

A PHENOMENOLOGICAL STUDY OF ENGLISH TEACHERS' EXPERIENCES IN INTEGRATING MOBILE-ASSISTED LANGUAGE LEARNING AT AN ISLAMIC BOARDING SCHOOL

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Abstract: *This study explores English teachers' lived experiences of integrating Mobile-Assisted Language Learning (MALL) in an Islamic boarding school using an Interpretative Phenomenological Analysis (IPA) approach. Three English teachers with experience implementing MALL participated in semi-structured interviews, and the data were analyzed using thematic analysis. The findings reveal that MALL integration is a gradual and adaptive process shaped by continuous negotiation between technological innovation, institutional regulations, pedagogical practices, and the moral-spiritual values of the Islamic boarding school. Teachers perceived MALL as a complementary instructional tool that enhanced student engagement, motivation, learner autonomy, and responsible digital literacy rather than replacing conventional teaching. The study also identified several challenges, including institutional restrictions on mobile phone use, unequal student access to mobile devices, and the need for continuous pedagogical supervision to ensure technology is used responsibly. Furthermore, teachers' experiences demonstrated that effective MALL implementation extends beyond technological competence, requiring the dynamic integration of technological, pedagogical, and content knowledge while remaining responsive to contextual and religious values. These findings contribute to a deeper understanding of technology integration in value-based educational settings and highlight the importance of balancing educational innovation with institutional culture and ethical considerations.*

Keywords: Mobile-Assisted Language Learning, TPACK, Islamic boarding school, English language teaching

INTRODUCTION

The integration of technology into English Language Teaching (ELT) has become an inevitable consequence of rapid technological advancement and increasing global connectivity. Mobile devices, such as smartphones and tablets, have transformed language learning by providing flexible access to learning resources, encouraging interactive classroom activities, and extending learning opportunities beyond conventional classroom settings. Recent reports indicate that more than 80% of schools in Southeast Asia have adopted digital learning technologies, demonstrating a significant shift toward technology-supported education (Antoninis et al., 2023). One of the most prominent developments in this transformation is Mobile-Assisted Language Learning (MALL), which enables language learning to occur anytime and anywhere through the use of mobile devices (Miangah, 2012).

Previous studies have consistently demonstrated the pedagogical benefits of MALL in English language learning. Mobile technology has been found to enhance students' engagement, facilitate collaborative learning, promote learner autonomy, and provide authentic learning experiences beyond classroom boundaries (Ayanwale et al., 2024; Miangah, 2012). Likewise, Shohor and Hashim (2024), through a systematic review, concluded that MALL improves collaboration, interaction, and language learning outcomes among students. However, the effectiveness of MALL depends largely on teachers' readiness to integrate technology into meaningful pedagogical practices. The Technological Pedagogical Content

Knowledge (TPACK) framework proposed by Mishra and Koehler (2006) emphasizes that successful technology integration requires teachers to combine technological knowledge, pedagogical knowledge, and content knowledge simultaneously.

Despite the growing body of research on MALL, its implementation within value-based educational settings, particularly Islamic boarding schools, remains relatively underexplored. Islamic boarding schools possess distinctive educational characteristics shaped by religious values, institutional discipline, hierarchical teacher–student relationships, and strict regulations regarding students’ access to mobile devices. Previous studies have shown that technology integration in Islamic boarding schools is often constrained by limited facilities, restricted learning time, institutional regulations, and concerns regarding students’ moral development (Marzulina et al., 2021; Pertiwi et al., 2022). Similarly, Utomo et al. (2025) reported that although TPACK-based training improved teachers’ confidence in using technology, classroom practices remained predominantly teacher-centered.

Other studies have highlighted the relationship between teachers’ professional identity and technology integration in Islamic boarding schools. Alim et al. (2024) argued that teachers’ professional identities are strongly influenced by moral responsibility and spiritual commitment, leading them to evaluate technological innovations according to institutional values. Likewise, Putri et al. (2025) found that technology is generally positioned as a complementary instructional tool rather than a replacement for conventional teaching practices. Furthermore, Mustofa et al. (2020) emphasized the limited empirical evidence regarding technology integration within Islamic character education, particularly concerning how institutional values shape teachers’ acceptance and implementation of digital learning.

Although previous studies have contributed valuable insights into technology integration in Islamic boarding schools, they have primarily focused on institutional readiness, teachers’ competencies, technology acceptance, or pedagogical challenges. Limited attention has been given to how English teachers personally experience, interpret, and negotiate the integration of Mobile-Assisted Language Learning within the unique socio-cultural, religious, and institutional context of Islamic boarding schools. Existing studies have also provided insufficient understanding of how teachers address structural inequalities in students’ access to mobile devices, particularly in boarding school environments where boarding students are generally prohibited from owning smartphones while non-boarding students have unrestricted access (Marzulina et al., 2021; Putri et al., 2025).

These gaps indicate the need for an in-depth qualitative investigation that explores teachers’ lived experiences of integrating MALL within Islamic boarding schools. Understanding how teachers interpret their experiences, negotiate institutional regulations, maintain religious and moral values, and perceive the benefits and challenges of MALL is essential for developing a more contextual understanding of technology integration in value-based educational environments. Therefore, this study employed Interpretative Phenomenological Analysis (IPA) to explore English teachers’ lived experiences in integrating Mobile-Assisted Language Learning at an Islamic boarding school.

Based on the background above, this study addresses the following research questions:

1. What are English teachers' experiences of integrating Mobile-Assisted Language Learning into their teaching in an Islamic boarding school?
2. How do English teachers perceive the benefits and challenges of integrating Mobile-Assisted Language Learning in their teaching practice in an Islamic boarding school?

LITERATURE REVIEW

Islamic Boarding Schools

Islamic boarding schools (*pesantren*) are among Indonesia's oldest educational institutions, historically serving as centers for Islamic knowledge, moral education, and character development. Since their emergence during the spread of Islam in Java, *pesantren* have maintained distinctive educational philosophies emphasizing religious values, teacher authority, communal life, and moral discipline (Ma'arif et al., 2025). Although many Islamic boarding schools have adopted the national curriculum and formal education system, they continue to preserve their traditional educational values (Riski et al., 2023).

In recent years, English language education has become an important component of curriculum development in Islamic boarding schools to prepare students for global communication. Nevertheless, the implementation of innovative teaching approaches remains strongly influenced by institutional culture, including strict discipline, hierarchical teacher student relationships, and regulations governing students' access to digital technology. Amalia and Mistar (2026) argued that English learning in Islamic boarding schools should be communicative while remaining consistent with institutional values.

The integration of digital technology within Islamic boarding schools has attracted increasing scholarly attention. While these institutions acknowledge the importance of digital literacy, concerns regarding inappropriate content, student distraction, and moral development often result in cautious technology adoption (Marzulina et al., 2021). Consequently, technology integration is generally implemented as a complementary instructional approach rather than a complete transformation of traditional teaching practices (Putri et al., 2025). English teachers therefore play dual roles as language instructors and moral educators whose pedagogical decisions are shaped by institutional expectations and spiritual responsibilities (Alim et al., 2024).

Mobile-Assisted Language Learning (MALL)

Mobile-Assisted Language Learning refers to the use of mobile devices, such as smartphones and tablets, to facilitate language learning in flexible, personal, and context-independent ways (Miangah, 2012). Compared with Computer-Assisted Language Learning (CALL), MALL offers greater mobility, allowing learners to access learning materials anytime and anywhere (Hubbard, 2009; Warschauer & Healey, 1998).

Previous studies have demonstrated that MALL supports interactive learning through multimedia resources, gamification, online collaboration, and authentic language exposure. These features encourage learner engagement, participation, and autonomous learning. However, the effectiveness of MALL depends largely on teachers' pedagogical competence in

selecting appropriate technologies that align with learning objectives rather than merely introducing digital tools into the classroom.

Within the TPACK perspective, successful MALL implementation requires teachers to integrate technological knowledge, pedagogical knowledge, and content knowledge simultaneously (Mishra & Koehler, 2006). Teachers must carefully design instructional activities that combine language objectives with appropriate mobile applications and effective teaching strategies (Yudhiantara & Nasir, 2017). Wang et al. (2024) further emphasized that technology alone cannot improve learning outcomes unless it is integrated with sound pedagogical planning.

In Islamic boarding schools, implementing MALL becomes more complex because technology use must also align with institutional regulations, religious values, and students' moral development. Consequently, teachers frequently adapt MALL through collaborative learning, limited classroom use of mobile devices, and combinations of digital and conventional instructional activities.

Technological Pedagogical Content Knowledge (TPACK)

Technological Pedagogical Content Knowledge (TPACK) is a theoretical framework explaining that effective technology integration requires the interaction of technological knowledge, pedagogical knowledge, and content knowledge (Mishra & Koehler, 2006). Rather than viewing these domains separately, TPACK emphasizes their dynamic integration in classroom practice.

Technological knowledge refers to teachers' ability to operate digital tools, pedagogical knowledge concerns instructional strategies and classroom management, while content knowledge represents mastery of the subject matter. The interaction among these components produces Technological Pedagogical Knowledge (TPK), Technological Content Knowledge (TCK), Pedagogical Content Knowledge (PCK), and ultimately Technological Pedagogical Content Knowledge (TPACK) as an integrated framework for effective teaching (Schmidt et al., 2009).

In English language teaching, TPACK enables teachers to connect language content with suitable pedagogical approaches and technological resources. Particularly within MALL, teachers are expected not only to utilize mobile applications but also to ensure that technology supports communicative learning objectives. In Islamic boarding schools, this integration becomes increasingly contextual because instructional decisions must simultaneously consider institutional values, cultural expectations, and technological limitations.

Teachers' Experiences in Technology Integration

From a phenomenological perspective, teachers' experiences represent subjective processes through which educators interpret, construct, and negotiate the meaning of their professional practices (Manen, 2023). In technology-enhanced learning, these experiences are influenced not only by pedagogical beliefs but also by institutional structures, classroom dynamics, and socio-cultural contexts.

Previous research indicates that teachers perceive MALL from pedagogical, emotional, and ethical perspectives. Misdi et al. (2023) found that teachers experienced both opportunities and challenges when integrating mobile technology, particularly regarding limited facilities and external support. Likewise, Rachmawati et al. (2021) reported that teachers' pedagogical beliefs strongly influence whether mobile technology is viewed as a collaborative learning resource or a classroom distraction.

Within Islamic boarding schools, teachers' experiences become more complex because technology integration is closely associated with moral responsibility and religious values. Alim et al. (2024) argued that teachers' professional identities are deeply connected to spiritual commitment and institutional culture. Consequently, technology adoption involves continuous negotiation between educational innovation and the preservation of Islamic boarding school values.

METHOD

This study employed a qualitative research design using Interpretative Phenomenological Analysis (IPA) to explore English teachers' lived experiences in integrating Mobile-Assisted Language Learning within an Islamic boarding school. IPA was selected because it enables an in-depth exploration of how individuals interpret and make sense of their personal experiences in a particular social and cultural context (Smith et al., 2009). This approach was considered appropriate because the study focused on understanding teachers' subjective experiences of integrating mobile technology while negotiating institutional regulations, pedagogical practices, and religious values.

The study was conducted at Al-Islahiyah Islamic Boarding School in Singosari, Malang Regency, East Java, Indonesia. The institution was selected because it combines formal education with Islamic boarding school traditions while implementing mobile technology in English language learning under institutional regulations concerning students' access to mobile devices. This context provided a unique setting for exploring teachers' experiences in integrating MALL within a value-based educational environment.

Participants were selected through purposive sampling. Three English teachers (two females and one male) participated in this study because they had direct experience implementing MALL in their English classes. All participants had at least five years of teaching experience, held professional teaching qualifications, and were actively using mobile applications such as YouTube, Google Forms, online dictionaries, Quizizz, and Kahoot in their instructional practices. To maintain confidentiality, participants were identified using coded identifiers P1, P2, and P3.

Data were collected through face-to-face semi-structured interviews consisting of ten open-ended questions adapted from Misdi et al. (2023), Yudhiantara and Nasir (2017), and Marzulina et al. (2021). Each interview lasted approximately 40–60 minutes, was audio-recorded with participants' consent, and subsequently transcribed verbatim. Prior to data collection, informed consent was obtained from all participants, and confidentiality was ensured throughout the research process.

The interview data were analyzed using the six-phase thematic analysis proposed by Braun and Clarke (2006), including familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. To enhance the credibility of the findings, member checking was conducted by returning interview transcripts and preliminary interpretations to participants for confirmation, ensuring that the analysis accurately represented their intended meanings (Lincoln & Guba, 1985).

FINDINGS AND DISCUSSION

MALL Integration as a Gradual and Adaptive Process

The findings indicate that teachers did not integrate MALL immediately but implemented it through a gradual and adaptive process. Rather than introducing complex digital activities from the beginning, teachers first familiarized students with simple mobile-based learning activities before moving toward more interactive applications. This gradual implementation reflected teachers' awareness that technology integration should consider students' readiness as well as the unique educational context of the Islamic boarding school.

Participant 1 explained:

"When I first started implementing MALL, I began with simple things, such as searching for information through YouTube videos, using online dictionaries that also provided audio pronunciation, and utilizing Google Forms... The implementation was done gradually."

Similarly, Participant 2 described that the initial implementation required adaptive strategies because not all students were permitted to use mobile phones.

"We must have several strategies when there are students who do not have mobile phones... namely by sharing."

Participant 3 also emphasized that the integration process initially encountered institutional resistance before a mutually acceptable solution was reached.

"At first, there was a lot of resistance because the use of mobile phones in Islamic boarding schools was considered difficult to reconcile with existing regulations. However, after discussions with the boarding school authorities, a middle ground was eventually reached."

These findings demonstrate that MALL integration was not merely a technical innovation but a contextual pedagogical process shaped by institutional negotiation and teachers' adaptive strategies. This finding supports Mishra and Koehler (2006), who argue that meaningful technology integration requires the interaction of technological, pedagogical, and contextual knowledge rather than simply introducing digital tools into classrooms. It also extends the findings of Utomo et al. (2025), showing that technology integration in Islamic boarding schools develops gradually through institutional adaptation rather than immediate implementation.

Value-Negotiated MALL Practice

Another important finding reveals that teachers continuously negotiated MALL implementation with the institutional values and regulations of the Islamic boarding school. Teachers viewed technology as acceptable only when its use remained consistent with religious values and institutional discipline.

Participant 3 stated:

“At first, there was a lot of resistance because the use of mobile phones in Islamic boarding schools was considered difficult to reconcile with existing rules... eventually a middle ground was reached.”

Participant 1 also highlighted that using mobile phones required institutional permission.

“The procedure for using mobile phones requires permission.”

Meanwhile, Participant 2 emphasized the importance of agreements between teachers and students.

“There needs to be an agreement between teachers and students to create a win-win solution.”

These findings indicate that teachers were not simply implementing technology but negotiating pedagogical innovation within institutional expectations. The result is consistent with Putri et al. (2025), who concluded that technology in Islamic boarding schools functions as a complementary instructional tool. However, this study further demonstrates that such a complementary role emerges through continuous negotiation between innovation and institutional values rather than resistance toward technology itself. This finding also reinforces Alim et al. (2024), who argued that teachers' professional identities in Islamic boarding schools are strongly influenced by moral and spiritual responsibilities.

Transformation of Student Engagement and Learning Motivation

Teachers consistently perceived that MALL increased students' engagement and motivation toward English learning. The integration of interactive applications and authentic learning resources encouraged students to participate more actively and develop greater enthusiasm for learning.

Participant 1 explained:

“At first they said they didn't like English because they thought it was difficult, but after MALL was implemented, they became more motivated.”

Participant 2 observed that students developed richer English expressions.

“From answers that were initially just ‘I'm fine’... they found many expressions such as ‘I'm good,’ ‘I'm great,’ and ‘excellent.’”

Participant 3 also noted:

“I use Quizizz and Kahoot... these methods are really fun and enjoyable.”

These findings suggest that MALL transformed English learning into a more meaningful and engaging experience. Besides increasing motivation, mobile technology encouraged students to explore authentic language resources independently. This finding supports Miangah (2012) and Yudhiantara and Nasir (2017), who argue that MALL promotes learner autonomy, authentic learning experiences, and higher student engagement. In the Islamic boarding school context, however, increased motivation also resulted from students

experiencing technology within a highly regulated learning environment, making mobile learning itself a meaningful educational experience.

MALL as a Complement to Conventional Instruction

Although participants acknowledged numerous benefits of MALL, they consistently perceived mobile technology as a complementary instructional tool rather than a replacement for conventional teaching. Teachers emphasized that technology should enrich classroom activities while preserving their pedagogical and moral roles within the Islamic boarding school.

Participant 1 explained:

“In my opinion, MALL functions as a supporting tool in classroom learning because, through mobile phones, we can present more varied and engaging learning activities, not only from textbooks. This makes students less easily bored, more enthusiastic, more motivated, and eager to learn again.”

Similarly, Participant 2 stated:

“The use of mobile phones in English learning must be balanced with conventional methods because technology cannot replace the role of the teacher.”

Participant 3 shared the same perspective:

“Conventional learning in Islamic boarding schools should not be changed. MALL runs alongside it.”

These findings demonstrate that teachers did not perceive MALL as a disruptive innovation but as a pedagogical resource that complemented existing instructional practices. While technology enriched learning activities, teachers remained central in facilitating learning, providing explanations, and guiding students morally. This finding supports Putri et al. (2025), who reported that technology in Islamic boarding schools functions primarily as a complementary learning tool. Furthermore, it extends Alim et al. (2024), suggesting that teachers intentionally preserve their pedagogical authority and spiritual responsibilities while integrating digital innovation into classroom practices.

TPACK Emerged as Dynamic Knowledge

Teachers’ experiences also reflected the dynamic integration of technological, pedagogical, and content knowledge throughout the implementation of MALL. Rather than existing as separate competencies, these domains were continuously negotiated according to students’ needs and institutional conditions.

Participant 1 stated:

“Students can hear correct pronunciation from online dictionaries and videos, so they do not only rely on my explanation.”

Participant 2 described the need to establish classroom agreements before implementing mobile learning:

“It is necessary to establish an agreement between the teacher and the students in order to create a win-win solution in the use of mobile phones.”

Meanwhile, Participant 3 explained:

"I usually choose applications like Quizizz or Kahoot because they make students more active, but I still need to guide them so they stay focused on the learning objectives."

These findings indicate that teachers continuously integrated technology with pedagogical strategies and English language content while considering institutional regulations. Consequently, TPACK emerged not merely as a theoretical framework but as a dynamic process of professional decision-making. This finding is consistent with Mishra and Koehler (2006), who argue that effective technology integration requires the interaction of technological, pedagogical, and content knowledge. However, this study further suggests that, within Islamic boarding schools, TPACK is also shaped by socio-cultural and religious considerations.

A Contributing Factor to Student-Centered Learning

Teachers perceived that MALL encouraged students to become more active participants in learning. Mobile technology enabled students to search for information independently, solve problems collaboratively, and construct their own understanding while teachers assumed the role of facilitators.

Participant 1 explained:

"They become more active compared to teacher-centered learning. They take more initiative to search for materials on their own."

Participant 2 similarly stated:

"Learning becomes student-centered; they determine what they want to find, identify problems, search for solutions, and draw conclusions."

Participant 3 added:

"Their learning autonomy has started to emerge when I only provide keywords, and then they develop the material more extensively with the help of AI on their mobile phones."

These findings suggest that MALL shifted classroom interaction toward more student-centered learning by promoting learner autonomy and independent knowledge construction. Teachers no longer acted solely as information providers but as facilitators who guided students throughout the learning process. This finding aligns with Wang et al. (2024), who argued that MALL supports inquiry-based learning and learner autonomy, and with Shohor and Hashim (2024), who found that mobile learning enhances collaboration and student participation.

Enhanced Motivation through Meaningful Learning Experience

Participants consistently reported that MALL created enjoyable learning experiences that significantly increased students' motivation to learn English. Interactive activities, authentic resources, and digital applications made learning more engaging, particularly within the relatively technology-restricted environment of the Islamic boarding school.

Participant 1 stated:

"Using mobile phones in class has become a new and enjoyable experience, so students can learn while playing with a sense of joy."

Participant 2 explained:

"Students became enthusiastic when they discovered new expressions such as 'I'm good,' 'I'm great,' and 'excellent.'"

Participant 3 also observed:

"Their motivation to learn has increased because there is a new enthusiasm when learning using mobile phones and new technology."

These findings indicate that students' motivation emerged not only from the novelty of using technology but also from opportunities to explore language independently and participate actively in learning. The findings support Miangah (2012), who suggested that MALL creates flexible and enjoyable language learning experiences, and Yudhiantara and Nasir (2017), who emphasized that mobile learning increases students' motivation and engagement.

Responsible Digital Literacy with a Moral Orientation

Participants interpreted MALL not only as a language learning approach but also as an opportunity to cultivate responsible digital literacy consistent with Islamic values. Teachers emphasized that technology should be used purposefully, ethically, and under appropriate supervision.

Participant 3 stated:

"It is not those who are exploited by technology, but those who exploit technology."

Participant 2 explained:

"The use of mobile phones must follow predetermined aspects, especially being used wisely and only to support learning activities."

Participant 1 also emphasized:

"Teachers guide students to be able to use technology responsibly and wisely."

These findings illustrate that technology integration within Islamic boarding schools extends beyond digital competence toward character education. Teachers viewed responsible technology use as inseparable from students' moral and spiritual development. This finding supports Alim et al. (2024), who argued that teachers' professional identity in Islamic boarding schools includes moral guidance alongside academic instruction.

Institutional Regulations as Structural Challenges

Teachers identified institutional regulations as one of the major challenges influencing MALL implementation. Permission procedures, restrictions on students' mobile phone ownership, and institutional policies required teachers to continuously negotiate their instructional plans.

Participant 1 explained:

"The procedure for using mobile phones requires permission, which reduces effective learning time."

Participant 2 stated:

"There needs to be an agreement between teachers and students to create a win-win solution."

Participant 3 added:

"Students do not use personal phones, but rather the pesantren's or administrators' devices."

These findings demonstrate that MALL implementation depended not only on teachers' pedagogical competence but also on institutional approval and organizational support. This finding confirms Marzulina et al. (2021), who identified institutional regulations as one of the primary barriers to technology integration within Islamic boarding schools.

Unequal Device Access as a Pedagogical and Ethical Dilemma

Another important challenge concerned unequal student access to mobile devices. Teachers viewed this issue not only as a technical limitation but also as an ethical concern requiring inclusive instructional strategies.

Participant 1 explained:

"Students are divided into groups, and those who do not have mobile phones join those who do."

Participant 2 similarly stated:

"One mobile phone can be used by several students in one group."

Participant 3 added:

"It was allowed provided students used pesantren-owned or administrators' phones rather than personal devices."

These findings indicate that teachers addressed unequal access through collaborative learning and institutional device sharing. Such strategies enabled all students to participate despite differences in technology ownership. This finding extends previous studies by Marzulina et al. (2021) and Putri et al. (2025), demonstrating that teachers actively negotiate structural inequalities rather than allowing them to hinder learning opportunities.

Spiritual-Based Pedagogical Control

Teachers consistently emphasized that successful MALL implementation required continuous supervision to ensure technology remained aligned with the moral and spiritual values of the Islamic boarding school. They viewed pedagogical control as an integral part of their professional responsibility.

Participant 1 stated:

"There are students who open other applications outside the instructions, such as WhatsApp or Instagram."

Participant 2 explained:

"As educators, we need to set boundaries on mobile phone use and adjust it to students' characteristics."

Participant 3 concluded:

“The role of the teachers is crucial to ensure, limit, and detect early any misuse, as this is part of our responsibility to the pesantren.”

These findings demonstrate that teachers considered supervision essential to balancing educational innovation with institutional values. Rather than limiting technology itself, teachers sought to guide students toward responsible, ethical, and purposeful technology use. This finding supports Alim et al. (2024), who argued that teachers in Islamic boarding schools serve not only as educators but also as moral and spiritual mentors responsible for maintaining institutional values while responding to contemporary educational developments.

CONCLUSION

This study explored English teachers’ lived experiences in integrating Mobile-Assisted Language Learning in an Islamic boarding school through an Interpretative Phenomenological Analysis. The findings revealed that MALL integration was a gradual and adaptive process in which teachers continuously negotiated technological innovation with institutional regulations, pedagogical needs, and the moral-spiritual values of the Islamic boarding school. Rather than replacing conventional instruction, MALL functioned as a complementary learning tool that enhanced students’ engagement, motivation, learning autonomy, and responsible digital literacy.

However, teachers also encountered challenges related to institutional regulations, unequal access to mobile devices, and the need for continuous supervision to ensure the responsible use of technology. Therefore, successful MALL integration requires not only technological competence but also teachers’ ability to balance pedagogical innovation with the cultural and religious values of the Islamic boarding school. Future studies are recommended to involve broader educational contexts and additional participants to provide a more comprehensive understanding of teachers’ experiences in implementing MALL.

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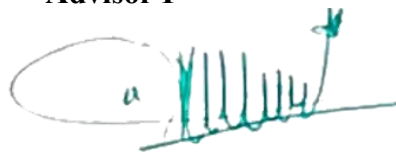
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