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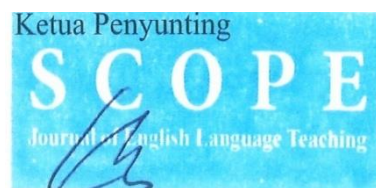
Judul : *Bridging Tradition and Modernity: English Language Instruction in Indonesian Pesantren for Global and Da'wah Purposes*

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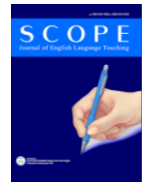
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BRIDGING TRADITION AND MODERNITY: ENGLISH LANGUAGE INSTRUCTION IN INDONESIAN PESANTREN FOR GLOBAL AND DA'WAH PURPOSES

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A B S T R A C T

This literary study investigates the methods of teaching English employed in Islamic boarding schools, known as *pesantren*, in Indonesia. It examines traditional and modern approaches to English language instruction, drawing on data from previous studies in the field. This study used descriptive qualitative method with literature review approach. Data were collected by conducting a comprehensive searching on Google Scholar using keywords "ICT", "English", and "Pesantren". There are 23 articles from national and international journals as data for this research. Articles were selected based on their focus on English language teaching in *pesantren*, incorporation of technology in language instruction, and discussions on traditional methods. Additionally, studies from the past ten years were prioritized to ensure the research reflects current trends in educational practices. This research highlights their respective challenges and advantages, revealing that the primary purpose of English instruction in *pesantren* is aligned with *da'wah* (Islamic missionary work). The findings of this research suggest that while modern methods, often involving technology, are gaining traction, traditional approaches remain prevalent, each serving distinct educational, and cultural objectives within the context of Indonesian Islamic education. This finding implies that educators should consider integrating modern pedagogical strategies with traditional values to optimize English language teaching in *pesantren*.

INTRODUCTION

Pesantren, one of Indonesia's leading educational institutions, offers a unique blend of academic and spiritual education. While traditionally focused on religious instruction, *pesantren* have evolved to include secular subjects, making them an attractive option for parents seeking a holistic education for their children. In today's increasingly globalized educational landscape, many *pesantren* have expanded their curricula beyond Arabic—the traditional language of Islamic studies—to include English, a vital international language. This development reflects the growing importance of English proficiency for *santri* (students of pesantren) as they navigate both local and global contexts.

Historically, *pesantren* has played a crucial role in Indonesia's educational system, deeply rooted in local culture yet gradually adapting to societal changes. These institutions traditionally emphasized classical Islamic studies, often at the expense of contemporary global knowledge. Consequently, *pesantren* has been perceived as offering informal or marginalized education and has been criticized for maintaining outdated curricula (Muid, 2019). However, the need for *pesantren* to harmonize global knowledge with spiritual values has become more pressing, as modernization is necessary to preserve their moral and spiritual identity while remaining relevant.

In recent years, the rising popularity of *pesantren* has led to the adoption of various modern educational approaches. One significant development is the integration of foreign language instruction, particularly in English and Arabic. Al-Issa (2017) found that 20 out of 32 *santri* acknowledged the importance of mastering English—especially speaking skills—to meet global challenges and boost their confidence in international *da'wah* (Islamic missionary work), while maintaining Islamic values. Similarly, Mistar and Umamah (2014) reported that although some students experienced difficulties in learning English, many were satisfied with the innovative, student-centered teaching methods that catered to their needs and reflected authentic learning principles.

Several studies have explored how *pesantren* incorporate English language instruction into their curricula. Iryanti (2022) highlights that the integration of English in *pesantren* is driven by the need to prepare *santri* for both local and international communication. On a broader scale, Lauder (2008) argues that English is essential for enhancing students' opportunities in the global economy. Despite these advancements, the pedagogical methods used in *pesantren* vary widely, ranging from traditional, teacher-centered instruction to more progressive, technology-driven approaches.

Given the pivotal role of English as an international lingua franca, this study aims to explore the methods of teaching English in *pesantren*, comparing institutions that utilize technology with those that adhere to more traditional, non-technological methods. By examining the strengths and weaknesses of each approach, this study seeks to contribute to the broader discourse on integrating English language education within Islamic boarding schools. Ultimately, it supports the goals of *da'wah* and aims to cultivate a generation of Muslim leaders who are both globally aware and spiritually grounded.

Previous research has pointed to the evolving role of *pesantren* as they integrate global knowledge, particularly in English instruction. Al-Issa (2017) and Iryanti (2022) emphasize the increasing relevance of English in these institutions, limited studies have explored how *pesantren* balance traditional and modern teaching methods. This research aims to fill this gap by providing insights into the effectiveness of these pedagogical approaches, contributing both to academic discourse and to practical strategies in Islamic education.

As *pesantren* face growing pressure to modernize and integrate global knowledge, this study is timely. Muid (2019) and Al-Issa (2017) have already highlighted the shift in *pesantren* from purely religious education to centers of global engagement through foreign language proficiency. However, the gap in literature regarding how pesantren balance traditional and modern English teaching methods, and their impact on students' preparedness for global challenges, remains. Thus, this research tries to fill the gap by comparing technology-driven innovations with conventional approaches. This research has an objective to light on the effectiveness of these methods and their alignment with the broader goals of *pesantren*, particularly in cultivating globally conscious yet spiritually grounded Muslim leaders by using literature review method.

METHOD

This study used a qualitative descriptive method with literature review approach to explore the integration of Information and Communication Technology (ICT) in English language teaching within *pesantren* in Indonesia. Data in this research are 23 articles from national and international journal related to the methods and purpose of teaching English in *pesantren*. This study used google scholar as an engine for searching the articles with keywords "ICT", "English", and "Pesantren".

This table shows data of articles used as data in this research:

Table 1. Selected Articles as Data Source

No.	Author, year	Tittle	Journal /proceeding name
1	Al-Issa, A. (2017)	English as a medium of instruction and the endangerment of Arabic literacy: The case of the United Arab Emirates.	*Arab World English Journal (AWEJ)*, 8(3), 3-17.
2	Andika, M. A. (2017).	Pembelajaran Bahasa Arab-Inggris Di Lembaga Kursus Bahasa Asing	*Prosiding Konferensi Nasional Bahasa Arab*, 3(3), 189-196.

		(Lkba) Pondok Pesantren Miftakhul Huda	
3	Bin Tahir, S. Z. (2017).	Multilingual teaching and learning at Pesantren Schools in Indonesia.	*Asian EFL Journal, 89*(1), 74-94.
4	Bin-Tahir SZ, Suriaman A, Rinantanti Y. 2019.	Designing English syllabus for multilingual students at pesantren schools	Asian EFL Journal. 2019;23(3.3):5-27
5	Hikmah, H., Azmi, U., & Nugroho, W. (2022 *Ethical Lingua:*	Podcast and Padlet and Its' Effectiveness in ELT Class for Pesantren Students.	*Journal of Language Teaching and Literature, 9*(1), 190-196.
6	Irayanti, I. (2022).	*Integrating Islamic Value in Teaching English at Islamic Boarding School Al-Urwatul Wutsqa Sidrap Regency*	Doctoral dissertation, IAIN Parepare
7	Latif, H. A. (2019).	Needs analysis of English for specific purposes on Islamic boarding school students.	*Voices of English Language Education Society, 3*(2), 136-144.
8	Lauder, A. (2008).	The status and function of English in Indonesia: A review of key factors.	*Makara Human Behavior Studies in Asia, 12*(1), 9-20.
9	Maesaroh, N., & Achdiani, Y. (2018).	Tugas dan Fungsi Pesantren di Era Modern.	*SOCIETAS 7*(1), 346–352.
10.	Mistar, J., & Umamah, A. (2014).	Strategies of learning speaking skill by Indonesian learners of English and	

		their contribution to speaking proficiency.	
11	Muhammad, F. A., Putri, P. K., Muhammad, F. R., & Munif, D. N. (2024, August	ONLINE PEDAGOGY AS ALTERNATIVE WAY OF ENGLISH LANGUAGE LEARNING AND TEACHING IN PESANTREN BASED-UNIVERSITY	*PROCEEDING THE 3RD ENGLISH NATIONAL SEMINAR 2024"* Tech Trends in (pp. 26-33). ENGLISH EDUCATION STUDY PROGRAM STKIP PGRI PACITAN.
12	Muzammil, S., Taufik, E. T., Mufidatunrofi ah, S., & Al Amin, N. U. (2022)	the Adaptability of Pesantren in Indonesia during the new normal era.	*Journal of Indonesian Islam, 16*(2), 426-454.
13	MUID, A. (2019).	Implementasi Pendidikan Spiritual Santri Pesantren Babussalam Kalibening Jombang	*JURNAL ILMU PENGETAHUAN DAN PENDIDIKAN ISLAM, 3*(3).
14	Nur, M. M., Gani, S. A., Samad, I. A., & Nur, W. M. (2021).	Pesantren readiness for the English programs.	*English Education Journal, 12*(2), 218-235.
15	Rifiyanti, H., Hardianti, H., Nurhayati, I., Rahayu, S., & Nurtika, M. (2024).	English Learning Strategy in Islamic Boarding School.	*BABASAL English Education Journal, 5*(1), 8-13.
16	Rizaldi, R., Bunga, D., & Maulana, F. (2021).	Assessing Language Learning Outcomes in Pesantren: A Comparative Study of Traditional and Modern Approaches	Indonesian Journal of Language Teaching and Research, 4(2), 215-225.
17	Rosyada, A., &	Implementasi pembelajaran English-	*E-Dimas: Jurnal Pengabdian Kepada*

	Ramadhianti, A. (2021)	speaking pada pondok pesantren tradisional Al Mustaqim: tantangan untuk dakwah global	*Masyarakat*, *12*(3), 428-437.
18	Rosyidah, N., Pambudi, S., & Wibowo, P. S. (2023).	"English-Tren" Program In Developing Santris' Speaking Skills For Facing Global Challenges.	*Tarling: Journal of Language Education*, *7*(1), 1-15.
19	Solichin, M. M. (2018).	Intensive English Instruction in Pesantren (Study on Pondok Pesantren Puncak Darus Salam, Potoan Daja Palengaan Pamekasan).	*OKARA: Jurnal Bahasa Dan Sastra*, 12(2), 259. https://doi.org/10.19105/ojbs. v12i2.1991
20	Sundari, A., & Lutfiansyah, I. (2021).	Designing English language program at Pesantren: A need analysis of course design.	Faktor: Jurnal Ilmiah Kependidikan. 2021;8(3):305-17.
21	Tahir, S. Z. B. (2010).	English teaching method at Pesantren Immim of Makassar.	*Jurnal JUPITER. Vol*, *10*(1), 34-43.
22	Wekke IS, Hamid S.2013	Technology on Language Teaching and Learning: A Research on Indonesian Pesantren	. Procedia Soc Behav Sci. 2013 Jul;83:585–9.
23	Zarkasyi, H. F. (2015).	Modern Pondok Pesantren: Maintaining Tradition in Modern System	TSAQAFAH

Below are the steps in taking a research by using literature review:

1. Selection Criteria

The literature was selected based on its relevance to ICT implementation, English language instruction, and the educational context of *pesantren*. Key inclusion criteria encompassed empirical studies, theoretical framework and literature reviews.

a. Empirical Studies

Research providing data on ICT integration in Englishsh language teaching

b. Theoretical Frameworks

Articles offering theoretical insights into the pedagogicalal implications of ICT use

c. Literature Reviews

Comprehensive reviews summarizing existing knowledge on challenges faced by educators in adopting ICT tools (Lauder, 2008).

2. Areas of Focus

Through this review, the study examined several key areas of barriers to ICT integration in English language teaching, specifically:

a. Technological Barriers

Identifying specific limitations that hinder effective ICT use, such as inadequate infrastructure, lack of access to necessary resources, and technical difficulties encountered by educators and students (Muid, 2019).

b. Pedagogical Barriers

Exploring how traditional teaching methods and educators' pedagogical beliefs may inhibit the adoption of ICT in English language instruction. This includes analyzing the resistance to changing established teaching practices and the lack of alignment between technology and pedagogical strategies (Al-Issa, 2017)

c. Professional Development Needs

Assessing the necessity for ongoing professional development and training programs for teachers to enhance their ICT skills, confidence, and proficiency in effectively integrating technology into their language teaching (Mistar & Umamah, 2014) (alfisuma., et al 2024)

d. Cultural and Institutional Factors

Investigating cultural attitudes toward technology use in education and how institutional policies may support or obstruct ICT integration within the *pesantren* context. This includes understanding the role of cultural perceptions regarding technology and how institutional frameworks can facilitate or hinder ICT adoption (Iryanti, 2022).

3. Outcomes

The findings from this literature review highlight the challenges educators face in incorporating ICT into their English language teaching practices. By synthesizing these insights, the study aims to provide a nuanced understanding of the barriers to ICT integration and offer practical recommendations for enhancing the use of

technology in *pesantren* education. This includes emphasizing the importance of targeted professional development, fostering supportive institutional environments, and aligning pedagogical strategies with technological advancements to overcome existing challenges (Lauder, 2008).

RESULTS AND DISCUSSION

1. Modern English Teaching in *Pesantren*

After having close reading, there are ten articles that highlighting the modern English teaching in pesantren, they are listed in this table below

Table 2. selected articles that highlighting the modern English teaching in pesantren:

No	journal	data
1.	Andika, M. A. (2017). Pembelajaran Bahasa Arab-Inggris Di Lembaga Kursus Bahasa Asing (Lkba) Pondok Pesantren Miftakhul Huda	Modern Pesantren is distinguished by its use of contemporary curricula, innovative teaching methods, and modern administrative systems. It integrates technological advancements, including information technology, and provides students with opportunities to engage in international programs. This type of Pesantren strives to align with the evolving cultural landscape, embracing new educational approaches rather than relying exclusively on traditional (classical) models of learning.
2.	Bin Tahir, S. Z. (2017). Multilingual teaching and learning at Pesantren Schools in Indonesia. Asian EFL Journal, 89(1), 74-94.	Pesantren today are gaining significant popularity, adopting diverse global and modern educational approaches. Among these is the integration of foreign language instruction, especially in Arabic and English, as part of their daily curriculum.
3.	Bin-Tahir SZ, Suriaman A, Rinantanti Y. 2019. Designing English syllabus for multilingual students at	To address challenges in the pesantren curriculum, a syllabus incorporating British and American language elements, including formal and
	pesantren schools Asian EFL Journal. 2019;23(3.3):5-27	informal genres, is proposed. This syllabus focuses on daily communication and the pesantren environment, with topics tailored to everyday interactions. For classroom management issues, effective classroom strategies are essential. Collaboration between local governments, pesantren stakeholders, and universities is needed to offer teacher training programs. These should address classroom management, teaching skills, and modern teaching techniques, especially since limited funds often prevent participation in professional development.
4.	Hikmah, H., Azmi, U., & Nugroho, W. (2022 *Ethical Lingua: Podcast and Padlet and Its' Effectiveness in ELT Class for Pesantren Students.* Journal of Language Teaching and Literature, 9(1), 190-196.	The use of Podcasts and Padlet proved to be effective in enhancing students' productive skills. Incorporating these tools into the English teaching and learning process had a notable positive impact on students' development.
5.	Latif, H. A. (2019). Needs analysis of English for specific purposes on Islamic boarding school students. *Voices of English Language Education Society*, 3(2), 136-144.	. The integration of general knowledge and English language instruction in the Pesantren curriculum varies across institutions. This variation is influenced by factors such as the Pesantren's mission, available resources, and the preferences and needs of students and their families.
6.	Muhammad, F. A., Putri, P. K., Muhammad, F. R., & Munif, D. N. (2024, August. ONLINE PEDAGOGY AS ALTERNATIVE WAY OF ENGLISH LANGUAGE LEARNING AND	Online pedagogy in Pesantren-based universities incorporates various digital tools and methods to enhance English language learning. These include computer-based tests for assessments, digital modules for instruction, and collaboration with external language institutions for

	TEACHING IN PESANTREN BASED-UNIVERSITY. *PROCEEDING THE 3RD ENGLISH NATIONAL SEMINAR 2024" Tech Trends in* (pp. 26-33). ENGLISH EDUCATION STUDY PROGRAM STKIP PGRI PACITAN.	online proficiency training. Students are also encouraged to use applications like Grammarly for writing, YouTube for accessing learning materials, and platforms like Quizizz for interactive quizzes. English classes, focusing on the CEFR framework, are conducted weekly, supported by digital modules accessible via Google Drive. This approach familiarizes students with modern language assessments, promotes flexibility in learning, and integrates technology into the teaching process to improve engagement and proficiency.
7.	Muzammil, S., Taufik, E. T., Mufidatunrofiah, S., & Al Amin, N. U. (2022). the Adaptability of Pesantren in Indonesia during the new normal era. *Journal of Indonesian Islam*, *16*(2), 426-454.	pesantren management strategies during Indonesia's Covid-19 pandemic "new habit adaptation" era.
8.	Rifiyanti, H., Hardianti, H., Nurhayati, I., Rahayu, S., & Nurtika, M. (2024). English Learning Strategy in Islamic Boarding School. BABASAL English Education Journal, 5(1), 8-13.	Pesantren Daaruttaqwa integrates English learning with Islamic education, using Arabic for religious studies and English for secular content. A balanced syllabus focuses on core language skills, cultural understanding, and IT integration through tools like e-learning platforms and language software. This approach equips students with strong religious values, practical English skills, and readiness for global challenges.
9.	Sundari, A., & Lutfiansyah, I. (2021). Designing English language program at	When designing the English curriculum, Pesantren teachers should consider the specific
	Pesantren: A need analysis of course design. Faktor: Jurnal Ilmiah Kependidikan. 2021;8(3):305-17.	needs and interests of their students.
10.	Wekke IS, Hamid S.2013.Technology on Language Teaching and Learning: A Research on Indonesian Pesantren. Procedia Soc Behav Sci. 2013 Jul;83:585–9.	. Information technology is crucial in addressing the complexities of modern education, enhancing efficiency in teaching, learning, and administration. ICT integration supports universal education goals, making traditional methods obsolete. Research shows that enjoyable, technology-supported learning, especially for Arabic, boosts student competency and fosters character development through cultural and environmental factors. In pesantren, ICT aids teaching and access to resources, highlighting the need for policies and facilities to promote its effective use in education.

Based on those ten articles, it is concluded that modern pesantren in Indonesia have evolved significantly, incorporating contemporary curricula, innovative teaching methods, and advanced administrative systems. This evolution is marked by the increasing use of technology and the integration of foreign language programs, especially English, aligning these institutions with global educational trends (Andika, 2017; Alfisuma, 2023). Rifiyanti, H. et al (2024) highlights that students in pesantren employ a variety of strategies, ranging from independent study to discussions and the use of technology, to enhance their English learning, indicating the growing potential for more effective education within these settings.

In response to these developments, English teachers in *pesantren* are encouraged to design curricula that integrate relevant Islamic themes, which aligns with the students' needs and interests (Sundari & Lutfiansyah, 2021; Latif, 2019). This approach not only enriches the educational content but also ensures that learning remains contextually meaningful for students. Furthermore, syllabi in these institutions may incorporate selected textbooks, authentic materials, and online resources, all tailored to the linguistic and cultural backgrounds of the students (Bin-Tahir, 2017; Bin-Tahir et al., 2019). With daily exposure to English, both as a medium of instruction and informal

communication, students develop comprehensive language skills (listening, speaking, reading, and writing) often benchmarked against international standards like the Common European Framework of Reference (CEFR). This can be further enhanced by the use of language labs and interactive activities designed to improve proficiency (Bin-Tahir et al., 2019).

Building on this, Muhammad, et.al (2022) outlines the implementation of digital learning methods in pesantren-based universities, including computer-based assessments and collaboration with external language institutions. Such digital approaches provide flexibility in learning and offer instant feedback, familiarizing students with external assessment standards. Additionally, third-party applications such as Grammarly and YouTube further diversify the available resources for students, enriching their language learning experience (Muzammil et al, 2022). Wekke and Hamid (2013) stress the importance of integrating information and communication technology (ICT) into education, noting that while challenges like limited expertise persist, effective use of technology can enhance teaching efficiency. They argue that traditional educational methods may not suffice to meet evolving demands, making it essential for *pesantren* to embrace technological advancements. This transformation is not only vital for academic success but also for character development, which is deeply influenced by the surrounding culture and environment.

Hikmah et al. (2021) provide further evidence for the positive impact of technology, documenting how tools like podcasts and Padlet improved students' productive English skills, even during the challenges of the COVID-19 pandemic. This demonstrates that adopting technology in pedagogical practices can greatly enhance language acquisition within *pesantren* environments.

Traditional English Teaching in Pesantren
After having close reading, there are six articles that highlighting the traditional English teaching in pesantren, they are listed in this table below

Table 3. selected articles that highlighting the traditional English teaching in pesantren:

No	Author	tittle journal
1.	Maesaroh, N., & Achdiani, Y. (2018). Tugas dan Fungsi Pesantren di Era Modern. *SOSIETAS*, 7(1), 346–352. https://doi.org/10.175 09/sosietas.v7i1.1034 8	Santri at Al Mustaqim pesantren recognize the importance of learning English as a medium for global interaction but prefer traditional classroom methods with direct teacher interaction over video-based learning. Although video media offers flexibility and independence, the pesantren maintains its conventional approach, emphasizing the teacher's role as both an educator and a role model. This reflects the need for modernizing learning materials to engage globally while preserving the traditional teaching model.
2	Nur, M. M., Gani, S. A., Samad, I. A., & Nur, W. M. (2021). Pesantren readiness for the English programs. *English Education Journal*, 12(2), 218–235. https://doi.org/10.248 15/eej.v12i2.19176	Pesantren must create an English curriculum aligned with their educational goals and integrated with the Islamic studies curriculum. This includes choosing suitable textbooks, crafting lesson plans, and incorporating content that upholds Islamic values and principles.
3	Rosyidah, N., Pambudi, S., & Wibowo, P. S. (2023). "English-Tren" Program In Developing Santris' Speaking Skills For Facing Global Challenges. *Tarling: Journal of Language Education*, 7(1), 1-15.	English-Tren is an English program at Pondok Pesantren Darussalam Dukuhwaluh Purwokerto, consisting of biweekly Morning English sessions, English lessons in *madrasah diniyah* classes, and practice in the English program. These initiatives effectively enhance students' speaking skills. Further research on English-Tren and its implementation in other semi-modern pesantren is encouraged, as studies on English usage in pesantren remain limited.
4	Tahir, S. Z. B. (2010). English teaching method at Pesantren Immim of Makassar. *Jurnal JUPITER. Vol*, 10(1), 34-43.	English learning at Pesantren IMMIM integrates various activities, including language tutorials, speech training, writing articles,

	language symposiums, discussions, and immersive programs like Super Camp, emphasizing Arabic and English mastery. The curriculum, tailored to students' needs, focuses on oral and written skills through interactive and practical methods such as dialogue practice, vocabulary building, and text analysis. The four core skills—listening, speaking, reading, and writing—are developed using structured materials that progressively expand students' linguistic abilities. While effective, the teaching approach could be refined further to enhance students' communication skills in foreign languages.	
5	Rosyada, A., & Ramadhianti, A. (2021)., *12*(3), 428-437. Implementasi pembelajaran English-speaking pada pondok pesantren tradisional Al Mustaqim: tantangan untuk dakwah global. *E-Dimas: Jurnal Pengabdian Kepada Masyarakat*	To adapt to rapid global changes, traditional pesantren face a paradigm shift, integrating English speaking lessons as a tool for global interaction and da'wah while maintaining their conventional, teacher-centered learning approach to preserve their educational values.
6	Solichin, M. M. (2018). Intensive English Instruction in Pesantren (Study on Pondok Pesantren Puncak Darus Salam, Potoan Daja Palengaan Pamekasan). *OKARA: Jurnal Bahasa Dan Sastra*, 12(2), 259. https://doi.org/10.19105/ojbs. v12i2.1991	The rationale for developing English learning lies in its potential as a tool for da'wah, given its status as an international language, and the establishment of Darwis, a structured English learning organization that employs traditional, student-centered, and active learning methods on a regular schedule.

7	Zarkasyi, H. F. (2015). Modern Pondok Pesantren: Maintaining Tradition in Modern System. *TSAQAFAH*, *11*(2), 223–248. https://doi.org/10.21111/tsaqafah.v11i2.267	Video media, which can be accessed anytime without teacher guidance, is recognized as a valuable tool. However, the santri at Pondok Pesantren Al Mustaqim choose to maintain conventional learning methods. This indicates a need for updates in learning materials to better engage with the global world, yet the pesantren continues to uphold traditional teaching concepts, where the teacher serves as both the source of knowledge and a role model in the learning process.

In contrast to modern English teaching in pesantren, traditional English instruction in *pesantren* often prioritizes religious purposes, as illustrated by Solichin's (2018) research at *Pondok Pesantren Puncak Darus Salam*. Here, English is primarily regarded as a useful tool for *da'wah*, given its global relevance. The *pesantren*'s student-centered approach, facilitated by the *Darwis* organization, employs both traditional and active learning methods to create an engaging learning environment. Nur et al. (2021) further emphasize that while there is strong preparedness in program implementation, challenges arise from the secondary status of English compared to religious studies, which can impede student motivation to learn the language.

The Darwis organization seeks to bridge the gap between mastering English as an international language and deepening Islamic studies Solichin's (2018). By focusing on using English for *da'wah* and public speaking, this initiative prepares students for effective communication while upholding Islamic values. The curriculum progresses from basic language skills to advanced public speaking and essay writing, allowing students to engage progressively with more complex language tasks.

At Pondok *Pesantren* Dukuwaluh Purwokerto, the English-Tren program focuses on enhancing speaking skills through various interactive and extracurricular activities, including "Morning English," a program designed to foster conversation skills through engaging games and role plays (Rosyidah et al, 2023). However,

challenges remain, particularly in larger class sizes where individualized speaking practice becomes less feasible.

At *Pesantren Daaruttaqwa*, English is integrated into general subjects, enhancing students' overall learning experience and equipping them with essential communication skills for a globalized world. Despite these initiatives, the traditional teacher-centered approach prevalent in some *pesantren* limits the effectiveness of modern pedagogical methods, as highlighted in the case of *Pondok Pesantren Al Mustaqim* (Maesaroh, N & Achdiani, Y, 2018; Zarkasyi, H.F.,2015; Pujiati, et al, 2024).

Regarding Models of English instruction in *Pesantren*, it is varied significantly among different *pesantren*. For example, at *Pesantren* IMMIM in Makassar, a comprehensive foreign language learning program emphasizes both Arabic and English mastery through diverse activities such as studying Islamic texts in English, public speaking training, and writing articles. This multifaceted approach facilitates language acquisition across all four language skills and adapts to students' diverse needs (Tahir, S. Z. B., 2010).

Similarly, at *Pesantren Al Muslimun*, core programs focus on vocabulary, conversation, and speech conducted in informal settings. The absence of a dedicated language laboratory does not hinder students' engagement in conversational practice, showcasing an environment conducive to learning English. Despite facing challenges such as the COVID-19 pandemic, the *pesantren* has maintained its commitment to developing English proficiency among students, evidenced by external accolades (Rosyada, A., & Ramadhianti, A., 2021).

Challenges in Teaching English in *Pesantren*

Despite the diverse approaches and models for English language instruction, several persistent challenges hinder effective teaching in *pesantren*. A primary concern is the limited exposure to English outside the classroom, particularly in rural areas, where practical application opportunities are scarce. This lack of real-world interaction inhibits language development. Additionally, traditional assessment methods often fail to adequately measure students' communicative competencies, focusing instead on written exams that do not reflect actual language use (Rizaldi et al., 2021).

Access to the internet poses a significant challenge, as approximately 23% of Indonesians, especially in rural regions, lack reliable connectivity. This issue is compounded by insufficient facilities and low levels of IT literacy, which impede the effective implementation of

online learning methodologies (Madrim, 2022; Rizaldi et al., 2021).

Moreover, teachers encounter various challenges, including boosting student motivation, enhancing language competence, managing large class sizes, and coping with limited instructional time. Many educators resort to using supplementary materials and innovative techniques, but infrastructural deficiencies continue to limit the effectiveness of these efforts. This situation necessitates a more nuanced understanding of the factors affecting English teaching in *pesantren*, including the need for tailored pedagogical strategies that address both internal and external challenges.

Solutions Proposed for Overcoming Obstacles in Teaching English in *Pesantren*

To mitigate the challenges faced in teaching English within p*esantren*, several innovative strategies have been proposed. Firstly, implementing innovative assessment methods—such as interactive activities, role-playing, and immersive experiences—can enhance language instruction and promote critical thinking skills. This approach aligns language learning with character and ethical development, fostering respectful communication that resonates with Islamic values.

Adopting a translanguaging approach can also be beneficial, allowing students to fluidly use multiple languages in their learning processes. This method acknowledges students' diverse linguistic backgrounds as assets, fostering a more inclusive learning environment that enhances comprehension and encourages open-mindedness (Sundari & Lutfiansyah, 2021).

Community-Based Language Learning (CBLL) is another proposed solution, integrating mindfulness practices and promoting interaction with native speakers. Such an approach not only helps students manage anxiety but also fosters authentic language use in supportive contexts, enhancing their overall confidence and engagement in English learning.

Addressing internal factors requires innovative instructional strategies, such as the use of translation, group work, and varied motivational techniques to sustain student interest. Meanwhile, external factors can be tackled by adapting curricula to suit the *pesantren* environment, providing effective classroom management training for teachers, and encouraging ongoing professional development.

As stakeholders recognize the significance of English teaching in *pesantren*, fostering a supportive environment becomes crucial for implementing these strategies. Future

research should further explore the effectiveness of these solutions, employing both qualitative and quantitative methodologies to yield comprehensive insights into their impacts on English language education in *pesantren* settings.

CONCLUSION

The findings and discussion reveal that English teaching in *pesantren* has evolved by integrating modern and traditional approaches, each contributing to the overall educational goals of these institutions.

Modern *pesantren* has embraced technology, foreign language programs, and innovative methods like online pedagogy and digital resources, which enhance students' language skills and align with global standards. These approaches include using mobile applications, interactive modules, and online assessments to support English learning, despite facing challenges like limited internet access and inadequate facilities

Traditional *pesantren*, while maintaining a strong focus on Islamic values, have also adopted student-centered learning methods, such as group discussions and *da'wah*-oriented English programs. These methods aim to equip students with both religious knowledge and language proficiency for effective communication in global contexts. However, the emphasis on religious studies often makes it difficult to motivate students to prioritize English, necessitating more comprehensive curricula that balance both Islamic and secular content
.

Various models of English teaching in *pesantren*, such as the "English-Trend" program and "Weekly English with Fun" show the diversity of methods employed, from informal speaking practice to structured language camps and symposiums. These models highlight the importance of practical language use in both academic and everyday settings, promoting proficiency through immersive, interactive activities.

Despite these advancements, challenges remain, particularly in rural areas where exposure to English is limited, and where teachers face difficulties managing large classes, limited resources, and balancing English instruction with religious education. To address these issues, innovative assessment approaches, translanguaging methods, and community-based learning models are proposed as potential solutions. These strategies emphasize holistic language learning that integrates cultural identity, critical thinking, and ethical development in line with Islamic teachings.

In conclusion, while *pesantren* have made significant progress in incorporating English into their curricula,

ongoing efforts are required to overcome the existing challenges. A combination of modern pedagogical techniques, traditional values, and supportive policies will be crucial in ensuring that *pesantren* graduates are well-equipped with both religious knowledge and English proficiency, enabling them to engage effectively in a globalized world. In addition, this research implies that teachers should consider integrating modern pedagogical strategies with traditional values to optimize English language teaching in *pesantren*.

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