

The Implementation of the Native English Program at *Madrasah Ibtidaiyah* Masjid Nasional Al-Akbar Surabaya

Faridatul Aliyah^{1*}, Henny Merizawati²

^{1*,2}Islamic Elementary School Teacher Education Study Program, STAI Al-Akbar Surabaya, Surabaya, Indonesia

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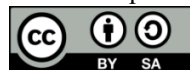
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ABSTRACT

This study seeks to investigate the implementation of the Native English Program at *Madrasah Ibtidaiyah* Masjid Al-Akbar Surabaya as an innovation in English learning at *Madrasah Ibtidaiyah* Masjid Nasional Al-Akbar Surabaya level. A descriptive qualitative approach was used to deepen understanding of implementation, effectiveness, obstacles encountered, and strategies adopted. Data collection was carried out through participatory observation and semi-structured interviews with one the *madrasah* principal, one coordinator program, four native English teachers, four local teachers, and four out of 100 students. They was consistently reported to improve students' communicative competence and classroom participation. This research is unique and important because there is still limited previous literature found by researchers regarding this issue. Despite the growing adoption of native English-teachers in language education, limited research has examined how such programs are implemented in *Madrasah Ibtidaiyah* and how they integrate religious values with authentic language learning. The findings extend the literature on bilingual and internationalized language education in faith-based schools and offer practical guidance for institutions seeking to implement sustainable native-speaker programs. The implementation of this program runs in a sustainable manner through collaborative support between native English teachers and local teachers. The obstacles faced included the limited quantity of native English teachers, the differences in teaching approaches, and the psychological readiness of students. The problem-solving strategies implemented included a continuous mentoring program, standardization of learning methodologies, pre-learning language orientation, and evaluation of monitoring mechanisms through the Fun Education approach. These results made a substantial contribution to the development of relevant, authentic, and globally oriented English learning innovations at *Madrasah Ibtidaiyah* Masjid Nasional Al-Akbar Surabaya level.

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Corresponding Author:

Henny Merizawati,

Islamic Elementary School Teacher Education Study Program,

STAI Al-Akbar Surabaya, Surabaya, Indonesia

Jl. Masjid Al-Akbar Timur No.1, Pagesangan, Kec. Jambangan, Surabaya, Jawa Timur 60233

Email: hennymerizawatikampus@gmail.com

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The Implementation of the Native English Program at Madrasah Ibtidaiyah Masjid Nasional Al-Akbar Surabaya

1. Introduction

English is a global lingua franca that acts as an instrument of communication between nations in various domains, including science, technology, trade, tourism, and international interaction (Kurniawan, 2024). In the context of the era of contemporary globalization, English proficiency has transformed into an inevitable substantial prerequisite, given that the majority of the scientific literature of civilization and the manifestation of global technological innovations express themselves through this medium of language. Given its crucial strategic role, efforts to develop English language competence absolutely need to be optimized from an early age, as an essential foundation for the formation of digital literacy of students (Sahnan, 2024). The need for global competitiveness and the transformation in the national education system strengthen the implementation of the English curriculum at the elementary school level. Nevertheless, efforts to realize the urgency of learning English at the elementary or secondary school level are still faced with various dynamics and complex challenges in its practical implementation in the field.

Involving English teachers is recognized as one of effective English learning models for elementary school students. Many empirical studies confirm that this learning strategies provide opportunities for learners to hone their communicative abilities and cognitive capabilities, which contributes to holistic academic development (Wahyuni et al., 2021). As a global lingua franca, English serves as the primary medium for international communication, knowledge sharing, and technological advancement in the modern world. Its core lies in the creation of an authentic learning ecosystem, in which learners engage in direct interaction with English speakers in the context of everyday communication situations. Through this natural linguistic exposure, students not only memorize vocabulary, but also absorb cultural nuances and proper articulation, so that the language acquisition process takes place more intuitively and meaningfully (Mauliska & D'Angelo, 2024). In addition, it is emphasized that learning English involving direct interaction with native speakers provides an authentic linguistic experience and strengthens students' competence in facing the era of globalization (Wahyuni & Afrianti, 2021). Broadly speaking, mastering English is no longer just an academic requirement, but a fundamental life skill that opens doors to global information, technology, and cross-cultural understanding. In the context of Islamic Elementary School education, the implementation of language strengthening programs at the Islamic Elementary School level is an innovative step to provide an authentic learning environment and increase students' confidence in communicating internationally (Mauliska & D'Angelo, 2024).

As a basic education level, the Islamic Elementary School specifically contributes to the development of students' morality, character, and academic skills in accordance with Islamic principles and educational requirements (Zhunussova & Ryspayeva, 2025). In order to maximise direct language acquisition, *Madrasah Ibtidaiyah* Masjid Nasional Al-Akbar Surabaya, an Islamic educational institution, has incorporated English language instruction through the Native Program, which brings in native English speakers. The program's goal is to give students a real-world English interaction experience, which should make it easier for them to learn speaking, pronunciation, and communication skills (Alberth, 2023).

An intriguing phenomena was discovered in the field based on the findings of first observations (preliminary investigations) carried out by researchers at *Madrasah Ibtidaiyah* Masjid Nasional Al-Akbar Surabaya. Many students demonstrate excellent pronunciation, confident communication, and fluent English speaking abilities. Given that they are still at *Madrasah Ibtidaiyah* Masjid Nasional Al-Akbar Surabaya level, this phenomenon is really unique. The emergence of exceptional potential in *madrasah* students suggests that their learning environment has important supporting elements that require further investigation.

The results of this study support the findings of Qamariah, (2023) stating that the involvement of native speakers at the elementary school level has a linear impact on improving students' productive speaking and pronunciation aspects from an early age. The use of technology-based media (such as the Life Slide Share platform) and real media (realia) in this study is also in line with Amallia et al., (2025) research on the importance of concrete visualization to compensate for the limitations of elementary children's vocabulary when interacting with foreign speakers.

However, there are fundamental differences in terms of mitigating classroom management operational constraints. In some conventional qualitative studies (Turahman & Mutiarani, 2024), interaction constraints between native speakers and elementary school students often lead to failure in knowledge transfer due to language barriers. On the other hand, research at *Madrasah Ibtidaiyah* Masjid Nasional Al-Akbar Surabaya proves that these obstacles can be eliminated tactically through the mechanism of Collaborative Teaching (tandem model or team teaching) with local teachers based on Vygotsky's sociocultural theory (Tzuriel, 2021). Vygotsky's Sociocultural Theory states that a person's learning and cognitive development are strongly influenced by social, cultural, and language interactions. Knowledge is built collaboratively through communication with others, not just self-exploration. There are three main concepts in this theory that are often applied in the world of education: (1) Social interaction and language are the emphasis on how conversations with parents, teachers, or peers help individuals internalize information and form new mindsets. (2) Zone of proximal development (ZPD) is the distance between the child's ability to learn independently (actual development) and their potential when guided by someone more expert (potential development) (3) Scaffolding is structured support or guidance provided by *More Knowledgeable Other* (MKO) is the more knowledgeable party to the individual during the early stages of learning, which is gradually reduced as their independence increases. Local teachers do not just act as classroom supervisors, but as linguistic and cultural bridges that keep the learning flow conducive.

Highlighting the research gap from previous studies, the novelty of this research lies in the contextualization of culture and the integration of spiritual values in the madrasah environment combined with global curriculum standards (Cambridge). The majority of previous research on Native English Programs has focused on International Elementary Schools, and international private schools (Al-Hikam, 2022). Research on native speakers operating in institutions with Islamic characteristics such as the Islamic Elementary Schools are still very limited. Also, empirical evidence remains sparse in terms of the Native English Program, especially in the context of *Madrasah Ibtidaiyah* so far. Most of previous research discussed the roles of native English speakers in the English language teaching (Alberth, 2023; Chacón, 2022; Wahyuni & Afrianti, 2021; Werdiningsih, 2022). Because the program is a new program to support the ICP class implemented by *Madrasah Ibtidaiyah* Masjid Nasional Al-Akbar Surabaya, it will provide a new insight in the English language teaching.

This research succeeded in dismissing the notion that foreign teaching programs from the West will erode local values. In terms of ethnopedagogy in education (Kivinen & Piattoeva) in the context of education, academics who research the internationalization of education have found that foreign programs often only transfer the "teaching methodology" (critical thinking, science, or management), not its cultural ideology. Ethnopedagogy emphasizes that Western curriculum can be used as a tool for acceleration or quality improvement, while moral content and local wisdom are still included in the teaching materials by local teachers. The novelty Evidence Gap: Occurs when the results of various previous studies show conflicting or inconsistent findings. Found in the field shows the existence of a unique acculturation process, in which the madrasah implements strict qualification standardization that requires native speakers wherever they come from to be Muslim or respect the manners of the madrasah, such

as wearing batik clothes and long-sleeved shirts. In addition, the synchronization of native materials with the madrasah vision of "Worship and Achievement" gives birth to a new meaning for students: English language skills are not only seen as a modern communication tool or academic prestige, but also they are internalized as an instrument of worship to prepare themselves to become agents of Islamic da'wah in the global arena (as implemented in student exchange delegations to International Islamic School Malaysia).

Thus, the results of this discussion confirm that the Native English Program at *Madrasah Ibtidaiyah* Masjid Nasional Al-Akbar Surabaya level can be implemented successfully without losing its religious identity, as well as becoming a model of effective differentiation of international class educational services (ICP) in the era of the Independent Curriculum.

Therefore, this qualitative research is very important and has a high urgency to be carried out in order to explore in depth how the Native English program implemented is able to improve students' English speaking skills and build their confidence from an early age at *Madrasah Ibtidaiyah* Masjid Nasional Al-Akbar Surabaya. Departing from this background, the researchers are interested in exploring the implementation of the Native English Program at *Madrasah Ibtidaiyah* Masjid Nasional Al-Akbar Surabaya, investigating factors affecting the effectiveness of the implementation and discovering strategies in order to encounter this issue.

2. Method

Type of Research/Design

This research uses a qualitative approach (Sugiyono, 2019). This method was used because the researchers wished to provide a detailed account of how the Native English program at *Madrasah Ibtidaiyah* Masjid Nasional Al-Akbar Surabaya was implemented in the field without any manipulation of factors (Sugiyono, 2019). This method is considered the most appropriate way to answer the formulation of the problems, namely: (1) How is the native English program is implemented? (2) What are factors affecting the effectiveness of its implementation? (3) What strategies are used in overcoming various obstacles of the implementation of the Native English program?

Subjects/Population and Sample

The subjects or informants in this study were chosen to provide a comprehensive overview of the programs carried out at *Madrasah Ibtidaiyah* Al-Akbar Surabaya (Chacón, 2022; Sugiyono, 2019). The research involved 14 informants interviewed consisting of one principal (C.A), one native Program Coordinator (C), four native English teachers, four local teachers who assist in the learning process, and four students as samples representing 100 students of Grade 1-3 and Grade 6 International Class Program (ICP) as the whole population

Instrument

The instruments used include participatory observation guidelines, semi-structured interview guidelines, and documentation checklist sheets (Wahyuni & Afrianti, 2021). The fieldwork and data collection process were intensively conducted over a one-month period. To retrieve deep, nuanced data from the informants, the interview guideline was meticulously designed into 14 distinct open-ended and semi-structured questions. These 14 questions were administered through direct, face-to-face interviews with the program coordinator, and the native speaker. The questions were structurally mapped to evaluate the philosophical alignment of the program with the school's vision, the pedagogical deployment in classrooms, and the field operational constraints. Additionally, the participatory observation guidelines focused on measuring real-time classroom interactions, while the documentation checklist sheets were used to verify institutional curricula and lesson plans.

Procedure/Data Collection

The researchers used a triangulation technique to obtain holistic and in-depth data. The

following were the data collection techniques: (1) Observation: This technique was selected to capture the real-time dynamics, pedagogical interactions, and actual classroom atmosphere during the Native English Program sessions. By conducting direct observation, the researchers could record non-verbal behaviors, student engagement levels, and the field operational constraints as they naturally occurred, rather than relying solely on post-hoc reports. (2) Interview: Semi-structured interviews were conducted to explore the underlying perspectives, administrative strategies, and personal experiences of the informants (the Head of the *Madrasah*, the program coordinator, and the native speaker). This method allowed the researchers to retrieve deeply nuanced data regarding the program's alignment with the school's vision and the psycho-pedagogical issues that could not be fully captured through outward observation alone. (3) Documentation: This technique was utilized to provide a concrete administrative and contextual foundation for the study. By analyzing institutional documents such as the *Madrasah*'s vision-mission statements, lesson plans, program guidelines, and student attendance sheets, the researchers could verify and cross-reference the oral testimonies from interviews and the physical evidence from observations. Conforming to Sugiyono, the integration of these three techniques ensures that the data check and balance mechanism works effectively, thereby enhancing the trustworthiness, validity, and rigorousness of the qualitative findings (Sugiyono, 2019).

Data Analysis

The data analysis in this study was carried out entirely qualitatively following an interactive model developed by (Sugiyono, 2019). The data analysis steps carried out includes: (1) Data Reduction: The researchers transcribed the raw audio recordings from the 14 interview questions, gathered field notes from the one-month classroom observations, and compiled institutional documents. In this stage, irrelevant data was discarded. The researchers focused strictly on selecting, focusing, and abstracting data directly relevant to the study's core focus: the program's alignment with the school's vision, pedagogical integration, and field-level constraints. (2) Data Display: To make the reduced data accessible and comprehensible, the researchers organized the information systematically into structured matrices, thematic narrative texts, and conceptual networks. This display categorized the findings into distinct thematic pillars: institutional policy, classroom co-teaching dynamics, and specific psycho-pedagogical challenges faced by the students. This structured visualization facilitated the identification of systematic patterns and relationships between the data sources. (3) Conclusion Drawing and Verification: From the outset of data collection, the researchers began to formulate tentative conclusions by identifying meanings, patterns, and causal flows. These initial conclusions were continuously re-verified through follow-up observations and cross-referencing with documentation to ensure the final findings were truly objective, valid, and credible. The initial conclusions were re-verified through follow-up observations and documentation to ensure the final findings are truly objective and credible (Alberth, 2023).

3. Research Findings

The findings of this study showed that the implementation of the Native English Program at *Madrasah Ibtidaiyah* Masjid Nasional Al-Akbar Surabaya had been carried out in a planned, systematic, and oriented manner to improve students' communicative competence in a real way. According to the coordinator (C), the Native English Program was officially implemented as an independent program in the 2025/2026 Academic Year. This program was the result of an evaluation of the English Activity Program in the 2024-2025 Academic Year in which local teachers native English teachers would be team teaching. Therefore, this program has become the *madrasah*'s flagship program due to the high level of interest and enthusiasm from students, students' guardians and the educational foundation of Masjid Nasional of Al-Akbar Surabaya.

Strategically, this program was directly integrated with the International Class Program (ICP) policy adopting the Cambridge framework in addition to the National Curriculum. The presence of native English program speakers in this learning ecosystem was urgent as an indicator of real international communication standards, as well as a catalyst in creating an English immersion environment (language habituation) which has currently reached an intensity of 50% to 75% in school areas. In addition, this program served as a preparation instrument for external assessments through Cambridge English Qualifications (CEQ) which had equivalence with IELTS score standards, as well as a differentiation of exclusive educational services between ICP classes and regular classes.

The strategic transition of this initiative into a flagship program is driven by intertwined internal and external causal factors. Externally, the program responds directly to the high level of interest, satisfaction, and enthusiasm demonstrated by students, their guardians, and the educational foundation of the Masjid Nasional of Al-Akbar Surabaya. Internally, the program serves as a critical operational vehicle to realize the madrasah's core vision of "Worship and Achievement". In the spiritual dimension, advanced English proficiency is causal to expanding global Islamic da'wah and global knowledge access. In the achievement dimension, it functions as a necessary preparation instrument for external assessments like the Cambridge English Qualifications (CEQ) which align with international IELTS standards. Furthermore, this program addresses the institutional need for educational service differentiation, successfully distinguishing the exclusive International Class Program (ICP) from regular classes.

Specific operational resolution strategies were deployed to mitigate field-level bottlenecks. To overcome complex multi-level communication bureaucracies regarding schedule modifications between school events and routine classes, the madrasah established a centralized coordination strategy that utilizes ICP international class teachers as the sole operational anchors to bypass communication gaps caused by the limited language competence of non-ICP staff. Furthermore, to resolve initial psycho-pedagogical issues where native speakers struggled to manage highly active Grade 1 and 3 students due to the absence of local teacher assistance, the school optimized classroom management strategies. These consolidated strategies successfully enhanced the program's outcomes, as evidenced by a substantial increase in student self-efficacy, independent contextual sentence composition, and natural language code-switching during daily school interactions.

The implementation of the Native English Program at Madrasah Ibtidaiyah Masjid Nasional Al-Akbar Surabaya

The implementation of this Native English Program was empirically in line with the main vision of the madrasah, namely "Worship and Achievement". In the spiritual dimension, English language proficiency was internalized as part of worship including students' readiness to carry out Islamic da'wah on the global stage, the fulfillment of religious commands to interact with each other across nations, and expanded access to international sources of knowledge.

Meanwhile, in the achievement dimension, this program directly contributed to improving students' academic and non-academic achievements, such as optimizing CEQ (Cambridge English Qualifications) exam scores and improving English debate skills. The real impact of this vision integration was evidenced by the madrasah's success in sending 15 student delegations from Grade 3, 4, and 5 to participate in the student exchange program to IISM (International Islamic School Malaysia) in the 2024/2025 Academic Year. During the program, students demonstrated adaptive communication performance when interacting socially and participating in co-curricular learning with other international students.

In terms of governance management, *Madrasah Ibtidaiyah* Masjid Nasional Al-Akbar Surabaya implemented a partnership system with a third-party institution, namely Fun Education Learning, to facilitate the needs of native English speakers. Through this partnership, the madrasah has brought in several native speakers from various countries, including Mr. FU

from Italy, Mr. A and Mr. P from Canada, Mr. G from Australia, as well as a female teacher from Madagascar.

Also, Madrasah set strict qualification standardizations, in which each candidate was required to have an international teaching certification such as TEFL (Teaching English as a Foreign Language) or TESOL (Teaching English to Speakers of Other Languages), accompanied by a track record review through a Curriculum Vitae (CV). In addition to pedagogical competence, aspects of manners and religious values were also variables in madrasah selection prioritizing Muslim teachers and implementing strict dress regulations, such as the obligation to wear batik or long-sleeved shirts while in the madrasah environment. Administratively, this governance was bound by a Memorandum of Understanding (MoU) for a periodic contract for 1 (one) year, carried out per meeting for a total target of 20 (twenty) meetings in each semester.

In addition, juridically and administratively, the curriculum for this program was specifically regulated in the ICP Standard Operating Procedures (SOP) prepared by the ICP Coordinator in synchronization with the Counseling Guidance (BK) team and the Principal of the Madrasah. The focus of the learning material was directed to three main aspects: daily conversation, pronunciation through the phonics method, and simple presentation. In the current madrasah year, the allocation of this program targets is students in Grade 1, 3, and 6 ICP with a frequency of 1 (one) meeting per week and a duration of 2 (two) Lesson Hours (JP) or the equivalent of 1 (one) full hour. This class level restriction was based on a financing efficiency strategy for students' guardians, considering that students in Grade 4 and 5 already had an allocation for an independent tourism program, namely a holiday camp in Pare Kediri.

Factors affecting the effectiveness of the program

The implementation of the Native English Program is influenced by various interrelated factors that are essential for achieving optimal learning outcomes. The primary factors include an adaptive curriculum and the pedagogical competence of local teachers in collaborating with native English speakers to bridge cultural differences and to accommodate students' learning styles. In addition, the availability of adequate supporting facilities and multimedia-based learning materials, as well as stable financial support from educational institutions are crucial to the sustainability of this program. Challenges or smooth progress in these areas will directly shape the effectiveness of language acquisition, students' self-confidence, and the achievement of overall curriculum goals.

Strategies to overcome obstacles in implementing the Native English Program

One of approaches to encounter operational constraints is by conducting monitoring and evaluation system (Monev) divided into micro and macro assessments. At the micro level, students' daily assessments were submitted autonomously to native speaker creativity who monitored the development of students' verbal competencies through special portfolio notes. The results of these notes were then used as the basis for direct oral assessment instruments at the end of the semester program. On the other hand, at the macro level, the program evaluation was carried out comprehensively at the end of the period, the third week of April by collecting feedback from students' guardians to measure the success rate and sustainability of students' motivation to speak in the domestic environment.

Despite showing high effectiveness, the study identified several operational constraints in the field. The main obstacle was related to the complexity of communication bureaucracy when rescheduling due to the madrasah agenda that collides with the program's routine schedule. The process of rescheduling required a long coordination process, involving ICP Coordinators, Homeroom Teachers, Agency Person in Charge, and related foreign teachers. Moreover, another barrier was the limited English language competence of non-ICP teaching staff, so that operational coordination in the field was entirely dependent on international class teachers.

In addition, there were also psycho-pedagogical issues at the beginning of the program in which native speakers experienced difficulties in classroom management for grade 1 and 3 students who were very active due to the absence of assistance from local teachers, so that foreign teachers sometimes had to raise their voice intonation to maintain class conduciveness.

Nevertheless, these obstacles were successfully overcome. This program has been proven to have a very significant impact on behavioral change for students' psychological and linguistic development. This was shown by the increase in self-efficacy and courage of students in greeting foreign teachers without awkwardness, the emergence of internal motivation to compose self-question sentences contextually, and the formation of the habit of automatically switching codes (language switching) into English every time they interact with ICP class teachers. Based on this empirical success, the madrasah planned to expand the scope of the program for all grade levels (1 to 6 ICP) in the upcoming school year, with the target of increasing the consistency of daily instruction language to reach 80% to 90% overall.

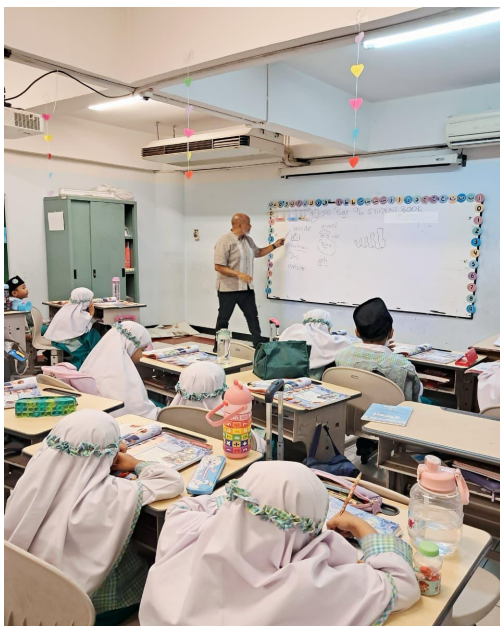


Figure 1. Native Learning Program in Grade 3 ICP



Figure 2. Native Program Learning in Grade 1 ICP

4. Discussion

The primary finding regarding the implementation of the Native English Program reveals that its success does not merely rest on the physical presence of foreign instructors, but also on the systematic harmonization between the Cambridge framework and the *madrasah's* institutional identity. This finding directly answers the first research question by showcasing how a structured 50% to 75% language immersion environment can be operationalized within a faith-based elementary setting.

The empirical evidence strengthens the theoretical proposition by Dewi, (2020) which argues that foreign language programs at the basic education level reach optimal results only when supported by a deliberately planned immersive learning ecosystem. Furthermore, this intensive exposure validates Noam Chomsky's classic theory of the Language Acquisition Device (LAD). Young learners at this distinct neuro-cognitive stage absorb linguistic and phonetic nuances naturally through active, real-time communicative experiences rather than through rigid, grammar-oriented memorization. Face-to-face connection with native speakers accelerates initial English competencies, improves the linguistic experience, and builds crucial communicative confidence.

Addressing the second research question, the discussion of causal factors shifts the focus from purely linguistic goals to complex socio-religious and institutional drivers. The findings demonstrate that the program is sustained by intense stakeholder enthusiasm and the critical need to operationalize the madrasah's core vision of "Worship and Achievement". In dialoguing with the broader educational landscape in Indonesia, this dual-driven motivation reframes how foreign language acquisition is perceived in non-Western settings.

Instead of treating English immersion solely as a tool for Western secularization or marketability, the institution successfully internalizes language proficiency as an act of global worship, preparation for international Islamic da'wah, and access to global knowledge. This finding expands the existing literature by showing that faith-based primary schools utilize international class programs (ICP) and external benchmarks like Cambridge English Qualifications (CEQ) not just for academic elitism, but as a mechanism of strategic institutional differentiation and religious globalization.

Finally, responding to the third research question, the strategies deployed by the madrasah highlight a highly proactive approach to managing the inherent friction in native speaker integration. Previous studies in the Indonesian landscape often report that collaborative or team-teaching programs fail due to administrative misalignment and cultural friction. However, the findings here indicate that the madrasah successfully mitigated these risks through precise strategic filtering, such as employing an external agency partnership and enforcing strict cultural codes.

The strategic allocation of class targets (Grades 1, 3, and 6) offers a new perspective on financial efficiency strategies for primary school managers. Most importantly, the school's reliance on ICP classroom teachers as centralized operational anchors successfully resolved the complex bureaucratic communication gaps and the psycho-pedagogical classroom management issues faced by native instructors in early grade levels. This strategic framework proves that structural and psychological barriers can be systematically channeled to foster high student self-efficacy, spontaneous contextual communication, and automatic language code-switching.

Native English program were relevant in basic education settings such as *Madrasah Ibtidaiyah* because they assist students establish initial English competencies more quickly. Students in primary schools are at a developmental stage that allows them to acquire a foreign language effectively. Face-to-face connection with native speakers develops boldness, improves the linguistic experience, and builds communicative confidence (Werdiningsih, 2022). This shows that the success of foreign language programs at the elementary school level does not only depend on the presence of native speakers, but also on the maturity of systemic integration between the international curriculum (Cambridge) and the madrasah ecosystem. This discussion highlights how the findings dialogue with theoretical theories and maps their newness among previous studies in the education landscape in Indonesia.

Theoretical Confirmation of English Immersion Ecosystem and Self Efficacy

The results of this study strengthen the theoretical proposition put forward by Dewi, (2020) that the effectiveness of English programs at the basic education level will achieve optimal results if supported by an immersive learning environment designed in a planned manner. The immersive environment with an intensity of 50% to 75% of language exposure in the ICP classroom area of this madrasah successfully validated Noam Chomsky's theory of Language Acquisition Device (LAD), where children in their golden age (young learners) can absorb language naturally through active interaction with native speakers, rather than through memorization of rigid grammar formulas (grammar-oriented).

5. Conclusion

The study concludes that the Native English Program at *Madrasah Ibtidaiyah* Masjid Nasional Al-Akbar Surabaya was implemented systematically by including the International

Class Program (ICP) curriculum focusing on natural language acquisition. The presence of native English speakers in the learning process provides an authentic linguistic model, which can considerably increase students' speaking skills and communication confidence. By using a fun and participatory approach, the program successfully creates an immersive environment reducing students' psychological obstacles. The school's method for overcoming teacher availability limits through strategic relationships with other institutions is the key to the longevity of this program, demonstrating that adaptable school administration strongly impacts the success of educational innovation. This research provides a theoretical contribution on the English learning model in Islamic educational institutions, as well as a practical contribution for other madrassas that desire to adopt comparable programs in order to boost global competitiveness.

Methodologically, this inquiry was executed through a descriptive qualitative framework, drawing empirical data from observations and interviews with 14 stakeholders, including school leaders, coordinators, teachers, and students. Beyond administrative adaptability, the fieldwork unveiled persistent operational friction, specifically localized pedagogical discrepancies and varying student readiness. These bottlenecks were neutralized through structured intervention mechanisms, notably systemic co-teaching mentoring, standardized learning methodologies, and pre-instructional language orientations under a specialized evaluation loop. Ultimately, this synthesized evidence offers a novel academic benchmark for global faith-based primary education, demonstrating that cross-border linguistic immersion can be effectively internalized without compromising deep-seated religious values and institutional identity.

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7. Conflict of Interest

The authors declare no conflict of interest.

8. Author Contributions

F.A. developed the research idea presented, collected the data, and wrote the manuscript. H.M. played an active role in the formulation of the theory, methodology, data organisation and analysis, findings discussion, and final work approval. All authors have read and approved the final version of this text. The following are the percentage contributions to the conceptualisation, drafting, and revision of this paper: F.A. 60% and H.M. 40%.

9. Data Availability Statement

The authors state that the data supporting the findings of this study will be made available by the corresponding author, F.A., upon reasonable request.

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Author Biographies



Faridatul Aliyah, is a student and researcher at the Islamic Elementary School Teacher Education Study Program, STAI Al-Akbar Surabaya, Surabaya, Indonesia. Her research interest focuses on teaching young learners.
Email: aliyahfalya@gmail.com



Henny Merizawati is a lecturer and researcher at the Islamic Elementary School Teacher Education Study Program, STAI Al-Akbar Surabaya, Surabaya, Indonesia. Her research interest focuses on the field of English Language Teaching and English Linguistics.

Email: hennymerizawatikampus@gmail.com