



The Implementation of Multilingual Habituation in Enhancing Students' Self-Confidence

Rahmanita¹, Saparia Fitriani¹, Fatmi Fauzani¹, Lazi Yafni¹, Fina Febriany¹, Isra' Anggella¹

¹STIT Syekh Burhanuddin Pariaman, Indonesia

 finafebriany230@gmail.com *

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Abstract

This study aims to examine the implementation of multilingual habituation practices and their contribution to enhancing students' self-confidence. Employing a qualitative approach with a case study design, data were collected through in-depth interviews, observations, and document analysis related to the use of Indonesian, Arabic, and English in both classroom activities and daily interactions within the school environment. The findings reveal that multilingual habituation is implemented in a structured and sustainable manner through regular language practice, guided conversations, and support from teachers as well as student language ambassadors. These practices positively influence students' development across cognitive, affective, and conative domains, while also fostering greater confidence in communication. Increased self-confidence is reflected in students' willingness to use foreign languages in everyday interactions without excessive fear or anxiety. This study highlights that multilingual habituation not only contributes to language proficiency but also strengthens students' psychological development, particularly their self-confidence.

INTRODUCTION

Language plays a strategic role in shaping the quality of human resources in the era of globalization. In the context of Islamic education, language proficiency is not only related to academic competence but also to the development of personality, self-confidence, and students' readiness to face global dynamics (Albshkar et al., 2025; Hamzah et al., 2025; Markhmadova et al., 2025). The government, through the Ministry of Religious Affairs, emphasizes this in the Decree of the Minister of Religious Affairs Number 183 of 2019 concerning the Curriculum of Islamic Religious Education and Arabic Language, as well as the Decree of the Minister of Religious Affairs Number 184 of 2019 concerning the Implementation of the Madrasah Curriculum, which state that mastery of Indonesian, Arabic, and English constitutes an essential part of students' core competencies. This policy requires madrasahs to create learning environments that enable the active and sustained use of language.

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In response to this policy, one madrasah has developed a multilingual habituation program that integrates three languages, namely Indonesian, Arabic, and English, into students' daily activities. This program is not only focused on improving language proficiency but is also designed to foster courage, mental readiness, and students' self-confidence in communication. Activities such as vocabulary introduction, structured conversations, and the involvement of language ambassadors consistently position language as an integral part of the madrasah culture (Belle & Zhao, 2023; Ndze, 2022).

Self-confidence is a psychological factor that significantly influences language learning. According to self-efficacy theory, the willingness to speak emerges when students gain successful experiences, social support, and a safe environment in which to experiment with language (Atmowardoyo, 2018; Khazova, 2012). Similarly, Jiang & Wei (2024); McCrickerd (2016) explains that positive attitudes toward a program are influenced by three main aspects: cognitive (knowledge), affective (feelings), and conative (behavior). Through multilingual habituation, these three aspects can develop simultaneously, as students understand the benefits of language learning, feel comfortable and motivated, and are encouraged to use language in real contexts.

Previous studies have shown that multilingual programs can improve communication skills, active participation, and students' self-confidence. Chun, (2017); Kiser-Chuc (2021) found that multilingual literacy enhances positive responses and student engagement in learning. Gutema et al (2024); Nkansah & Ikbal (2024) emphasize that multilingual classroom environments function as a "quasi study abroad" experience that increases learners' willingness to use foreign languages. Festman (2021); Kalocsányiová (2020) also highlight that the success of multilingualism is strongly influenced by school culture, teacher support, and a conducive learning environment.

However, studies that specifically examine structured multilingual habituation in the context of madrasah education and its contribution to students' self-confidence remain limited, particularly at the lower secondary level. Most existing research focuses on bilingual education, basic literacy, or attitudes toward a single language, while the simultaneous habituation of three languages has rarely been explored as a strategy to strengthen students' self-confidence. This indicates a research gap that makes the present study relevant and offers a novel scientific contribution.

Based on this context, this study aims to analyze the implementation of multilingual habituation and its contribution to enhancing students' self-confidence. This study is expected to provide a comprehensive understanding of how multilingual practices shape positive attitudes and communication confidence, as well as to offer practical recommendations for madrasahs in developing effective language learning programs.

METHODS

This study employed a qualitative approach using a case study design to analyze in depth the implementation of a multilingual habituation program and how its impact is perceived and experienced by students in enhancing their self-confidence. The study was conducted in a lower secondary Islamic school that systematically implements multilingual habituation practices (Alouzi et al., 2026; Engkizar, Jaafar, Hamzah, Syafril, Febriani, et al., 2026; M et al., 2026). Data were collected through in-depth interviews with key informants, including the school principal, program coordinator, implementing teachers, and students. In addition, data were obtained through participant observation of daily language habituation activities and document analysis related to the implementation of the program (Az-Zahra et al., 2025; Engkizar et al., 2023; Kassymova et al., 2025; Mutiaramses et al., 2025). The research

participants were selected using purposive sampling to ensure that the data obtained were relevant and information-rich in accordance with the research objectives. The collected data were analyzed through the stages of data reduction, data display, and conclusion drawing in a systematic manner to generate a comprehensive description of the program implementation and its impact on students' self-confidence (Albshkar et al., 2025; Engkizar et al., 2024; Engkizar et al., 2026; Liang, 2019; Muthatahirin et al., 2025).

RESULT AND DISCUSSION

Implementation of Multilingual Habituation

Multilingualism refers to the ability of individuals to use more than one language in daily interactions (Festman, 2021). In educational contexts, multilingualism extends beyond linguistic competence to include cognitive, social, and affective dimensions that develop through repeated and meaningful language exposure.

The findings indicate that multilingual habituation is implemented in a structured and consistent manner. One of the core activities is regular language practice sessions in which students engage in vocabulary introduction, simple conversations, and guided dialogues facilitated by teachers and language ambassadors. In addition, daily habituation is reinforced through routine classroom activities and informal interactions using target languages.

This consistent exposure creates a language-rich environment that enables students to internalize and produce language naturally. This finding aligns with the habit formation theory in behaviorism, which emphasizes that repeated exposure and reinforcement lead to automatic language use (Maisarah, 2024).

Furthermore, the gradual provision of language input that slightly exceeds students' current competence reflects the principles of the Input Hypothesis (Krashen, 1982). Students are not only exposed to comprehensible input but are also encouraged to produce language incrementally, which contributes to increased confidence in communication. The role of teachers and language ambassadors also demonstrates the application of Sociocultural Theory (Vygotsky), particularly through scaffolding and social interaction. These interactions support students in developing both linguistic competence and communicative confidence (Suhendi et al., 2021).

Students' Attitudes toward Multilingual Practices

The results show that multilingual habituation contributes to the development of students' attitudes, encompassing cognitive, affective, and conative components as proposed by (Lindahl et al., 2017). From a cognitive perspective, students demonstrate an increased understanding of the importance of mastering multiple languages. They recognize the benefits of multilingual competence in facilitating communication within and beyond the school environment. This understanding is strengthened through structured vocabulary and language practice activities.

From an affective perspective, students exhibit more positive emotional responses toward language learning. They report feeling more comfortable, motivated, and less anxious when using foreign languages. This finding supports previous research indicating that supportive learning environments can reduce language anxiety (Saidah, 2024).

From a conative perspective, students show a stronger tendency to actively use language in real interactions. Regular engagement in structured conversations led by language ambassadors encourages them to apply language skills in authentic contexts. These findings suggest that multilingual habituation not only enhances linguistic competence but also fosters positive attitudes that serve as a foundation for the development of self-confidence.

The Development of Students' Self-Confidence

The study reveals that multilingual habituation significantly contributes to the development of students' self-confidence. This is evident in their increased willingness to communicate using foreign languages, even when their proficiency is still developing. This improvement can be explained through the concept of self-efficacy proposed by (Prasetyo, 2016). First, students gain mastery experiences through small successes, such as correctly pronouncing words or constructing simple sentences. These achievements play a crucial role in building confidence.

Second, vicarious experiences are provided through the modeling behavior of teachers and language ambassadors, allowing students to learn through observation. Third, verbal persuasion from teachers in the form of encouragement and constructive feedback strengthens students' belief in their abilities. Finally, positive emotional states, fostered by a supportive and non-judgmental environment, enable students to take linguistic risks without fear. Thus, multilingual habituation not only improves language proficiency but also strengthens students' self-efficacy, which is a key determinant of self-confidence (Salavera et al., 2017; Szczepańska-Gieracha & Mazurek, 2020).

Challenges and Program Reinforcement Strategies

Despite the overall positive outcomes, several challenges were identified, particularly during the initial stages of program implementation. Some students experienced language anxiety, especially when required to use unfamiliar languages. This finding is consistent with previous studies highlighting high levels of language anxiety among students (Graham et al., 2016).

To address these challenges, several strategies were implemented, including gradual habituation, the use of engaging methods such as language games, and intensive support from teachers and language ambassadors. These approaches help create a safe and supportive learning environment. In addition, program reinforcement is carried out through regular evaluation, systematic documentation of activities, and the provision of rewards for active participants. These strategies not only enhance student motivation but also strengthen the multilingual culture within the school environment.

Synthesis and Implications

Overall, the findings demonstrate that structured and consistent multilingual habituation, supported by a conducive learning environment, has a significant positive impact on students. The program not only enhances linguistic competence but also fosters positive attitudes and self-confidence. These findings are consistent with habit formation theory, the Input Hypothesis, and Sociocultural Theory, while also reinforcing Bandura's concept of self-efficacy in explaining the development of students' confidence (Abdullah, 2019; Lesilolo, 2019). The integration of cognitive, affective, and conative aspects plays a crucial role in shaping students' willingness to communicate. Practically, this study provides valuable insights for educational institutions in designing multilingual programs that emphasize daily habituation, social interaction, and psychological support to develop confident and communicative learners.

CONCLUSION

This study demonstrates that the implementation of structured and sustained multilingual habituation has a positive impact on enhancing students' self-confidence. A language-rich learning environment, combined with consistent opportunities for language use, enables students to develop not only their communicative competence but also their confidence in interaction. Through this habituation process, students gain gradual mastery experiences, social support, and a safe learning environment in which to experiment with language. These conditions contribute to the development

of self-belief in language use, which serves as a fundamental basis for building self-confidence.

Overall, multilingual habituation not only strengthens linguistic competence but also fosters positive attitudes, courage, and students' mental readiness to communicate. The findings highlight that the integration of cognitive, affective, and behavioral aspects in language learning constitutes an effective strategy for enhancing students' self-confidence. This study offers both conceptual and practical contributions by demonstrating that multilingual habituation can serve as a strategic approach in developing language education programs that focus not only on linguistic competence but also on the psychological development of students.

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