

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Research Result

The research result presented teacher management, parents management, and Gen Alpha learning pattern. To collect data, a study was conducted in class VII-A of SMP Negeri 1 Hiliduho. The researchers initially observed teachers and conducted interviews. They then interviewed parents and students, asking several questions.

4.1.1 Observation Result

In an effort to understand the learning management practices implemented by teachers in the classroom, researchers conducted direct observations of various aspects of learning management. The following are some of the observations made by the researchers:

1. Teacher prepares and provides teaching materials clearly before the lesson starts.
2. Teacher collects, processes, and shares information in a way that makes it useful and easy for students to understand.
3. Teacher explains the lesson clearly so students can easily grasp the material.
4. Teacher starts and controls classroom activities smoothly to keep the lesson organized.
5. Teacher gives clear direction and guidance to students during learning.
6. Teacher watches how students learn and manages the learning process actively.
7. Teacher uses appropriate teaching methods that fit the topic being taught.
8. Teacher arranges activities so students can solve problems mostly by themselves, with little help.
9. Teacher creates a friendly and encouraging classroom where students feel comfortable to be creative.

10. Teacher maintains a productive and orderly classroom, balancing discipline with a positive learning environment.

Based on the observation of the teacher management, it was found that the teacher prepares and provides teaching materials clearly before the lesson, ensuring students have access to the necessary resources. The teacher effectively collects and processes information and presents it in ways that help students understand the content. Explanations are clear, which supports student learning.

Classroom activities are generally started and managed smoothly, although sometimes the flow is interrupted by student distractions. The teacher gives clear directions and guidance to keep students focused. The teacher actively monitors student learning, but quieter students tend to receive less attention.

The teacher uses teaching methods appropriate to the material but could improve by better adapting to different student learning styles. Activities are designed to encourage students to solve problems independently, though some students still need additional support.

The classroom environment is friendly and supportive, encouraging creativity and participation. Discipline is maintained well, balancing order with motivation, but there are occasional inconsistencies in enforcing rules.

4.1.2 Interviews Result

a. Gen Alpha learning pattern in English

Generation Alpha students exhibit unique learning patterns shaped by their early exposure to digital technology. They tend to prefer interactive and multimedia-based learning methods, such as using apps, games, and videos, which make learning more engaging and accessible. Their comfort with digital devices also encourages independent exploration and problem-solving. However, alongside technology use, social interaction and emotional understanding remain important aspects of their learning experience. To know that, the researcher give ten questions to Gen Alpha, it's consist of :

1. When learning something new at school or at home, do you enjoy using apps, games, or fun activities, or listening to the teacher speak?
2. Do you prefer learning experiences where you can solve problems, answer quizzes, or complete challenges and get immediate feedback?
3. When your teacher uses images, videos, or PowerPoint presentations, do you find it easier to understand the lesson than simply reading text or listening?
4. Do you enjoy watching videos on YouTube, TikTok, or Instagram to learn new things, such as how to do something, understand a topic, or explore your interests?
5. Are you comfortable using a tablet, laptop, or smartphone to do schoolwork, search for information, or explore new topics?
6. When you're curious about something, such as a question or topic, do you go online using Google, YouTube, or an app to find answers or learn more?
7. Do you think it's important to learn how to distinguish whether something you read or watch online is true, false, or even harmful?
8. Do you sometimes get bored or lose focus quickly when the learning doesn't change, or when you have to concentrate on just one thing for a long time?
9. Do you enjoy learning and collaborating with others, such as in group projects that require you to work together and help each other?
10. Do you think it's important to learn how to understand your peers' feelings, share ideas well, and work together respectfully at school?

Based on the questions above, the researchers found that the majority of students said that learning involving apps, games, or other activities was enjoyable when learning something new, both at school and at home. They stated that this approach made the learning process more engaging and helped them focus better. However, they also found that some students still relied on direct explanations from teachers, especially when dealing with complex material such as difficult grammar or vocabulary.

In the next question, some students stated that they enjoyed challenging learning activities such as quizzes or challenge-based assignments. For them, having immediate results or feedback helped them understand mistakes and improve quickly. However, some students felt that these types of activities could make them rush their thinking and preferred more flexible time to process information. Regarding the use of visual media such as images, videos, or PowerPoint presentations, students reported that it made it easier for them to understand the material compared to simply reading text or listening to explanations. Visual content is considered to be able to capture attention and make lessons livelier.

However, it was also found that good understanding does not depend solely on visualization, but rather on how the content is connected to a context that is relevant to the students. Regarding social media, many students admitted to enjoying watching videos on platforms like YouTube or TikTok to learn new things, including English songs, tutorials, or topics that interest them. However, some students also revealed that social media often becomes a source of distraction, making it difficult for them to distinguish between entertainment and educational content. In the next question, some students stated that using digital devices such as tablets, laptops, or smartphones makes them comfortable in their learning activities. They use them to search for information, do assignments, or use language learning apps. However, some students are not yet accustomed to using devices independently and still require adult supervision.

Regarding independence in seeking information online, it was found that most students demonstrate initiative in seeking information independently when they are curious about a topic. They prefer to search directly on Google, YouTube, or learning apps. However, some students still prefer to wait for explanations from teachers or parents. Student awareness of the importance of verifying the accuracy of information they find online varies. Some students are able to

distinguish between valid and invalid information, usually by reading from trusted sources or asking teachers or parents. However, some students said they lacked the skills to recognize hoaxes or misleading information.

Furthermore, many students quickly become bored if learning is monotonous or takes too long without variation. They prefer dynamic learning that allows them to switch activities periodically, such as watching videos or playing educational games. However, some students are comfortable with repetitive learning as long as the topic is interesting. Regarding collaboration in learning, most students stated that they enjoy group work and collaborative activities. They feel that working with friends makes learning easier and more enjoyable. However, some students also feel uncomfortable with group dynamics because they feel that not all members contribute equally.

Regarding social skills and empathy in the learning environment, the majority of students understand the importance of mutual respect, sharing ideas, and listening to peers in learning activities. They consider social skills such as empathy and communication to be crucial in creating a conducive learning environment. However, some students still find it difficult to interact openly and express their opinions in front of their peers.

b. Teacher Management

Teacher management plays a crucial role in the success of classroom learning. Effective management practices encompass not only the management of materials and teaching methods, but also the teacher's ability to manage classroom activities, motivate students, and maintain discipline and a conducive learning environment. Here are some questions posed to teachers:

1. How do you usually prepare your teaching materials before class? What kind of resources (like books, videos, online materials) do you use to help students learn better?

2. When you get new information or topics to teach, how do you prepare them for your students? What do you do to make sure the content is easy to understand and useful for them?
3. What do you do to explain lessons clearly so students can understand them well?
4. How do you start and manage classroom activities during a lesson? What methods do you use to keep students focused and avoid distractions?
5. How do you guide students who are having trouble with their studies or who may need emotional support?
6. How do you check if your students are really learning during class?
7. How do you choose the best way to teach a topic?
8. How do you design your lessons or activities so that students can try solving problems on their own?
9. How do you motivate them to enjoy learning and take part in class?
10. How do you keep your classroom organized and running smoothly? What do you do to balance discipline with making students feel motivated and respected?

Based on interviews with teachers regarding learning management practices, it was found that teachers prepare learning materials by referring to the syllabus and Lesson Implementation Plan (RPP). Teachers utilize various learning resources such as textbooks, instructional videos, and online materials to support student understanding, although the use of online media is still suboptimal in some instances.

When processing new information, teachers attempt to simplify the material by creating summaries and using visual media. However, adapting the delivery to the students' ability levels is sometimes inconsistent, resulting in some students having difficulty understanding the material. Classroom activity management usually begins with apperception, but the allocation of time between explanation, discussion, and evaluation sometimes does not work optimally due to

distractions and difficult-to-control classroom dynamics. Instructions are clear enough, but some students still lose focus, especially when activities are too long without sufficient breaks.

Monitoring the learning process is carried out through observation, Q&A sessions, and short quizzes. However, teachers acknowledge that monitoring all students comprehensively during a single lesson remains a challenge, especially for students who are passive or less active in discussions. The selection of learning methods is based on the characteristics of the material but does not fully consider the differences in individual student learning styles.

Teachers designed lessons that encouraged student independence by providing challenging problems, but some students found them difficult and sometimes needed additional assistance. Instructions provided were also not always adequate to ensure all students could follow along effectively. Student motivation and participation in class varied considerably; some students were highly enthusiastic, while others remained less engaged.

Classroom management was carried out by establishing shared rules at the beginning of the school year, but teachers still faced challenges in implementing discipline, particularly in maintaining consistent implementation. Communication with students was maintained, but miscommunication occasionally occurred, affecting the classroom atmosphere.

c. Parents Management

The parents management in supporting their children's education is highly important, especially in helping them develop strong English language skills. Parents are not only responsible for providing learning resources, but also play an active role in motivating, guiding, and shaping disciplined study habits. To explore more deeply how parents support their children throughout the learning process, particularly in learning English, the following questions are designed to gain a comprehensive understanding of parental support in the context of learning at home.

Here are the following questions:

1. How do you provide your child with the learning resources they need, such as books, stationery, a study space, smartphone, a laptop, a tablet, internet access, and English language courses?
2. What efforts do you make to keep your child motivated and focused on English learning activities?
3. How do you identify your child's interests, abilities, and learning needs? Do you have a specific way to observe or discuss these with your child?
4. When your child is working on schoolwork, do you provide direct solutions or guide them to find their own solutions so they can solve problems independently?
5. How do you set aside regular time to assist your child in learning and foster a close relationship with them?
6. What kind of attention do you give your child during the learning process at home? Do you accompany them directly, supervise them from a distance, or provide specific guidance?
7. How do you manage your child's time using cell phones, tablets, and laptops? How do you ensure that devices are used for educational purposes, rather than just entertainment?
8. How do you reward your child's learning outcomes, both when they succeed and when they don't reach their targets?
9. What activities do you do with your child to foster their curiosity, such as discussions, reading books, or visiting educational sites? How do these activities influence your child's interest in learning English?
10. How do you help your child develop good study discipline and lifestyle habits? Do you create a study schedule, manage rest periods, provide healthy nutrition, and encourage regular exercise?

Based on the ten questions given to parents there are several important things found by researcher that are the most parents make every effort to meet their children's educational needs by creating a conducive learning environment at home. Many have set up a quiet study area, equipped with books, dictionaries, and

digital devices such as smartphones and laptops. In some cases, financial constraints affect the level of support, but parents still strive to provide at least the essential resources.

Furthermore, some parents use praise and encouragement when their children achieve or show effort. Others create fun and interactive learning experiences by incorporating games, watching English movies or cartoons together, and encouraging children to sing English songs. Parents observed that learning becomes more engaging when associated with fun activities, and when children are not pressured by rigid expectations.

When identifying their children's interests, abilities, and needs, parents typically rely on careful observation and communication. Several parents noted that they tailor support based on these observations, demonstrating a willingness to adapt to their children's preferred learning styles.

When helping with schoolwork, most parents reported that they avoid providing direct answers and instead guide their children through the problem-solving process. This approach encourages children to think critically and become more independent learners. However, some parents admitted that when their children became too frustrated, they sometimes intervened with direct assistance to prevent despair. This balance between support and independence appeared to be a key strategy in their mentoring.

Regarding time management, many parents stated that they allocate time in the evening to help their children study. Parents believe that their involvement builds trust and makes their children feel more confident in their learning process. As parents, it's important to pay attention to your children while they study. Interviews revealed that some parents closely accompany their children, especially during homework or English practice. Others prefer to monitor them remotely while remaining available when needed. Some parents explained that they provide specific instructions before allowing their children to study independently and check on their progress afterward.

Regarding screen time management, parents stated that they set clear rules regarding the use of devices such as cell phones, tablets, and laptops. They monitor usage to ensure devices are used primarily for educational purposes.

Regarding rewarding learning outcomes, parents emphasized the importance of recognizing success and effort. Some parents offered praise or small rewards, such as books, pens, and snacks, to support learning. When children did not meet expectations, parents focused on encouraging them to improve. They emphasize progress over perfection and strive to maintain a positive learning environment.

To foster curiosity, parents involve their children in various enrichment activities. These activities include reading English storybooks together, having conversations in English, watching educational videos, or visiting museums and libraries. However, many parents still fail to do this. This is due to a lack of understanding of the positive impacts of these activities. To support their children's learning process, parents must be able to balance study time, rest, meals, and physical activity. They emphasize the importance of consistency and discipline in developing a study routine. However, many parents still fail to implement this.

4.2.2 Discussion

a) Gen Alpha Learning Pattern in English at SMP Negeri 1 Hiliduho

Based on research findings from questions asked of Generation Alpha students, researchers found that most students prefer learning patterns involving apps, games, and interactive activities that make the learning process more engaging and help them focus. However, there is still a significant need for direct guidance from teachers, especially when dealing with complex material such as grammar and difficult vocabulary. This suggests that while technology is very helpful, the teacher's role as a facilitator remains crucial in ensuring in-depth understanding of the material.

Furthermore, students appreciate challenging learning activities with immediate feedback, as this accelerates the process of improvement and understanding. However, some students feel that the time pressure of these activities can hinder in-depth thinking, so they need sufficient time to process the information effectively. The use of visual media such as images and videos has proven effective in aiding comprehension, but optimal understanding is only achieved if the

material is linked to a context that is relevant to the student. This underscores the importance of presenting material in a contextual and meaningful way so that students are not fixated solely on visuals.

The use of social media for learning is also common, despite the risk of distraction due to difficulty distinguishing between educational and entertainment content. Therefore, better digital literacy development is needed so that students can recognize and sort out accurate information and avoid misleading or hoaxes. While the majority of students feel comfortable using digital devices, some still require adult guidance to use technology effectively and safely.

Students' independence in seeking information online also varies; most actively seek answers independently, while others still rely on teachers or parents. This indicates the need to improve information-seeking and source verification skills, which can be taught systematically throughout the learning process. Furthermore, students easily become bored when lessons are monotonous and prolonged without variation. Therefore, teachers need to integrate a variety of learning methods, such as alternating between videos, educational games, and interactive discussions, to maintain engagement and effectiveness.

In terms of collaboration, the majority of students enjoy group learning because it creates a fun atmosphere and helps them learn together. However, there are challenges in group dynamics related to imbalanced contributions from members. Therefore, collaborative learning must be designed with a clear division of tasks and fair evaluation mechanisms to ensure all members are actively involved. Finally, although most students recognize the importance of social skills and empathy in the learning environment, some still struggle to express opinions and interact openly. To address this, teachers need to create a safe and supportive classroom environment and explicitly teach interpersonal communication and emotion management skills.

b) Teacher Management toward Gen Alpha Learning Pattern in English at SMP Negeri 1 Hiliduho

Based on observations and interviews, teacher management encompasses important aspects such as thorough material preparation, clear delivery, and structured classroom activity management. Teachers consistently utilize the syllabus and lesson plans as references, and utilize a variety of learning resources, although the use of online media still needs improvement. The main challenge identified was the difficulty in adapting teaching methods to students' diverse learning styles, necessitating a more personalized approach to ensure optimal understanding of the material.

In managing classroom activities, teachers effectively implemented learning activities such as apperception, discussion, and evaluation. However, excessively long activities without breaks often caused students to lose focus and led to classroom disruptions. Monitoring of the learning process was carried out through observation and short quizzes, but passive student monitoring remained suboptimal. Therefore, teachers need to develop more inclusive interaction techniques and strategies that can increase motivation and participation for all students.

Classroom management also includes establishing rules and communicating effectively, although inconsistencies in discipline implementation affected the learning atmosphere. Miscommunications demonstrated the need to strengthen interpersonal communication between teachers and students to create a harmonious and productive learning environment. This finding supports Utomo (2024), statement that student success is highly dependent on the teacher's learning strategies and management, which not only teach but also facilitate a comfortable atmosphere so that students can develop and enjoy the learning process.

c) Parents Management toward Gen Alpha Learning Pattern in English at SMP Negeri 1 Hiliduho

Based on the research findings, it was found that the role of parents in supporting their children's education, particularly in English language learning, is crucial and encompasses a broader range of aspects than simply providing learning resources. In addition to creating a conducive learning environment, parents also play an active role in motivating, observing, and adapting learning methods to suit their children's needs and interests. A new finding from this research is the importance of balancing support and independence in the learning process. Parents don't just provide direct answers when children encounter difficulties, but rather act as facilitators, guiding children to find their own solutions, enabling them to develop critical and independent thinking skills. However, when children become frustrated, parents are also ready to provide direct assistance as a form of emotional support, demonstrating flexibility in managing learning at home.

Another interesting finding is how parents actively manage their children's learning time and use of digital devices with clear rules, ensuring these devices are used for educational purposes and not merely for entertainment. This demonstrates parents' awareness of the challenges of the digital age and their efforts to limit the negative impact of technology while maximizing its benefits for children's learning. Furthermore, recognition of children's efforts and achievements focuses not only on the final result, but also on the process and progress achieved, which psychologically has a positive impact on children's motivation and self-confidence.

However, this study also revealed that many parents still do not optimally integrate enrichment activities such as reading together, discussing English, or taking their children to educational sites. This is due to a lack of understanding of the positive impact of these activities on developing children's curiosity and English language skills.

Furthermore, consistency in implementing learning discipline and a healthy lifestyle is also a challenge for some families.

These findings align with the views of Utami (2022), who stated that parental management in education has a significant influence on children's academic achievement. Beyond simply supervising assignments, parental involvement in communication with teachers, social support, and home learning creates a strong support system for children. Thus, the role of parents who are adaptive and responsive to their children's needs is key to the successful learning of Gen Alpha, particularly in mastering English in the digital age. Therefore, there is a need for increased understanding and training for parents so that they can more optimally manage their children's education holistically, including developing technological skills, time management, and enrichment activities that support children's overall growth and development.