

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

After the researcher conducted research in Al-Muhajirin Antang elementary school using observation, documentary and interview method through media are whatsapp app could be described as follows:

The researcher acquired information through interviewing the parents of students in order to get it. For documentaries and interviews, the researcher does not always join the field directly. Because of time and distance, the researcher used application media such as WhatsApp. The outcomes of the documentary and interviews are shown in the appendix.

Meanwhile, interview with the English teacher conducted offline, the researcher able to do that because home learning was not being implemented anymore, and also the researcher supervised how the teacher implemented English in multilingual education in the class. The partisipants that the researcher interviewed was the english teacher and the parents of students, but for the observation is only for the English teacher. The teacher was very cooperative when interviewed, the teacher explained that before and during the learning she always prepared carefully. Meanwhile, for interview the parents, researcher only took 15 of the parents randomly from all of parents' student from the first grades of Al-Muhajirin Antang Elementary School. The teacher said it was because the parents were busy

helping their children in preparation for the semester exam so that's the only sample that researcher managed to get. The researcher described the results of the researcher interviewed and observation with the teacher and parents of students as follow :

1. The Implementation of Multilingual Education

The implementation of multilingual education carried out at Al-Muhajirin Antang is seen more clearly at the junior high school and senior high school levels because at that level students already have more knowledge than elementary school. In junior high school and senior high school education the implementation of multilingual education is more often applied while in the dormitory, in the school dormitory there are certain days it is mandatory to use a certain language such as Monday and Tuesday using English, Wednesday, Thursday in Arabic, and the rest using Indonesian. Students are required to interact with fellow students or ustadz and ustadzah using the language that has been determined. While in the dormitory students usually have additional learning outside of the general lessons in schools in general and they still apply the foreign language rules there.

However, in this study the researchers only focused on elementary school education where the application of the language was still very basic and small because the ability of the students was inadequate to implement it like other school levels.

a. The first day of observation

1) Stage of preparation

On the first day the researcher arrived at the school the researcher conducted an interview with the English teacher before went to the class. When conducting questions and answers with the English teacher, the researcher received an answer that the teacher had prepared lesson plan before the lesson starts this is also proven when the researcher observed the teacher was very ready for what she did to the students. Before the class started the teacher had prepared what to do that day.

The teacher made a lesson plan that will be carried out so that learning will be more well-directed, the lesson plan is adjusted in advance with what material will be conveyed. Before entering the classroom the teacher prepares activities that are quite fun for the children, the teacher brings some paper containing pictures of objects which will later be used as a medium for evaluating lessons.

When the researcher gave the questionnaire, the teacher answered that she always prepared learning material before the lesson begins. When the researcher made observation the researcher found that the teacher was really ready when starting the lesson, the teacher knew what had to be conveyed. This can

be seen that the teacher has mastered the material that is currently being delivered to students.

2) Stage of Implementation

a) Pre-activities

During the observation the researcher found that when the teacher arrived in class immediately greeted the students, she asked how they were doing and then invited the students to pray first before studying. After praying together the teacher explained what she was going to teach at that time, so that students could know and understand what the learning objectives were.

b) Whilst activities

When the researcher observed the English teacher's learning process the researcher found that the teacher used some media, namely whiteboard, paper, and colored markers. When using the whiteboard the teacher explains the colors in English and writes them on the whiteboard and occasionally the teacher gives questions to students to guess the meaning of the words the teacher wrote on the whiteboard.

During the interaction the researcher found that students are able to express or pronounce the language in the learning process they were able to pronounce the

language well even though there were a small number of students who were still not very fluent in pronouncing words in English.

This can be seen from the more enthusiastic students when the teacher asked what colors they knew, the students excitedly shouted the colors they knew and explained the colors of objects around them.

c) Post activities

Based on the observations made by the researcher, the teacher asked students' understanding after finishing delivering the material and interacting with students. After making sure that all of his students have understood the material that she conveyed and then the teacher gave a conclusion on the lesson at that time. When approaching the end of the lesson the teacher gave an evaluation as their final activity.

The evaluation that the teacher did was to instruct students to color the objects in the pictures that the teacher has given to each students based on the color that the teacher has set.

During the evaluation the students looked very enthusiastic about coloring the pictures, but there were some students who had forgotten the colors being taught

and chose to ask the meaning of the English word that the teacher mentioned, while other students didn't seem to have the slightest problem.

After completing the assignment given by the teacher the students handed over their assignments at the teacher's desk, when all the students had finished the teacher asked the students to tidy up all their school equipment because it was almost time to go home, the teacher really made sure that the students were really ready and neatly only after that she asked the students to pray together, after finishing praying the teacher returned to said *Salam* as the closing lesson that day.

b. The second day of the observation

1) Stage of preparation

On the second day the researcher asked the English teacher the same thing again before went to class. The teacher still answered questions with answers that same as before, that before class started the teacher prepared everything that will help the teacher to be able to teach lesson well and smoothly.

The teacher made a lesson plan, the teacher has prepared what material topics that will be delivered that day to the students, the teacher determined what activities she will do in class together with the students, and the teacher has also

ensured that all the tools the teacher will use during the lesson are ready. After the preparation is ready the teacher goes to class when class time arrives.

2) Stage of the implementation

a) Pre-activities

Upon arrival at the class the teacher greeted all of his students, the teacher then invited his students to pray together before starting the lesson. After finishing praying, the teacher checked the attendance of the students in class. After that the teacher then started introduced the material that will be delivered to the students.

b) Whilst activities

On this activities the teacher raised a picture and asked the students to guess what picture it was, several children enthusiastically answered and after giving the right answer the teacher explained that the material she was going to convey that day was about toys. All the students looked very excited about the topic they were studying at that time.

The teacher then told the students what are the names of the objects in the picture that she showed in English. After told the names of these objects in English the teacher

then asked the students to repeat what she has said without forgetting to showed the writing of the word in English.

The students then followed every word that the teacher said, the teacher listened carefully to how the students repeated the English words she said and made sure that the students had said them properly and correctly.

c) Post activities

On this activities the teacher combine new vocabulary and also colors that students have learned in the previous meeting. The teacher then asked what colors were in the picture of the object. The students began to answered one by one what were the different colors in the picture in English.

After the students answered correctly the teacher once again repeated the vocabulary nouns that she had previously conveyed so that the students would remember them better. After several repetitions, the teacher asked the students to play a game where the students had to raise the picture according to what the teacher said in English.

This game was also an evaluation of their learning outcomes that day. The teacher also distributed some of the pictures she had prepared to each student and then she asked if the students were ready to start the game. After the

students understood the game and were ready, the teacher started their game by saying the word "Doll" and the students raised pictures that they felt were right, some students managed to remember well and only a few students forgot what they had just learned.

After seeing all the children holding up pictures which are their answers the teacher also tells them which is the correct answer. The students who managed to answer correctly looked very happy and also looked more enthusiastic but the teacher comforted other students who did not manage to answer correctly that it was okay if they didn't answer correctly because maybe they would be right on the next question. The next question continued, the teacher again mentioned vocabulary in English and the students again chose which picture was the correct answer.

This time all the students managed to answer correctly and they again looked very happy and more excited, then other questions continued and the students returned to almost completely answering correctly, the teacher continued to mention the vocabulary they had learned and in the end the teacher can conclude that almost all of her students managed to remember English words well in a short time.

After the game ended, the teacher once again asked the students to repeat together all the words in English that they learned that day. The teacher asked the students to repeat the word in English several times for each word so that they can be more used to saying the word.

The lesson was then closed with the teacher asked the students to said *Hamdallah* and pray together before the teacher finally said *Salam* and left the class.

c. The third day of the observation

This observation was carried out the following week, the researcher returned to the Al-Muhajirin Atang Elementary school and again met with the English teacher who was getting ready to go the classroom.

1) Stage of preparations

As before, the researcher asked once again how the teacher was prepared before starting the lesson and the teacher answered that she had even prepared plans, strategies, materials and tools that she would need later during the lesson.

The teacher explained that that day she will give material about numbers to her students, she has prepared everything well so that learning can run smoothly and effectively. After everything was ready, the researcher followed the teacher into the class.

2) Stage of Implementation

a) Pre-activities

Upon arrival at the class the teacher immediately said *Salam* and greeted the students. The teacher asked how the students are doing and then checked their attendance. Before starting the lesson the teacher asked the students to pray together before starting the lesson.

After finished pray together, the teacher started the lesson by asked the students regarding the previous lesson, before the teacher finally conveyed what topic she would teach that day.

The teacher said that on that day they would all learn to recognize numbers in English. Before introducing numbers in English the teacher asked the students if they had memorized the numbers in their native language and the students answered yes they did. With that, the teacher asked a question and asked students to named the numbers they already know in their native language. The students looked very enthusiastic in responding to their teacher's question.

After the teacher felt that the students already knew the numbers in their native language, the teacher then began to introduce numbers in English.

b) Whilst activities

The teacher wrote the numbers 1 to 10 on the whiteboard and she didn't forget to write down the English words for those numbers. After wrote on the blackboard the teacher then read each word before finally she asked the students to repeated the pronunciation that she said. The students followed the instructions from their teacher, they repeated every word the teacher said from one to ten in English, the teacher once again asked the students to repeat the words in English several times until she was sure enough that the students could pronounce the word properly.

c) Post activities

After repeating for a long time and asking the students to remember the numbers in English, the teacher started asking questions about the numbers related to things around them, such as asked how many lights are there in the classroom? or even asked questions such as how many pens do students have and each student must answered by stating the number in English.

When she saw the number of students who were enthusiastic in answering the teacher then decided to make a game where the students have to remember the numbers

in English, the teacher explains that he will divide the students into 2 teams where each team has to marked on the whiteboard which number is the correct answer to the question the teacher gave.

All students line up lengthwise for each team and for each child standing in front of them will hold a marker, before starting the game the teacher gave an example first of how they will play. The teacher told them that the teacher will mention additions in Indonesian and the students must determine the answer by marking one of the numbers 1-10 and each correct answer will get a point.

The game has became an evaluation of the students for the results of their learning that day. After all the students were ready, the teacher started the game. The students competed to choose the right answer in turn after all the students had had their turn the teacher counted the number of points each had scored and found that the second team was superior to the first team with it being decided that the winner of the game was the second team, even though the first team lost the teacher still tried to encourage them by saying that they had tried very well.

After the game is over the teacher asked the students to repeated the lesson that they have learned that day. The

teacher and the students said each number in English from one to ten once again. After the teacher felt that everyone has remembered and understood today's lesson very well, the teacher closed the day's lesson by saying *Hamdallah*, then the teacher said *Salam* and left the class.

2. Parents' role in multilingual education Al Muhajirin Antang Elementary School

After conducting research on parents of students at Al-Muhajirin Antang Elementary School by interviewed online using WhatsApp researcher found the parents have fulfilled their role as parents including the following:

a) Means of communicating with children

During the interview the parents one of the respondents answered that: "*Iya...kami dirumah baik saya ibundanya atau ayahnya menanyakan biasanya habis magrib apa2 aja yang td kegiatan Alvis disekolah...atu kdg pada jam istirahat ayahnya mengantar makan siang juga menanyakan pagi td apa2 aja yg dikerjakan...dan ank juga menjawab...krna ank saya itu ustzh orangnya suka bercerita...*". Based on that researcher know that they always asked what their children were doing while at school, parents also made sure whether their children had any difficulties while at school. Not only communicating by speaking lightly,

parents also interact by singing or playing together in the scope of improving children's foreign language skills.

b) Helping children with homework

From the interviewed with parents, one of the respondents answered that: "*Sering terkadang saat ada pelajaran yang tidak dia mengerti dan pr anak saya selalu bertanya kepada saya jadi membantu dia dalam belajar.*" Based on that the researcher found that most of the students' parents also answered that they always help or guide their children when studying at home, children often have difficulty or forget the foreign languages they learn at school, so parents will help them and even provide additional lessons themselves at home to improve children's language skills. It can be concluded that the role of parents has fulfilled their role in helping children with homeworks and means communicating with the children about the school program and the progress of students.

c) Support children's interests and talents

Based on interviews researchers found that: "*Bakat dan minatnya memang ada..tp kdg bisa berubah2...mungkin pemikirannya blum smpai kali ya..kalo mendukung pasti kami sbg og tua mendukung selama yg dikerjakan itu masih positif serta fasilitas swadana ada..*" said one of the respondents. Most of the students' parents have answered that they also asked about their children's interests and talents and as parents they also support and

try to give their best by providing facilities so that students' interests and talents can be channeled. Parents provide support by giving foreign language tutoring teachers, providing foreign language educational shows that can further support their abilities, parents also buy illustrated posters containing English vocabulary as well as story books or other reading books.

d) Giving gifts when children behave well and achieve

Based on interviews with parents, one of the respondents answered that: "*Rancak aja membari pujian, mun membari hadiah kada pang tapi menawari anak rajin handak nukar apa, sebagai tanda hadiah atas prestasinya yang bagus. Soalnya anakku tipe orang yang kada tapi handak lawan hadiah, jadi di bari secara halus aja. Kaya misalnya dibawai bejalanan, terus ku traktir inya mu nada yang dilihatinya, itu gin mun inya handak. Secara naluri kuitan handak aja membari2 hadiah ni.*". It can be concluded the parents quite often gave praise or gifts when their children behaved well or made achievements. This showed that parents have also fulfilled their role by being supportive parents, by being parents who always support their children they will be more motivated in learning or in other academic fields as a student.

e) Attending events and familiarize yourself with the school

Based on the results of interviews with parents, one of the respondents answered that: "*Kalo sering sih dibilang tdk*

juga...karena kita juga punya kegiatan diluar rumah..tp utk pertemuan menghadiri acara atau rapat org tua dan guru itu ada. Karena selama kls 1 ini ayahnya setiap hari hadir kesekolah.. pas jam makan siang sampai selesai kasih makan..”. It can be concluded that the parents of grade 1 students Al-Muhajirin Antang also often interact with other teachers council. The parents also have tried to always attend meetings often meetings and other important activities related to students.

f) Be a good role model for the children

Finally, researcher found based on the interview results, one of the respondents answered that: *“Kita memang harus mencontohkan panutan yang baik bagi anak...tp yg namanya kita juga manusia biasa ya..ga tau ada kesalahan yg mungkin tak sengaja dilihat atau didengar anak yg diluar kemampuan tanpa kita sadari mungkin ada..namanya juga sebuah keluarga..tp kita sbgi org tua tdk mungkin mencontohkan hal2 yg buruk buat anak.”*. It can be concluded that they had tried their best to be good role models for their children. Some parents also add that they become role models by speaking and pronouncing foreign language words properly and correctly at home. In addition parents have fulfilling their roles as the parents of students Al-Muhajirin Antang.

B. Discussions

The researcher wrote and examined the data that was gathered in the process once the data had been obtained, leading to the aforementioned conclusions. As was mentioned previously, the outcome. It will be explained in this section of the conversation which has been done successfully, less well, or not at all. the one that ought to exist and be put into practice. The results are:

1. The Implementation of Multilingual Education.

a. The first day of observation

1) Stage of preparation

In this section, the researcher analyzed the answers in the findings section and concluded that, based on the interview and observations obtained from the English teacher, the English lesson was carried out properly on the first day of the observation.

This can be seen from when before the class started the teacher has prepared such a plan, strategies, the material that will be conveyed, and even the tools that would be used at the class this is in accordance with what Sarah (2022) mentioned in the implementation of education there is a stage of preparation/learning planning that the things the teacher must prepare before learning are the the materials that will be used, the activities that will be carried out, the teaching point (the

language skills or aspects that will be worked on), the topics or contexts that will be used, and the lesson objectives.

2) Stage of the implementation

a) Pre-activities

After arriving at the classroom, the teacher greeted and checked the students' readiness for the lesson before they prayed together. This showed that the teacher has carried out preliminary activities, namely activities carried out before starting learning such as greeting students, and delivering what material will be delivered (Bunai, 2013, p.50).

b) Whilst activities

Then the teacher entered the stage where the teacher begun to delivered learning material, it can be seen that the teacher also delivered the material well and also interacts with ever students in the class, the teacher was engaged and encouraged the students to participate in the learning process. According to what Wayan et al. (2013) that in the Whist activity is carried out to encourage learners to actively participate and to provide enough space for innovation, creativity, and independence based on their talents, interests, and physical and psychological development.

c) Post activities

After going through the preparatory stage and starting the implementation of learning and continuing with whilst activities, the next thing the teacher has to do is do post activities, namely where the teacher in collaboration with students and/or on their own, creates lesson summaries, assesses and/or reflects on activities that have been consistently and programmed, provides feedback on process and learning outcomes, and plans follow-up activities in the form of remedial learning, enrichment programs, counseling services, and/or providing good individual and group tasks based on students' learning outcomes (Wayan et al. 2013, p.4).

This can be seen when the teacher finished delivering the lesson the teacher did not forget to provide a summary of the lesson that has been delivered.

After made sure that all students have almost met the desired competency standards by made an assessment by using a tool in the form of paper containing pictures of several objects and students must color these objects according to the instructions given by the teacher in English.

With this the researcher believes that the teacher has met almost all the standards in the application of English learning at the first observation.

b. The second days of observation

1) Stage of preparation

On the second observation the researcher tried to match the theories again that the researcher had collected related to the implementation of education, the researcher checked whether the teacher has met the learning preparation standards as mentioned by Sarah (2022) that in the implementation of education there is a stage of preparation/learning planning that the things the teacher must prepare before learning are the materials that will be used, the activities that will be carried out, the teaching point (the language skills or aspects that will be worked on), the topics or contexts that will be used, and the lesson objectives (p.4).

And the researcher found that the teacher also prepared quite well, the teacher has prepared plans, strategies, materials and even tools during the learning process.

2) Stage of the implementation

a) Pre-activities

In the stage of implementing education there are the Pre-activity section, where the teacher should prepare

students psychologically and physically to follow the learning process, ask questions that relate knowledge before the material will be studied, explain the learning objectives or essential competencies that will be attained, convey the variety of material, and explanations fit the description of syllabus activities (Wayan et. el. 2013, p.4).

Based on this, it can be seen that the teacher has did well according to what was stated in the theory because at the time of the second observation the researchers found that the teacher greeted and said *Salam* when she arrived at the class and did not forget to check student attendance, asked how the students are and then asked the readiness of the students before the lesson begins, and before entering the lesson the teacher repeats past learning after that, the teacher delivered the topic of the material that they will learn to the students that day.

b) Whilst activities

Then for the next stage of application is whilst activity which is done to encourage learners to actively participate and to allow ample space for innovation, creativity, and independence based on their talents, interests, and physical and psychological development (Wayan et. al., 2013. p.4). Based on this, the researcher saw that the teacher also

succeeded in arousing student motivation by inviting students to actively interact and conduct questions and answers. So the students look very enthusiastic and excited.

c) Post activities

Whereas for the last stage, namely post activities, where the teacher should Making summaries of lessons with learners and or on one's own, having assessment and or reflection of the activities that have been implemented consistently and programmed, providing feedback on process and learning outcomes, and planning as follow-up activities in the form of remedial learning, enrichment programs, counseling services, and or providing good individual and group tasks based on students' learning outcomes (Wayan et al. 2013, p.4).

The post activity that carried out by the teacher here in the second observation was made a summary of the material that they were learning. At the end of the teacher's lesson carried out an assessment in the form of an evaluation by carrying out a game where students had to pick up the right picture of the word the teacher said.

c. The third day of observation

1) Stage of preparation

For the third days of observation the researcher still uses the same theory as a guide in implementation of education by adjusting what Sarah (2022) mentioned in the implementation of education there is a stage of preparation/learning planning that the things the teacher must prepare before learning are the resources to be used, the activities to be performed, the teaching point (the language skills or characteristics to be focused on), the themes or situations to be used, and the lesson objectives (p.3).

And again the researcher found that the teacher fulfills almost everything stated in the theory that the teacher at Al-Muhajirin Antang Elementary School has prepared plans, strategies, materials and tools used during learning.

2) Stage of the implementation

a) Pre-activities

Furthermore, in the stage of implementing education in the Pre-activity section, the teacher should psychologically and physically prepare students to follow the learning process by asking questions that relate knowledge before the material will be studied, explaining the learning objectives or basic competences that will be attained, conveying the range of material and explanations that fit the description of syllabus activities (Wayan et. el. 2013, p.4)

This activities also called preliminary activities, namely activities carried out before starting learning such as greeting students, and delivering what material will be delivered (Bunai, 2013, p.50).

Based on this, it can be seen that the teacher has did well according to what was stated in the theories because at the time of the observation the researcher found that the teacher greeted the students and said *Salam* when she arrived at the class and did not forget to checked student attendance, asked how the students are and then asked the readiness of the students before the lesson begins, and before entering the lesson the teacher repeated past learning after that, the teacher delivered the topic of the material that they will learn to the students that day.

b) Whilst activities

Then the teacher entered the stage where the teacher begun to delivered learning material, it can be seen that the teacher also delivered the material well and also interacted with every students in the class, the teacher was engaged and encouraged the students to be active during the learning process by asked them the number of things around them. According to what Wayan et al. (2013) said that in the Whist activity is carried out to encourage learners to

actively participate and to allow ample space for innovation, creativity, and freedom based on their talents, interests, and physical and psychological growth.(p.4).

c) Post activities

For last stage, namely post activities, where the Together with students and/or on their own, teachers should create lesson summaries, conduct assessments and/or reflections on activities that have been consistently and programmed, provide feedback on process and learning outcomes, and plan follow-up activities in the form of remedial learning, enrichment programs, counseling services, and/or providing good individual and group tasks based on students' learning outcomes (Wayan et al. 2013, p.4). The post activity that carried out by the teacher here in the observation was to made a summary of the material that they were learning.

The last the teacher then carry out an assessment in the form of an evaluation by carrying out a game where students were divided into two groups and each group representative must choose the correct number from the sum mentioned by the teacher.

The only drawback of the English teacher was that she did not use techniques in the teaching process, maybe if the

teacher applies a technique then learning will be more interesting and not monotonous.

2. Parents' role in multilingual education Al Muhajirin Antang Elementary School

In this section, the researcher analyzed the answers in the findings section concluded that based on online interview using WhatsApp with the parents of the first grade students Al Muhajirin Antang Elementary School.

a. Means communicating with children

As the researcher mentioned in the previous chapter, the roles of parents are parenting, communicating, volunteering, learning at home, making decisions, and collaborating with the community (Fasina, 2011, p.46). While parents' role according to schools' curriculum is to join in extracurricular activities of the school, assist in their children's development, and participate in school administrative decisions (Cagdas, Ozel, & Konca, 2016, p.56).

According to the Ministry of Education and Culture (2017) family engagement is essential to children's educational achievement. Numerous studies demonstrate the benefits of parental involvement in schools, including the following for students, parents, and schools: (1) for students to support academic achievement, increase attendance, awareness of a healthy lifestyle, and increase positive behavior; (2) for parents to improve their

view of school, increase teacher satisfaction, and strengthen relationships with children; and (3) for schools to improve school climate, improve school quality, and reduce disciplinary issues. Base on that by seeing from the respondents and by adjusting to the opinions and theories that the researcher have collected the researcher found that, parents of students, most of them have fulfilled their parental role in parenting and communication well the parents managed to strengthen relationships with children this can be seen from all parents are concerned, and often communicate when at home.

b. Support children's interests and talents

Parents answer they often asked what their children were doing while at school and asked what difficulties children were facing. In addition, the researcher found that parents answered in interviews that they also asked about students' interests and talents and also often took the time to chat and accompany students to play at home.

c. Helping children with homework

Furthermore, in one of the opinions that the researcher have mentioned, the role of other parents is to assist in their children's development, parents have also fulfilled their role. This can be seen from parents who support students' interests and talents, parents do

not even hesitate to facilitate the interests and talents of these students as a form of their support.

Then the next roles of parents is helping children with homework this activity means to help children learn at home are a form of parental involvement in schools so that they can contribute to the achievement of children's developmental tasks in both cognitive and social aspects (Mega, Nurbiana & Handipin, 2021, p. 2147). Besides helping students at home with homework the parents also help the students in other curriculum related activities, decisions, and planning.

Based on this, the researcher found that parents fulfill their expectations. Again, this can be seen from the answers of parents during interviews that they had been often help their children at home when their children get assignments from school.

d. Attending events and familiarize yourself with school

Then the researcher examined based on existing theories and opinions that the role of parents is collaborating with the community, namely where parents establish a fairly close relationship with the school according to Oni, Shirley & John (2019) stated that the cooperative relationship between school and family is a multidimensional concept in which the family, teachers are jointly responsible for improving and developing students'

academics so that it will have an impact on children's education and development (p.6).

Besides that parents also take the time to attend parent meetings or attend important activities at school related to their child. Based on this, through the results of interviews the researcher found that parents were quite active in interacting with teachers or schools, parents answered that they often contacted teachers to ask about their children at school, parents also answered that they almost always try to attend the important events in schools related to their children.

e. Give gifts when children behave well and achieve

Apart from that, parents also have a role as a motivator for their children, one way that parents can do this is by giving gifts or praise according to Murdiyanto (2017), giving praise to children is not only when children get good report cards , but when children do positive things, for example, helping others and helping parents at home. Appreciating children's learning outcomes as well.

In addition to giving praise, parents giving gifts to children is also very important in learning and psychological growth of children, because with awards or gifts from parents, children will be more enthusiastic and active in learning.

Giving gifts is not always by giving something they want in the form of objects, but by giving applause or praise, it is an act of

giving gifts to children (p.9). In this case the researchers found that not all parents give gifts to their children when they achieve or get good grades. But all parents answered that they always give praise if their child gets good grades or achievements.

f) Be a good role model for children

Besides that, one of the roles of parents that is no less important is to be a good role model for their children at home. According to the Ministry of Education and Culture (Kemendikbud) (2017), every adult can be a model for children (p.1). However, parents remain the most important role models they can follow.

According to Nurlaeni & Juniarti (2017), parents initially played a role in guiding basic attitudes and skills, such as religious education to obey the rules, and for good habituation, but their role has expanded, namely as a companion for academic education (p.53). Parents should be creative and try to focus their child's attention on the things he or she is interested in. The importance of parents in educating children on this one is expected to make children even more active in learning.

Based on the results of joint interviews with the parents of the students, the researcher found that all parents answered that they had tried to be good role models for their children, some parents

even explained being good role models by teaching their children kindness, discipline, honesty and obedience in worshipping God.

Therefore, with this research, researcher really hope that parents can maintain their quality and further improve as good parents by fulfilling their obligations and roles as parents, which of course will have a lot of impact on their children at home and at school.