

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Gen Alpha

In this thesis, the author describes the division of generations according to expert Bencsik et al. (2016) including the following :

Label	Year
Veteran Generation	1925-1946
Baby Boom Generation	1946-1960
X Generation	1960-1980
Y Generation	1980-1995
Z Generation	1995-2010
Alpha Generation	2010-present

a. Definition of Gen Alpha

According to Amrit (2020), Gen Alpha students have from a very young age, exposure to the marketing, technology, traveling, and priorities of their millennial parents. Ironically, the year that marks the birth of this generation is the same year that the word "app" has been declared the word of the year. After that according Huss (2023) said that, Gen Alpha students are frequently described as being “digital natives” who have grown up typing with their thumbs on smartphones and tuning out school-based interactions that do not capture their short attention spans. Based on the above statement, researchers conclude that Generation Alpha are those born in the digital age. This characterizes them as “digital natives” who are accustomed to typing on small screens. As a result, they may have shorter attention spans and be less engaged in traditional school-based interactions that are not as dynamic or interesting as their digital experiences.

b. Characteristics of Gen Alpha

According to Yusuf (2023:132) said that, there are several characteristics of Gen Alpha, including their expertise in technology,

as they will undoubtedly surpass their parents, Generation Z. Furthermore, there is widespread use of AI in all aspects of this generation's lives. They prefer in-person learning because they have direct access to information. Furthermore, they rely more heavily on social media as a means of interaction, as evidenced by the potential increase in the number of accounts and their use.

According to Sihotang (2025:38) stated that, Gen Alpha has several characteristics, including being constantly connected to the internet and social media, where this generation cannot be separated from technology. They spend a lot of time in front of gadget screens, whether for educational purposes or simply for entertainment. Gen Alpha is also a generation that is critical in thinking and detailed in observing something. Gen Alpha tends to prefer practical problem solving. In addition, they are reluctant to spend time on a process in solving a problem. The reason for this is because they were born in a world that is instant. Gen Alpha is a generation that likes freedom of opinion, creativity, expression, and so on. Not only that, Gen Alpha tends to want to receive recognition in the form of rewards, whether in the form of praise, gifts, or other awards. Gen Alpha is very individualistic in learning because they can obtain information easily, which gets them used to being independent in solving the problems they experience.

Based on the two experts, it can be explained that Gen Alpha is characterized as a generation deeply integrated with technology from a very young age. This gen is not only adept at using digital devices, including AI, but also relies heavily on the internet and social media for information and social interaction. They are then described as critical thinkers who prefer practical and instant problem-solving, often showing impatience with lengthy processes. Furthermore, Gen Alpha tends to be individualistic in their learning, preferring to seek information on their own. They also value freedom of expression and seek recognition, such as praise or awards.

c. The Ways of Gen Alpha Learn

Gen Alpha is expected to continue this trend. High school students are used to glancing at the teacher's whiteboard while peeking at their own social media accounts. Seemiller (2016) assert that such multitasking has led to an increased 'inability to focus' (p. 181). This means students may find it harder to concentrate deeply on one task for an extended period. The brain becomes conditioned to respond to frequent interruptions or to constantly seek new stimulation, which can weaken sustained attention and reduce learning efficiency over time. After that According to Omur (2021), students are unable to balance between the regular flow of new information in the digital environment and the flow of information in real life. It can be argued that high school teachers are dealing with students who need specific strategies to combat the increasingly short cycles of classroom interaction. Based on the opinions, researcher can be concluded that Gen Alpha learning style often involves doing many things at once and constantly engaging with digital information. However, this results in a decline in their ability to maintain deep focus, creating challenges for traditional educational methods.

2.1.2 Gen Alpha Learning Pattern

According to observation McCrindle (2020), Gen Alpha will prioritize personalized and technology-based learning experiences. They will learn more with the help of AI-based tools, VR (Virtual Reality), and AR (Augmented Reality) devices, which allow them to experience an immersive experience in the learning process. Increasingly sophisticated technology will allow them to learn more interactively, deeply, and adaptively according to their individual needs and interests. They are also more likely to choose flexible and experience-based learning, where they can explore various topics and skills more independently. Learning methods that are suitable for Generation Alpha must involve sophisticated and innovative technology. AI-Assisted Learning or learning supported by artificial intelligence can adjust the material to individual needs. Virtual

Reality (VR) and Augmented Reality (AR) can provide a more realistic and interactive learning experience, allowing them to explore the world and new topics in a more comprehensive way. Exploration-based and interactive learning is also very effective, where they can work collaboratively through digital platforms or play educational games that develop their critical thinking skills.

According to McCrindle (2021) stated that there are learning patterns of Gen Alpha in English:

1) Preference for Interactive and Engaging Learning Experiences

Unlike previous generations who were more accustomed to passive learning, Gen Alpha thrives on interactive platforms. They are used to apps, games, and digital content that require active participation, problem solving, and provide immediate feedback (Holistic Learning).

2) Visual Learning Preference

Gen Alpha learners often have a strong preference for visual learning. This is likely influenced by the prevalence of visual content on platforms like YouTube, Instagram, and TikTok during their formative years. The importance of integrating multimedia such as images, diagrams, and visual presentations into the learning environment caters to this preference.

3) Technology Integration and Digital Literacy

Gen Alpha is true digital natives, comfortable with technology from a very young age. They have highly developed digital skills and are generally tech-savvy. Their ease with technology gives them unparalleled access to information, which can foster curiosity. The importance of developing their critical thinking skills and digital literacy to navigate the digital world safely and responsibly

4) Shorter Attention Spans. Accustomed to navigating multiple screens and streams of information, Gen Alphas often demonstrate

the ability to multitask. However, this constant stimulation can also lead to reduced concentration and shorter attention spans.

5) Collaborative and Social Learning

Growing up with social media and online gaming, Gen Alphas often feel comfortable in collaborative environments and thrive on teamwork. Social-emotional learning support is needed to help them develop empathy and positive interpersonal skills.

Based on the statement above, it can be concluded that the learning patterns of Generation Alpha is a native digital learner who thrives on personalized, interactive, and visually rich experiences facilitated by advanced technology in English language learning. Gen Alpha's learning pattern are a direct reflection of their upbringing in a digitally advanced world. Digital native learners are intrinsically motivated by personalized, interactive, and visually rich experiences. Their preference for platforms that offer immediate feedback and require active participation represents a significant shift from the passive learning styles of previous generations. The key point is that traditional, lecture-based pedagogical models are becoming increasingly ineffective for this group. Their ability to multitask, while a strength in navigating a complex digital world, can also lead to shorter attention spans, necessitating the use of innovative, short-cycle, and engaging learning strategies. The ideal learning environment for Generation Alpha leverages technologies like AI, VR, and AR to provide immersive, adaptive, and collaborative experiences.

2.1.3 Teacher-Parents Management

a. Teacher Management

According to Mulyasa (2013), teacher management is crucial for student success and goes beyond simply teaching. Teacher management is a comprehensive approach that involves planning, organizing, and maintaining an effective learning environment. In planning, teachers must prepare learning objectives, lesson plans, teaching materials, and strategies before entering the classroom. This can help ensure the learning process is systematic and aligned with

students' needs. Furthermore, in organizing, teacher management also encompasses the learning environment. This includes classroom layout, student grouping, selection of learning methods, and time management to ensure activities run smoothly and students remain engaged. In addition to teaching the material, teachers are responsible for creating a positive, supportive, and disciplined classroom atmosphere. This includes motivating students, managing behavior, fostering respect, and encouraging active participation.

Furthermore, Utomo (2024) mentions teacher management in managing Gen Alpha learning patterns, as follows:

1. Providing teaching materials to be delivered to students.
2. Able to collect information, process it, and disseminate or communicate the information itself so that the information becomes useful.
3. Explains the material well and is easy to understand.
4. Initiating and implementing control of activities in the classroom.
5. Providing direction and guidance to students.
6. Supervising and managing the learning process, this means that teachers pay attention to how students learn.
7. Using good learning methods that are in accordance with the material presented.
8. Arranging the class so that students can solve the problems discussed with minimal expectation of teacher assistance.
9. Being a pleasant place to receive knowledge and a place to channel all forms of student creativity
10. Able to have the skills to maintain a conducive class and develop it into a productive one, providing facilities to create an orderly class and managing students.

Based on the two experts, the researcher underlined several important points. The following is presented in table below:

Teacher Management toward Gen Alpha Learning Pattern in English		
No	Indicators	Sub Indicators
1.	Provision of Teaching Materials	Prepare teaching materials before the lesson
		Teaching materials are relevant and aligned with student needs
2.	Information Management Skills	Collect information from various sources
		Process information into useful knowledge
		Communicate information clearly to students
3.	Clarity of Material Explanation	Explain material systematically
		Students easily understand the teacher's explanation
4.	Control of Classroom Activities	Initiate classroom activities effectively
		Implement control to keep activities on track
5.	Direction and Guidance	Provide clear instructions to students
		Guide students when they face difficulties
6.	Supervision of the Learning Process	Monitor how students engage with learning
		Identify learning challenges faced by students
7.	Use of Appropriate Learning Methods	Apply methods relevant to the subject matter
		Adjust methods according to student learning styles
8.	Classroom Arrangement for Problem-Solving	Arrange seating to encourage collaboration
		Students can solve problems independently with minimal teacher intervention
9.	Creating an Enjoyable and Creative Learning Environment	Create a fun and engaging classroom atmosphere
		Encourage students to express creativity in learning

10.	Classroom Management Skills	Maintain a conducive classroom atmosphere
		Develop the classroom into a productive learning space
		Provide facilities to support orderliness and student engagement

b. Parents Management

According to Hoover et al. (2016) emphasized that parental management in education has been proven to have a positive impact on student achievement. Parents don't just supervise homework. Their involvement, whether through communication with teachers, support for their child's social development, or involvement in home learning activities, creates a stronger support system for their child.

In addition, Utami (2022) explained that in managing the student learning achievement as follows:

1. Cultivating student learning motivation by providing the facilities needed by students and providing enthusiasm and good guidance to students in the learning process.
2. Encouraging, moving and directing children's learning activities.
3. Providing information about their children to help determine the interests, abilities, needs and development of gifted children.
4. Helping their children with schoolwork and offering encouragement and direction, their children are better able to learn how to solve problems.
5. Understanding and paying attention to their children and providing time for children in fostering children's education.
6. Giving full attention to children starting from mentoring, supervision and even directing children in the learning process.
7. Managing screen time and ensuring productive gadget use. This includes monitoring the content your child accesses, setting time

limits, and ensuring technology is used as a learning tool, not just entertainment.

8. Appreciating children's learning outcomes and improving children's learning methods to be better.
9. Cultivating children's curiosity by inviting them to discuss, read books together, visit places that can grow and improve children's knowledge.
10. Helping children develop discipline and good habits through setting a consistent study schedule. Ensure that children get balanced nutrition, adequate rest, and exercise regularly.

Inspired of the both theories above, the researcher described some of the parents management toward Gen Alpha learning pattern in English as present in the table below :

Parents Management toward Gen Alpha Learning Pattern in English		
No	Indicators	Sub Indicators
1.	Cultivating Student Learning Motivation	Provide the necessary learning facilities (books, pen, dictionaries, smartphone, laptop, tablet, internet, English course)
		Give encouragement and enthusiasm during the learning process. needs
		Guide their children in maintaining focus while learning.
2.	Encouraging and Directing Learning Activities	Motivate children to start learning on time.
		Direct children when doing assignments or projects.
		Foster initiative in children's learning.
3.	Providing Information	Recognize and communicate their children's interests and talents.
		Monitor academic progress and learning needs.

		Share information with teachers to support children's development.
4.	Assisting with Schoolwork and Problem-Solving	Accompany children in completing homework.
		Encourage children to find solutions independently.
		Provide direction when children encounter difficulties.
5.	Understanding and Paying Attention to Children	Dedicate time daily to engage with children's education.
		Listen to children's academic challenges.
		Show empathy and care toward their children's feelings in learning.
6.	Providing Full Attention through Mentoring and Supervision	Supervise study schedules and completion of assignments.
		Offer direct mentoring in learning activities.
		Correct mistakes and provide constructive feedback.
7.	Managing Screen Time and Gadget Use	Monitor the content accessed by children.
		Set limits on screen time.
		Encourage the use of technology for learning purposes.
8.	Appreciating and Improving Learning Outcomes	Praise and reward children's achievements.
		Help improve children's learning strategies.
		Encourage continuous improvement after failures.
9.	Cultivating Curiosity and	Invite children to discuss learning

	Knowledge Growth	topics.
		Read books together with their children.
		Take children to educational places (museums, libraries, nature trips).
10.	Developing Discipline and Healthy Learning Habits	Create a consistent study schedule at home.
		Ensure children maintain balanced nutrition and rest.
		Encourage regular physical exercise for children.

2.2 Conceptual Framework

Gen Alpha grew up in a fast-paced and technology-rich digital era. This shapes their learning patterns that tend to be interactive, visual, and adaptive to technology. In the context of English learning at SMP Negeri 1 Hiliduho, understanding and accommodating the unique learning patterns of Generation Alpha are crucial for educational success. Furthermore, the effectiveness of learning does not only depend on teacher strategies in the classroom, but also on synergy and collaboration with parents at home. Teacher-parents management, which emphasizes ongoing communication and partnership, is believed to create a more holistic learning environment and support the development of Gen Alpha English skills. The following conceptual framework illustrates the relationship between teacher-parents management and Gen Alpha learning pattern in the context of English learning.

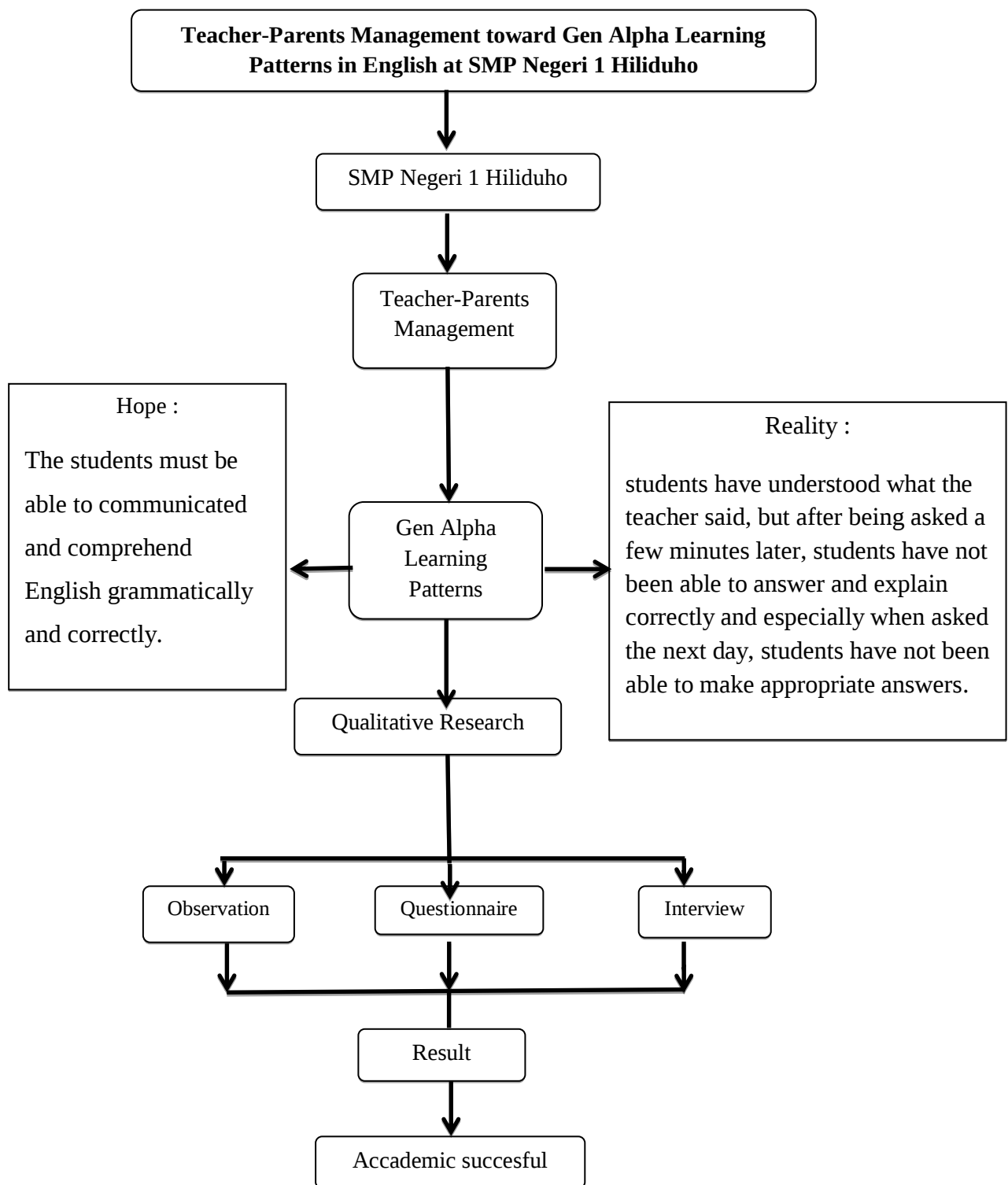


Figure 2.1