



Integrating Digitalized Islamic Learning Materials into English Language Teaching: A Systematic Literature Review with Bibliometric Analysis

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ABSTRACT

The integration of Islamic values into English Language Teaching (ELT) is widely acknowledged; however, the use of Islamic Digital Learning Materials (IDLM) remains limited amid the rise of technology-based education. This study aims to investigate the implementation of IDLM in ELT, explore the types of multimedia used, and examine its effects on student engagement, motivation, and language development. Using a Systematic Literature Review (SLR) method following PRISMA guidelines, data was collected from databases like ERIC and Scopus for publications between January 2021 and June 2025. From 6,567 identified records, five articles were analyzed. The findings indicate that platforms such as Learning Management Systems (LMS), Powtoon, e-books, and YouTube positively contributed to learning outcomes. IDLM not only successfully improved English language skills but was also effective in fostering motivation, strengthening Islamic identity, and embedding character values. The study concludes that IDLM holds significant potential as an innovative ELT model.

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1. INTRODUCTION

The integration of Digital Learning Materials (DLM) has become a pivotal force in reshaping contemporary educational practices, particularly in English Language Teaching (ELT) (Anggaira *et al.*, 2024). Technological advancements have made digital tools more accessible, enabling educators to employ diverse multimedia formats (such as animations, videos, interactive quizzes, mobile applications, and educational games) to enhance teaching and learning (Xu *et al.*, 2024). These tools do more than digitize content; they fundamentally transform how knowledge is delivered and consumed by fostering interactive, student-centered learning environments that accommodate diverse learning styles and abilities (Džanić & Hasanspahić, 2020). In the context of ELT, DLM has been associated with improved language acquisition, higher retention, increased motivation, and greater learner engagement (Calvo-Ferrer, 2021; Rafiq *et al.*, 2021).

At the same time, there is a growing interest in aligning educational content with learners' cultural and religious backgrounds to create more meaningful and identity-affirming experiences (Ningsih *et al.*, 2024). In Islamic education, stories and teachings from the Qur'an, Hadith, and the lives of prominent figures serve not only as tools for moral and ethical development but also as valuable cognitive resources (Setiawan & Suhartini, 2024). These narratives provide contextually relevant vocabulary, culturally grounded discourse patterns, and profound moral messages that can be effectively embedded into language learning materials. For Muslim-majority contexts or Islamic schools, incorporating such content into ELT represents a promising approach to delivering both linguistic and values-based education (Umar *et al.*, 2024).

Despite this potential, the integration of Islamic values into digital ELT materials remains strikingly underrepresented in academic research. While the use of DLM in ELT has been widely examined in general contexts (Baxter *et al.*, 2023; Bohanon & Thomas, 2021; Ho & Tai, 2024; Hoesny *et al.*, 2024; Hori *et al.*, 2024; Indriani *et al.*, 2023; Indriani & Suteja, 2023; Ounissi *et al.*, 2025; Shakhmalova & Zotova, 2023; Temel & Yilmaz, 2025; Zghoul & Bataineh, 2024), studies focusing on faith-based or values-driven narratives, particularly those rooted in Islamic teachings, remain limited and underexplored.

Although some works in Islamic education have addressed the use of stories or religious texts in learning, most rely on traditional or printed materials and rarely incorporate multimedia or interactive features that characterize today's digital learning environments (Anshari & Widyanoro, 2020a, Syam & Furwana, 2022). Consequently, little is known about how Islamic themes can be meaningfully integrated into digital ELT resources, particularly in relation to their pedagogical design and technological implementation.

To address this gap, the present study conducts a Systematic Literature Review (SLR) of peer-reviewed articles exploring the use of Islamic Digital Learning Materials (IDLM) in ELT. Specifically, the review seeks to answer three key questions: (i) How is IDLM utilized in ELT? (ii) What types of multimedia tools and Islamic materials are incorporated into ELT resources? and (iii) What are the reported impacts of Islamic digital content on students' engagement, motivation, and language development? The limited number of relevant studies identified underscores both the novelty and the urgency of this topic within academic discourse. By mapping the existing research, this SLR aims not only to synthesize fragmented findings but also to provide a foundation for future innovations in curriculum design, teacher professional development, and digital material creation. Ultimately, integrating Islamic digital content into ELT is not simply about embedding religious elements into lessons; it is about fostering

meaningful, contextually relevant, and pedagogically sound learning experiences that affirm Muslim learners' linguistic, cultural, and spiritual identities.

2. METHODS

This study presented an SLR on the integration of IDLM in ELT. The literature search was conducted in June 2025 and limited to open-access journal articles published between January 2021 and June 2025. The keywords used to search across academic databases were: "Islamic Digital Learning Materials" and "English Language Teaching". Four databases were used for article retrieval: ERIC, ScienceDirect, DOAJ, and Scopus (via Publish or Perish software).

The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines were followed to ensure a transparent and structured review process. (Page et al., 2021). The selection of articles was based on several screening factors, including publication year, document type, access status, language, descriptor, and relevance to the research focus. The inclusion criteria were: (i) articles discussing the implementation of Islamic digital content in English teaching, and (ii) original peer-reviewed research articles with full-text availability. The exclusion criteria were: (i) studies unrelated to ELT, (ii) Islamic materials research without digital content integration, and (iii) review articles or opinion papers.

The literature search initially yielded a total of 6,567 records, distributed as follows: ERIC (5,860), ScienceDirect (693), DOAJ (12), and Scopus (2). After applying screening criteria (such as publication year, document type, access status, language, descriptors, and relevance to the research focus), a total of 132 articles were retained. Subsequently, after removing duplicates and reviewing titles, abstracts, and conclusions, 12 articles remained for full-text assessment. A further full-text eligibility assessment was conducted, which led to the exclusion of 7 articles that did not meet the core research focus. Finally, 5 studies were included in this review. The complete research selection procedure is illustrated in **Figure 1** (PRISMA flow diagram).

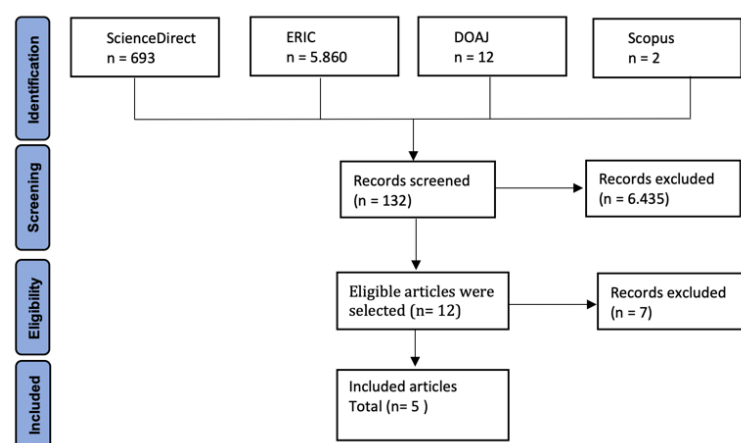


Figure 1. Flow diagram summary of systematic literature review.

3. RESULTS AND DISCUSSION

This SLR analyzed five peer-reviewed journal articles published from January 2021 to June 2025, focusing on the integration of IDLM in ELT. The selected studies span various educational levels, from early childhood to higher education, and were implemented in both synchronous and asynchronous learning environments. Each study presented a unique implementation model that embedded Islamic values within the English learning process

through digital platforms such as LMS, Powtoon, e-modules, and multimedia-rich materials. These variations provided a comprehensive view of how IDLM is being adapted to suit diverse learning contexts and student needs. Several qualitative analysis findings from the best articles are in the following:

- (i) In 2021, a study examined online EFL learning using a multimodal approach with Islamic-themed content via YouTube in the Islamic Broadcasting Department in Bogor, reporting higher motivation and improved English skills (Djamdjuri et al., 2021).
- (ii) In 2022, Powtoon-based animated English materials embedding Islamic morals (greetings, cleanliness, honesty, kindness) were developed for Muhammadiyah kindergarten teachers, enhancing teacher readiness and children's enjoyment and engagement in TEYL contexts (Wijayati, 2022). Also, an interactive e-module of Islamic-themed English reading texts (e.g., Zam-zam, Prophet Nuh, Splitting of the Moon, Battle of Badr) for tenth graders at MAN 1 Pontianak improved comprehension of recount and narrative texts while strengthening Islamic character values (Berlin et al., 2022).
- (iii) In 2024, an interactive digital English textbook with Islamic literacy for Islamic senior high school students increased learners' motivation and engagement by aligning materials with Islamic values (Anggaira et al., 2024).
- (iv) In 2025, an LMS-based ESP course tailored to Sharia Economics (Islamic Banking, Micro/Macroeconomics, Islam & Marketing, Hadiths, and Economic Law) at STAI Diponegoro Tulungagung improved vocabulary acquisition, student engagement, and academic performance (Hidayati et al., 2025).

3.1. Utilization of IDLM in ELT

IDLM is utilized in ELT settings to embed cultural and spiritual relevance into English instruction. The reviewed studies show that IDLM can be integrated both implicitly and explicitly within the language curriculum. For example, in an LMS-based ESP course for Islamic undergraduate students, IDLM was implemented through thematic units such as Islamic Banking and Sharia Law. These units enabled learners to acquire English terminology relevant to their academic disciplines while simultaneously reinforcing their religious worldview. This integration of faith-based content with English instruction illustrates the potential of IDLM to support dual literacy (both linguistic and religious).

In early childhood education, IDLM played a central role in shaping values while providing language exposure. Animated materials designed for Muhammadiyah kindergarten teachers embedded Islamic morals (such as kindness and honesty) into English vocabulary lessons. Here, IDLM functioned not only as instructional media but also as tools for character building. By linking language input with moral values, teachers encouraged children to internalize both the meaning and the significance of words. This approach promoted vocabulary retention while fostering ethical awareness, demonstrating the ability of IDLM to address both cognitive and affective domains in language learning.

3.2. Types of Multimedia Tools and Islamic Narratives Used

3.2.1. Types of Digital Learning Media

The studies reviewed in this research employed various types of DLM to integrate Islamic content into ELT. One of the most structured implementations was through Learning Management Systems (LMS), such as the platform used at STAI Diponegoro Tulungagung, accessible via <https://lmsdiptalearn.site/> (Hidayati et al., 2025). As illustrated in **Figure 2(a)**, the LMS features a login page that provides access to courses, while **Figure 2(b)** shows an Islamic Banking module embedded with interactive quizzes. This platform facilitated

asynchronous content delivery, threaded discussion forums, and structured module completion. LMS-based materials were particularly effective in higher education contexts, where students required flexible access to course content. Furthermore, the LMS enabled the integration of multimedia elements, quizzes, and case studies designed in alignment with Islamic principles.

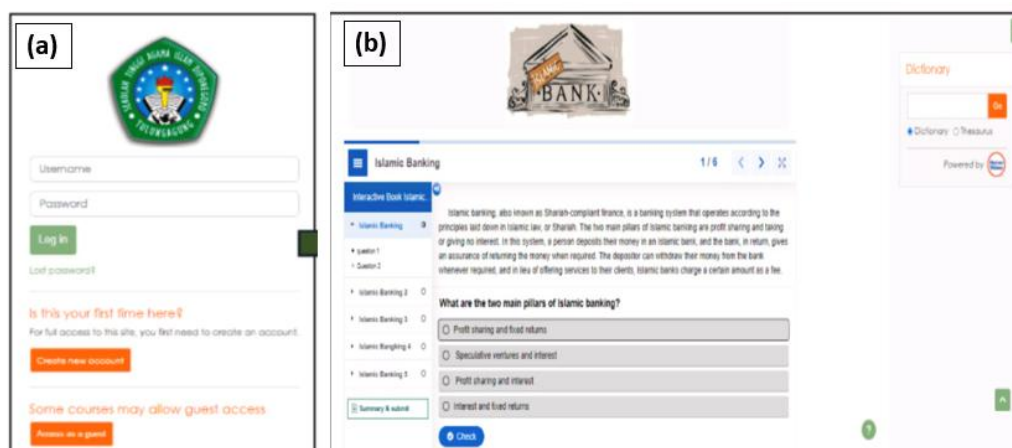


Figure 2. Example of LMS interface used at STAI Diponegoro Tulungagung: (a) login page, (b) Islamic Banking module with integrated quizzes adopted from [Hidayati et al., \(2025\)](#).

The Implementation phase involved delivering the LMS-based ESP course to 20 first-semester students. During this stage, student engagement significantly increased, supported by the course's flexible and accessible design that was adapted to the needs of Syariah Economics learners. Practical components such as discussions, interactive forums, and case studies made the course more relevant and encouraged active participation. Feedback from students confirmed the positive impact of the program and provided insights for further improvement. Overall, this phase played an important role in ensuring the success and adaptability of the course. The use of a multimodal approach through online videos featuring native English speakers on YouTube, which highlighted Islamic themes, was found to enrich class discussions and interactive Q&A sessions. These activities helped students strengthen their listening, reading, speaking, and writing skills while also encouraging them to present interpretations, share reflections, and engage in collaborative learning. Such integration of Islamic content not only improved language proficiency but also fostered critical thinking and motivation, as the materials aligned with students' values and interests ([Djandjuri et al., 2021](#)).

In early childhood and primary school contexts, multimedia animations were identified as an effective form of digital learning media. Using the PowToon application, animated moral stories in English were developed with Islamic values embedded in the characters and narrative arcs. These were combined with voiceover narration and subtitles, allowing learners to access information across multiple channels simultaneously. As illustrated in **Figure 3(a)**, **Figure 3(b)**, and **Figure 3(c)**, PowToon-based digital learning media for children successfully integrated Islamic values into English language learning ([Wijayati & Khafidhoh, 2022](#)). In another context, the application of digital learning media in the form of videos was implemented to create a more engaging classroom environment and to actively involve students in the learning process. Teachers were prepared to manage the learning environment to ensure that students could acquire new knowledge and skills to close performance gaps after implementation. They also received brief training sessions on how to

operate the videos in an online classroom setting. Reflections indicated that the learning videos had a direct positive impact, as teachers found it easier to teach English while embedding Islamic values, and students reported a smoother learning process. The use of videos not only facilitated English language acquisition but also contributed to preserving Islamic principles within instruction (Wijayati & Khafidhoh, 2022). Similarly, the development of e-books as learning media demonstrated the flexibility of IDLM in supporting English instruction. One e-module was created by compiling learning materials into a structured format using Microsoft Word 2013, complete with hyperlinks to YouTube resources and interactive exercises accessed through Google Forms. The framework for this e-module was adapted from the *Practical Guide for E-Module Development* issued by the National Education Department in 2017 (Berlin et al., 2022). In another study, an e-book was designed and validated as a structured learning medium, further confirming the potential of digital content to support English learning in faith-based contexts (Anggaira et al., 2024). Taken together, these findings highlight how various digital formats, from videos to e-books, can sustain learner motivation and encourage repeated practice. Personalized learning pathways and scaffolding through digital interaction emerged as key advantages, demonstrating that IDLM can adapt to diverse learner profiles and levels of technological access.

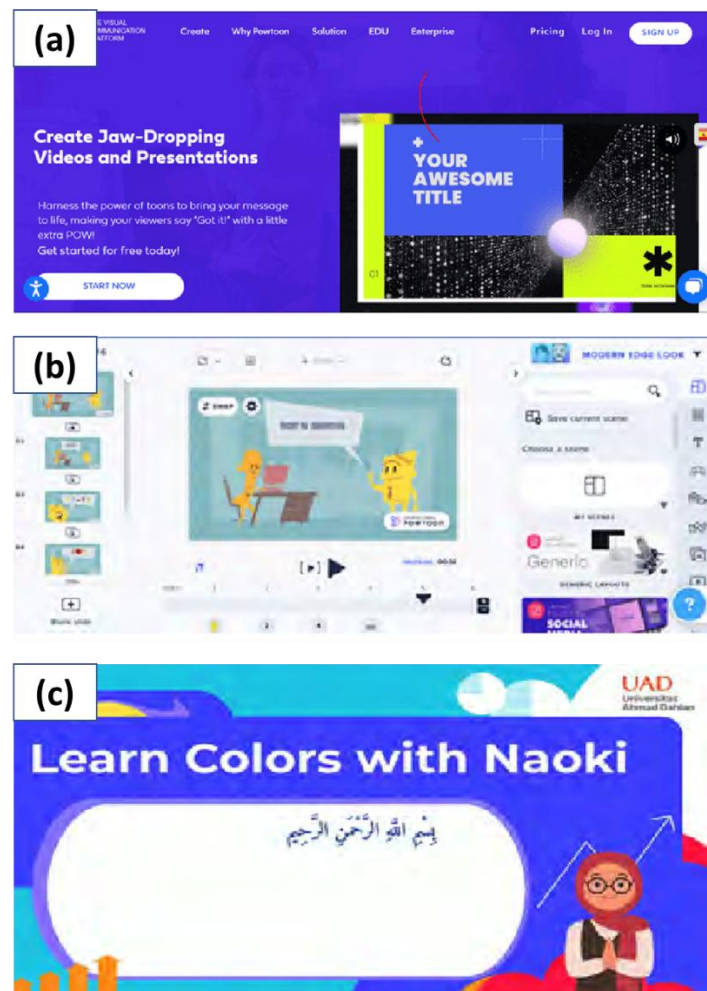


Figure 3. Examples of digital learning media (videos) for children based on Islamic values utilizing PowToon (Wijayati & Khafidhoh, 2022): (a) PowToon homepage, (b) video editing interface, (c) animated moral story product (Wijayati & Khafidhoh, 2022).

3.2.1. Islamic Materials and Themes

Islamic materials and values function as the thematic foundation of the resources reviewed in this study. Across all five articles, elements such as Islamic stories, morals, and principles were incorporated into English language materials to ensure both cultural and religious relevance. In one example, an LMS-based ESP course contextualized texts and vocabulary around Shariah economic laws, which created meaningful links between language learning and students' academic specializations. By drawing on familiar concepts, learners accessed content more confidently, making English acquisition less foreign and more deeply rooted in their worldview.

In early education settings, Islamic narratives often appeared in the form of stories about prophets, daily routines aligned with Islamic teachings, or moral tales grounded in Qur'anic values. These narratives were not inserted merely for religious purposes but served as vehicles for teaching language structures. For instance, a story about honesty could be used to introduce the simple past tense or sequence connectors.

This approach reflects the principle of theme-based instruction, enabling learners to explore language meaningfully while enhancing empathy and comprehension. At the secondary level, more abstract Islamic concepts such as community, justice, and responsibility were embedded into reading comprehension passages and listening activities. These themes encouraged learners to engage critically with the content while practicing English skills.

The dual role of the texts—as linguistic input and value transmission—added both cognitive and affective depth to the learning process. Classroom discussions further invited students to reflect on the meaning of the texts, make personal connections, and share perspectives, thereby promoting deeper linguistic processing and personal investment.

The integration of narratives and values in IDLM also cultivated a sense of spiritual purpose in the learning process. Unlike conventional ELT materials that may lack cultural grounding, the use of Islamic themes provided coherence between academic study and students' moral development. Consequently, IDLM not only supports English proficiency but also nurtures ethical and spiritual growth, making the learning experience both academically meaningful and personally enriching.

3.2. The impacts of IDLM on student engagement, motivation, and language skills in ELT

One of the most consistent findings across the reviewed studies is the positive impact of IDLM on student engagement, motivation, and language skills. Learners demonstrated greater participation and focus when instructional materials aligned with their cultural and spiritual values.

Evidence from a study conducted at STAI Diponegoro, Tulungagung, Indonesia, showed that LMS-based Sharia Economics materials applied to 20 undergraduate students generated high levels of engagement, with 95% strongly agreeing that the content captured their interest and maintained focus.

The same study also reported that 90% of students considered the learning objectives clear, 95% found the assessments effective for developing practical English skills, and 85% appreciated the integration of Sharia economic concepts. While slightly lower satisfaction was noted in group work and oral presentations (90%), the final project was highly valued (95%), emphasizing the importance of authentic knowledge application ([Hidayati et al., 2025](#)).

Comparable results were observed in research involving online-based English learning with Islamic materials for 47 students in the Islamic Broadcasting Program at the Faculty of Islamic

Religion. Findings indicated that 89.4% of participants expressed a strong interest in Islamic-based materials, 82.9% believed these materials enhanced their English proficiency, and 91.5% highlighted the engaging nature of multimodal content. Furthermore, 95.8% of learners reported enjoying the experience, suggesting that the integration of Islamic themes made learning both enjoyable and meaningful (Djamdjuri et al., 2021).

Additional insights were provided by a study on 97 tenth-grade students at three Islamic Senior High Schools in Lampung, which developed digital interactive English teaching materials. Using the 4D model (Define, Design, Develop, and Disseminate), the needs assessment revealed strong student support for interactive resources. Of the respondents, 82 agreed on the importance of integrating digital tools, and 79 expressed a preference for Islamic-themed materials that reflected their cultural and spiritual identity.

The study also noted specific preferences: short audio segments and simple Islamic-themed dialogues for listening activities, culturally relevant daily topics for speaking, short texts under 500 words with Islamic elements for reading, and writing tasks supported by clear models. Moreover, 84 students endorsed modeling activities for writing instruction, while most respondents emphasized active vocabulary and grammar exercises rather than rote memorization. Overall, 80.9% of students confirmed the demand for Islamic-themed, skill-integrated, and digitally delivered English materials (Anggaira et al., 2024).

Taken together, the reviewed studies confirm that IDLM enhances motivation and engagement by aligning content with learners' values. Students not only showed stronger interest but also developed comprehensive language skills—listening, speaking, reading, and writing—through interactive and multimodal designs. The integration of Islamic perspectives enriched the learning experience, making it more meaningful while simultaneously supporting English proficiency and the preservation of Islamic values.

3.3. Reflection

The synthesis of findings from the five reviewed articles highlights several key insights into the current state of research on IDLM in ELT. Collectively, the studies indicate that IDLM functions not only as a medium of instruction but also as a framework for reinforcing religious identity while supporting language development.

Evidence across the literature shows that learners demonstrate more positive responses when instructional materials are aligned with their cultural and spiritual contexts, with previous research also emphasizing that students are more likely to engage and comprehend materials that incorporate Islamic values (Anshari & Widyanoro, 2020b; Gusmuliana et al., 2020). At the same time, the integration of Islamic themes in English learning is reported to broaden students' Islamic knowledge while improving their language proficiency, which is consistent with earlier findings that highlight the role of Islamic values in language teaching (Lekawael & Rafli, 2018; Sarip et al., 2018).

A recurring theme across the reviewed literature is the dual impact of IDLM on both cognitive and affective domains of learning.

The incorporation of Islamic narratives is found to enrich contextual understanding of English while simultaneously fostering moral reasoning and ethical development. Such findings resonate with Vygotsky's sociocultural theory, which suggests that learning becomes more effective when mediated through tools that are situated within learners' cultural and social contexts (Shah, 2022). In this way, IDLM is positioned as a pedagogical bridge between academic learning and personal meaning.

Despite these positive contributions, a notable gap remains regarding the theoretical foundations of IDLM. Although most studies report encouraging outcomes, relatively few

explicitly frame their work within established ELT theories, thereby limiting the conceptual robustness required to inform future research and curriculum design. Another issue relates to the scalability of Islamic-based materials, as many studies emphasize effectiveness in localized contexts without exploring standardization for broader educational applications. The variation in curricula, digital infrastructure, and teacher competence across Islamic institutions presents additional challenges.

Since teachers play a central role in the learning process, their readiness to adopt IDLM emerges as a crucial but underexplored factor. While some efforts, such as the study by [Wijayati and Khafidhoh \(2022\)](#), have investigated teacher training initiatives on IDLM innovation, further research is needed to examine how Islamic pedagogical principles can be systematically integrated with ELT methodology in teacher education programs.

In addition, the integration of Islamic values into ELT presents opportunities for interdisciplinary collaboration. Engagement among ELT scholars, religious educators, and educational technologists could produce more comprehensive and pedagogically coherent materials while also addressing issues of technological resilience. Developing IDLM within such an interdisciplinary framework would enhance both its educational relevance and sustainability.

In conclusion, although IDLM demonstrates promise as a religiously responsive approach to ELT, the field remains in an early stage of development. The reviewed studies provide valuable insights but also reveal the need for stronger theoretical grounding, greater empirical rigor, and more systematic implementation strategies. As the demand for religion-integrated education grows, IDLM must move beyond fragmented innovations toward a structured and research-informed framework. Such progression will enable IDLM to fully realize its potential in shaping English language education that is meaningful, inclusive, and spiritually grounded.

4. CONCLUSION

The integration of Islamic values into ELT has been widely implemented. However, the application of IDLM within ELT remains relatively underexplored, despite current technological advancements that highly support digital-based learning. While many studies utilize digital media as teaching tools, not all of them specifically incorporate Islamic values into the learning process.

An analysis of five research articles on the implementation of IDLM in ELT reveals that the use of various digital media (including Learning Management Systems (LMS), Powtoon, e-books, and YouTube) yielded positive outcomes. The findings indicate that IDLM was not only effective in enhancing students' English skills but also in boosting their learning motivation, shaping their character, instilling Islamic values, and strengthening their identities as Muslims.

Nevertheless, there remains significant room for further research. Future studies should focus on developing more experimental designs, exploring other digital models and platforms, optimizing teacher training programs, and expanding access to shared resources. These efforts are crucial to enhance the effectiveness and broaden the reach of IDLM in ELT across various educational levels.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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