CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Description

In the description of this theory, the author will explain a little about the theories, concepts, and models that are relevant to research and explain the phenomena studied. This study aims to analyze the teaching style model used by in-service English teachers to develop students' interest in Islamic values. The theoretical framework of this study likely pertains on pedagogical and educational psychology theories to understand how teachers can integrate Islamic values effectively into their teaching approaches. This study might explore various teaching strategies, classroom management techniques, and assessment methods used by teachers to create learning environments that encourage student engagement and appreciation of Islamic values. Therefore, the method in a series of learning systems plays an important role in the success of education. Because the method is the initial basis for achieving educational goals and the principle of success or failure in learning, No matter how well the strategy is designed, if the method is wrong, the results will not be optimal. However, if the right method is used, the results will have an impact on the quality of a good education.

اُدْعُ اِلٰى سَبِيْلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِيْ هِيَ اَحْسَنُ اِنَّ رَبَّكَ هُوَ اَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيْلِهٖ وَهُوَاَعْلَمُ بِلْمُهْتَدِيْنَ (النحل : ١٢٥)

Artinya: *Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is [rightly] guided. (An-Nahl: 125)[1]*

Therefore, no matter how well the strategy is designed, if the method is wrong, the results will not be optimal. However, if the right method is used, the results will have an impact on the quality of a good education. The following is an explanation of the relevant theories in this study.

1. In-Service English Teachers

In this section, the writer will define and explain the theories related to in-service English teachers. An educator is described as a person who consistently provides teaching and

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[1] Markaz Noor International, *QuranEns.com,* Terjemahan Makna Al-Qur`ān Al-Karīm, https://quranenc.com/id/browse/english_saheeh/16/125 accessed on June, 26 2023

assists in imparting new knowledge to others. The role of an educator has a lot of influence on the world of education in Indonesia. Therefore, becoming an in-service English teacher is considered more difficult and important and has a big influence in the world of education. Teaching experience alone is not enough because a teacher must make sufficient preparation before teaching. Even though the number of teachers today is large, they strive to become extraordinary teachers. Learning to handle increasingly complex roles is a big challenge for them.[2] In education reform, changes in teacher identity are something to be faced and experienced. One of the important considerations in educational reform is that by understanding their identity, teachers can increase their self-reflection on practice.[3] Teacher identity greatly influences their behavior; changes in teacher behavior are conditioned by changes in their own identity. In-service teacher education is widely recognized as an effort to develop teachers.

In-service development needs to be seen from the broader perspective of teacher life and careers and considered as something contextual within the wider institution and system.[4] Therefore, in-service teacher development can be considered a way to improve schools and raise standards. According to Kyung Suk Chang (2010) the objectives of the English teacher in-service development program include support for the introduction of new curriculum, materials, and learning methods; preparation of teachers for new roles; providing general refresher courses for teachers; and several other objectives, including upgrading inadequately qualified teachers and providing initial training to unqualified teachers.

The development of in-service teachers affects the beliefs of the teacher itself. It is important for teachers to self-evaluate critically, adopt self-critical attitudes as second or foreign language teachers, and challenge their personal beliefs about

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[2] Chien, "Toward an Understanding of High School In-Service English Teachers' Identities in Their Professional Development."

[3] Chieh Chien, "Toward an Understanding of High School In-Service English Teachers' Identities in Their Professional Development."

[4] Kyungsuk Chang et al., "In-Service English Teacher Training Program Evaluation."

teaching and learning.[5] In this sense, self-reflection can increase teachers' confidence in their teaching and motivate them to continue learning more about teaching practices.[6] In this way, teachers can improve their knowledge, skills, and attitudes and help them deal with changes in the world of education. In-service teachers have programs to develop professionalism in teaching, with the main goal of bringing about classroom changes through new teaching behaviors.

2. **Teaching Style Models to Develop Students Interest**

There are many theory that explains the various types of teaching models or teaching styles that can be used by a teacher in providing learning to students. As according to the theory of Bruce Joyce and Masha Weil, that Teaching models essentially represent the process of learning.[7] When we assist students in acquiring knowledge, concepts, competencies, ethics, various thinking methods, and methods of articulation, we are simultaneously imparting to them the art of acquiring knowledge.[8] Every teacher has a different way of teaching, which is influenced by various factors such as experience, educational background, and personality. Therefore, in the context of in-service, teachers need to prepare themselves to teach in order to develop students' interest in learning English. One of the preparations that must be made before teaching is to choose an appropriate teaching model or style and prepare teaching materials to be delivered to students.

Here are some teaching models included in the "Teaching Style Models":

a. The Student-Centered Teaching Model

This teaching model emphasizes the importance of paying attention to the needs and individual differences of students in their learning. This teaching focus places students at the center of the learning process. This means that teaching is tailored to the needs and interests of

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[5] Universitat Polit et al., "Reflective Practice : International and Multidisciplinary Perspectives Reflection as Teaching Inquiry : Examples from Taiwanese in - Service Teachers," no. October 2014 (2010): 37–41.

[6] Universitat Polit et al., "Reflective Practice : International and Multidisciplinary Perspectives Reflection as Teaching Inquiry : Examples from Taiwanese in - Service Teachers

[7] Bruce Joyce and Marsha Weil, "Fifth Edition Models of Teaching," *Prentice Hall of India* (2003): 7.

[8] Bruce Joyce and Marsha Weil, "Fifth Edition Models of Teaching

students to ensure that they are actively engaged in learning. Through these adjustments, students can be actively involved in cognitive and affective learning. Their cognitive and affective learning experiences should guide all decisions about what to do and how.[9]

In cognitive learning, students will acquire new knowledge and skills for solving problems using their cognitive and intellectual abilities. Meanwhile, in affective learning, students will develop their emotional and social skills, such as the ability to empathize and work with others. Thus, teaching that places students at the center of the learning process can increase the effectiveness of students' cognitive and affective learning. An important goal of educational and pedagogical reform is to develop innovative and student-focused teaching approaches as an alternative to traditional lecture-based teaching methods.[10] Thus, traditional lecture-based teaching methods can provide opportunities for students to be independent.

The instructor gives students the opportunity to learn independently from one another and trains them in the skills needed to perform effectively.[11] In the role of facilitator, the teacher only provides direction and encourages students to be active in learning. The main function of a facilitator is to create an interesting learning environment that triggers cognitive conflict, critical thinking, creativity, meta-cognitive thinking, and independent collaborative learning in the classroom.[12]

b. The Teacher-Centered Teaching Model

This teaching model focuses on the knowledge and skills students must master, and the teacher acts as the main source of information. Students are more passive

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[9] Gloria Brown Wright, "Student-Centered Learning in Higher Education" 23, no. 3 (2011): 92–97.

[10] Sema A Kalaian and Rafa M Kasim, "A Meta-Analytic Review of Studies of the Effectiveness of Small-Group Learning Methods on Statistics Achievement A Meta-Analytic Review of Studies of the Effectiveness of Small- Group Learning Methods on Statistics Achievement" 1898 (2017).

[11] Student Affairs, "Student Centered Instruction for Interactive and Effective Teaching Learning : Perceptions of Teachers in Bangladesh" 3, no. 3 (2016).

[12] Kalaian and Kasim, "A Meta-Analytic Review of Studies of the Effectiveness of Small-Group Learning Methods on Statistics Achievement A Meta-Analytic Review of Studies of the Effectiveness of Small- Group Learning Methods on Statistics Achievement."

learners and follow the teacher's instructions without being involved in the learning process. Teacher-centered learning is considered an approach that uses instruction to transfer knowledge from teacher to student.[13] However, this teaching model is considered less effective in meeting students' needs as they face the challenges of a constantly developing world.

When teachers feel that the problem-solving process is going in the wrong direction, they try to provide guidance by asking appropriate questions.[14] In this way, teachers can help students broaden their thinking and encourage them to find more creative and effective solutions. The teacher monitors students' activities and provides guidance when they experience difficulties by asking appropriate questions.[15] In addition, by providing guidance in the form of questions, teachers can create a more active and participatory learning experience, thereby enabling students to be more involved in the learning process.

Teacher-centered teaching relies on teacher input or output (lectures) and students working alone.[16] The main difference between teacher-centered and student-centered teaching approaches lies in their focus.[17] In this case, the teacher-centered teaching model uses direct teaching, as the teacher actively provides theory and students practice independently until they achieve mastery.[18]

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[13] intansari Nurjannah, Fatihatul Husniyah, And Totok Harjanto, "Teacher-Centered Learning And Student-Centered Learning Approaches In Nursing School : Which One Is Better ?" 3, no. 2 (2017): 65–72.

[14] "Issn 1648-3898 Issn 2538-7138 Teaching Physics With Simulations : Teacher-Centered Versus Student- Centered Approaches" (2010): 288–299.

[15] "ISSN 1648-3898 ISSN 2538-7138 Teaching Physics With Simulations : Teacher- Centered Versus Student- Centered Approaches"

[16] Laurie Murphy, Saint Joseph's College of Maine, "Teacher-Centered Versus Student-Centered Teaching: Preferences and Differences Across Academic Major", *Journal of Effective Teaching in Higher Education* 4, no. 1

[17] Laurie, "Teacher-Centered Versus Student-Centered Teaching: Preferences and Differences Across Academic Major"

[18] William A Firestone et al., "Leading Coherent Professional Development : A Comparison of Three Districts Leading Coherent Professional Development : A Comparison of Three Districts," no. August 2005 (2014).

c. The Collaborative Teaching Model

This teaching model involves collaboration between teachers and students in learning. Students study in groups and help each other achieve learning goals. This teaching model is an ideal way to help students achieve optimal learning outcomes. In this type of teaching, the teacher needs to be aware of the special needs of students from various cultural backgrounds and be able to apply teaching strategies to create a positive learning environment and meet the different needs of students.

Collaborative activities that are often carried out by teachers and students include class discussions. In this activity, students have the opportunity to speak openly about their opinions and exchange ideas. These group discussions can help students broaden their horizons and sharpen their critical thinking skills. Teachers can direct this discussion by asking questions that challenge and motivate students to think deeper. They have differences in exchanging information and actively exchanging opinions with each other.[19] In a collaborative teaching model between teacher and student, students will feel more involved and enthusiastic about learning because they can play an active role in their learning experience.

d. The Project-Based Teaching Model

This teaching model teaches students through projects that are relevant to everyday life. They participate actively in designing and completing projects. This project-based learning is designed to require students to apply their knowledge and skills to solve a problem or create a useful product. In this way, learning becomes more effective because students are given the opportunity to apply information to real-life situations or projects so that they can master the material well.[20]

By applying a project, the learner is forced to modify existing knowledge concepts or develop new concepts.[21] For example, in making a school garden, a student will

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[19] Andrew Kenneth et al., "Social Effects of Collaborative Learning in Primary Schools" (n.d.): 1–27.

[20] Andreas Breiter and Rolf Drechsler, "Project-Based Learning in Student Teams in Computer Science Education" 18, no. 2 (2005): 165–180.

[21] Andreas and Folf, "Project-Based Learning in Student Teams in Computer Science Education"

learn about various types of plants, garden layout planning, managing resources such as water and soil, and proper plant care techniques. After the garden is finished, they can harvest the plants and distribute them to the surrounding community as a form of social activity. In this way, students will acquire knowledge and skills related to the fields of biological, mathematical, and social sciences.

In project-based teaching, students can gain skills that are useful in real life. In addition, they can also learn in a context that is more fun and interesting than just sitting in class and listening to the teachers' lecture. Such project-based teaching models usually require students to participate voluntarily in meaningful learning activities emphasizing teamwork.[22] The characteristics of this teaching are developing students' thinking skills, encouraging creativity, working cooperatively, and helping students access information on their own and apply it to projects.[23]

e. The Problem-Based Teaching Model

This teaching model emphasizes problem-solving and learning related to real life. Students are given problems that they must solve through a structured learning process. This educational approach focuses on students by empowering them to conduct research, integrate theory and practice, and apply their knowledge and skills to producing the right solutions to the problems that have been determined.[24]

In this teaching, students work in groups to identify what needs to be learned to solve problems, carry out independent learning, apply their new knowledge to problems, and reflect on what they have learned and the effectiveness of the strategies used.[25] For example, in school activities, a student is given a research topic related

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[22] C L Chiang and H Lee, "The Effect of Project-Based Learning on Learning Motivation and Problem-Solving Ability of Vocational High School Students" 6, no. 9 (2016).

[23] Chiang and H Lee, "The Effect of Project-Based Learning on Learning Motivation and Problem-Solving Ability of Vocational High School Students"

[24] John R Savery, "Overview of Problem-Based Learning : Definitions and Distinctions" 1, no. 1 (2006).

[25] John R Savery, "Overview of Problem-Based Learning : Definitions and Distinctions"

to language or literature, such as the analysis of literary works or comparisons between foreign languages and local languages. After doing the research, they are asked to present their findings in a report or presentation.

This problem-based teaching approach encourages students to think critically, collaborate with classmates, and solve problems by applying their knowledge and skills. This can help students prepare for real-world challenges and improve their social skills. In most problem-based teaching models, students can learn individually through independent learning with various sources, for example, books, articles, films, and internet sites.[26] This independent learning provides opportunities for students to learn in ways that suit their individual learning styles as well as build skills in finding and processing information independently.

The theory of "teaching style models" is important for teachers in determining the appropriate teaching style for their students. By choosing an appropriate teaching model, teachers can help students learn more effectively and efficiently, as well as increase student motivation and participation in learning. Each of these methods has limitations, but each provides important insights into unobservable mental learning strategies.[27]

This research makes it possible to use several teaching models in English learning activities. This teaching model uses several methods to develop students' interest in learning. The teacher will collaborate with several teaching methods in inviting students to learn English. Madrasah teachers can collaborate with students to solve a problem in learning. This can help students be more active and creative in thinking critically to solve a problem.

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[26] Henk T V A N D E R Molen, Wilco W R T E Winkel, and Wynand H F W Wijnen, "Constructivist , Problem-Based Learning Does Work : A Meta-Analysis of Curricular Comparisons Involving a Single Medical School Constructivist , Problem-Based Learning Does Work : A Meta-Analysis of Curricular Comparisons Involving a Single Medical," no. December 2014 (n.d.): 37–41.

[27] Anna Uhl Chamot, "Issues in Language Learning Strategy Research and Teaching" 1, no. 1 (2004): 14–26.

3. Islamic Values in English Language Teaching

The important role of religion in realizing Islamic civilization is a strong basis for integrating Islamic values into the learning process at all levels.[28] Islam teaches the importance of seeking knowledge for its people, as stated by the Prophet Muhammad SAW and narrated by Ibn Majah.[29] The integration of Islamic values into the learning process at every level can shape the character of students and improve their higher-order thinking skills. The purpose of this integration is to provide guidance to teachers or educators in teaching students to think critically and integrate Islamic values. One of them is English, where students can develop a better understanding of culture and language in accordance with Islamic values. Teaching Islamic-valued languages in the world of education is the main thing. Learning is emphasized by developing ways or methods and engineering learning resources or media so that it really fosters the enthusiasm and creativity of students to carry out learning activities independently.[30]

a. Al-Quran Based Teaching Model

This model takes the verses of the Qur'an and teaches them in the context of English. Teachers use verses from the Qur'an to teach English vocabulary, grammar, and speaking skills. In an effort to develop the character of students through learning English, Islamic values are important to emphasize. Through teaching that integrates Islamic values, it is hoped that students will have a strong and noble character in everyday life as well as be able to develop critical and high-level thinking skills. If this knowledge is applied to academic activities in the classroom, it will affect the way students adapt to lessons that include the study of the Qur'an delivered in Arabic.[31]

One example of applying English subjects to Al-Quran based English teaching is using Al-Quran verses as

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[28] m Ridwan, "Students ' Higher Order Thinking Skills Through Integrating Learning Cycle 5e Management With Islamic Values" 05, no. 03 (2021): 142–156.

[29] Ridwan, "Students ' Higher Order Thinking Skills Through Integrating Learning Cycle 5e Management With Islamic Values"

[30] Mohammad Rindu Fajar Islamy et al., "Conceptual Reformulation of Ta'lim as a Paradigm of Islamic Education Learning in Building Educational Interactions Throught Rahmaniyyah Principles," *Jurnal al-Fath* 15, no. 1 (2021): 19–31.

[31] Mahyuddin Barni, "Typical Research-Based Learning Approach in Improving Al-Quran Interpretation in Higher Education" 7, no. 1 (2022): 88–102.

a reference in teaching vocabulary and grammar. For example, the teacher can select verses of the Qur'an that contain English words and teach their meaning and usage in the context of the verse. Not only that, but the teacher can also use the verses of the Qur'an to teach English grammar by showing examples of sentences that show grammar rules. Teachers, in completing learning, are expected to have the choice to choose a learning model that can revive the enthusiasm of each student to engage effectively with their development opportunities.[32]

In addition, teachers can also use the discussion method to discuss topics that are relevant to Islamic values in teaching English. For example, discussing cultural diversity in Islam and how students can communicate in English in an increasingly complex global context. This can help students gain an understanding of how to apply Islamic values in everyday life and in an increasingly complex global environment.

Thus, teaching English based on the Qur'an is very important to help students gain a more holistic understanding of English and Islamic values, as well as to help them learn English more easily and meaningfully. They also acquire good English skills while strengthening their understanding of Islamic values. This can help students become more open to cultural differences and better prepared to communicate. Education based on the Qur'an can produce generations that are religiously devout and in accordance with the values of the Qur'an, which in turn are able to develop the potential of students as a whole so that they become individuals who believe in and fear God.[33]

b. Hadith-Based Teaching Model

This model takes the hadiths of the Prophet Muhammad SAW and teaches them in the context of English. Teachers use hadiths to teach English vocabulary, grammar, and speaking skills. In this model, Islamic values are also emphasized in teaching English. Therefore, hadith

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[32] Mahyuddin, "Typical Research-Based Learning Approach in Improving Al-Quran Interpretation in Higher Education"

[33] Nanda Colina and Aan Listiana, "Al-Quran Based Learning in Early Childhood Education" 538, no. Icece 2020 (2021): 19–22.

can be used as a reference source to strengthen students' understanding of Islamic values and how these values can be applied in the context of English. By incorporating hadith into learning English, students can also learn about the culture and habits of Muslim communities when speaking English, which will ultimately help them develop their English skills better. To achieve learning objectives related to the characteristics of participants who are digital natives who live in the era of internet technology, media are needed that can adapt to the characteristics of participants and learning objectives.[34]

One example of the application of hadith in English is by integrating hadiths that are relevant to the topic of learning. For example, if the topic of learning is building a conversation in English, the teacher can pick up hadith related to the importance of speaking well and politely. Then, these hadith can be used to teach vocabulary and phrases used in everyday conversations in English, as well as Islamic values such as courtesy, honesty, and kindness in communication. By integrating hadith into learning English, students will not only learn English but also learn Islamic values broadly. This is expected to form the character of students who are strong, have a noble character, and are able to develop English skills effectively and efficiently.

Thus, hadith based English lessons can help students cultivate good character and ethics because the hadith contains many Islamic values and norms that can be used as guidelines in everyday life. In learning hadith, students can also learn and appreciate Islamic culture and learn from the experiences and perspectives of others.

c. Islamic Values Teaching Model

This model incorporates Islamic values into teaching English. The teacher uses English content that is relevant to Islamic values, such as the stories of the Prophet and his companions, as teaching materials. In this model, students will learn English while strengthening their understanding of Islamic values. Students will gain a broader knowledge of religion and the moral values contained therein.

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[34] Tedi Supriyadi, "Action Research in Hadith Literacy : A Reflection of Hadith Learning in the Digital Age" 19, no. 5 (2020): 99–124.

Understanding student characteristics is very important for providing learning resources for listening to English material.[35] They like their learning materials in the form of text and images that suit their needs and stimulate their interest in learning.

One example of application is by selecting reading texts that contain Islamic moral and ethical values. For example, in learning English, the teacher can choose readings about the characteristics of the Prophet Muhammad or stories of friends who show good morals. In addition, teachers can also use verses from the Qur'an or Hadiths to teach vocabulary or grammar in English. For example, the teacher can use verses from the Qur'an or Hadith related to an English subject, such as family or the environment, and explain their meaning in English.

In this case, students not only learn English as an international language but also gain a deeper understanding of Islamic values and related cultures. Teachers in Islamic schools can incorporate Islamic messages into their teaching materials while helping students master targeted English skills and components.[36] Thus, teaching English based on Islamic values is very important and can provide great benefits for students in developing an attitude of tolerance, among others. The inculcation of Islamic values refers to the process or method of instilling valuable values such as belief, worship, and morals based on the teachings of Allah SWT, with the aim that students can apply the knowledge they gain in everyday life with their own awareness without any pressure or coercion.[37]

d. Tauhid-Based Teaching Model

This model teaches English with a focus on the concept of tauhid (oneness with Allah). The teacher teaches English vocabulary and grammar using tauhid concepts, so students can learn English from an Islamic point of view. In addition, tauhid-based learning in English

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[35] Andi Asmawati and Ahmad Riadi, "Integrating Islamic Values into English Materials" 2, no. 3 (2022).

[36] Zuliati Rohmah, "Incorporating Islamic Messages in the English Teaching in the Indonesian Context" 2, no. 2 (2012): 157–165.

[37] Melyani Sari Sitepu and Chairunnisa Amelia, "DEVELOPMENT OF ISLAMIC VALUES CIVICS MODULE ON RIGHTS AND OBLIGATIONS FOR ELEMENTARY HIGH" 4, no. 3 (2021): 617–628.

lessons also helps students develop a positive attitude toward English. This happens because students realize that English is not just a communication tool but also a part of their lives that must be mastered properly to develop themselves and generate benefits for society. Monotheism-based education has the main characteristic of giving priority to adab before science by using the Qur'an and Sunnah as the main basis for its implementation.[38]

One example of application in everyday life is when the teacher can teach English vocabulary related to Islamic religious themes, such as words related to prayer, fasting, zakat, pilgrimage, and so on. In addition, in teaching speaking skills, the teacher can ask students to present topics related to the Islamic religion in English, such as explaining the five pillars of Islam, the virtues of noble character, and so on. In this way, students not only learn English but also deepen their understanding of the values of monotheism in Islam by applying them in everyday life. The purpose of learning monotheism is for students to have true faith in accordance with the Manhaj Salafiyah Ahlus Sunnah Wal Jamaah.[39]

In this case, students understand that learning English is part of their efforts to gain useful knowledge and develop their abilities as obedient servants of Allah SWT. Tauhid-based learning in English lessons has several important advantages. Basically, monotheism awareness is implemented to produce universal individuals, namely mastering various kinds of scientific disciplines.[40] Therefore, this teaching model helps students understand that everything in life comes from the same source, namely Allah SWT.

e. Tarbiyah-Based Teaching Model

This model teaches English with a Tarbiyah (coaching) approach. Education that focuses on life skills

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[38] Tri Sanyoto, "Implementation of Tauhid-Based Integral Education in Surakarta Hidayatullah Education Implementasi Pendidikan Integral Berbasis Tauhid Di Pendidikan Hidayatullah Surakarta" 1, no. 1 (2023): 26–38.

[39] T H E Practice et al., "Dharmawangsa: International Journals of The Social Science, Education and Humanities ISSN: Page: 156 – 167," no. 55 (2007): 156–167.

[40] Sanyoto, "Implementation of Tauhid-Based Integral Education in Surakarta Hidayatullah Education Implementasi Pendidikan Integral Berbasis Tauhid Di Pendidikan Hidayatullah Surakarta."

is education that aims to shape the character and ethos of students and optimize individual potential so that it can be utilized in solving various problems.[41] Teachers teach English with a focus on building student character, so that apart from learning English, students are also taught about Islamic values such as patience, perseverance, simplicity, hard work, and honesty. It is important to introduce students to Islamic values and teach them to apply them in everyday life. Therefore, a teacher must improve himself first before improving his students.[42]

One example of implementing tarbiyah-based learning in English lessons is by introducing tarbiyah values in learning English vocabulary and speaking skills. For example, in introducing professional vocabulary, teachers can associate it with tarbiyah values such as honesty, hard work, and responsibility. In addition to speaking skills, students can be trained to communicate politely and in accordance with Islamic religious values. Thus, learning English is not just about learning vocabulary and grammar but also about strengthening Islamic religious values in students.

In this study, Islamic values in English Language Teaching, there are several basic methods used in learning English. This is related to students who have different interests in the context of learning styles. Teachers can collaborate with students using appropriate teaching methods so as to bring out a sense of interest in them. For example, the basic teaching model is translating verses in the Qu'ran, which is the main goal of a teacher, so that students know and are able to process vocabulary. The storytelling teaching model about the Prophets is also of interest to students learning English.

B. Theoretical Framework

From this study, it can be concluded that an educator is described as a person who consistently provides teaching and assists in imparting new knowledge to others. This includes in-service

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[41] Islamic Religious Education, "AND IT ' S IMPLEMENTATION IN STUDY PROGRAMS" 26, no. 2 (2019): 278–293.

[42] Mohamad Johdi Salleh and Abdul Karnaen, "Al-Shajarah" Journal Of Islamic Thought and Civilitation Of The International Islamic University Malaysia.

English teachers who have big challenges, such as learning to handle increasingly complex roles.[43] In-service development needs to be seen from the broader perspective of teacher life and careers, and considered as something contextual within the wider institution and system.[44] Therefore, in-service teacher development can be considered a way to improve schools and raise standards. Thus, teachers can improve their knowledge, skills, and attitudes and help them deal with changes in the world of education.

In the context of in-service, teachers need to prepare themselves to teach in order to develop students' interest in learning English. One of the preparations that must be made before teaching is to choose an appropriate teaching model or style and prepare teaching materials to be delivered to students. The teaching style is the teacher's way of organizing and delivering subject matter to students.[45] Here are some models of teaching styles to develop student interest:

1. The Student-Centered Teaching Model
2. The Teacher-Centered Teaching Model
3. The Collaborative Teaching Model
4. The Project-Based Teaching Model
5. The Problem-Based Teaching Model

As for language teaching, that can develop a better understanding of knowledge about culture and language in accordance with Islamic values. These Islamic values can be integrated into the process of learning English.[46] Thus, models of Islamic teaching styles for English teachers include:

1. Al-Qur'an-Based Teaching Model
2. Hadith-Based Teaching Model
3. Islamic Values Teaching Model
4. Tauhid-Based Teaching Model
5. Tarbiyah-Based Teaching Model

Thus, students can develop an interest in learning English by instilling Islamic values.

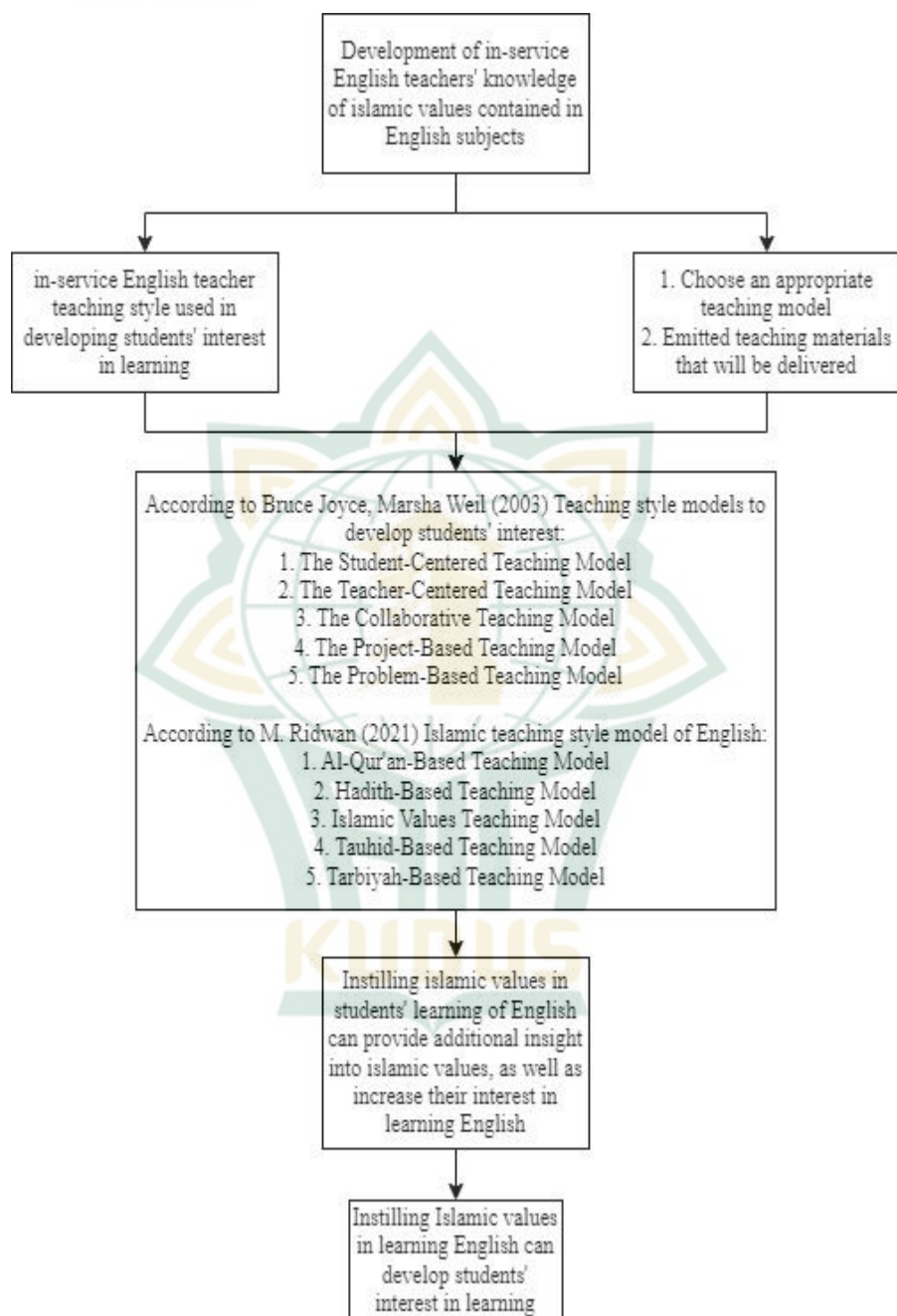[43] Chien, "Toward an Understanding of High School In-Service English Teachers' Identities in Their Professional Development."

[44] Kyungsuk Chang et al., "In-Service English Teacher Training Program Evaluation."

[45] Bruce Joyce and Marsha Weil, "Fifth Edition Models of Teaching

[46] Ridwan, "Students ' Higher Order Thinking Skills Through Integrating Learning Cycle 5e Management With Islamic Values"

Development of in-service English teachers' knowledge of islamic values contained in English subjects

in-service English teacher teaching style used in developing students' interest in learning

1. Choose an appropriate teaching model
2. Emitted teaching materials that will be delivered

According to Bruce Joyce, Marsha Weil (2003) Teaching style models to develop students' interest:
1. The Student-Centered Teaching Model
2. The Teacher-Centered Teaching Model
3. The Collaborative Teaching Model
4. The Project-Based Teaching Model
5. The Problem-Based Teaching Model

According to M. Ridwan (2021) Islamic teaching style model of English:
1. Al-Qur'an-Based Teaching Model
2. Hadith-Based Teaching Model
3. Islamic Values Teaching Model
4. Tauhid-Based Teaching Model
5. Tarbiyah-Based Teaching Model

Instilling islamic values in students' learning of English can provide additional insight into islamic values, as well as increase their interest in learning English

Instilling Islamic values in learning English can develop students' interest in learning

Picture 2. 1 Theoritical Framework
"An Analysis of In-Service English Teachers Teaching Style Models to Develop Students' Interests in Islamic Values"

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The framework of thinking is a synthesis of the relationship between variables that is compiled from various theories that have been described. In the framework chart above, it can be seen that the research entitled "An Analysis of In-Service English Teachers Teaching Style Models to Develop Students' Interests in Islamic Values at MA Darul Ulum Bae Kudus" will examine how the teaching model of an English teacher with Islamic values develops students' interest in learning English. In teaching, the teacher must have a suitable style for providing insight into Islamic values in general learning so that good feedback and interaction occur.

C. Review of Previous Study

There are several articles or journals related to the author's research title. Here are some journals that are relevant to the author's title: The author uses several previous studies as a comparison and guide for this research. The following is from several relevant journals and taken from several previous studies, as follows:

The first is research entitled "Immersing Islamic Value in English Language Teaching: A Challenge for English Teachers" by Wahyu Indah Mala Rohmana. This study uses descriptive qualitative research with literature studies that refer to several journals and related sources to explain and analyze the data. From the results of this study, it can be concluded that instilling Islamic values and ethics in teaching English (ELT) is necessary to form better student character and prevent the development of non-normative behavior.[47] The obstacle faced by English teachers in instilling Islamic values is limited knowledge. Therefore, this study discusses the forms and sources of values and ethics in Islam, the role of the teacher, and the challenges of instilling Islamic values into English material.[48]

Some of the recommendations in this study to overcome challenges include inserting exercises with Islamic values in the English topic, using Islamic names for people, events, or places, connecting relevant verses of the Qur'an or using them as material for translation, as well as using books in English that contain Islamic messages. The main objective of this research is to find an effective

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[47] Wahyu Indah and Mala Rohmana, "Jurnal of English Language Teaching Immersing Islamic Value in English Language Teaching : A Challenge for English Teachers"

[48] Wahyu Indah and Mala Rohmana, "Jurnal of English Language Teaching Immersing Islamic Value in English Language Teaching : A Challenge for English Teachers"

way to integrate Islamic values into learning English, which can help build better student character and prevent non-normative behavior.

The second, research entitled "The Integration of Islamic Values in Implementation of Learning English: Islamic Education Students Perspective" by Mochlis Ekowijayanto. This study uses empirical methods (field research) in the form of descriptive methods with data collection techniques using observation. The results of this study indicate that most Islamic Religious Education students have fairly good competence in integrating Islamic values into the teaching and learning process of English, but there are still those who only integrate them in the opening and closing activities by saying Islamic greetings.[49] How to integrate Islamic values into learning English in the classroom through a religious approach, with the aim of knowing whether students as prospective teachers of Islamic religious education are able to integrate Islamic values into learning English. This research was conducted on 17 students majoring in Islamic Religious Education (PAI) for the 2018-2019 academic year at Nurul Jadid University.[50]

The Third, research is entitled "Integrating Islamic Values into English Materials" by Andi Asmawati and Ahmad Riadi. This study used quantitative methods with quantitative data analysis techniques using closed questionnaires. The results showed that there were three characteristics of students' needs: organizational material, content material, and student characteristics. In organizational materials, most students need instructional objectives for English learning materials.[51] Regarding content material, students want to learn topics that can help parents and the surrounding environment by integrating them with Islamic values. For their learning characteristics, students prefer visual learning styles. This study aims to determine the needs of students for learning materials by integrating Islamic values into English.[52]

The Fourth, entitled "Islamic Values Integration in English Lesson at Madrasah Tsanawiyah: Teachers' Beliefs and Practices" by Galuh Nur Rohmah, Lina Hanifiyah, Ulil Fitriyah and Anita Andriya Ningsih. This study uses a qualitative approach by taking data from class observations and interviews. The results of the study show that

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[49] Wijayanto, "The Integration of Islamic Values in Implementation of Learning English: Islamic Education Students Perspective."

[50] Wijayanto, "The Integration of Islamic Values in Implementation of Learning English: Islamic Education Students Perspective."

[51] Asmawati and Riadi, "Integrating Islamic Values into English Materials."

[52] Asmawati and Riadi, "Integrating Islamic Values into English Materials.

it is important to integrate Islamic values into non-religious subjects at madrasas, especially English lessons. This study involved six teachers of English as a Foreign Language (EFL) from several cities in East Java to outline their beliefs and practices in integrating Islamic values into learning English in madrasah.[53] Teachers believe that the integration of Islamic values is very important in English lessons as a manifestation of the K-13 curriculum, which focuses on KI 1 and KI 2, as well as school policies. However, the integration of the content of English lessons is still not strong enough, and some teachers have even done it by adding value when explaining certain material.[54]

The Fifth, entitled "Integrating Islamic Values in English Classes at Mts Al-Islamiyah Bebidas" by Ahmad Sakrani. This study used a qualitative research design and qualitative data collection techniques such as observation, interviews, recording, and document collection.[55] The results of the study show that Islamic values such as faith and taqwa are indirectly integrated into lesson plans, teaching materials, learning activities, and assessments. The integration strategy is found in the form of dedication and accommodation, as well as resistance to national policies that are in favor of an Islamic orientation.[56]

The Following are some differences and similarities between previous research and this research:

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[53] Rohmah, Hanifiyah, and Ningsih, "Islamic Values Integration in English Lesson At Madrasah Tsanawiyah: Teachers' Beliefs and Practices."

[54] Rohmah, Hanifiyah, and Ningsih, "Islamic Values Integration in English Lesson At Madrasah Tsanawiyah: Teachers' Beliefs and Practices."

[55] Ahmad Sakrani, "INTEGRATING ISLAMIC VALUES IN ENGLISH CLASSES AT MTS AL-" 5, no. 11 (2018): 62–71.

[56] Ahmad Sakrani, "Integrating Islamic Values In English Classes At Mts Al-"

No.	Research Name	Research Title	Difference	Similarities
1.	Wahyu Indah Mala Rohmana	Immersing Islamic Value in English Language Teaching:A Challenge for English Teachers	-Previous research discussed the challenges faced by English teachers in integrating Islamic values into learning English. -Current research focuses on the role of English teachers in instilling Islamic values.	-Both of them use a type of approach, namely the qualitative analysis method. -Discuss the integration of Islamic values into learning English. -The subjects studied were both English teachers.
2.	Mochlis Ekowijayanto	The Integration Of Islamic Values In Implementation Of Learning English: Islamic Education Students Perspective	-Previous research focused on the perspective of Islamic education students on integrating Islamic values into learning English. -The current research perspective being studied is in-service English teachers' integration of Islamic values.	-Both use collection techniques with observation (direct research into the field). -The research focus has one thing in common, namely integrating Islamic values.

3.	Andi Asmawati dan Ahmad Riadi	Integrating Islamic Values Into English Materials	-Previous studies focused on the integration of Islamic values into English learning materials and on aspects of the curriculum and English learning materials that contain Islamic values. -Current Research focuses on the approach used by teachers in teaching to develop students' interest in learning.	-The similarities between these two studies are that they both integrate Islamic values into English learning materials.
4.	Galuh Nur Rohmah, Lina Hanifiyah, Ulil Fitriyah, Anita Andriya Ningsih	Islamic Values Integration In English Lesson At Madrasah Tsanawiyah: Teachers' Beliefs And Practices	-Previous research focused on the integration of Islamic values into learning English at Madrasah Tsanawiyah, which is a junior high school. -Current research focuses on the integration of Islamic values into English lessons at MA Darul Ulum.	-Both of these studies used a qualitative approach with data collection techniques based on observations and interviews. -The research focus of both of them is on instilling Islamic values.

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5.	Ahmad Sakrani	Integrating Islamic Values In English Classes At Mts AlIslamiyah Bebidas	-Previous research discussed the analysis of how the school integrates Islamic values into teaching and learning English at the junior high school level. -Current research discusses effective teaching models to develop students' interest in values.	-Both studies used a qualitative research design and qualitative data collection techniques such as observation, interviews, record keeping, and document collection. -The focus of his research also has something in common, namely hiding Islamic values in English.

Table 2. 1 Difference and Similarities in Research

The general difference between previous research and this research is that previous research discussed more forms or sources of integrating Islamic values into English learning materials so that they could form better characters in students. Meanwhile, this study discusses the teaching style model of an in-service English teacher in developing students' interest in Islamic values. This study can help prospective teachers find the right method or way of teaching based on Islamic values. Therefore, teaching Islamic values while learning English is very important to form positive characters in students.

The general similarity between previous and current research is that both have a research focus on integrating Islamic values into learning English. There are several research subjects that are meant to be the same, namely regarding English teachers. Most of the research uses a qualitative approach with data collection techniques such as observations, interviews, and document collection.