

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Description of Research Objects

1. Profile and History of Madrasah Aliyah Darul Ulum

History of Madrasah Aliyah Darul Ulum

It all began with a meeting organized by the YPIDU board, initiated by Mr. H. Rif'an BA., Mrs. Wasilah HM, and Mr. Mitro (a YPIDU employee). As a result of that meeting, the YPIDU board entrusted Mr. Rif'an BA and Mrs. Wasilah HM with the task of pioneering the establishment of MA Darul Ulum.¹

During the establishment process, there were some challenges, but due to the determination of Mr. Rif'an and the teaching staff to make the plan a success, MA Darul Ulum was officially founded and began its operation in June 1987. At the outset, there were only 27 students, and classes were held during the day at the TK Darul Ulum premises for approximately 1-2 years. During that time, MA Darul Ulum had not yet been recognized by its own foundation, so it had to operate independently. Additionally, its examinations were combined with those of MA NU Banat for a year. Shortly thereafter, the Ministry of Religious Affairs issued the operational permit for Madrasah Aliyah.²

Initially, there was no accreditation, and the first accreditation registration was granted permission and received a certificate. At that time, the head of the madrasah was Mr. Rif'an BA from the foundation, and it operated smoothly. Around the 1990s, the head of the madrasah from the Ministry of Religious Affairs, Mr. MA Rahman, was appointed. However, having two headmasters at the same time proved to be ineffective. Consequently, Mr. Rif'an BA was thanked, and Mr. MA Rahman became the head of MA Darul Ulum.³

Leadership from the beginning to the present

- a. Mr. Drs. M.A. Rahman 1990 to 2006
- b. Mr. Drs. Ali Ahmadi 2006 to the present

¹ The Media Magazine for Student Aspirations, XI Edition, MA Darul Ulum Student Council

² The result of the Historical documentation of MA Darul Ulum were quoted on September 7, 2023

³ The Media Magazine for Student Aspirations, XI Edition, MA Darul Ulum Student Council

Madrasah Status

- a. SK from the Foundation in the 1990s
- b. Registered program by the Ministry of Religious Affairs (Depag) Kudus in 1995.
- c. Registered program by the Ministry of Religious Affairs (Kemenag) Kudus in 2000.

The Struggle Period

Since its establishment, MA Darul Ulum has faced a challenging journey. The Headmaster and the Board of Teachers rolled up their sleeves to dedicate themselves to the fullest, ensuring that almost every day the teachers were present at the Madrasah, striving to fill every hour.⁴ Alhamdulillah, the students reciprocated this dedication by earnestly seeking knowledge. As a result, MA Darul Ulum continues to thrive to this day.

Profile of Madrasah Aliyah Darul Ulum

Here is the profile of Madrasah Aliyah Darul Ulum:

Madrasah Name : MA. Darul Ulum Kudus
 Madrasah Statistical Number : 131233190020
 Madrasah Accreditation : Good
 Complete Address : Kudus-Pati Road Km 5
 Village : Ngembalrejo Rt 07/Rw 04
 Subdistrict : Bae
 City/Regency : Kudus
 Province : Central Java Postal
 Code : 59322
 Phone Number : (0291) 4250890
 Email :

Ma_darululum_ngembalrejo@yahoo.co.id

Madrasah's Tax Identification Number (NPWP)

: 02.680.058.1-506.000

School Principal's Name : Drs. Ali Ahmadi

Phone Number/Mobile : 081327914226

Foundation Name : Yayasan Lembaga Pendidikan
 Islam Darul Ulum Kudus

Foundation Address : Ngembalrejo Bae Kudus

Foundation Phone Number : (0291) 4250890

Foundation Establishment Deed Number: No. 13/K/1960

Ownership of Land : Foundation

⁴ The Media Magazine for Student Aspirations, XI Edition, MA Darul Ulum Student Council

a. Land Status: -

b. Land Area: 210 sq m

Building Status: Foundation Building Area: -

Based on observation data, the condition of the school and the condition of the rooms in the school are still good and suitable for use.⁵ It can be seen in the attachment researcher documentation data that school rooms such as libraries, computer laboratories, teachers' rooms, school rooms, prayer rooms, etc. still meet eligibility standards.⁶ This room is still used by students for learning activities. The documentation data is illustrated with various photos of the condition of the school and other rooms, as well as school infrastructure data.⁷

2. **Geographic Location of Madrasah Aliyah Darul Ulum**

Madrasah Aliyah Darul Ulum Bae Kudus is located on Kudus-Pati Road Km 5, in the village of Ngembalrejo Rt 07/Rw 04, Bae Subdistrict, Kudus Regency, Central Java Province. The madrasah is conveniently situated near the road leading to the IAIN Kudus campus, making it easily accessible. Geographically, the location of Madrasah Aliyah Darul Ulum Bae Kudus is bordered by:

- a. To the north, it borders residential houses around the madrasah
- b. To the east, it borders TK Darul Ulum
- c. To the west, it borders vacant land
- d. To the south, it borders an empty building⁸

3. **Vision and Mission of Madrasah Aliyah Darul Ulum**

VISION

Realizing Students Who Are Pious, Morally Upright, Love Their Homeland, Excel in Achievements, and Have Environmental Awareness⁹

⁵ The result of observations school condition of MA Darul Ulum were quoted on September 7, 2023

⁶ The result of attached documentation data of MA Darul Ulum were quoted on September 7, 2023

⁷ The result of attached documentation data of MA Darul Ulum were quoted on September 7, 2023

⁸ The result of observations of the Geographical Location of MA Darul Ulum were quoted on September 7, 2023

⁹ The result of the documentation on the Vision and Mission of MA Darul Ulum were quoted on September 7, 2023

MISSION

- a. To cultivate individuals with extensive knowledge of Islam in accordance with the Quran and Hadith, capable of applying it in daily life.
- b. To nurture students who are courteous, honest, and trustworthy.
- c. To develop students who are intelligent, physically, and spiritually healthy.
- d. To foster students who are skilled, proficient, and environmentally conscious.
- e. To create students who have broad knowledge and excel in both academic and non-academic fields.
- f. To cultivate Muslim students who love and preserve the environment.

4. Goals and Objectives of Madrasah Aliyah Darul Ulum Objectives of Madrasah Aliyah Darul Ulum

The educational goals of Madrasah Aliyah Darul Ulum Kudus are generally aligned with national educational objectives. The specific objectives of Madrasah Aliyah Darul Ulum are as follows:

- a. To serve as a platform for developing the potential of students in the fields of knowledge and Islam.
- b. To optimize the learning process using active learning approaches (PAKEM, CTL).
- c. To nurture the academic potential, interests, and talents of students through guidance, counseling, and extracurricular activities.
- d. To enhance the academic achievements of students with an average score of 75.
- e. To elevate the non-academic achievements of students in the fields of arts and sports through competitions and championships.
- f. To prepare individuals with strong character and extensive knowledge capable of facing the challenges of the times.¹⁰

Goals of Madrasah Aliyah Darul Ulum

Madrasah Aliyah Darul Ulum, in its activities within the madrasah, has the following goals:

¹⁰ The result of the documentation on the Goals and Objectives of MA Darul Ulum were quoted on September 7, 2023

- a. To create devout Muslim students who diligently perform worship and adhere to what Allah and the Prophet Muhammad SAW have commanded, while also abstaining from all that is forbidden by Allah and His Prophet.
- b. To foster Muslim students who are polite in speech and behavior in their daily lives.
- c. To develop Muslim students who are willing to sacrifice for the benefit of the nation and the Republic of Indonesia.
- d. To produce Muslim students who excel in both academic and non-academic achievements.
- e. To cultivate Muslim students who love and preserve the environment.

5. Rules of Procedures Madrasah Aliyah Darul Ulum

- a. Arrive on time according to the appointed time.
- b. Wear a school uniform that complies with applicable regulations and is equipped with attributes.
- c. Students are not allowed to have long hair, tattoos, or heavy make-up for girls.
- d. All students are required to maintain school cleanliness, discipline, and order.
- e. Students are required to behave politely and speak good words.
- f. All students are required to attend the flag ceremony and commemoration of major holidays.
- g. All students are required to participate in religious activities.
- h. All students are required to obey the applicable school rules.
- i. Students who violate school rules will receive sanctions.¹¹

6. Staff and Board of Teachers Madrasah Aliyah Darul Ulum

Data Below is the list of teachers and staff at MA Darul Ulum Bae Kudus¹²

¹¹ The result of the documentation Rules of Procedures MA Darul Ulum were quoted on September 7, 2023

¹² The result of the documentation Teachers and Staff of MA Darul Ulum were quoted on September 7, 2023

Table 4. 1 Staff and Board of Teachers Madrasah Aliyah Darul Ulum

No.	Name	Born	Address	Position
1.	Drs. Ali Ahmadi	07-12-1964	Ngembalrejo, Bae, Kudus	Headmaster
2.	Alia Rusmawati, S.Pd	21-08-1973	Ngembalrejo, Bae, Kudus	Deputy Head of Curriculum
3.	Saiful Huda, S.Pd.I., M.Pd	26-05-1976	Ngembalrejo, Bae, Kudus	Deputy Head of Student Affairs
4.	Fajar Nugroho, SP	05-12-1961	Tenggeles, Mejobo Kudus	Teacher
5.	Dra. Chomsatun	30-07-1966	Megawon, Jati Kudus	Teacher
6.	Yoyok Subagio, SH	14-01-1977	Daren, Nalumsari Jepara	Teacher
7.	Ani Fitriyani, S.Pd	04-03-1980	Ngembalrejo, Bae Kudus	Teacher
8.	Rahma Nugraheni, S.Pd	13-07-1986	Mejobo Kudus	Teacher
9.	Ardian Awaluddin, S.Pd., M.SI	23-10-1984	Lemahgunung, Krandon Kota Kudus	Teacher
10.	Ahmad Khoiruddin, S.Pd.I	01-07-1973	Hadiwarno, Mejobo Kudus	Teacher
11.	Nor Budi Puspitawati, S.Pd	03-11-1985	Honggosoco, Jekulo Kudus	Teacher/ Homeroom Teacher
12.	Tri Sulistyowati, S.Pd	27-12-1989	Kembang Jepara	Teacher
13.	Jamaludin Arif, S.Pd.I	24-09-1990	Kecapi, Tahunan Jepara	Teacher
14.	Ikawati Oktianingrum, S.Pd	10-04-1991	Perumahan Gondangmanis	Teacher
15.	Khafidhul Insan	07-05-1988	Ngembalrejo, Bae, Kudus	Teacher

16.	Rina Wahyuningsih, S.Pd	24-07-1990	Lau, Dawe Kudus	Teacher/ Homeroom Teacher
17.	Annisa Krisanti, S.Pd	09-10-1994	Margorejo, Dawe Kudus	Guidance Counselor
18.	Muhammad Noor Firdaus, S.Pd	18-07-1996	Ngembalrejo, Bae, Kudus	Teacher/ Homeroom Teacher
19.	Limyani Hayati	08-06-1973	Ngembalrejo, Bae, Kudus	Ka TU
20.	Noor Kholifah, S.Pd.I	11-10-1984	Ngembalrejo, Bae, Kudus	Teacher/The Staff TU

7. Students Data of Madrasah Aliyah Darul Ulum

The following is data on Class X students for the 2023-2024 Period.¹³

Table 4. 2 Students' Data of Madrasah Aliyah Darul Ulum

No.	Students' Name	Address
1.	Azkie Faizzatun Nadhiva	Rajek Godong Grobogan
2.	Azzahro Fitria Wakhid	Kedondong Demak Demak
3.	Cintya Puspita Ayu	Ujungpandan Rt 011/Rw 004
4.	Dzil Khulaifah	Cangkring Rt 003/Rw 001
5.	Galuh Anisatul Mufielah	Tambahagung Rt 1/Rw 4
6.	Heni Susilowati	Cengkalsewu Rt 004/Rw 006
7.	Lailatul Khoiriyah	Sumbersari Rt 003/Rw 002
8.	Maela Hanifia	Jl.anyerlir Rt 001/Rw 008
9.	Mega Aprilia Dwi Erlina	Pongangan Rt 002/Rw 001 Purworejo
10.	Mohammad Sirajudin Munir	Mulyasari Rt 004/Rw 004
11.	Muhamad Jalal Ramdani	Damarjati Rt 005/Rw 006
12.	Nur Aini Fitri Nuriyah	Margomulya Rt 001/Rw 003
13.	Putri Jauharotul Zahra	Kemang Krompol Rt 002/Rw 006
14.	Reisha Desmiyani Putri	Jl jajawai rt 009/rw 010 karawang Kulon
15.	Silvia Intan Fransisca	Baleadi Rt 001/Rw 002
16.	Siti Maymunah	Tenggeles Rt 03/Rw 03
17.	Vera Davita Pratiwi	Dorang Rt 003/Rw 002

¹³ The result of the documentation Students Data of MA Darul Ulum were quoted on September 7, 2023

Facility of Madrasah Aliyah Darul Ulum

Table 4. 3 Students’ Data of Madrasah Aliyah Darul Ulum

1.	Madrasah Aliyah Building	6.	Prayer Room
2.	Clasrooms for X, XI, XII	7.	Cafeteria
3.	Computer Laboratory	8.	Student Council Room (OSIS)
4.	Library	9.	Bathroom
5.	Teacher's Room and Administrative Office	10.	Parking Area ¹⁴

Extracurricular Activities of Madrasah Aliyah Darul Ulum

Table 4. 4 Extracurricular Activities of Madrasah Aliyah Darul Ulum

1.	Scouting
2.	Volleyball
3.	Traditional Drum (Rebana)
4.	Table Tennis
5.	Futsal ¹⁵

B. Research Description

1. The Teaching Style Models Used By The In-Service English At MA Darul Ulum Bae Kudus

Teaching style models play a very important role in the conduct of a learning activity. In teaching, a teacher and students should mutually support each other, including interactions between students and teachers, the selection of appropriate materials, and the use of teaching models that are engaging for students. The importance of the teaching model applied by the teacher to the students is significant in the context of education. The teaching model serves as a framework that determines how the teacher delivers the material, encourages student participation, and achieves specific learning objectives.

At this point, the author explains a little in the resource interview regarding the teaching style model used by English teachers in learning at Madrasah Aliyah Darul Ulum. All sources interviewed by the author explained the English teacher's teaching model for learning. This can be stated by Mr. Ali

¹⁴ The result of observations Facilityof MA Darul Ulum were quoted on September 7, 2023

¹⁵ The result of observations Extracurricular Activities of MA Darul Ulum were quoted on September 7, 2023

Ahmadi as headmaster, Mrs. Alia as deputy curriculum, and Mrs. Ani and Mrs. Rahma as in-service English teachers in learning at Madrasah Aliyah Darul Ulum. The four speakers stated that the teaching styles used in English learning were cooperative learning and problem-based learning. Some teachers in Madrasah use this teaching model because it is more effective and students can receive knowledge and understand it easily. The following is an explanation from several sources regarding the teaching style model of in-service English teachers.

According to AF opinion, "madrasah Aliyah is a religion-based school, while our world today has extraordinary standards and English has become one of the means to communicate globally or internationally because we are now competing not only with our own countrymen but also our Indeed, we are already competing with young people from all over the world, so it is important for us to find a strong identity and integrity, especially in the religion we follow to cultivate character. So, even if we are thrown into any corner of the world, we still adhere to the headmaster of our religious values, not reducing our ability to compete with young people from other countries. Even though academically we can compete with children from America, Australia, or any other country, we have an identity that cannot be interfered with by them. So, for example, if we are students from Korea, Australia, or other countries, we will still be devout Muslims in any country."¹⁶

Based on this interview, it can be concluded that speaking internationally is very important for us, especially for students, to find our true identity so that we can compete academically while still upholding Islamic values and cultivating character in ourselves.

This madrasah continuously keeps up with developments in the education landscape in Indonesia. One of the innovations applied is the independent curriculum, which allows for the integration of religious subjects with general subjects. This serves as an initial step in fostering students' interest in learning.

Similarly, from the interview results with AA, who serves as the Headmaster at Madrasah Aliyah, it was revealed that "In this madrasah, all developments in the world of education in Indonesia are still following developments. One very important

¹⁶ The result of the interview with AF as The English Teacher at MA Darul Ulum, on September 10, 2023 interview 6, transcript

aspect of improving school quality is the teaching style applied by teachers at MA Darul Ulum. And I have observed English teachers at this school implementing a very effective teaching style model."¹⁷

Based on the interview with the school's headmaster, it can be understood that one important aspect of effective learning is the teaching model that teachers have already implemented in the school. Teachers' instruction must be suitable and effective in students' learning activities. By understanding the importance of teaching models, teachers can be more effective in designing learning experiences that cater to students' needs and help them achieve a deeper understanding and relevant skills.

According to the interview with AR, the deputy curriculum, she stated, "The teachers' teaching model is crucial for students because it will be adapted to the student's situation and condition. So, when teaching, the teacher can adjust the teaching model that is suitable and appropriate for the students."¹⁸

Based on the interview results with the deputy curriculum above, it can be understood that the teaching style of the teacher is essential for all students. Teachers can provide teaching models that are suitable by adapting to the student's circumstances. This can lead to several factors in achieving effective learning, including increasing students' interest in learning, developing skills, and motivating students to achieve better results.

Regarding the teaching models used at Madrasah Aliyah Darul Ulum, as explained in the interview by AF, the first speaker and English teacher, she mentioned: "The teaching models used include problem-based learning and cooperative learning, where students are asked to solve a problem in a given case related to specific topics, which can then be discussed collectively."¹⁹

Based on the interview with the English teacher as the first speaker, it can be observed that teachers use cooperative learning and problem-based learning models. As commonly used by teachers in learning activities, the implementation of problem-based learning and cooperative learning has become one of the

¹⁷ The result of the interview with AA as Headmaster at MA Darul Ulum, on September 12, 2023 interview 1, transcript

¹⁸ The result of the interview with AR as deputy curriculum at MA Darul Ulum, On September 12, 2023 interview 1, transcript

¹⁹ The result of the interview with AF as The English Teacher at MA Darul Ulum, on September 10, 2023 interview 2, transcript

most effective methods in English language education. The combination of these two can create a dynamic learning environment where students actively engage in the learning process.

Similarly, as explained in the interview with RN, the second speaker and English teacher, she stated, "From what I do with my students, there are several teaching models we use in the classroom, such as cooperative learning by forming groups, contextual learning by linking the learning material to real-life situations, and others."²⁰

Based on the interview with the English teacher as the second speaker, it is mentioned that cooperative learning involves the use of group methods. In this approach, students are encouraged to work together in small groups. They collaborate in solving tasks or problems assigned by the teacher. This approach promotes social interaction and the exchange of ideas among students, enriching their understanding of the subject matter.

In Problem-Based Learning, students are given a problem or a relevant real-life case situation related to the material or topic being studied. They are then required to find solutions and answer questions arising from that case. This approach not only helps students gain a deeper understanding of English language concepts but also hones their problem-solving and analytical skills.

The combination of Problem-Based Learning and Cooperative Learning creates a dynamic learning environment where students actively participate in the learning process. They not only learn English language theory but also apply it in real-world contexts. Moreover, they have the opportunity to discuss and collaborate with their classmates, enriching their overall learning experience. This model provides students with the opportunity to learn from each other and develop their social skills. In this way, learning is not only individual but also involves the crucial element of teamwork in their development. The importance of teacher teaching requires an appropriate learning plan. The composition of the class X learning plan can be seen in the attached document.²¹

²⁰The result of the interview with RN as The English Teacher, on September 7, 2023 interview 2, transcript 1. transcript

²¹ Teaching Module Document of MA Darul Ulum

According to AA interview, "We started implementing the learning model at the beginning with various considerations, such as looking at the condition of the students, the condition of the school, the teacher council, and so on. So, we must be able to adjust the teaching model by taking into account the situation and conditions in our environment."²²

From the interview above, the implementation of the learning model in Madrasah can be seen from several aspects. Before starting a teaching model, teachers must pay attention to the condition of the school as well as the situation of the students and the teacher council. All of these aspects can be interconnected in the application of the teaching model. Based on the results of observations, the condition of the school meets appropriate standards.²³ It can be seen from the data resulting from the documentation of the school's condition in the infrastructure data attachment.²⁴

As in AA interview, "the process of developing and selecting teaching models is carried out during the implementation of the curriculum and developments in madrasah. The parties involved at this stage include the principal, subject teachers, class teachers, and the students."²⁵

Based on the explanation above, the parties involved in selecting the teaching model are the headmaster, teachers, and students themselves.

According to AR interview, one of the parties involved in the development and selection of teaching models explained that "teacher-teaching models are very necessary because the purpose of teaching itself is to convey, impart, or transfer the teacher's knowledge to students." When the teaching model is not appropriate, the knowledge conveyed by the teacher to students will be difficult for students to accept or difficult to grasp."²⁶

²² The result of the interview with AA as Headmaster at MA Darul Ulum, on September 12, 2023 interview 8, transcript

²³ The result of Observations School Conditions of MA Darul Ulum were quoted on September 7, 2023

²⁴ The result of Documentation School Conditions of MA Darul Ulum were quoted on September 7, 2023

²⁵ The result of the interview with AA as Headmaster at MA Darul Ulum, on September 12, 2023 interview 3, transcript

²⁶ The result of the interview with AR as deputy curriculum at MA Darul Ulum, On September 12, 2023 interview 2, transcript

Based on the interview above, the role of teachers is very important in the world of education, namely providing knowledge to their students. Teachers must be able to adjust the teaching model so that students can easily accept it.

Furthermore, the role of teachers is crucial in nurturing students' interest in learning. Teachers encourage students to actively seek solutions to challenges they encounter in learning English. This helps students develop critical, analytical, and problem-solving abilities that are highly valuable in their educational development.

According to AA interview that "the background of each student is very different, starting from the students' knowledge and character. So, challenges and obstacles come from several factors that each child has. In teaching practice in the classroom, teachers must be able to know each child's character and must be able to generalize teaching models to different student backgrounds."²⁷

Based on the interview above, it can be concluded that the challenges and obstacles faced by the in-service teacher teaching style model in evaluating are seen in the background of each student. Differences in student character are the main challenge in implementing the learning model.

Thus, teaching models are highly necessary and play a vital role as a foundation and guide that enable the learning process to become more effective, meaningful, and structured. Similarly, the teaching models used by the English teachers at Madrasah Aliyah Darul Ulum, namely cooperative learning and problem-based learning, can enhance the quality of student learning. Students gain a deep understanding, and learning becomes a meaningful experience. These models help create a strong structure for learning activities, allowing educational goals to be achieved more effectively.

2. The In-Service English Teachers' Teaching Styles Develop Students' Interests in Islamic Values At MA Darul Ulum Bae Kudus

In this effort, English teachers at the school have played a significant role. They not only teach English as a skill but also strive to integrate Islamic values into this learning. Through appropriate instruction, students can recognize the connection

²⁷ The result of the interview with AA as Headmaster at MA Darul Ulum, on September 12, 2023 interview 7, transcript

between the English language and Islamic values, which can help them internalize these values in their daily lives. Therefore, students not only learn about the English language but also about the values of their religion.

Incorporating Islamic values into general subjects provides students with the opportunity to link religious teachings with other aspects of their lives. This helps students understand that religious values can be applied in various contexts, including in their school learning. Thus, religious knowledge does not remain isolated but becomes relevant in daily life, undoubtedly having a positive impact.

In the interview with AF, the first speaker and English teacher, she stated, "The teaching style used in this school is based on the concept of tarbiyah, which involves linking religious values to every relevant topic or material."²⁸

From this interview result, it can be understood that this approach means that in every English language learning session, teachers strive to connect language aspects with fundamental Islamic values. With this tarbiyah approach, students are expected to internalize religious values in their daily lives, even in the context of learning English. This is an essential step in shaping individuals with a deeper understanding of the interplay between religion and education. In this way, education at this school is not just about mastering the English language but also about embracing spiritual values in every aspect of life.

According to RN, "by reminding them of their self-awareness as students, with their understanding in the field of religion, which can be said to be more extensive than ordinary children, they have a broader scope to spread goodness if they can also master English."²⁹

Based on this interview, it is stated that being a student provides many opportunities to spread goodness. Therefore, mastery of the English language with the integration of Islamic values becomes a significant opportunity. However, it needs to be emphasized here that the ability to communicate in English is the key to spreading religious values to a wider world. The combination of deep religious understanding and the ability to

²⁸ The result of the interview with AF as The English Teacher at MA Darul Ulum , on September 10, 2023 interview 3, transcript

²⁹ The result of the interview with RN as The English Teacher at MA Darul Ulum, on September 7, 2023 interview 3, transcript

communicate in English opens doors to disseminating religious messages and goodness globally.

According to AA that, "In the teaching of general subjects, we will insert some appropriate religious values. So, the development between religious knowledge and general knowledge will grow and become balanced."³⁰

Based on the interview results with AA, it is mentioned that general subjects can now be correlated with religious values due to developments in the field of education. Therefore, it is very important to integrate Islamic values into general subjects as the world evolves. For example, an English teacher can relate English language material to relevant religious values. In this way, students not only learn English but also understand the importance of religious moderation in the context of education in Indonesia. Integrating Islamic values into general subjects is a crucial step in creating more practical and relevant education. It allows students to develop a deeper understanding of their religion and integrate religious values into their daily lives, ultimately helping them become better individuals who are more aware of moral and ethical values.

According to AA, "developing students' interest in Islamic values in English by providing motivation to students regarding the introduction of English, which is an international language," Introduction and implementation in English subjects of instilling religious values with appropriate teaching models."³¹

From the interview above, it can be concluded that in developing students' interest in learning, providing motivation for students is one of the provisions in developing international languages. Apart from providing motivation, introducing and implementing religious values in foreign languages is a very important goal. For this reason, it is very necessary to apply language and religion in the current era.

According to AF, "every time there is a theme or topic, it is automatically related to the cultivation of religious values and the cultivation of good character in children, because the religious values and moral values of children are now much lower than before. So, without being asked by the state, automatically from

³⁰The result of the interview with AA as Headmaster at MA Darul Ulum, on September 12, 2023 interview 2, transcript

³¹ The result of the interview with AA as Headmaster at MA Darul Ulum, on September 12, 2023 interview 5, transcript

the awareness of the teachers, especially me personally as an English teacher, I always relate any material to Islamic values."³²

Based on the interview above, it can be concluded that the integration of Islamic values is always tied to the learning theme or topic. In-service English teachers at Madrasah Aliyah Darul Ulum will directly, without being asked by the government, link all learning to Islamic values.

Furthermore, the integration of Islamic values into general subjects also helps students build strong character. They learn about ethics, morality, and fundamental Islamic values, which can shape them into responsible and empathetic individuals. This will positively contribute to their development, not only as students but also as good citizens. Motivating students to develop an interest in Islamic values through the English language, as it is an international language, is essential. The introduction and implementation of Islamic values in English language classes with suitable teaching models can be effective.

AR explained that "the teaching style of English teachers in developing students' interest in Islamic values can be done by assigning tasks in the form of creating texts related to Islamic holidays. So, students can learn and narrate an event related to Islamic holidays in English."³³

Based on the interview with AR, it is understood that developing students' interest in English through Islamic values can be achieved by assigning tasks related to Islamic holidays.

According to RN, "In integrating Islamic values by linking the value of goodness in material things with the values of the Islamic religion,"³⁴

Based on the interview, it was stated that during the learning activities, the teacher was able to relate the material to Islamic values.

This assignment encourages students to conduct research and gain a deep understanding of the event while also mastering their English language skills. Additionally, students can share their stories and experiences in English, which can strengthen their understanding of Islamic values in a global context. They learn to

³² The result of the interview with AF as The English Teacher at MA Darul Ulum , on September 10, 2023 interview 4, transcript

³³ The result of the interview with AR as deputy curriculum at MA Darul Ulum, on September 12, 2023 interview 4, transcript

³⁴ The result of the interview with RN as The English Teacher at MA Darul Ulum, on September 7, 2023 interview 4, transcript

narrate religious events in a broad international language. Therefore, English teachers at the school play a crucial role in helping students understand and appreciate Islamic values while also enhancing their English language competence.

AA explained, "English language skills are very important for students in the current era, such as reading, pronunciation, and appropriate English pronunciation. This is important to do because today's students are the pride of the nation when going international is a mandatory requirement to speak English. Moreover, madrasah must carry knowledge of religious values abroad so that they can become a national identity. For example, when going to Germany, Australia, or America, we must be equipped with English without eliminating Islamic values from our own identity. For that it is very important for us to become modern Muslims."³⁵

Based on the explanation above, this reinforces the idea that education in the madrasah is not only about developing English language competence but also preparing students to be effective ambassadors of their religion on an international level. In this way, they can have a greater positive influence in spreading their religious messages to the outside world.

The uniqueness and characteristics of the teaching models implemented in the context of English language learning at MA Darul Ulum Bae Kudus reflect a holistic approach that focuses on integrating Islamic values into the learning process. According to AR, "uniqueness and characteristics can be tailored to the students' conditions, such as the fact that most students here come from Islamic boarding schools, so when their learning includes elements that align with the students' environmental conditions, such as instilling religious values in the student's character."³⁶

Based on the above interview, it can be said that through this approach, there are many benefits and distinctive features in learning, such as the interconnection between subjects and religious values, character development in students, and student motivation and self-directed learning.

In AR interview, "This approach is important because we can find out what kind of character and condition the students are. So,

³⁵ The result of the interview with AA as Headmaster at MA Darul Ulum, on September 12, 2023 interview 9, transcript

³⁶ The result of the interview with AR as deputy curriculum, September 12, 2023 interview 5, transcript

when the teacher applies a teaching model, the teacher already knows the knowledge of several students when learning takes place so that they can apply appropriate teaching."³⁷

The meaning of the interview is that through this learning approach, Madrasah teachers will easily know the character and condition of students. Thus, teachers have quite a big opportunity when implementing learning models that are adapted to students' characters.

In contrast to RN opinion, "So that they know that there is no conflicting knowledge. That English teachers and religious knowledge can be integrated well and can even give rise to greater good."³⁸

Based on the explanation above, the importance of religion in developing students' interest in learning English can create more goodness. There is a need for religious knowledge that can have a positive influence on the character of each child.

As for some of the challenges faced by in-service English teachers, they include dealing with students with different characteristics and backgrounds. According to AF, "So far, the challenge is not in instilling Islamic values but rather in the character of students who tend to be less disciplined. As for Islamic values, they already understand them and have even been educated in Islam since childhood, but the problem lies in students who lack discipline."³⁹

From the results of the interview, it can be concluded that the challenges and obstacles for teachers when teaching are the students' backgrounds. The students already understand the integration of Islamic values because they have been trained in Islamic education since childhood.

In contrast to the opinion of RN, who explained that "the challenge may be because many children do not feel confident enough that they have great potential with their various understandings in the religious field, which can be said to be more than children in general, they have a wider scope to spread goodness if they can also master English." Knowledge of the Yellow Book and so on will be better able to be broadcast to the

³⁷ The result of the interview with AR as deputy curriculum, September 12, 2023 interview 6, transcript

³⁸ The result of the interview with RN as The English Teacher at MA Darul Ulum, on September 7, 2023 interview 6, transcript

³⁹ The result of the interview with AF as The English Teacher at MA Darul Ulum, on September 10, 2023 interview 5, transcript

world if they can master the world's universal language, namely English."⁴⁰

Based on the explanation above, it can be concluded that some students' character lacks discipline, but some students are capable and have quite extensive opportunities with various understandings in the religious field, but they tend to lack self-confidence. Many students can be said to be able to understand the integration of Islamic values in English, but they feel afraid and unsure of themselves.

The integration of Islamic values into English language learning for students has a highly positive and significant impact, as hoped for. According to AA explanation, "the impact is that students can be ethical and civilized with good manners. Students are able to behave ethically and politely because they have scientific knowledge. Teachers can convey religious values in general learning, and students can apply them to real life."⁴¹

It can be concluded that the impact one of the main impacts is to form more holistic students who have a deeper understanding of their religion and strong English language skills. So, the challenges and obstacles arise from various factors possessed by each student.

From several explanations from related sources, it can be concluded that the expected impact is very important and has sufficient influence on students. Conclusions can be drawn from several interviews regarding the expected impact.

One of the main impacts is shaping students to be more holistic, with a deeper understanding of their religion and strong English language skills. Firstly, by integrating Islamic values into English language learning, it is expected that students will become more aware of the moral and ethical values highly esteemed in Islam. This helps them form good character traits such as honesty, empathy, and responsibility, which will guide them in their daily lives.

Secondly, this integration also provides students with the opportunity to develop a deeper understanding of Islam in a global context. They learn how their religious values can be translated into English, which is the universal language of the

⁴⁰ The result of the interview with RN as The English Teacher at MA Darul Ulum, on September 7, 2023 interview 5, transcript

⁴¹ The result of the interview with AA as Headmaster at MA Darul Ulum, on September 12, 2023 interview 6, transcript

world. In this way, they can become more effective ambassadors of Islam by interacting with the outside world and spreading the message of Islam positively.

Thirdly, the integration of Islamic values into English language learning also helps students develop a deeper understanding of culture and diversity. They can learn about various cultures that use English as their primary language, which opens their minds to the wider world.

Thus, the expected impact of integrating Islamic values into English language learning is the formation of students with strong character, a deeper understanding of religion, and good communication skills in English. All of these are essential foundations for preparing students to be competent individuals, value-conscious, and capable of contributing to a diverse global society.

From the explanation above, the expected impact is quite large, as is the main aim of developing students' interest in Islamic values. According to interviews from each source, there are several differences. AF explained, "Increasing the competitiveness of our students with other students because we will be involved in the global community and preparations for this while we are still students, even though our focus is much greater for the future, not only as students but our taboos as humans who now live in a different world. Like this, which is very global; there are no boundaries; whoever is able to compete, those who survive, because it is already a challenge."⁴²

Based on the explanation above, the main goal is to increase competitiveness among students who will enter society. Students are required to be able to compete in a global world.

Interview results from RN "So that in the future, when they leave here, they can become agents of change towards a better Indonesia. At least they can contribute well to their respective environments. With my experience as an English teacher, I can guide students in English speech competitions. In the speech in English, we conveyed many Islamic messages. This means that the Islamic message is conveyed in a wide domain. Indirectly, we

⁴² The result of the interview with AF as The English Teacher at MA Darul Ulum , on September 10, 2023 interview 7, transcript

have broadcast the goodness of Islam to them about Islamophobia, and so on."⁴³

From the results of the interview above, based on RN experience, the main goal is to develop students to become agents of change towards a better Indonesia and bring positive value to the change and development of these students.

The students' response to the integration of Islamic values in English learning was explained by AF as a resource person and observer: "Every time I convey this, the children are very enthusiastic and use this as insight. They can be anything; they can be anyone, but we must not forget about integrity or being ourselves as good Muslims. So, this is a motivation for children to be open-minded and not narrow, because their world is very wide and unlimited. Preparing yourself as best as possible, social intelligence is important, not only to answer global challenges in the world, which now not only require intellectual intelligence, but children also need spiritual intelligence, national intelligence, and social intelligence. If one of them is lacking, it will be unbalanced, such as when a child is intellectually intelligent but less civilized or less religious, then it could be said that it is still lacking or not enough to face the challenges of an era that is indeed further away from previous times. Now, the mindset and lifestyle of children are all much different. Every time I teach, the children are open and very happy to be given insight to help them prepare to face a world that is increasingly incredibly competitive because it is not enough to rely on a certificate of academic ability alone. It is true that the strongest foundation is the foundation of religion; if the religion is strong, then others can follow because the competition is increasingly extraordinary."⁴⁴

Likewise with RN, "Children will essentially feel happy if learning is fun, whatever it is."⁴⁵

Based on these two opinions, it can be concluded that students' responses to efforts to integrate Islamic values into English learning were very enthusiastic and happy. Whatever the learning, they are very happy to be given insight into their respective academic abilities. Teachers provide opportunities and

⁴³ The result of the interview with RN as The English Teacher at MA Darul Ulum, on September 7, 2023 interview 7, transcript

⁴⁴ The result of the interview with AF as The English Teacher at MA Darul Ulum, on September 10, 2023 interview 8, transcript

⁴⁵ The result of the interview with RN as The English Teacher at MA Darul Ulum, on September 7, 2023 interview 8, transcript

help each student's mindset by being open to all learning.⁴⁶ Both provide feedback, with students asking questions when there is material they don't understand and the teacher answering students' questions.⁴⁷ This can be seen when the teacher gives assignment grades to students. Thus, the assignment value can be seen in the document attachment.⁴⁸

This is an explanation of the teaching style model for in-service English teachers when learning English with Islamic values. In the teaching process, madrasah principals have an evaluation and monitoring program. According to AR, "the evaluation and monitoring process is carried out with supervision." This activity is delegated by the principal to the class teachers and supervisors.⁴⁹

The meaning of the interview above states that Madrasah Aliyah Darul Ulum carries out monitoring and evaluation processes in learning activities by carrying out supervision activities. In this activity, it comes from the school principal and is handed over to the class teacher and supervisory teacher

C. Research Data Analysis

1. Analysis of Teaching Style Models by In-Service English Teachers in Developing Students' Interest in Islamic Values

Teaching style models are techniques or forms of teaching employed by educators to facilitate students' reception of lesson materials effectively while addressing any potential boredom or monotony in the learning process. The teachers' teaching method becomes a determining factor in whether students have successfully achieved the predetermined learning objectives. According to theory Sheeba Sardar Ali, in problem-based learning, students are responsible for their own learning, learning how to use previous knowledge and how to acquire knowledge.⁵⁰

⁴⁶ The result of observations interactions between teachers and students in teaching and learning of MA Darul Ulum were quoted on September 7, 2023

⁴⁷ The result of observations interactions between teachers and students in teaching and learning of MA Darul Ulum were quoted on September 7, 2023

⁴⁸ Document of Student Score results of MA Darul Ulum

⁴⁹ The result of the interview with AR as deputy curriculum, September 12, 2023 interview 7, transcript

⁵⁰ Sheeba Sardar Ali, "Problem Based Learning : A Student-Centered Approach" 12, no. 5 (2019): 73–78.

Based on teaching models used to cultivate students' interest involve cooperative learning and problem-based learning. For instance, in the case of cooperative learning, students are grouped and encouraged to discuss questions with their peers, followed by a joint discussion. Subsequently, the teacher can infuse moral and religious values related to the subject matter. Similarly, in problem-based learning, all students are presented with issues that address real-life problems, and the teacher guides them by incorporating Islamic values into the context of real-life situations.

Therefore, this will increase their personal growth, make them more active, and increase their self-confidence and responsibility.⁵¹ Students are able to think critically and religiously as they address life challenges by integrating Islamic values.

2. Objectives of Developing Students' Interest in Islamic Values in English Language Learning

According to Bayu Senjahari et al., learning goals are needed to set a study schedule, and self-encouragement acts as internal motivation.⁵² In this research, the primary objective of developing students' interest in Islamic values in English language learning is to create students who possess a profound understanding of the Islamic faith and can effectively communicate in the English language. Several specific objectives regarding the integration of Islamic values in this madrasah:

a. In-Depth Religious Understanding

One of the goals is to ensure that students have a deep understanding of Islamic values. They should be able to relate religious teachings to real-world situations and recognize their relevance in daily life.

b. Integration of Islamic Values into Actions

Helping students integrate Islamic values into their actions and behaviors. This fosters individuals who are value-conscious, act in accordance with religious teachings, and serve as role models for others in applying these values.

c. Strong Language Proficiency

English language learning remains a crucial aspect of this process. The aim is to ensure that students have a strong

⁵¹ Sheeba Sardar Ali, "Problem Based Learning : A Student-Centered Approach"

⁵² Bayu Senjahari et al., "Learning Objectives and Environments : How Do They Affect Students ' Motivation in English Language Learning ?" 8, no. 2 (2021): 492–507.

command of the English language, enabling them to communicate effectively in a global context and take advantage of educational and professional opportunities in the future.

d. Character Formation

This learning process shapes students' character, including good ethics and morals. By understanding and applying Islamic values in their daily lives, students are expected to become responsible, honest, and empathetic individuals.

By achieving these objectives, Madrasah Aliyah Darul Ulum will cultivate a generation of students who are not only proficient in English but also value-conscious individuals with strong character, ready to make a positive contribution to society and the world at large.

3. Challenges to Teaching Islamic Values in English Language Learning

According to Thi Diem Hang Khong and Eisuke Saito, teachers are now also faced with the challenge and responsibility of changing their identity as teachers by reflecting on questions about who they are, what type of students they serve, and what the demands of their role as teachers are.⁵³ On this research in Madrasah Darul Ulum regarding the challenges in teaching Islamic values in English language learning, as previously explained, teachers at the Madrasah have challenges from various situations and environments for their students. The following are some of the challenges faced by English teachers in implementing teaching methods with Islamic values.

a. Student Understanding and Background

Every student possesses a diverse understanding of Islamic values and the English language. Some students may come from strong religious backgrounds and have been exposed to and understood Islamic values since childhood. On the other hand, there are students with more varied backgrounds or limited familiarity with this religion. Likewise, some students may have profound experiences with the English language, while others may have only basic exposure.

⁵³ Thi Diem, Hang Khong, and Eisuke Saito, "Challenges Confronting Teachers of English Language Learners," no. December (2013): 37–41.

In such a diverse classroom, teachers bear a significant responsibility to ensure that all students feel acknowledged and respected in the teaching-learning process. Teachers can provide motivation based on each student's background. Teachers' social competence is very necessary in motivating students to be more active in learning.⁵⁴ Motivation to learn can arise due to intrinsic factors in the form of the desire to succeed as well as the encouragement of the need to learn and hope for ideals, meanwhile, the extrinsic factor is appreciation.⁵⁵ As we know, several indicators of teachers' social competence are related to learning motivation, such as helping develop students' positive traits and helping students realize their strengths and weaknesses.

Teachers must adopt an inclusive teaching approach, which means creating a classroom environment that supports diversity in students' understanding and backgrounds. Teachers should encourage open discussions and questions that foster deeper comprehension while providing additional support to students who may have limited understanding. This way, all students can feel engaged in the learning process and accepted, regardless of their backgrounds. Through this approach, teachers contribute to building a strong understanding of Islamic values and the English language among all students, fostering an inclusive and empowering learning environment.

b. Diverse Student Responses

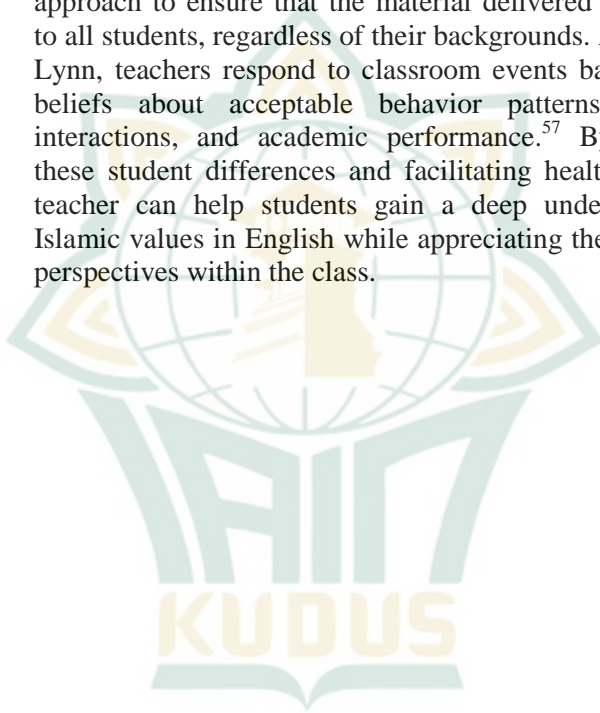
In the process of teaching Islamic values in the context of the English language, it's crucial to recognize that students exhibit diverse responses and attitudes. Some students may be very open and receptive to this material, having grown up in environments that deeply understand and delve into Islamic values. On the contrary, there are students who may hold different views or understandings of Islam, and they may even feel somewhat awkward or skeptical. As a teacher must acknowledge that these differences are natural and respect the diversity of

⁵⁴ Muhammad Ybnu Taufan and Abdurahman Basalamah, "Implementation of Teacher Social Competence in Improving Student Learning Motivation," *Golden Ratio of Social Science and Education* 1, no. 1 (2021): 25–36.

⁵⁵ Muhammad Ybnu Taufan and Abdurahman Basalamah, "Implementation of Teacher Social Competence in Improving Student Learning Motivation,"

perspectives and experiences among these students. Teachers who believe that their students are less capable also believe that authority and control are very important in learning.⁵⁶

In managing these diverse perspectives wisely, teacher must create a safe and open classroom environment. This involves giving students the space to speak, ask questions, and share their viewpoints without fear of ridicule or neglect. Teacher must also employ an inclusive teaching approach to ensure that the material delivered is accessible to all students, regardless of their backgrounds. According to Lynn, teachers respond to classroom events based on their beliefs about acceptable behavior patterns, classroom interactions, and academic performance.⁵⁷ By respecting these student differences and facilitating healthy dialogue, teacher can help students gain a deep understanding of Islamic values in English while appreciating the diversity of perspectives within the class.



⁵⁶ Lynn A Bryan and Mary M Atwater, "Teacher Beliefs and Cultural Models : A Challenge for Science Teacher Preparation Programs," no. 1999 (2002).

⁵⁷ Lynn A Bryan and Mary M Atwater, "Teacher Beliefs and Cultural Models : A Challenge for Science Teacher Preparation Programs,"