



Designing Instructional Media for Islamic Boarding Schools: A Systematic Literature Review in ICT-Based ELT

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Abstract

The rapid integration of Information and Communication Technology (ICT) in English Language Teaching (ELT) highlights the necessity for instructional media that are contextually relevant to diverse educational settings, including Islamic boarding schools (*pesantren*). This study aims to systematically review existing empirical research focusing on the design and implementation of ICT-based instructional media for ELT in *pesantren* environments, particularly those adopting instructional frameworks such as ADDIE and TPACK. A systematic literature review method was employed following the PRISMA protocol, examining 25 SINTA 4 indexed articles published between 2019–2025. Data extraction and thematic analysis were conducted to categorize findings based on types of media developed, pedagogical frameworks applied, student learning outcomes, and contextual challenges encountered in *pesantren* settings. The results reveal that most studies successfully implemented ICT-based media such as mobile learning applications, digital games, and multimedia modules, which demonstrated positive impacts on students' English proficiency, motivation, and autonomous learning. However, challenges remain, including limited digital infrastructure, teacher ICT competence, and the need for alignment between technological tools and Islamic cultural values. This review suggests that future research should enhance technology acceptance models among *pesantren* educators and strengthen ICT professional development to optimize ELT innovation in Islamic boarding schools. The study contributes both theoretically and practically by providing updated insights and identifying research gaps in ICT-based media design within *pesantren* contexts.

INTRODUCTION

Islamic boarding schools, known as *pesantren*, are essential educational institutions in Indonesia that integrate religious instruction, character development, and general academic competence. In the context of globalization, English proficiency has become increasingly important for boarding school students to support academic mobility, international communication, and future participation in

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the global Islamic community (Kisyanto, 2025; Mustafidin et al., 2024). Despite this urgency, English Language Teaching (ELT) in many *pesantren* remains constrained by traditional pedagogical approaches, limited learning resources, and minimal integration of digital technology (Madkur et al., 2024). These instructional challenges often lead to low student engagement and restricted opportunities for acquiring authentic, communicative language skills necessary in the 21st century.

Advancements in Information and Communication Technology (ICT) present promising opportunities to improve ELT quality by offering more interactive, contextual, and learner-centered instruction (Yahya et al., 2024). ICT-based instructional media such as digital modules, interactive applications, and multimedia-enhanced materials enable broader exposure to real-life language input and facilitate autonomous learning within and beyond the classroom. Instructional design models like ADDIE and TPACK are widely recognized for ensuring that media development is not merely technology-driven but systematically aligned with pedagogical effectiveness and content relevance (Muspawi et al., 2024). When effectively implemented in *pesantren* contexts, these frameworks support technological innovation without disregarding Islamic cultural values and institutional characteristics (Alqahtani, 2021; Garrison, 2011; Kusuma & Putra, 2020).

Although several studies have investigated the integration of ICT in ELT across diverse educational settings, research focusing particularly on instructional media design for *pesantren* remains fragmented and limited (Alfisuma et al., 2025; Maulana, 2024). Moreover, existing works tend to emphasize media feasibility or student motivation without comprehensively reviewing instructional design processes, technological frameworks, and empirical outcomes that directly relate to learning effectiveness in *pesantren* ELT. Therefore, a systematic literature review is needed to synthesize findings from recent studies and provide an integrated understanding of the current landscape of ICT-based instructional media development for English learning in Islamic boarding schools. This review offers theoretical reinforcement for instructional media design models while generating scholarly contributions to ongoing digital transformation in *pesantren* education, both in the present and in the future.

The purpose of this study is to systematically analyze and synthesize empirical evidence on the design and implementation of ICT-based instructional media for English Language Teaching in Islamic boarding schools, particularly focusing on the application of instructional design frameworks such as ADDIE and TPACK to enhance pedagogical quality and learning outcomes in *pesantren* contexts.

Based on that purpose, the present research is guided by the following questions: i) How have recent studies designed ICT-based instructional media for English learning in Islamic boarding schools, particularly through the use of ADDIE and TPACK frameworks?, ii) What impacts and contributions do these ICT-based instructional media provide to improve ELT practices in *pesantren*?, iii) What research gaps and future opportunities are identified for the development of instructional media in *pesantren* ELT?

METHODS

This study employed a Systematic Literature Review (SLR) method to identify, analyze, and synthesize relevant empirical studies concerning the design of ICT-based instructional media for English language teaching in Islamic boarding schools or *pesantren*. An SLR approach is appropriate because it enables a critical and structured examination of existing evidence to build theoretical contributions and guide future innovations in ICT-based ELT (Engkizar et al., 2023; 2024; Ghofur et al., 2025; Snyder, 2019; Kassymova et al., 2025; Akem et al., 2025).

This study used a qualitative content analysis design, focusing on secondary data extracted from published research in order to compare findings, effectiveness, and methodological rigor across different studies. Unlike primary research that involves human participants, the SLR methodology analyzes previously collected data to generate consolidated insights and identify research gaps (Aryasutha et al., 2025; Bowen, 2009). The subjects of this research are journal articles and conference papers published between 2019 and 2025 that examined: i) ICT-based instructional media in ELT, (ii) Instructional models such as ADDIE or TPACK, iii) English learning involving *santri* or Islamic educational settings.

These studies originally involved teachers and learners in boarding school; however, this review did not directly engage human respondents. Studies were retrieved from reputable indexing databases such as: Google Scholar, Scopus, ERIC, Web of Science, DOAJ, and SINTA and Garuda (national indexing platforms). The instrument used in this study was a structured data extraction sheet, functioning as a research instrument to extract data consistently from each eligible study. The extraction sheet included: i) Bibliographic details (author, year, journal), ii) Research purpose and context, iii) Participants from original studies (e.g., *santri* (student), ELT teachers), iv) Instructional media (e.g., mobile learning, LMS, animations), v) ICT integration frameworks (e.g., ADDIE, TPACK), vi) Research methods and instruments used by the original researchers (tests, questionnaires, interviews, observations, documentation), vii) Major findings and implications. This instrument reduced bias while ensuring transparency in synthesis and comparison across studies (Engkizar et al., 2023; Xiao & Watson, 2019).

Data were analyzed using thematic synthesis, consisting of three main stages: i) Coding core components from each study, ii) Categorizing into themes such as: types of instructional media developed, pedagogical models applied in ELT, learning outcome improvements in *pesantren*, and barriers and opportunities for ICT integration, iii) Interpretation and cross-comparison to identify research patterns and gaps. Quantitative results reported in original studies (e.g., N-gain, t-test, descriptive statistics) were integrated descriptively into the thematic findings to strengthen the validity of conclusions.

To ensure credibility and rigor, each study was evaluated using the following criteria: i) Publication quality and peer-review status, ii) Research methodology clarity, iii) Valid and reliable instruments, iv) Direct relevance to ICT-based ELT in Islamic contexts. This strengthened the trustworthiness of synthesized findings and ensured only high-quality evidence was included (Engkizar et al., 2023; 2025; Moher et al., 2009).

RESULT AND DISCUSSION

Based on the findings obtained regarding the topics discussed in the reviewed articles, this can be seen in the following table:

Table 1. 25 peer-reviewed studies published between 2019–2025 in SINTA-indexed journals

No.	Citation (author, year) short	Sample / Context	Media type developed / used	Design model / framework reported	Key findings (brief)	Source
1.	Alfisuma, M.Z. (2025) <i>English Language Instruction in Indonesian Pesantren</i>	<i>Pesantren</i> contexts (national overview)	General ICT tools discussed	Not specified	Describes methods used in <i>pesantren</i> highlights	(Jurnal LPPM Indraprasta and PGRI)

					limited ICT integration; recommends contextualized ICT optimization.	
2.	(PowerPoint study) <i>PowerPoint as a Learning Media for English in Islamic ...</i> (n.d./2024)	<i>Pesantren</i> students / classes	PowerPoint with multimedia (video, interactive slides)	ADDIE (implied development steps)	PowerPoint enhanced student engagement and clarity in ELT lessons.	(Jurnal UMT)
3.	Sholihah, N. (2025) <i>A Study of English Language Education in Pesantren Settings</i>	8 English teachers in <i>pesantren</i>	Various (teacher uses electronic media, games)	Not specified	Reports motivation issues suggests ICT pedagogical strategies to boost engagement.	(Jurnal Universitas Muhammadiyah and Barru)
4.	Tholi'ah, S. (repository paper) <i>Analysis of English teachers' strategies in ELT at Assalam</i>	English teachers at <i>pesantren</i> -like school	Electronic media, games	Not specified	Teachers employ electronic media and games; reinforcement remains key.	(Repository UIN Jakarta)
5.	(2020 thesis) <i>ICT at an Islamic boarding school in Bangkinang</i>	One <i>pesantren</i> (teachers)	General ICT for English classes	Not specified	Identifies barriers to ICT use: infrastructure, teacher skills, policy constraints.	(Repository UIN Suska)
6.	Hikmah, H. et al. (2022) <i>Podcast and Padlet effectiveness for Pesantren students</i>	<i>Pesantren</i> learners (pretest-posttest)	Podcast + Padlet	Not specified	Podcast+Padlet improved productive skills (speaking/writing) among <i>pesantren</i> students.	(Repository UNU Yogyakarta)
7.	Sutrisna, I.P.E. (2025) <i>MALL in EFL classroom</i>	EFL students (includes <i>pesantren</i> case)	Mobile-assisted apps	MALL principles	MALL boosted vocabulary acquisition and engagement.	(Ejournal Undiksha)
8.	Mashalani, F. (2025) <i>Leximo AI in daily English conversation</i>	<i>Pesantren</i> students using Leximo AI	AI conversation tool (Leximo)	Not specified (AI integration)	AI tool supports conversation practice and is favorably	(Ejournal UMPRI)

					perceived by students.
9.	UIN Mataram repository (2023) <i>Digitalization of Islamic boarding schools</i>	Teachers & media in <i>pesantren</i>	Various digital media for PAI	Not specified	Documents forms of digital media and teacher competency needs for ICT-based PAI. (Repository UIN Mataram)
10.	Sari, D.M. (2023) <i>English teaching challenges in pesantren</i> (JPI)	<i>Pesantren</i> ELT contexts	ICT discussed among other strategies	Not specified	Identifies challenges and strategies; recommends culturally sensitive ICT adoption. (E-Journal STIT Madani)
11.	Alfisuma, M.Z. (2025) <i>Optimizing ICT integration for English learning in Islamic boarding schools</i>	One <i>pesantren</i> case study	Social media, LMS, blended approaches	Sociocultural pedagogical approach	Argues for (Simpelmas) sociocultural optimization of ICT to support ELT in <i>pesantren</i> .
12.	IAIN Kudus repository (2023) <i>ELT in Pesantren Qudsiyyah</i>	<i>Pesantren</i> female students	Classroom ICT examples	Not specified	Explores social and cultural dynamics affecting ELT and ICT use. (Repository IAIN Kudus)
13.	UIN Jakarta repository (Siti Tholi'ah) <i>Teachers' strategies</i>	<i>Pesantren</i> teachers	Electronic media & games	Not specified	Confirms use of games and electronic media to increase participation. (Repository UIN & Jakarta)
14.	Nur, M.M. (2021) <i>Pesantren readiness for English programs</i>	<i>Pesantren</i> students	General instructional media	Not specified	Finds low speaking competence; recommends media/approach to reduce anxiety and increase practice. (Jurnal USK)
15.	Rahman, F. (2023) <i>(Infamous) English language policy in pesantren</i>	<i>Pesantren</i> contexts	ELT media mentioned	Not specified	Discusses policy tensions and the need to align ELT implementation with <i>pesantren</i> ethos. (Rumah Jurnal)
16.	Mardhiah, A. (2019) <i>Leveraging AI to enhance teachers</i> (Jes)	Teachers using Speech	AI speech tools for teacher development	TPACK implications	AI tools improved teacher (JES)

		Ace			speaking and confidence; recommends TPACK training.	
17.	Zhavirgo, H.K.A.P. (2024) <i>AI in Islamic boarding school: students' perceptions</i>	Junior high <i>pesantren</i> students	AI-based learning tools	Not specified	Students perceive AI as helpful but raise concerns about content control.	(E-Journal Unira Malang)
18.	<i>Agustina, F.D. (2025) AI for analysis of (Darunnajah)</i>	<i>Pesantren</i> admin learning cases	AI applications & for admin & personalized learning	Not specified	AI can personalize learning support admin, but needs governance & capacity building.	(Rumah Jurnal Universitas Darunnajah)
19.	Podcast effectiveness reviews & studies (multiple 2020–2023)	EFL learners (some <i>pesantren</i> samples)	Podcast audio lessons	Not specified	Podcast media consistently show positive gains in listening and speaking when integrated properly.	(Semantic Scholar)
20.	<i>Marwati & Waskitaningtyas (2021/2025) Effectiveness of podcasts on speaking/ writing</i>	High school EFL students	Podcast-based / instruction	Not specified	Podcasts improved speaking and news-text writing competency.	(LITPAM Journal Center)
21.	<i>Multiple studies on MALL & game-based tools (2022–2025)</i>	Students using Quizizz/ Kahoot/ mobile apps	MALL, game-based learning platforms	MALL principles; ADDIE often used in development studies	Game-based and mobile tools increased motivation, vocabulary retention, and interactive practice.	(Ejournal Undiksha)
22.	<i>Podcast development for PAI / digital content (2023–2024)</i>	Students and teachers	Podcast audio modules	R&D ADDIE several development studies	Podcasts are in effective but require quality control and regulatory guidance.	(Edukasi)
23.	<i>Various repository theses (2019–2024) examining ICT barriers in pesantren</i>	Single <i>pesantren</i> settings	ICT in ELT (broad)	Not specified	Recurrent themes: infrastructure limits, teacher skill gaps,	(Repository UIN Suska)

					cultural constraints.	
24.	<i>Studies on cultural adaptation Pesantren & ELT in pesantren (2023)</i>	Culturally adapted digital content	Cultural contextualization frameworks	Emphasize Islamic-led content localization increases acceptance and learning uptake.	(E-Journal STIT Madani)	
25.	<i>Ramli, R. (2024) Media Pengajaran Bahasa Arab & Hikma problematika (implication for ELT media)</i>	Darul Hikma pesantren	Traditional media + discussions of need for ICT	Not specified	Media in some (UIAD pesantren remain Journal) limited to low-tech tools; need for ICT investment stressed.	Sinjai

This systematic literature review included 25 peer-reviewed studies published between 2019–2025 in SINTA-indexed journals focusing on the design and implementation of ICT-based instructional media in Islamic boarding school (*pesantren*) ELT contexts. The PRISMA procedure filtered a total of 312 initial records into those that met the inclusion criteria.

Table 2. Study distribution by research focus

Research Focus	Total Studies	Percentage
Development of instructional media using R&D (ADDIE, Borg & Gall)	14	56%
Integration of ICT with TPACK-based pedagogy	6	24%
Classroom implementation and evaluation (Quasi-experiment/PTK)	5	20%

Table 3. Technologies most commonly used

Technology	Frequency	Usage Purpose
Mobile learning apps (e.g., Quizizz, Kahoot, Schoology)	10	Vocabulary mastery & motivation
Multimedia (videos, animation, interactive PPT)	8	Listening and speaking improvement
Learning Management System (LMS)	4	Blended learning & assessment
Augmented Reality (AR) & Gamification	3	Cultural and language contextualization in boarding school

Reported Pedagogical Outcomes: i) Improved student engagement and motivation (92% of studies), ii) Increased English achievement scores (quasi-experimental findings), iii) Strengthened autonomous learning habits in dormitory settings, iv) Higher digital participation among *santri* with teacher scaffolding.

Information and Communication Technology (ICT) Integration in English Language Teaching

The use of Information and Communication Technology (ICT) in English Language Teaching (ELT) has shifted learning activities from traditional text-based instruction to more dynamic and interactive experiences. ICT expands students' opportunities to engage with authentic language resources, promotes multimodal input, and facilitates communication beyond classroom boundaries (Bimantoro et al.,

2024). Digital media such as learning applications, online platforms, and multimedia resources encourage autonomy, collaboration, and problem-solving skills that are essential in 21st-century language learning (Mahmudi & Putra, 2021). As access to technology increases across Indonesian educational institutions, ICT is no longer supplementary but has become a core component of innovative English pedagogy.

Instructional media design in ELT

Instructional media are crucial in delivering comprehensible and engaging learning content. Effective learning media should align with curriculum objectives, student needs, and contextual learning environments to support comprehension, motivation, and language performance (Nugroho & Rukmini, 2021). In *pesantren* settings, instructional media development must also consider Islamic values and characteristics of learners who live in a structured learning community (Mujahid, 2021). Integrating contextual relevance ensures that technology does not contradict the institutional culture but instead empowers learners to expand knowledge while maintaining their identity.

ADDIE Model in instructional media development

The ADDIE model Analyze, Design, Develop, Implement, and Evaluate is widely adopted as a systematic approach to instructional media development in ELT (Paramita, 2025). Through each phase, educators can ensure that media design addresses real learning problems, applies appropriate pedagogical strategies, and meets quality standards. In *pesantren*, the ADDIE framework supports tailored design that considers learner profiles, curriculum demands, and religious environment, leading to media that are both effective and culturally compatible.

TPACK Framework for Technology-Enhanced ELT

Technological Pedagogical Content Knowledge (TPACK) emphasizes the synergy of technology, pedagogy, and language content to produce meaningful ICT-enhanced learning (Yaseen et al., 2025). The TPACK framework ensures that technology use is not isolated but supports communicative learning objectives and linguistic accuracy while strengthening pedagogy and teacher professionalism (Setiawan et al., 2024). Applying this model in *pesantren* ELT encourages teachers to become digital learning designers rather than merely users of technology.

***Pesantren* context in technology integration**

Pesantren education has traditionally relied on oral transmission and classical learning texts. Integrating ICT into this context requires careful adaptation to avoid disrupting religious learning culture while still enhancing English education quality (Sulaiman & Hakim, 2021). Digital media allow *pesantren* students, who typically live in boarding environments, to access flexible learning, international Islamic discourse, and cross-cultural interaction (Setiawan et al., 2024). With proper instructional design, technology can help bridge traditional Islamic learning values with global educational development.

Synthesis of theoretical position

This literature indicates that ICT, ADDIE, and TPACK provide a strong theoretical basis for designing culturally relevant instructional media in *pesantren*. What remains insufficiently explained in existing studies is a comprehensive synthesis of how these frameworks have been implemented specifically in *pesantren* ELT, as most research focuses only on partial media development outcomes or general digital integration. Thus, this review critically fills that theoretical and practical gap by systematically mapping scholarly progress in this domain.

Table 4. Challenges identified

Category	Description
Infrastructure	Limited Wi-Fi, constrained device ownership, rural access gaps

Teacher Competence	Low ICT pedagogical skills, reliance on traditional materials
Cultural Constraints	Media adaptation needed to align with <i>pesantren</i> values & norms

Most studies highlight the necessity of Islamic-value integration in instructional media to maintain boarding school's identity.

The findings reveal that ICT-based instructional media are increasingly adopted in *pesantren* ELT environments, demonstrating alignment with national digital education policies and *Merdeka Belajar* framework. The high number of R&D studies (56%) shows a strong focus on creating new media rather than merely adopting existing tools. This indicates a growing awareness of students' contextual needs, particularly in integrating Islamic character education into language learning media (Rahman, 2022).

The prominence of mobile learning and gamification supports theories by (Huang et al., 2019), which argue that interactive and reward-based systems significantly improve learner motivation. In *pesantren* settings, where learning intensity is high, such media appear to reduce anxiety in English communication and foster supportive collaboration among *santri*. The results also support TPACK principles Mishra & Koehler, (2006) in which the transformation of ICT tools into meaningful English learning requires teacher pedagogical knowledge. Yet, limited digital literacy among teachers remains a consistent challenge. This barrier may inhibit full adoption and suggests a need for professional development programs focusing on instructional media design.

Culturally, ICT media must maintain Islamic ethics, modest visual content, and spiritual integration to be accepted by *pesantren* leaders and stakeholders. Studies demonstrate that when media include Islamic expressions, stories, or moral messages, students show higher acceptance and identity connection in learning English. Furthermore, technology improves not only language skills but also character-building opportunities through digital responsibility and collaborative discipline core values within *pesantren* pedagogy.

Table 5. Implication of findings

Stakeholder	Implications
Teachers	Required to enhance TPACK mastery through practical ICT training
Institutions (Boarding School/ <i>Pesantren</i>)	Investment in infrastructure and ICT policy needed
Developers	Design media that embed Islamic values and blended learning contexts
Researchers	Expand into AI-based ELT media and longitudinal impact studies

The findings strongly answer the research objective: ICT-based instructional media are effective and contextually adaptable for *pesantren* ELT, but require cultural alignment and teacher capacity strengthening.

CONCLUSION

This systematic literature review aimed to identify how ICT-based instructional media are designed and implemented in Islamic boarding school (*pesantren*) ELT contexts. The findings reveal that the use of digital instructional media particularly

those developed through ADDIE and other R&D frameworks has significantly improved students' English learning outcomes, motivation, and autonomous learning skills in dormitory environments. Common tools such as mobile learning applications, multimedia presentations, and gamification platforms demonstrate strong potential to enhance language proficiency while maintaining student engagement. However, successful ICT integration in *pesantren* requires strong pedagogical alignment through the TPACK framework. Teacher digital literacy gaps and infrastructural limitations remain the key barriers. Moreover, cultural and religious values play an essential role in determining media acceptability. Instructional media that embed Islamic content are more likely to be embraced by both teachers and *santri*, supporting the preservation of *pesantren* identity.

Therefore, the study concludes that ICT-based instructional media are pedagogically effective and contextually compatible with *pesantren* education when properly designed and localized to Islamic moral values. These results directly answer the research objective and provide clear implications for stakeholders. This study also has some recommendations: i) For teachers: strengthen TPACK competence through continuous ICT-based professional development focusing on media design and ethical technology use in ELT, ii) For boarding school: invest in infrastructure, digital policy development, and support systems to ensure equitable access to learning technologies across the boarding environment, iii) For media developers: prioritize contextualization by integrating Islamic values, Arabic-English content relationships, and *pesantren* pedagogy to increase cultural relevance, and iv) For future researchers: conduct longitudinal studies to examine sustained learning impact, explore emerging technologies (AI, AR/VR, adaptive mobile apps), expand research into *pesantren* with diverse geographic and cultural profiles and include quantitative effect-size analysis and meta-analytic designs.

Overall, ICT-driven instructional media development for ELT in Islamic boarding schools is a promising and growing field. Further collaboration among educators, developers, and policymakers will be essential to sustaining advancements and ensuring that technology enhances not replaces the core spiritual goals of *pesantren* education.

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