Integrative Framework of Instructional Strategies and Learning Design: A Systematic Conceptual Literature Review

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Abstract

Twenty-first-century learning requires adaptive, integrated, and contextual learning strategies and designs to develop learners' competencies and character. This literature review aims to create a comprehensive conceptual understanding of instructional strategies, learning design frameworks, instructional design elements, and teaching strategies in Islamic education. This study employs a qualitative approach using the Systematic Conceptual Literature Review (SCLR) method. A total of 40 scientific articles published between 2014 and 2024 were systematically analyzed, including Scopus-indexed journals, Google Scholar, academic books, and educational policy documents. The search was conducted through Scopus, Google Scholar, DOAJ, and ProQuest in Indonesian and English, then analyzed using thematic analysis and conceptual synthesis to identify functional and structural relationships among the components of instructional strategies. The findings indicate that effective learning is determined by integrating instructional strategy components, including clear objectives, logical sequencing of materials, meaningful activities, and continuous evaluation. The learning design framework is a conceptual map connecting objectives, learning experiences, and technology utilization, with a flexible and modular design practical for e-learning, mobile learning, and MOOCs. In Islamic education, contextual strategies integrating traditional methods such as Qur'anic stories and nasheed with technology-based collaborative approaches enhance student engagement and value internalization.
Keywords: Learning Strategies; Mobile Learning; Instructional Design.

Introduction

Learning strategies are a crucial foundation for improving educational quality, yet their implementation in Indonesia still faces significant challenges. According to Perdirjen GTK No. 2953/B/PR.00.02/2022,[1] Teaching quality remains suboptimal due to low teacher innovation, weak understanding of student characteristics, and limited ability to assess learning outcomes comprehensively. Data from the Teacher Competency Test (UKG) indicates that approximately 75% of districts/cities have scores below the standard.[2] In Indonesia, the 2018 PISA survey results show that most Indonesian students are below the OECD average, a condition caused by the learning approach used, which has not been able to foster critical and reflective thinking skills.[3] This emphasizes the importance of strengthening the understanding of learning strategies' components as part of efforts to improve national education quality.

Some experts argue that learning strategies cannot be separated from the interaction between various learning system components. Gagné identifies that learning strategies include activities designed systematically to achieve instructional objectives.[4] Joyce et al. emphasize that effective strategies involve the following components: learning objectives, organization of material, student engagement, use of media, and evaluation methods.[5] Furthermore, Marzano and Kendall suggest that comprehensive learning strategies must be based on mapping students' cognitive needs and using metacognitive approaches to enhance active participation and learning reflection.[6]

Although learning strategies have been widely discussed in the educational literature, there is no firm consensus on the conceptual structure of their components, especially in Indonesia's learning context. Some publications define strategies simply as methods or approaches, while others associate them with the entire learning system. The lack of consistency in defining and identifying the core components of learning strategies

[1] Direktorat Jenderal Guru dan Tenaga Kependidikan, "Peraturan Direktur Jenderal Guru Dan Tenaga Kependidikan Nomor 7607/B.B1/HK.03/2023," *Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi*, 2023, 48.
[2] Kementerian Pendidikan Kebudayaan, "Rencana Strategis (Renstra) Kementerian Pendidikan Dan Kebudayaan 2020-2024," 2020.
[3] OECD, *PISA 2018 Results (Volume I): What Students Know and Can Do* (Paris: OECD Publishing, 2019), https://www.oecd.org/en/publications/2019/12/pisa-2018-results-volume-i_947e3529.html.
[4] Robert Mills Gagné, "The Conditions of Learning and Theory of Instruction," 1985.
[5] Bruce Joyce and Emily Calhoun, *Models of Teaching* (Routledge, 2024).
[6] Robert J Marzano and John S Kendall, *The New Taxonomy of Educational Objectives* (Corwin Press, 2006).

can hinder teachers' ability to design effective and measurable learning experiences. This fundamental issue requires theoretical analysis to provide terminological and operational clarity regarding the meaning of the components of learning strategies and their interrelationships.

Reigeluth and Carr-Chellman's Instructional Design Theories and Models research highlights the importance of synthesis between content, methods, and media in learning strategies. Still, it does not emphasize the systemic relationship between these components.[7] Meanwhile, Schunk's research focuses on the relationship between instructional objectives and cognitive strategies in learning, but does not discuss the role of media and evaluation.[8] Meanwhile, some studies conducted in Indonesia, such as Adam Nasution's, show that teachers' learning strategies are effective, but their selection does not utilize methods based on active student participation.[9] Sutikno classified the components of learning strategies into seven parts, but his study tends to be descriptive and does not present a conceptual synthesis framework.[10] Mulyasa's research suggests the importance of teachers understanding the relationships between learning components, but it does not explicitly present a conceptual model that can serve as a practical guide.[11]

This article offers a theoretical analysis to map the main components of learning strategies within a systematic conceptual framework. This study summarizes experts' opinions and identifies the relationships between elements such as objectives, content, methods, media, learners, and evaluation within an integrated model. Its novelty lies in the theoretical synthesis, which can serve as a reference in designing adaptive learning strategies, particularly in Islamic education and learning in the 21st century.

This study aims to explore the components of learning strategies from a theoretical perspective, emphasizing the interrelationships between learning elements in an integrated system. Its main contribution is the development of a conceptual framework that can be used by education practitioners, curriculum designers, and learning tool developers to design more systematic, measurable, and appropriate strategies for learners.

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[7] Charles M Reigeluth, *Instructional-Design Theories and Models: A New Paradigm of Instructional Theory, Volume II* (Routledge, 2013).
[8] Dale H Schunk, "Learning Theoriesan Educational Perspective," 2012.
[9] Adam Nasution et al., "Strategi Pembelajaran Aktif Dalam Meningkatkan Partisipasi Siswa Di MIS Al Islam Kota Bengkulu," *Jurnal Kajian Ilmu Pendidikan (JKIP)* 5, no. 4 SE- (February 23, 2025): 925–29, https://doi.org/10.55583/jkip.v5i4.1181.
[10] M Sobry Sutikno, *Strategi Pembelajaran* (Penerbit Adab, 2021).
[11] Enco Mulyasa, "Pengembangan Dan Implementasi Kurikulum 2013," 2014.

Thus, this article is expected to contribute to developing learning strategy theory while bridging the gap between theory and practice.

Research Method

This study uses a qualitative approach with the Systematic Conceptual Literature Review method. [12] , which is a systematic literature review to explore and synthesize the main components of learning strategies. The primary objective of this method is to develop a comprehensive and structured conceptual framework based on an analysis of relevant academic literature sources.

The data sources in this study come from scientific articles published in nationally and internationally indexed journals (Scopus and Google Scholar), academic books, and official education policy documents from the Ministry of Education. The selected literature is relevant to learning strategies, particularly those discussing their structure, elements, or components. The publication time frame used is between 2014 and 2024 to ensure the novelty and relevance of the theory.

Literature searches were conducted using scientific search engines (Google Scholar, Scopus, DOAJ, and ProQuest) with keywords such as "instructional strategy components," "learning design framework," "teaching strategy in Islamic education," and "elements of instructional design." The search was also conducted in Indonesian and English to access global and contextual literature.

The inclusion criteria for literature selection were: first, the document was scientific and had undergone peer review; second, it explicitly discussed learning strategies or their components; and third, it was published within the last 10 years. Literature that was opinion-based, popular articles, or not directly relevant to the focus of the study was excluded from the analysis.

The collected data were analyzed using a thematic analysis approach and conceptual synthesis.[13] The analysis stages include identifying and categorizing learning strategy components that emerge in various sources, analyzing the functional and

[12] Robert H Sturges Jr, Kathleen O'Shaughnessy, and Robert G Reed, "A Systematic Approach to Conceptual Design," *Concurrent Engineering* 1, no. 2 (1993): 93–105.
[13] Jamal Omari Wilson, *A Systematic Approach to Bio-Inspired Conceptual Design* (Georgia Institute of Technology, 2008).

structural relationships between components, and third, developing an integrated conceptual framework that describes the systematic nature of learning strategies.

Results and Discussion

This literature review analyzed 40 articles related to learning strategies and design, divided into four main categories: first, Instructional Strategy; second, Learning Design Framework; third, Teaching Strategy in Islamic Education; fourth, Elements of Instructional Design. These four categories provide a comprehensive overview of the development of learning strategy research in both general and Islamic education contexts and how instructional design serves as a crucial foundation for 21st-century learning. The following table presents the articles on learning strategies and design.

Category	Author & Year	Title	Source
Instructional Strategy Components	Westby (2018)	Beyond Strategy Instruction	Word of Mouth
	Gusukuma et al. (2018)	Instructional Design + Knowledge Components	ACM SIGCSE Proceedings
	Rodríguez-Málaga et al. (2020, 2021)	Strategy-Focused Instruction in Writing Skills	Metacognition and Learning
	Lamey & Davidson-Shivers (2017)	Instructional Strategies and Sequencing	Book Chapter
	Gibbons (2020)	What is Instructional Strategy?	Educational Technology Research and Development
	Rollins et al. (2022)	Assessment of Strategy Instruction and Self-Regulation	Preventing School Failure
	Akçakaya & Ergül (2022)	Online Cognitive Strategy Instruction for CI Users	Journal of Deaf Studies
	Chakravarthi (2022)	Teaching Strategies Across Subject Areas	Book Chapter
	Güney et al. (2019)	Sample Design with 4C/ID Model	Malaysian OJ Ed Tech
Learning Design Framework Learning	Selander (2021)	Designs in and for Learning	Designs for Research, Teaching & Learning
	Barman et al. (2019)	Reframing the Design for Learning in MOOCs	IEEE FIE Conference
	Conole (2018)	Learning Design and Open Education	International Journal of Open Educational Resources
	Donaldson & Smith (2017)	Design Thinking and Engaged Learning	Book Chapter

	Fasso et al. (2014)	Learner-Centered Design for E-Learning	International Journal of Online Pedagogy
	Velu & Gangathulasi (2024)	Self-Regulated Learning Framework via Analytics	ASEE Proceedings
	Churchill et al. (2016)	Framework for Designing Mobile Learning	Book Chapter
	Dobozy et al. (2016)	Learning Design Research in Action	ASCILITE Publications
	Stripe & Simpson-Bergel (2023)	(Re)Defining Learning Design	Compass: Journal of Learning & Teaching
	Cooper-Ioelu (2016)	Course (Re)Design for Active Learning	International Academic Conference Proceedings
Teaching Strategy in Islamic Education	Said & Rashid (2018)	Modern Strategies for Teaching Islamic Education	-
	Agustini & Ruslan (2021)	Strategies in Developing Teaching Materials	Al-Hayat: Journal of Islamic Education
	Rusdin (2022)	Learning Strategies for Students with Special Needs	International Journal of Current Science Research
	Omar & Noh (2015)	Teaching Practice Based on Cultural Diversity	Academic Journal of Interdisciplinary Studies
	Nurdin (2020)	Problems and Crises in Islamic Education	International Journal of Asian Education
	Ajmain et al. (2020)	Understanding Nasheed for Learning Strategy	IGI Global
	Khanif (2023)	Islamic Education Strategy for the Alpha Generation	Ascarya J Islamic Science
	Atabik (2020)	Story Repetition in the Qur'an as a Strategy	Edukasia
	Baeha & Harfiani (2024)	Learning Strategy in Improving Knowledge & Quality	JUDIKIS: Journal of Islamic Education
	Assalihee & Boonsuk (2023)	Teaching Management Strategies in the 21st Century	Anatolian Journal of Education
Elements of Instructional Design	Molenda & Subramony (2020)	The Elements of Instruction	Routledge
	Li et al. (2017)	Discussion on MOOC Instructional Design	DEStech Transactions
	Kingsley & Cheatham (2024)	Instructional Design for Innovation and Reform	Phi Delta Kappa
	Krouse (2015)	Instructional Design: More Important than Ever!	Journal of Nursing Education

	Torunarigha & Williams (2020)	Analysis Phase: The Foundation of ISD	European Journal of Education Studies
	Brown & Green (2019)	The Essentials of Instructional Design	Routledge
	McMurtry (2014)	Review of The Instructional Design Knowledge Base	TechTrends
	Konrad & Hessler (2018)	Systematically Design Instruction Toward a Goal	High Leverage Practices
	Berge (2021)	The Secret of Instructional Design Revisited	Frontiers in Ed Tech
	Cowart & Jin (2024)	Leading Online PD with Effective Design Elements	Education Sciences

Components of Instructional Strategy

A review of instructional strategy components shows that learning success depends on how each design element is connected. Clear objectives, logical sequencing of material, meaningful learning activities, and planned assessment work together to create a practical learning experience. When all four are well integrated, the learning process is systematic and promotes optimal transfer of knowledge and skills.

Almost all studies emphasize that specific and measurable learning objectives are the primary foundation. With clear objectives, learning designers can choose the appropriate methods, media, and activities. Through Task-Centered Instructional Strategy, Merrill shows that learning that begins with real tasks and is structured from simple to complex helps learners master skills gradually.[14] This principle aligns with contemporary research's widely used ADDIE and 4C/ID frameworks.

The next emphasis is on the importance of varied and contextual learning activities. Emerging trends point toward strategies that convey information and hone critical thinking, reflection, and self-regulation skills. For example, Paz's research shows that systematic cognitive-based writing strategies can reduce cognitive load and improve academic performance.[15]

Advances in educational technology have added a new dimension to instructional strategy components. Online learning and MOOCs require digital interaction, collaboration, and continuous feedback. Cowart and Jin found that online learning

[14] M D Merrill, "A Task-Centered Instructional Strategy," *Journal of Research on Technology in Education*, 2007, .

[15] S D L Paz, "Managing Cognitive Demands for Writing: Comparing the Effects of Instructional Components in Strategy Instruction," *Reading & Writing Quarterly*, 2007

designs that combine active collaboration, structured support, and deep reflection can improve students' mastery of competencies.[16] Similarly, Li et al. emphasize four key elements for MOOC instructional design: content representation, learning activities, interaction, and evaluation.[17]

Flexibility also receives attention from researchers and is considered key to implementing instructional strategies. As reminded by Westby,[18] Although instructional design principles are universal, their application must be adapted to learner characteristics, learning contexts, and learning environments.

Learning Design Framework

Studies on learning design frameworks indicate that the success of modern learning design depends on the framework's ability to connect learning objectives, learning experiences, and the technology used. Generally, all literature emphasizes that learning design frameworks serve as conceptual maps guiding instructional designers to ensure that all learning elements are interconnected and structured.

Most research emphasizes the importance of focusing on learners as the center of design. Fasso et al.[19] Introduced a *learner-centered* framework for e-learning that places learners' needs, characteristics, and learning experiences as the primary reference. This approach allows learning designers to tailor methods, media, and activities to clear and measurable learning objectives.

Other studies highlight the adaptation of design frameworks to digital contexts and open learning. Conole,[20] And Barman et al.[21] explain how design frameworks can accommodate large-scale learning such as MOOCs by integrating online interactions, collaborative activities, and continuous assessment. Velu & Gangathulasi add a *learning analytics-based* perspective, where the design framework not only organizes the learning

[16] J Cowart and Y Jin, "Leading Online Professional Development for Instructional Technology Coaches with Effective Design Elements," *Education Sciences*, 2024,
[17] X Li, J An, and L Zhang, "Discussion on MOOC Instructional Design," in *DEStech Transactions on Materials Science and Engineering*, 2017
[18] C Westby, "Beyond Strategy Instruction," *Word of Mouth*, 2018
[19] Wendy Fasso, Cecily Knight, and B Knight, "A Learner-Centered Design Framework for E-Learning," *Int. J. Online Pedagog. Course Des.* 4 (2014): 44–59, https://doi.org/10.4018/ijopcd.2014100104.
[20] G Conole, "Learning Design and Open Education," *International Journal of Open Educational Resources*, 2018.
[21] L Barman, A Naimi-Akbar, and K Bolander Laksov, "Reframing the Design for Learning in MOOCs," in *IEEE Frontiers in Education Conference*, 2019.

process but also provides monitoring mechanisms for continuous professional development.[22]

In addition to digital adaptation, the literature also indicates that effective learning design frameworks must be flexible and modular. Frameworks composed of separable and adaptable elements enable educators to design learning experiences relevant to learners' specific needs and institutional goals. Churchill et al., for example, emphasize that learning design for mobile learning environments must accommodate brief yet repetitive interactions, provide easily accessible learning resources, and support independent learning.[23]

Teaching Strategies in Islamic Education

Several research findings indicate that teaching strategies in Islamic education greatly influence the success of PAI teaching. The strategy used is greatly influenced by the relevance of the learning objectives, Islamic values, and student characteristics. The strategies highlighted in the literature emphasize a balance between the delivery of teaching material, the internalization of values, and character building.

Most studies highlight the importance of contextual teaching strategies that are aligned with students' lives. Agustini and Ruslan indicate that Islamic education teachers need to develop real-life-based teaching materials so that religious values are easier to understand and internalize.[24] Ajmain et al. add that using *nasheed* as a learning medium can increase students' interest and engagement because it combines religious messages with an enjoyable approach.[25]

Several articles also emphasize active and collaborative learning as effective strategies in Islamic education. Khanif highlights that the Alpha generation requires an interactive, technology-based approach, encouraging cooperation to make Islamic education more meaningful.[26] This aligns with the findings of Assalihee and Boonsuk,

[22] Shanmuganeethi Velu et al., "Design of Self-Regulated Learning Framework for Professional Development Program through Learning Analytics," *2023 ASEE Annual Conference & Exposition Proceedings*, 2024, https://doi.org/10.18260/1-2--42957.
[23] D Churchill, B Fox, and Mark King, "Framework for Designing Mobile Learning Environments," 2016, 3–25, https://doi.org/10.1007/978-981-10-0027-0_1.
[24] A Agustini and U Ruslan, "Strategies of Islamic Religious Education Teachers in the Development of Teaching Materials," *Al-Hayat: Journal of Islamic Education*, 2021
[25] M T Ajmain, N Safar, and A Halim, "Understanding Nasheed for Learning Strategy in Islamic Education," *[Journal Article]*, 2020.
[26] A Khanif, "Islamic Religious Education Learning Strategy for Alpha Generation," *Ascarya: Journal of Islamic Science, Culture, and Social Studies*, 2023.

who emphasize the management of 21st-century teaching through a combination of face-to-face methods, digital technology, and collaborative strategies.

Additionally, this study found that flexibility in teaching strategies is a key factor in achieving PAI learning objectives. Atabik, for example, demonstrated that repeating stories from the Quran can strengthen religious concept understanding while fostering spiritual reflection among students.[27] Meanwhile, Rusdin emphasizes the importance of adapting strategies for students with special needs so that Islamic values can be conveyed inclusively and effectively.[28]

Overall, this literature affirms that successful teaching strategies in Islamic education are contextual, interactive, flexible, and character-oriented. Integrating traditional methods such as lectures, Qur'anic stories, and nasheed with modern technology-based and collaborative strategies has proven to increase student engagement and the effectiveness of internalizing Islamic values. These findings indicate that PAI teaching is not merely a process of knowledge transfer, but also a process of shaping the personality and religiosity of students.

Instructional Design Elements

Instructional design elements indicate that learning success is primarily determined by the extent to which the main aspects of instructional design are systematically integrated. These elements generally include formulating clear learning objectives, developing structured content, selecting appropriate methods and media, and planning formative and summative evaluations. When these elements support each other, the learning process becomes more focused, effective, and easy to measure in terms of success.

Several articles emphasize the importance of specific and measurable learning objectives as the foundation of instructional design. Krouse[29] and Berge[30] It is difficult for educators to design relevant learning activities and evaluations without clear objectives. Other studies, such as those presented in *The Essentials of Instructional*

[27] A Atabik, "Story Repetition in Qur'an as an Islamic Education Learning Strategy," *Edukasia*, 2020
[28] Rusdin Rusdin, "Islamic Religious Education Learning Strategies for Special Need Students in State Special Need Schools Indonesia," *International Journal of Current Science Research and Review*, 2022, https://doi.org/10.47191/ijcsrr/v5-i5-26.
[29] A Krouse, "Instructional Design: More Important than Ever!," *The Journal of Nursing Education*, 2015,
[30] Z L Berge, "Secret of Instructional Design Revisited," *Frontiers in Education Technology*, 2021,

Design,[31] Indicate that well-formulated objectives guide selecting appropriate strategies, media, and evaluation methods.

In addition to objectives, the organization of content and learning activities emerges as a key element. Handi Darmawan, through the implementation of the 4C/ID model, demonstrates that complex learning can be broken down into simpler components through logical sequences and gradual activities, thereby effectively managing learners' cognitive load.[32] This aligns with the findings of Konrad & Hessler, who emphasize the use of *high-leverage practices* to help learners understand and organize learning materials more effectively.[33]

Advances in educational technology have also driven the emergence of adaptive instructional design elements for digital learning. Li et al. emphasize that online learning, such as MOOCs, requires additional elements such as digital interaction, rapid feedback, and collaborative activities to ensure meaningful learning experiences.[34] Cowart & Jin add that successful online learning design integrates collaboration, reflection, and structured instructor support to enhance competency mastery.[35]

This study also highlights the importance of planned and continuous evaluation. Evaluation measures learning outcomes and serves as a reflection tool to improve instructional design in subsequent cycles. The ADDIE model and similar frameworks remain relevant because they emphasize formative and summative evaluation as integral parts of instructional design.

Conclusion

A literature review of 40 articles shows that the success of 21st-century learning is greatly influenced by the integration of instructional strategy components, learning design frameworks, instructional design elements, and contextual teaching strategies, including in Islamic education. Effective learning requires clear and measurable objectives, a logical sequence of material, meaningful activities, and continuous formative and

[31] A Brown and T Green, *The Essentials of Instructional Design*, 2019.
[32] Handi Darmawan, Susriyati Mahanal, and Herawati Susilo, *Model Pembelajaran ReCLif* (Penerbit NEM, 2025).
[33] James McLeskey et al., *High Leverage Practices for Inclusive Classrooms* (Routledge Philadelphia, PA, 2022).
[34] Li, An, and Zhang, "Discussion on MOOC Instructional Design."
[35] Cowart and Jin, "Leading Online Professional Development for Instructional Technology Coaches with Effective Design Elements."

summative evaluation. This integration enables the creation of a systematic, adaptive learning experience that supports the development of critical thinking, reflection, and self-regulation skills.

The learning design framework is a conceptual map connecting objectives, learning experiences, and technology utilization. A flexible, modular, and learner-centered approach enables effective e-learning, mobile learning, and MOOCs implementation. In Islamic education, contextual, interactive teaching strategies combining traditional methods such as Qur'anic stories or nasheed with a digital and collaborative approach have increased engagement and internalized values.

Overall, integrative, adaptive, and contextual learning strategies and designs are key to delivering relevant, meaningful learning that shapes learners' competencies and character in the modern era.

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