and their use of simple expressions in communication, such as asking for permission or requesting help. The study also considers students' reported difficulties in remembering vocabulary and using the scheduled language. These aspects are examined descriptively through interviews and non-participant observations, rather than through standardized tests or systematic assessments of listening, speaking, reading, and writing skills. Accordingly, the study focuses on students' familiarity with and use of language in the context of the habituation program, rather than measuring the development of all language skills.

Based on this context, this study aims to describe the implementation of four-language habituation at MI Islamiyah Pringlangu 01, including the program's activities, students' experiences in becoming familiar with and using the four languages, and the factors supporting and hindering its implementation. The findings are expected to provide a context-specific account of how scheduled multilingual exposure

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is incorporated into the daily life of a madrasah and how students are given opportunities to practice language in simple communication.

2. METHOD

This study employed a descriptive qualitative approach to describe the implementation of four-language habituation at MI Islamiyah Pringlangu 01. It focused on how the program was implemented, how students became familiar with and used English, Arabic, Indonesian, and Javanese, and which factors supported or hindered the program. Rather than measuring language proficiency through standardized tests, the study examined students' familiarity with vocabulary and simple expressions, as well as their reported and observed language use in the madrasah environment.

Participants were selected purposively based on their involvement in the program. They comprised two teachers who implemented the habituation activities, Ustadzah Na'ilah Kurniasari, S.Pd. and Ustadzah Sausan Intan Zahra Karim, S.Pd., and one 12-year-old Grade 6 student who regularly participated in the activities, referred to as Student S1 to protect his or her identity. The teachers provided information on the program schedule, activities, teaching strategies, student responses, and supporting and hindering factors. The student described his or her experiences in the activities, familiarity with vocabulary, and use of simple expressions in everyday communication.

Data were collected at MI Islamiyah Pringlangu 01 through semi-structured interviews and non-participant observations. Three semi-structured interviews were conducted, one with each participant, and each lasted approximately 30 minutes. The interviews covered the program schedule and implementation, activities and materials, students' experiences with vocabulary and simple expressions, language use in daily communication, and supporting and hindering factors. The semi-structured format allowed participants to explain their experiences while keeping the discussion focused on the research objectives. Ten non-participant observation sessions were carried out, each lasting approximately 50 minutes. The researcher observed without taking part in the activities and recorded field notes on the sequence of activities, the language scheduled for each day, teachers' explanations and language modeling, students' responses and participation, vocabulary repetition, question-and-answer activities, and the use of simple expressions.

Trustworthiness was examined through source, method, and time triangulation. Source triangulation compared the teachers' accounts with the student's account regarding program implementation, students' experiences, and the use of vocabulary and expressions. Method triangulation compared interview data with observation findings. Time triangulation compared observation notes and information collected on different occasions to determine whether the implementation and interactions showed consistent patterns over time. Both agreements and discrepancies across sources and methods were considered in interpreting the findings.

Data were analyzed following the Miles–Huberman–Saldaña framework (Miles et al., 2018) in three stages. In data condensation, interview records and observation notes were reviewed, information relevant to the research objectives was selected, and initial codes were assigned to meaningful statements and events (e.g., program scheduling, teaching activities, vocabulary repetition, familiarity with expressions, language use, and supporting and hindering factors). In data display, the coded data were organized into categories and compared across participants and methods to identify recurring patterns, differences, and relationships. In conclusion drawing and verification, the patterns were interpreted and checked against the interview and observation evidence to ensure that the conclusions reflected participants' accounts and observed activities. The findings were then organized according to the research objectives.

The study was conducted with permission from the school. Parental or guardian consent and the student's assent were obtained before participation. All participants were informed of the study's purpose and the use of the data. The student's name was replaced with the pseudonym Student S1, identifying information was excluded from the report, and all data were handled confidentially.

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3. RESULTS AND DISCUSSION

3.1 Result

3.1.1 Four-Language Habituation at MI Islamiyah Pringlangu 01

The findings indicate that four-language habituation at MI Islamiyah Pringlangu 01 was an established program before this study was conducted. Initially, students received small books containing Arabic, Indonesian, and English vocabulary, while Javanese was not yet included. As the program developed, the madrasah organized the habituation activities by assigning specific languages to particular days.

Ustadzah Na'ilah explained that the schedule was established to organize language use: "Eventually, it was arranged by day like that. Saturday is English, Sunday is Arabic. Monday is Indonesian, Tuesday is Indonesian, then Wednesday is Javanese, and Thursday is Indonesian."

Initially, the activities focused primarily on vocabulary and simple greetings. The materials were subsequently developed around themes and expressions related to students' daily activities. These included asking for help, asking for permission, synonyms, antonyms, explaining that a book had not been brought, and asking permission to go to the bathroom.

Ustadzah Sausan explained the purpose of the materials: "The main objective? More or less, it is the same. Yes, so that the children can understand more, become more familiar with the basic words about the four languages, and use simple themes."

The materials were simplified and adapted to students' circumstances, including the needs of students who were not accustomed to using Javanese. The program originated from the student affairs section, and its implementation involved teachers across the madrasah.

The interview with Farizca Scabella provided a student perspective on the program. She recognized the four languages and knew when the activities took place. Farizca stated, "I know. Arabic, English, Javanese, and Indonesian." When asked about the time of implementation, she answered, "In the morning before the prayer."

According to Farizca, students were given vocabulary to repeat and were sometimes asked questions by the teacher. She explained, "We are given words and then asked to say them, and sometimes we are also asked questions." The materials included expressions related to daily activities, such as asking for help and asking permission to go to the bathroom: "Like asking for help, asking permission to go to the bathroom, and there are some in English and Arabic."

These findings describe a program that combines scheduled exposure to four languages with vocabulary repetition and the introduction of everyday expressions. They also indicate an intention to connect the materials with communication in the madrasah environment. However, the presence of expressions associated with everyday situations does not, by itself, establish how consistently students understand or use those expressions independently.

3.1.2 Students' Language Skills

The interviews indicate differences in students' experiences of remembering, understanding, pronouncing, and using vocabulary from the four languages. According to Ustadzah Na'ilah, "Their abilities? Yes, they are different. Each child has different abilities. It depends on which one they like." She also explained that some students appeared to follow the materials more quickly, whereas others needed repetition and teacher guidance.

The teacher described differences between lower-grade and upper-grade students. According to her account, the use of the four languages was not yet evenly demonstrated among lower-grade students, while some upper-grade students had begun to recognize and use the languages introduced in the program. She also reported that some students read English words encountered in everyday

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settings. Ustadzah Na'ilah explained, "There are some children. If, for example, we use a language... for example, if we wear a shirt with English writing, they immediately read it." This example suggests recognition of some written English encountered outside the scheduled activity, but it does not establish broader reading proficiency or the ability to communicate in English.

Teachers reportedly corrected errors gradually and provided additional assistance when students experienced difficulties. Ustadzah Sausan explained, "Maybe... it is more about managing the situation? Little by little, they are corrected when they make mistakes." She also described direct communication as a form of support for students who needed further guidance.

From the student's perspective, Farizca reported difficulty remembering vocabulary meanings and pronunciation. She stated, "Sometimes it is difficult." When asked why, she explained, "Because sometimes I forget the meaning and how to say it." Her account distinguishes two difficulties: recalling what a word means and remembering how to pronounce it.

Farizca considered Javanese easier because she frequently heard it at home. She explained, "Because I often hear it at home too." She also reported learning some Arabic and English words that she had not known before the program. She stated, "I did not know some Arabic and English words before, but after being taught them, I knew them."

These accounts provide examples of students' reported experiences with vocabulary recognition, recall, meaning, and pronunciation. They also suggest that familiarity with a language outside school may influence how easily students recognize its vocabulary. Nevertheless, the available interviews do not establish the extent of these experiences across the student population or demonstrate overall improvement in language proficiency.

3.1.3 Implementation of Four-Language Habituation

The four-language habituation activities begin before the collective prayer in the school field and continue through language use in the classroom. Teachers provide examples according to the language schedule, after which students listen, repeat, and sometimes practice the expressions.

Ustadzah Na'ilah described the process: "The teacher explains, the children repeat and practice. Then, after the children listen, it is practiced with the teacher in their daily activities in the classroom, like that."

During the activity, teachers first model the language before asking students to repeat it. Some students are then invited to demonstrate an expression directly. Ustadzah Na'ilah explained, "So the teacher reads it first, then the children repeat it. ... Then one child is asked to come forward to give a direct example like that, to strengthen the pronunciation directly." When pronunciation errors occur, teachers ask students to repeat the expression. She stated, "Repeat it. Repeat it... repeat it first. So that it is correct first."

Beyond the morning activity, teachers reportedly reinforce the materials through classroom interactions and reminders to use the scheduled language. Some classrooms also display vocabulary or sentences that students can refer to after the initial activity.

Ustadzah Sausan emphasized the importance of teacher involvement: "If possible, the teachers should also start using the language... yes... using the language and reminding them." She described how expressions could be connected to specific situations: "For example, with small things, when they want to go to the bathroom... if today we use Arabic, then they should ask permission in Arabic. It is about getting used to it, getting students accustomed to using the language..."

Classroom teachers play a supporting role because they accompany students throughout their activities at the madrasah. Ustadzah Na'ilah explained, "The important factor is the teacher who accompanies them in their class, who is with the children all day so that it can be practiced." However, she also described differences in students' responses. Students who understand the scheduled language

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may use it with their peers, whereas those who do not yet understand it tend to return to the language they normally use. She stated, "If the child immediately understands, 'Oh, today we use this language,' then they can practice it with their friends. But if the children do not yet know it, then they just use their usual language."

Farizca reported using some of the vocabulary when asking for permission or help: "When I want to ask permission or ask for help." She had also used Arabic or English with friends, although she described this use as limited: "Yes, but only a little." When she forgot a word, she asked a friend or teacher for assistance: "I ask my friend or Ustadzah." She also reported receiving corrections when she made mistakes: "Yes, they correct it."

Regarding confidence, Farizca responded, "Yes, a little," when asked whether the activity had made her more confident using other languages. However, she also acknowledged continuing to feel afraid of making mistakes, while finding it easier to speak with friends. She explained, "Still, but I am brave when I am with friends." Farizca suggested that the activities could be made more interesting through games or guessing activities so that students would not only memorize vocabulary. She stated, "Yes, so it is not just memorizing."

The program was also adjusted in response to teachers' observations of students' difficulties remembering the materials. Vocabulary that had previously been changed every week was subsequently retained for two weeks. Ustadzah Na'ilah explained, "Now the material is changed every two weeks so that the children can master it better. If it is changed every week, sometimes they have not memorized it yet and it has already been changed."

In addition, the madrasah planned to provide rewards for students who used the scheduled language appropriately and to expand its use in daily activities. These plans indicate an intention to extend language use beyond the morning session, although their implementation and effects were not established by the available findings.

Overall, the reported activities include listening to teacher models, repeating vocabulary, practicing pronunciation, receiving corrections, and occasionally using expressions in everyday interactions. Farizca's account provides an example of limited communicative use and continued difficulty. These findings describe opportunities for language practice, rather than evidence that all students have achieved communicative competence or improved proficiency in all four languages.

3.1.4 Supporting and Inhibiting Factors of Four-Language Habituation

According to the teachers, the main supporting factors in implementing four-language habituation are teacher discipline, teacher competence, and consistent reminders. Ustadzah Na'ilah stated, "The supporting factors come from the teachers, the teachers' discipline, the teachers' abilities as well, and reminding one another. Especially the classroom teachers who are with the children from morning until noon." Their involvement provides opportunities to revisit the materials during activities beyond the scheduled morning session.

The teachers also identified difficulties related to vocabulary recall, understanding meanings, and remembering which language should be used on a particular day. Ustadzah Na'ilah explained, "The problem is that not all children have memorized the vocabulary and its meaning. Sometimes they also forget, for example, which language is used today, especially when they are in a hurry to go to the bathroom."

These difficulties suggest that remembering vocabulary and remembering the language schedule are distinct challenges. A student may recognize an expression but still forget its meaning, pronunciation, or appropriate use. Similarly, a student may understand an expression but fail to use it when attention is directed toward another immediate activity.

In response, the madrasah extended the duration of material use and continued repetition. These adjustments were intended to give students more time to revisit the vocabulary. However, the available

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evidence does not establish whether the changes produced measurable improvements in students' language performance.

The program receives institutional support from the principal and the foundation. Ustadzah Sausan explained, "The supporting factor comes from the instructions of the principal or the foundation. So, there has already been an instruction from above for this four-language habituation."

Teachers are also encouraged to use the scheduled language and remind students to do the same. Ustadzah Sausan stated, "If possible, the teachers should also start using the language, reminding them. For example, when the children leave the classroom, we remind them, 'Come on, today we use this language.' Then the vocabulary or sentences are posted in the classroom."

Classroom displays provide visible reminders of the vocabulary and sentences introduced during the habituation activities. Nevertheless, the extent to which students consult these displays or use them independently was not established in the interviews.

Teacher preparation was another consideration. Ustadzah Sausan explained, "The obstacle for teachers may be that they have to study again and prepare before delivering it. For the children, it is more about forgetting, because perhaps there are many vocabulary items that have to be remembered."

The findings therefore identify institutional direction, teacher involvement, classroom reminders, and teacher preparation as relevant features of the program. Parents were reportedly informed about the program when it was introduced, but specific forms of parental collaboration had not yet been established. The available findings consequently describe a program supported primarily by madrasah policies and teachers, with limited evidence of structured involvement from the home environment.

3.2 Discussion

3.2.1 Four-Language Habituation at MI Islamiyah Pringlangu 01

The findings show that four-language habituation at MI Islamiyah Pringlangu 01 combines a fixed language schedule with vocabulary introduction, repetition, pronunciation practice, and the occasional use of expressions in everyday school situations. Its distinctive feature is the organization of four languages within a single school routine. However, the presence of four languages in the program should not be interpreted as evidence that students receive equivalent exposure to, or develop equivalent competence in, each language.

The schedule reported by Ustadzah Na'ilah assigns English to Saturday, Arabic to Sunday, Indonesian to Monday, Tuesday, and Thursday, and Javanese to Wednesday. Within the reported schedule, Indonesian therefore receives three designated days, while each of the other languages receives one. This difference is important when interpreting students' experiences because the four languages do not occupy equivalent positions within the program. The schedule provides more designated days for Indonesian, while the other languages receive fewer scheduled opportunities.

Nevertheless, the number of designated days does not establish the total amount of exposure each language receives. The findings do not quantify the duration of each session, the number of expressions presented, the amount of classroom use, or students' opportunities to use each language outside school. Therefore, the schedule indicates an imbalance in designated frequency, but it is insufficient to determine the precise difference in total exposure or its effects on learning outcomes.

This distinction also affects the interpretation of the program's purpose. (Dhujjah et al., 2024) show that morning mufrodat habituation can become part of the language environment in madrasahs. The present findings similarly describe a routine in which students encounter vocabulary and expressions repeatedly. However, the contribution of this study is not simply that habituation occurs in a school environment. Rather, it demonstrates how a four-language routine is organized through a differentiated weekly schedule, with unequal designated frequency and language-specific differences in students' familiarity.

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The findings can also be considered alongside (Veerman et al., 2026), who discuss outcomes of multilingual pedagogy in cognitive and socio-affective domains, including vocabulary development and confidence. Such outcomes provide a useful point of comparison, but they should not be assumed to occur automatically in the present program. The evidence from MI Islamiyah Pringlangu 01 documents vocabulary exposure, repetition, correction, and limited examples of language use. It does not establish comparable cognitive or socio-affective outcomes across all four languages. In particular, a student's reported increase in confidence cannot be generalized to the wider student population or interpreted as evidence of improved overall proficiency.

The inclusion of Javanese also deserves a contextual interpretation. Although Javanese is a regional language, its familiarity cannot be assumed to be uniform among all students. (Hindam, 2023) shows that routine Javanese literacy activities can support students' speaking development. In the present study, however, Javanese easier because she frequently heard it at home. This finding suggests that the school-based experience of a language is shaped partly by prior exposure beyond school (Magfiroh et al., 2026; Satyarini et al., 2026). It also cautions against treating Javanese as necessarily unfamiliar or equally difficult for all students. For some students, the program may reinforce an already familiar language; for others, it may provide additional opportunities to encounter and practice it.

The physical and social environment of the madrasah further shapes these opportunities. Physical, social, and cultural aspects of the school environment can support language learning (Hossain, 2024; Qi et al., 2025; Zhang, 2023). In this study, classroom displays provide physical reminders, while teacher-student interactions and occasional peer communication provide social opportunities to encounter the scheduled language. The weekly schedule and teachers' reminders establish a recurring institutional routine. However, these environmental features create opportunities for exposure and practice; their presence alone does not demonstrate that students consistently understand or independently use the languages.

A further distinction concerns the relationship between scheduled multilingual exposure and multilingual pedagogy. The program includes four languages, but the findings primarily describe the presentation and practice of one scheduled language at a time. They do not demonstrate systematic comparisons between languages, translation activities connecting them, or interactive tasks in which students draw on multiple languages within the same learning activity. Therefore, the program is more accurately characterized as scheduled four language habituation than as an integrated multilingual pedagogy in the broader sense.

This distinction does not diminish the value of the program. Instead, it clarifies what the findings can establish. The program provides structured opportunities to encounter four languages in a madrasah setting, but the evidence does not show that the languages are pedagogically integrated or that students develop balanced proficiency across them. Its distinctive contribution lies in the way language scheduling, repetition, teacher involvement, and everyday school routines organize exposure to several languages under unequal conditions.

3.2.2 Students' Language Skills in Four-Language Habituation

The findings require a distinction between several aspects of language learning that are sometimes grouped together under the general term language skills. First, language exposure refers to opportunities to hear, see, or encounter a language. Second, vocabulary recall concerns the ability to remember previously introduced words. Third, comprehension concerns understanding the meanings of those words or expressions. Fourth, pronunciation concerns producing their sounds. Fifth, communicative use involves employing language to convey an intention in a particular situation. Overall language proficiency is broader than any one of these aspects and cannot be established from evidence of vocabulary recall or occasional expression use alone.

In the present study, the teachers' accounts primarily describe students' vocabulary recall, pronunciation practice, and differing levels of participation. Farizca's interview provides additional

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evidence of difficulty remembering meanings and pronunciation, as well as limited use of Arabic or English when asking for permission or help. These examples suggest that the program provides opportunities to develop several aspects of language learning, but they do not establish that students have achieved comprehensive proficiency in any of the four languages.

The distinction is particularly important because memorizing a word does not necessarily mean understanding it, and understanding an expression does not necessarily mean being able to use it spontaneously. Similarly, repeating a teacher's model may demonstrate participation in pronunciation practice without establishing independent pronunciation accuracy. Farizca's report that she sometimes used expressions to ask for permission or help provides a more direct example of communicative use, although the reported use was limited. Taken together, these accounts illustrate different stages or dimensions of language experience rather than a single, uniform level of language ability.

The findings also suggest that prior exposure outside school is relevant to interpreting these differences. Farizca considered Javanese easier because she frequently heard it at home. This explanation points to an important difference between the languages included in the program: students may enter the activities with different degrees of familiarity, depending on the languages they encounter in their everyday environments. The reported ease of Javanese therefore cannot be attributed solely to the school program. Familiarity acquired at home may contribute to recognition and comprehension before or alongside school-based practice.

This observation is consistent with (Fatmawati & Wiranti, 2023), who found that elementary school students may experience difficulties in Javanese speaking skills, particularly in vocabulary, pronunciation, and sentence construction. The comparison is useful because it emphasizes that familiarity with a language does not automatically guarantee mastery of its spoken forms. However, the present study does not provide a systematic assessment of sentence construction or comparative speaking performance across the four languages. Its evidence is more directly related to vocabulary recall, perceived difficulty, and limited reported use. Consequently, the findings should not be interpreted as confirming equivalent difficulties in all the language dimensions identified by (Fatmawati & Wiranti, 2023).

The unequal schedule further complicates comparisons among the four languages. Indonesian receives three designated days, whereas English, Arabic, and Javanese each receive one. Indonesian also occupies a different position in students' everyday linguistic environments from that of a language they may encounter less frequently. However, the available data do not establish the extent of each student's prior exposure to Indonesian, English, or Arabic. The difference in scheduled frequency must therefore be considered alongside, rather than substituted for, information about students' existing language experiences.

The adjustment from weekly to two-week material cycles represents a practical response to the teachers' observations that some students had not remembered the vocabulary before new material was introduced. (Sya'diyah et al., 2025) emphasize the importance of introducing, practicing, repeating, and using vocabulary in context to strengthen mastery of new vocabulary. This perspective helps explain why the madrasah extended the period for practicing the same material. Nevertheless, a longer repetition period should be understood as a pedagogical adjustment intended to provide additional opportunities for learning, not as evidence that vocabulary mastery has already improved.

The issue of confidence also requires careful interpretation. Farizca reported feeling slightly more confident but continued to fear making mistakes, particularly when using languages other than those she normally used. (Fajriah et al., 2026) show that confidence and fear when speaking are part of students' experiences in developing speaking skills. The present account illustrates how these experiences can coexist: a student may become more willing to attempt a simple expression while remaining concerned about errors. However, a single student's account cannot establish a general change in confidence among students participating in the program.

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These findings suggest that language learning within the program should be understood as a differentiated process influenced by scheduled exposure, prior familiarity, vocabulary recall, pronunciation practice, and opportunities for communication. The four languages do not necessarily begin from equivalent conditions, nor do they receive the same designated frequency within the program. The study therefore provides a contextual account of how students encounter and practice several languages, rather than evidence of balanced or comprehensive proficiency across all four.

3.2.3 Implementation of Four-Language Habituation

The implementation pattern described by the teachers consists of modeling, listening, repetition, pronunciation correction, reminders, and occasional practice in everyday situations. These activities are relevant to the development of familiarity with vocabulary and expressions because students have opportunities to encounter language more than once. However, the learning opportunities provided by each activity should be distinguished from the outcomes that students achieve.

(Halisa et al., 2025) show that English Language Habituation can be used to develop language skills through practice in the school environment. The present study extends the context of discussion to a routine involving four languages. Nevertheless, the difference in language scheduling and the lack of evidence of systematic integration among languages mean that the two settings should not be treated as equivalent forms of language pedagogy. In the present program, students generally practice the language assigned to a particular day, rather than engaging in documented activities that explicitly connect the four languages.

Teacher involvement is another important feature. The findings indicate that teachers provide language models, correct pronunciation, remind students of the schedule, and encourage the use of expressions in simple situations. (Assefa & Mujtaba, 2025; Feng et al., 2025; Fontini & Fuller, 2026; Luthfiyani et al., 2025; Wahyuti & Boussanlègue, 2025) show that school leadership plays a role in establishing language habituation through vision, motivation, communication, collaboration, and teacher empowerment. The findings at MI Islamiyah Pringlangu 01 similarly identify directions from the principal and foundation as institutional support for the program. In this context, institutional direction establishes the basis for implementation, while teachers translate that direction into routine activities.

However, the teachers' accounts also reveal a practical limitation: consistent scheduling does not guarantee consistent language use. Some students reportedly forget the vocabulary or which language is assigned to a particular day. Others return to the language they normally use when they do not understand the scheduled expression or when they are in a hurry. These accounts indicate that participation in a scheduled activity and independent language use are different outcomes. Students may be exposed to a language and repeat its expressions without being ready to retrieve and use them spontaneously in everyday communication.

The use of expressions for asking permission or requesting help represents an attempt to connect vocabulary with communicative purposes. Such activities can provide a context in which students encounter the relationship between an expression and the intention it conveys. Farizca's account that she sometimes used vocabulary to ask for permission or help offers an example of this connection. Yet her report that she used Arabic or English with friends only to a limited extent suggests that opportunities for communicative practice were not necessarily extensive. The findings do not establish how frequently such interactions occurred or whether students could sustain conversations beyond simple expressions.

The classroom environment provides additional reminders. (Konz et al., 2024; Ye, 2024) identifies physical, social, and cultural aspects of the school environment as relevant to language learning. In the present study, displayed vocabulary and sentences may make previously introduced material visible beyond the morning activity. Teacher reminders and classroom interactions also provide social reinforcement. Nevertheless, the available data do not demonstrate how often students independently

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consult the displays or whether the displays lead to measurable improvements in comprehension, recall, or communicative use.

(Leonet & Saragueta, 2024) syview positive habituation as an activity carried out repeatedly to provide students with language experiences. The findings at MI Islamiyah Pringlangu 01 illustrate repetition through scheduled activities, teacher modeling, correction, and reminders. At the same time, the students' reported difficulties indicate that repetition alone does not ensure consistent recall or use. The usefulness of repetition may depend on how it is combined with opportunities to understand meanings and apply expressions in relevant situations.

The change from a one-week to a two-week material cycle illustrates how the madrasah responded to these challenges. (Veerman et al., 2026) discuss the use of different strategies in multilingual pedagogy according to students' needs and characteristics. In this study, the extended material period reflects teachers' recognition that some students needed more time to revisit the vocabulary. However, because the study does not report comparative performance data before and after the adjustment, it cannot establish whether the longer cycle improved learning outcomes or whether it affected the four languages equally.

The unequal schedule is also relevant to implementation. The three designated days for Indonesian provide a different pattern of scheduled exposure from the single day assigned to each of the other languages. Moreover, students' prior familiarity with Javanese may differ according to their experiences at home. These conditions mean that the same teaching procedures modeling, repetition, and correction operate within different linguistic circumstances. It would therefore be inappropriate to interpret the program as providing an equivalent learning experience across the four languages solely because each language is included in the schedule.

Finally, although the program is described as a four language habituation initiative, the available findings primarily show the separate introduction and practice of scheduled languages. They do not document systematic comparisons between languages or interactive activities in which students use the four languages together to construct meaning. The program is therefore better understood as a school-based routine for repeated exposure and limited practice across four languages. Its potential contribution to language learning lies in the opportunities it creates, while the extent of students' comprehension, communicative use, and broader proficiency remains to be established through evidence that assesses these outcomes separately.

Overall, the findings highlight the interaction between institutional policy, teacher involvement, repetition, classroom reminders, students' prior language experiences, and opportunities for communication. They also reveal that the four-language arrangement is characterized by unequal scheduled exposure and potentially different starting points among students. These features are central to interpreting the program: its significance lies not in demonstrating that students have mastered four languages, but in showing how a madrasah organizes opportunities to encounter and practice several languages within an established daily routine.

3.2.4 Repetition, Teacher Support, and the Limits of Communicative Practice

Teacher modeling, repetition, correction, and reminders are central to the implementation described by the participants. Teachers introduce expressions, ask students to repeat them, and encourage their use in simple situations. Classroom teachers also provide reminders beyond the morning activity, creating opportunities for students to encounter the material again.

These practices show that the program is not limited to presenting vocabulary once. The extension of material use from one week to two weeks further illustrates how teachers adjust the routine in response to reported difficulties with remembering vocabulary. The relevance of repetition to vocabulary practice is also discussed by (Papastefanou et al., 2021), although the present study does not test whether the change in duration produces measurable improvement.

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An important distinction concerns the relationship between repetition and communication. Repetition gives students opportunities to reproduce words or expressions after hearing them. Communicative practice requires them to use those expressions for a purpose, such as requesting help or asking permission. The program contains examples of both, but the evidence does not indicate that communicative use occurs consistently across all students or all four languages.

Student S1's report of using Arabic or English with friends "only a little" illustrates this limitation. It suggests that the language introduced during the routine sometimes enters peer interaction, but that this use remains limited in the participant's experience. The teachers' reports that some students return to their usual language when they forget the scheduled language further indicate that opportunities for practice do not always result in independent use.

Consequently, the role of teachers should be understood as providing models, reminders, correction, and opportunities for practice. These activities support the implementation of the program, but they should not be treated as proof that students have achieved lasting retention or broad communicative proficiency. The study did not include standardized tests, systematic proficiency measures, or a design for measuring language development over time.

The student's suggestion to incorporate games or guessing activities also points to a possible direction for future program development. It indicates a preference expressed by one participant for activities that involve more than memorizing and repeating vocabulary. However, the effectiveness of such activities remains a question for further investigation rather than an outcome demonstrated by this study.

3.2.4 The School Environment and the Distinctive Contribution of the Program

The findings also show that implementation depends on more than the language schedule itself. Teacher consistency, classroom reminders, the display of vocabulary or sentences, and reported support from school leadership help maintain the routine. These features illustrate how the madrasah environment can provide repeated opportunities for students to encounter the language beyond the initial morning activity. (Lee & Kim, 2025; Maghfirah & Masrur, 2025; Nizamani et al., 2024; Schwartz & Kaplan Toren, 2026; Zhang et al., 2025) discusses the relevance of the school environment to children's language acquisition, while the present study illustrates specific routines through which such an environment is organized.

However, the evidence also indicates that the program's support system is primarily school-based. Although parents were informed when the program began, the teacher participants did not report an established form of ongoing collaboration with families. This is relevant to the difference between school-based exposure and language experience at home. Student S1's account suggests that home exposure may affect familiarity with a particular language, but the program described in this study does not appear to include a structured process for connecting school activities with family language practices.

The distinctive contribution of this study is therefore its description of how four languages are included in a scheduled school routine, how teachers reinforce the routine, and how one student describes experiences with vocabulary and simple expressions. It also identifies two conditions that complicate the interpretation of the program: the unequal distribution of designated days and differences in students' prior language experiences.

These findings provide a basis for further investigation, but they do not establish that the program has improved language proficiency, increased confidence among students generally, or produced equivalent outcomes in all four languages. Such claims would require broader student participation and more systematic evidence of language use and learning outcomes. The present study instead documents how the program operates and how the participating teachers and student describe their experiences.

The findings should also be interpreted in light of the study's scope. The interview data came from two teachers and one student, and the observations were conducted during a defined research period. The student's account provides valuable detail but cannot represent the full range of experiences among students in different grades or with different language backgrounds. Accordingly, the conclusions concern the implementation and reported experiences documented in this study, not the language proficiency of the entire student population.

Overall, four-language habituation at MI Islamiyah Pringlangu 01 is best understood as a scheduled routine that provides opportunities to encounter, repeat, and sometimes use vocabulary and simple expressions in English, Arabic, Indonesian, and Javanese. Its distinctive feature is the inclusion of four languages within one school routine, while its main analytical challenges are the unequal distribution of designated days, differences in prior exposure, and the limited evidence available for drawing conclusions about students' independent communicative use or overall proficiency.

4. CONCLUSION

The implementation of the four-language habituation program at MI Islamiyah Pringlangu 01 demonstrates a structured approach to introducing English, Arabic, Indonesian, and Javanese through scheduled activities, vocabulary repetition, and simple communicative practices. The program provides opportunities for students to become familiar with selected vocabulary and expressions and to practice basic communication in everyday school interactions. Its implementation is supported by teacher consistency, regular reinforcement, and classroom guidance, while challenges include differences in students' prior language exposure, difficulties in vocabulary retention, limited independent language use, and unequal exposure across the four languages. These findings indicate that the program contributes to creating a multilingual learning environment that facilitates language exposure and basic communicative experiences. However, its effectiveness in improving students' language proficiency cannot be established due to the limited number of participants and the absence of systematic language assessments. Therefore, strengthening instructional consistency, providing more balanced language exposure, and encouraging meaningful communicative practice are essential for improving program implementation. Future research should involve broader student participation and systematic or longitudinal assessments to examine language development and provide stronger empirical evidence of the program's educational outcomes.

AI USAGE STATEMENT

During the preparation of this work, the authors used DeepL for language editing and grammar correction purposes. The authors reviewed and edited the content as needed and take full responsibility for the content of this publication.

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