

PARENTS' MOTIVATION FOR CHOOSING BILINGUAL SCHOOLS AND THE ROLE OF ENGLISH DAY PROGRAMS IN INDONESIA

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Article Info	Abstract
Article History Received: September 2024 Revised: October 2024 Published: January 2025	<i>In this era of globalization, equipping children with English language skills is very important. Bilingual schools have become a popular choice for parents, as they believe English is important because it is an international language. The English Day program plays a crucial role in creating a learning environment that supports structured language use, fostering a comfortable and enjoyable habit of using English. However, the specific reasons for choosing this school and the contribution of English Day to the linguistic and academic development of children still need to be researched further. Therefore, this research attempts to explore the reasons why parents enroll their children in bilingual schools and how the role of English Day in bilingual schools can help them become more proficient in English. This research uses a qualitative approach with a narrative inquiry method. The researcher used semi-structured interviews to collect data and analyzed it using Braun & Clarke's thematic analysis. From The research findings reveal the main motivations that parents enroll their kids in bilingual schools to make sure they learn English, enjoy a stimulating atmosphere, and become ready for college. Initiatives like English Day improve language proficiency, add enjoyment to the learning process, and encourage critical and creative thinking while offering useful real-world experience. The implications of this research emphasize the importance of delving deeper into parents' motivations to inform educational policies and practices; this research can assist parents in making more informed decisions regarding school choices for their children. This research contributes to the understanding of bilingual education choices, highlighting the practical value of English.</i>
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INTRODUCTION

In this era of globalization, The increasing quantity of parents signing up their kids for multilingual education. parents' interest in bilingual education, especially in Indonesia, continues to grow. Parents are increasingly considering bilingual school options that combine Indonesian and English in their learning processes. According to Gärkman (2020), bilingual education is about learning how to think and act in two or more languages and navigating between them in an inclusive environment. They believe that bilingual education is a way to equip children with critical thinking and international communication skills they need to face the challenges of the world. There are several interesting programs offered in bilingual schools, such as the English Day Program (EDP). English Day is a program often offered in bilingual educational environments. According to Wahyuni (2014), the English Day Program (EDP) encourages students to speak in English, which enhances their enjoyment of learning. According to Sinaga (2018), students are very eager to learn English and intend for the EDP to support their language development. The goal is to create a natural and intensive learning environment for English. Children participating in this program gain confidence and

proficiency in English because they are accustomed to using it in everyday situations. Further research is still needed to determine the main factors influencing parents' decisions to choose bilingual education and how English Day contributes to the development of children's English.

As people understand the value of education that might promote future success has grown, bilingual schools' attempts to educate students to meet global issues have gained popularity in recent years. As stated by Sehar et al. (2020) bilingual education can improve overall academic performance. One of the skills considered crucial in globalization, both in further education and careers, is the ability to speak English, which many parents view as an important asset to support their children's future success. Bilingual schools have used several measures to integrate and improve students' English proficiency in response to this demand. One of the primary strategies frequently used is the English Day program, which aims to use English in everyday activities to create an immersive learning environment. The goal of this program is to train language skills naturally, as well as to build students' confidence in using English in various contexts. However, although this program attracts and motivates many parents, its effectiveness is still influenced by various factors, such as teacher readiness, facility support, and parental involvement. Therefore, this research focuses on the motivations of parents in choosing bilingual schools and the role of the English Day program in supporting students' mastery of English and meeting their expectations for bilingual education in Indonesia.

Seeing the importance of bilingual education because it is considered an investment and opportunity for the future, many parents choose bilingual education. Several factors support the program, one of which is the role of EDP which helps students practice more and gain exposure to English. According to Arianto et al. (2023), engaging in interactive "English Day" activities promotes active participation, allowing students to express themselves more freely. EDP also provides a comfortable learning environment encouraging students to speak English more daringly and confidently. As expressed by Avinda (2024), "English Day" activities help alleviate fears associated with speaking English, such as the fear of making mistakes, which is a common barrier for students. The research attempts to evaluate the extent to which this program contributes to students' language development and how the program can be adjusted to be more relevant to their needs. By understanding the motivations of parents and the impact of EDP, schools, and policymakers can design bilingual programs that better align with parental expectations and optimally support student development.

Few studies investigate parents' motivations for choosing bilingual schools in Indonesia. Some studies focus on academic excellence, social status, and language proficiency. Regarding bilingual programs, Sahiruddin et.al (2021) found that parents want to improve their children's social and cultural competence through early exposure to English. Widyasari (2013) also highlighted parents' desire to provide better opportunities for their children in the future. Furthermore, Agustina (2020) argues that environmental factors, such as academic achievement, can impact external motivation. Another study by Jayanti & Sujarwo (2019) showed that parents believe bilingual education can improve their children's cognitive abilities and overall learning experience. Pratama (2017) added that parents recognize the long-term benefits of bilingualism, such as improved cognitive function and adaptability. While some research on the English Day Program revealed by Wahyuni (2014), the English Day Program (EDP) motivates students to be able to speak in English, making learning more fun. Sinaga (2018) observed that students are highly motivated to acquire English skills and hope that the EDP will aid in their language development.

Previous research has detailed the number of parents who choose bilingual schools for their children. However, there is still little research that delves deeply into why parents choose bilingual schools and how the English Day Program (EDP) specifically influences family choices. According to Agustina (2020), previous research tends to emphasize external and internal elements in general rather than examining how initiatives like the English Day Program

(EDP) enhance the appeal of bilingual schools. To fill this gap, this research will address the research question. What are the main motivations of parents in choosing a bilingual school for their child? What do parents think about the effectiveness of the English Day program in supporting their child's English language skills?. This study aims to identify the motivations of parents in choosing bilingual schools, with a particular focus on the importance of EDP as a key factor. This study can also provide input and influence for bilingual programs to see how parents perceive the quality of education from these programs. Not only for school administrators and legislators but also for school policies, the conclusions of this study have a positive impact on schools, especially regarding parents' expectations for better programs. By integrating parents' perspectives with the effectiveness of the EDP, this study can provide useful recommendations to enhance the competitiveness of bilingual schools. The main contribution of this study is to expand knowledge about parental motivation and the function of language programs in children's education, as well as to provide a new perspective on the dynamics of bilingual education in Indonesia.

RESEARCH METHOD

Research Design

The present research delves into the lived experiences of parents in Indonesia who choose bilingual schools for their children, shedding light on the motivations and factors that shape their decisions. Employing a qualitative approach, this study aims to uncover the nuanced and subjective meanings behind parental choices, recognizing that each parent's perspective is deeply personal and influenced by a variety of social, cultural, and educational contexts. As Silverman (2020) highlights, qualitative methods are essential for capturing the complexities of human experience, allowing researchers to interpret and understand participants' views from an insider's perspective. By utilizing qualitative research, the study provides a rich, detailed account of the factors that guide parents toward bilingual education, including their aspirations for their children's future, the perceived advantages of bilingualism, and the role of language in shaping cognitive and social development. This investigation not only broadens the understanding of educational preferences in Indonesia but also offers insight into how bilingual education aligns with broader national and global trends in education.

A key methodological feature of this study is the use of narrative inquiry, a qualitative research design that focuses on collecting and interpreting stories to understand individual experiences. Narrative inquiry, as Creswell (2012) notes, typically emphasizes the experiences of one or a few participants, drawing on their personal accounts to construct meaningful narratives. In this research, in-depth interviews with primary school parents serve as the primary data collection method, providing a platform for parents to express their views on bilingual education, with a particular focus on the English Day Program. This program, designed to immerse students in English-speaking environments, plays a critical role in shaping parents' educational choices and aspirations. By weaving together past experiences, present reflections, and future hopes, the study paints a holistic picture of the factors influencing parental decisions. The findings, presented in narrative form, not only capture the essence of parental experiences but also contribute to shaping future curriculum policies, ensuring they are responsive to the needs and expectations of parents and communities. This reflective process can drive improvements in bilingual education, fostering policies that enhance language acquisition and support students' overall development.

Research Participants

The background of this research was conducted in the fourth-grade class at a bilingual private elementary school in Indonesia. There are four parents of elementary school students who participated in this research. Participants were selected using the purposive sampling technique because the sampling was based on the consideration that the desired information by

the objectives could only be obtained from specific sources. Purposive sampling means a sample with a purpose. Sampling is conducted by adjusting the ideas, assumptions, targets, goals, and benefits that the researcher aims to achieve. This statement is supported by Endraswara, 2006. To collect data, the researcher used semi-structured interviews. As a guide for the interview, the researcher created a list of questions. This study adopts the holistic method recommended by Creswell and Poth (2018) in qualitative research, however, it focuses more on how parents see the reasons behind their choice of Indonesian bilingual schools and how the English Day program affects those choices. Parental perspectives on their children's language growth in bilingual courses, the perceived value of bilingual education, and their aspirations and observations about the success of the English Day activities are all shared by the parents, who speak for the entire school community.

Table 1
The Participant of Parents

Participant	Sex	Job	Age	Degree
Parent A	Male	Teacher	35	Bachelor of English Education
Parent B	Female	Market Traders	40	Bachelor of Senior High School
Parent C	Female	Nurse	45	Bachelor of School Nursing
Parent D	Male	Employee	36	Bachelor of Science

Data Collection Technique

To ensure a thorough comprehension of the phenomenon, this research design employed a range of data collection techniques, as recommended by Creswell (2013). The main method, semi-structured interviews, involved parents in open-ended discussions that examined their individual experiences, opinions, and assessments of the factors that led them to select a bilingual school for their child and if English Day had an impact on their choice. This method facilitated the collection of deep qualitative insights into the individual and collective impact of the initiative. To complement the interview data from parents the researcher also conducted observations capturing the dynamics of student interactions in the classroom, and student engagement in real time, which the researcher could then match with the results of the parent interviews relating to the research questions. This method made it possible to apply triangulation of findings, in which consistency was ensured by comparing data from observations and interviews. By comparing data gathered from interviews with firsthand observations, the triangulation approach strengthened the validity of the study's conclusions.

Data Analysis Technique

The process of data analysis in this research is conducted through thematic analysis, a widely recognized method for systematically identifying, analyzing, and constructing themes from qualitative data. As outlined by Braun and Clarke (2006) and further supported by Kiger and Varpio (2020), thematic analysis allows researchers to uncover patterns and core insights by organizing data into meaningful categories. This method is particularly valuable for qualitative research as it facilitates the exploration of complex narratives and provides a structured approach to interpreting large volumes of data. In this study, the researcher begins by thoroughly engaging with the data, which includes reading interview transcripts and repeatedly watching and listening to video and audio recordings. This continuous process of familiarization helps the researcher develop a deep understanding of the material, ensuring that no significant details are overlooked. The iterative nature of this step also allows for the identification of preliminary patterns and ideas that can later be refined into more cohesive themes.

Following this initial engagement, the researcher undertakes the coding process by systematically identifying and labeling segments of data that are relevant to the research

question. These data codes represent key concepts, experiences, or observations shared by participants. Codes that demonstrate thematic similarities are subsequently grouped together, forming the foundation for broader themes. At this stage, the researcher conducts a thorough review to confirm that each code has been accurately categorized and that the emerging themes authentically reflect the data. Any inconsistencies or misaligned codes are reassessed and reallocated to ensure the integrity of the thematic structure. Once the themes are finalized and clearly defined, they are assigned descriptive names that encapsulate their essence. The final step involves synthesizing these themes into a cohesive narrative, contributing to the overall findings of the study. This written presentation of thematic results not only enhances the clarity and accessibility of the research but also ensures that the voices and experiences of participants are accurately represented, ultimately enriching the study's contribution to the field.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This research aims to gain an in-depth understanding of what motivates parents to choose bilingual schools in Indonesia, as well as the specific role of the English Day Programme (EDP) in influencing this decision. A qualitative case study design, as described by Yin (2014) and Stake (1995), was chosen as it allows for an in-depth investigation of the complex phenomenon of parents' motivations for choosing bilingual schools in Indonesia and the influence of the English Day program on their decision. Through in-depth interviews with parents of students in bilingual schools and analysis of relevant documents, this study will explore the parents' in-depth perspectives on their decision to choose a bilingual school for their children.

The Main Motivations of Parents in Selecting a Bilingual School

Data analysis reveals several key motivations underlying parents' decisions in choosing bilingual schools.

The importance of mastering English:

From the interview results, some respondents emphasized the importance of mastering English in the era of globalization. Some interview results found that parents began trying to prepare their children for future global challenges early on.

"I think, Because of English is an international language so I think it is important to be able to master English fluently, especially in this modern era all equipment also uses English." (Interview Parent A)

The speaker emphasizes the significance of English proficiency in the modern world due to its status as an international language. They argue that English fluency is crucial for effective communication and interaction in various aspects of life, from education and business to technology and everyday activities. Moreover, the speaker highlights the prevalence of English in modern equipment and technology, underscoring the necessity of English skills for navigating and utilizing these tools effectively.

From the explanation above, it can be concluded that there is a growing awareness among parents of the importance of mastering English in the era of globalization. Parents think that English is essential for effective communication and interaction in various aspects of life, including education, business, and daily activities because English is an international language. Parents are aware that fluency in English is not only a practical requirement to prepare their children for the challenges of the global future, but also a crucial academic skill. This viewpoint highlights the strategic importance of English as a tool for gaining access to global possibilities and adjusting to a world that is changing quickly and becoming more interconnected. As a result, speaking English is seen as an essential ability to ensure success in a competitive global environment.

Rich Learning Environment:

Another reason parents choose bilingual schools is that they are also attracted to the rich learning environment in bilingual schools, which allows children to interact with peers from different backgrounds. Parent B says:

"I like the multicultural atmosphere in this school. My child has become more open and tolerant, plus there are several activities in the bilingual classes, one of which is English Day, which helps children to practice speaking English more comfortably." (Interview Parent B)

The speaker expresses their appreciation for the rich learning environment at the school, which fosters a multicultural atmosphere. They believe that this exposure has positively influenced their child's openness and tolerance. Additionally, the speaker highlights the various activities offered in the bilingual classes, particularly the English Day program, which they find beneficial for their child's English speaking practice and comfort level. The rich learning environment, characterized by diverse perspectives, collaborative learning opportunities, and engaging activities, contributes to the overall development and well-being of students.

The description above explains that bilingual schools have a rich learning environment, which substantially enhances the academic and personal development of students. A multicultural environment encourages openness and tolerance, as expressed by Parent B. This allows children to learn important interpersonal skills and appreciate diversity. Students can share thoughts and perspectives with peers from various cultural backgrounds in this inclusive environment that encourages collaboration in learning. Additionally, programs like English Day provide students with practical ways to improve their English skills in a beneficial and enjoyable manner. These programs boost students' confidence and make them more comfortable using the language. Bilingual schools combine multicultural exposure with structured activities to provide a comprehensive educational experience that supports emotional and cognitive growth.

Preparation for higher education:

The majority of respondents are already thinking ahead. They stated that choosing a bilingual school and the influence of the English Day program on their decision serves as a stepping stone for continuing their education at universities, both domestically and abroad. Parent B stated:

"I chose a bilingual school because I want my child to be prepared to continue their studies abroad. By enrolling them in a bilingual school from an early age, they will become accustomed to and be able to master English fluently." (Interview Parent B)

The speaker explains their decision to choose a bilingual school for their child's future academic pursuits. They believe that starting bilingual education early will equip their child with the necessary English language skills to successfully continue their studies abroad in the future. By immersing their child in a bilingual environment, they aim to foster fluency and confidence in English, which they perceive as essential for international academic success.

In summary, the aforementioned explanation highlights the significance of educating children for both domestic and international higher education. According to Parent B, parents see bilingual education as a first step in preparing their children for success. This means that selecting a bilingual school is a long-term strategy to develop the English language skills required in an international academic setting and language proficiency. The main way to accomplish this is through bilingual education, which is thought to improve children's fluency, self-assurance, and flexibility in a global setting. Thus, by fostering an immersive language learning environment, initiatives like English Day are essential in advancing this objective and preparing students for the demands of future higher education.

The Impact of the English Day Program

The English Day program has a significant influence on parents' decisions when choosing a bilingual school.

Improvement of English language skills

All respondents observed an improvement in their children's English language skills after participating in the English Day Program. Parent C stated:

"Because of a lot of speaking practice, my child is now more confident speaking English. He even dares to participate in English debate competitions." (Interview Parent C)

The numerous speaking exercises, especially through the English Day program, have significantly boosted the children's confidence in using English. They even dare to participate in English debate competitions. This English Day program is very beneficial as it provides students with the opportunity to practice speaking English intensively and enjoyably, allowing them to master the second language more quickly and significantly improve their speaking skills.

From the description above it is clear that the children's confidence, speaking ability, and English language competence improved with their participation in the English Day program. Feedback from parent C and other parents emphasized how the consistent speaking practice in the program has enabled the students to take an active role in events such as English debates. The structured and engaging design of the program, which offers many opportunities for intensive language use accelerates second language acquisition. Overall, the English Day Programme turned out to be a very successful endeavor, significantly improving students' English communication skills and motivating them to actively participate in language-based tasks.

Enjoyable learning:

The English Day program is seen as a learning process where learning English becomes more fun and engaging for children. The use of media tools and books, along with an appealing classroom setting, supports the learning experience. Parent D added:

"My child enjoys the activities in the English Day Program. He often tells me that the activities are fun and there are rewards for those who are active, so he is always enthusiastic about going to school." (Interview Parent D)

Seeing the quote from the interview above, it is stated that children's enjoyment of activities and the presence of rewards create a positive learning environment that encourages enthusiasm to attend school. This shows that the program successfully integrates enjoyable and engaging elements with academic goals, making English learning fun and beneficial for children. Furthermore, the children's enthusiasm for attending school indicates a broader impact of the program on their overall educational experience, suggesting the potential to positively influence students' attitudes toward learning.

The English Day program effectively transforms learning English into a fun and engaging process for children. The program fosters a positive and stimulating atmosphere by incorporating media tools, books, and an engaging classroom environment. Feedback from parents highlights how fun activities and rewards motivate children to actively participate and maintain enthusiasm for school. Combining academic goals with enjoyment increases children's motivation to learn English, which positively affects their attitude toward school in general. The program's potential is demonstrated by its capacity to combine enjoyment with worthwhile learning experiences in a way that has a long-lasting effect on students' enthusiasm and academic growth.

Encouraging Critical and Creative Thinking

The English Day program also provides many extensive benefits for students. In addition to enhancing English language skills, this program also plays a crucial role in developing 21st-century skills that are essential for the future, such as children's abilities to communicate, collaborate, think critically, and be creative. This program also contributes to the holistic growth of children, in terms of social, emotional, and cognitive aspects. Therefore, the English Day program not only prepares students for an increasingly global future but also shapes strong characters ready to face various challenges.

*"I believe that by participating in this English Day Program, my child can become proficient in English and develop the skills needed for future success, such as communicating with others, collaborating, and thinking more critically and creatively."
(Interview Parent A)*

From the quote, it can be found that most parents who enroll their children in the English Day Program have high hopes for their children's future. They are confident that this EDP program will equip their children with good and fluent English language skills, which are very useful in today's era of globalization. In addition, they also hope that this EDP program can help develop crucial 21st-century skills such as communication, collaboration, critical thinking, and creativity. With a solid foundation in language and comprehensive skills, parents will believe their children are better prepared to face challenges and achieve success in the future.

Discussion

The study on understanding parents' motivations in selecting bilingual schools in Indonesia and the influence of the English Day Program (EDP) highlights several important factors that align with previous research. This exploration delves into why parents opt for bilingual education for their children and the critical role that the EDP plays in shaping these decisions. Agustina (2020) identifies a multitude of influences that guide parental decisions, ranging from the child's needs, talents, and interests to psychological factors, peer interactions, available facilities, and the quality of teaching staff. This research underscores the importance of English proficiency, the creation of a rich learning environment, and preparation for higher education as central motivators for parents. One of the key initiatives implemented by bilingual schools to enhance language acquisition is the English Day Program, which dedicates one day a week to immersive English language activities. This program significantly enhances the opportunities for students to engage with and practice English, reinforcing parents' belief in its value. Wahyuni (2014) emphasizes that such programs improve students' speaking abilities, enhancing both their cognitive and psychomotor skills, which makes the EDP an appealing feature for parents.

The motivations driving parents to enroll their children in bilingual schools are diverse and multifaceted. Zhang (2023) highlights that a comprehensive learning environment, which integrates physical, social, and cultural elements, is essential for effective language acquisition. The EDP fosters such an environment, creating an atmosphere that nurtures both linguistic and personal development. Parents are drawn to bilingual schools because they perceive them as institutions that not only bolster their children's English language skills but also expose them to diverse cultural experiences, thereby better preparing them for higher education and global competitiveness. Kovács (2023) and Maolida et al. (2024) supports this notion by suggesting that parents view their active participation in choosing bilingual education as a means of providing the best opportunities for their children. Furthermore, Sinaga (2018) emphasizes that interactive and engaging activities embedded within the EDP cultivate an enjoyable learning environment, which stimulates students' interest in English. By incorporating such activities,

bilingual schools create spaces where students feel motivated and confident, which ultimately contributes to their long-term academic and professional success.

In addressing the research question of what motivates parents in Indonesia to select bilingual schools and how the English Day Program influences their decision-making, the study reveals both commonalities and differences among respondents. While many parents express similar motivations related to academic excellence, cultural exposure, and future career prospects, individual preferences and priorities often vary (Erdiana et al., 2024; Wulandar et al., 2024). Parent A, for instance, prioritizes the academic benefits of bilingual education, seeing it as a pathway to greater academic achievement and future educational opportunities. This perspective aligns with Sahiruddin (2021), who notes that parents' motivations for enrolling their children in bilingual or international schools are often integrative, reflecting a desire to equip their children with skills for navigating a multicultural world where English functions as a *lingua franca*. In contrast, Parent B emphasizes the social and cultural benefits of bilingual education, echoing Lee's (2015) findings that parents value bilingualism for its potential to preserve cultural heritage and enhance career prospects. These differences highlight the complexity of parental motivations, which are shaped by a combination of socioeconomic factors, family values, and aspirations for their children's futures.

The study's findings contribute significantly to the broader understanding of parental motivation in choosing bilingual schools in Indonesia, shedding light on the specific role played by the English Day Program. The insights gained not only enrich existing academic discourse on bilingual education but also have practical implications for educators, policymakers, and school administrators. By identifying the primary factors that influence parental decisions, this research provides valuable guidance for the development of educational programs and policies that are more attuned to community needs and expectations. Grolnick (2022) and Zhou (2024) underscores the importance of parental involvement in children's education, noting that such engagement enhances student motivation, participation, and overall learning outcomes. The findings of this study affirm that when parents actively support their children's education and foster an environment that promotes autonomy and emotional well-being, students are more likely to thrive academically and socially.

Moreover, this research highlights the need for educational institutions to continually evaluate and adapt their programs to align with the evolving preferences of parents and the dynamic landscape of global education. By incorporating initiatives like the English Day Program, schools can create more inclusive, engaging, and effective learning environments that address the diverse needs of students (Sahiruddin, 2021; Lee, 2015). Such programs not only facilitate language acquisition but also contribute to the development of essential life skills, including critical thinking, collaboration, and cultural awareness (Jayanti & Sujarwo, 2019). This holistic approach to education is crucial for preparing students to navigate the challenges and opportunities of the future.

The English Day Program stands out as a key component of bilingual education in Indonesia, offering numerous benefits that extend beyond language learning. By immersing students in English for an entire day each week, the program helps normalize the use of the language, encouraging students to apply their skills in real-life contexts. This consistent practice plays a crucial role in reinforcing language proficiency, boosting students' confidence, and fostering a sense of achievement (Sinaga, 2018; Lasagabster, 2012; Indriati, 2016). As a result, parents view the EDP as a valuable investment in their children's future, recognizing its potential to open doors to higher education and international career opportunities. The program's emphasis on interactive and student-centered learning further enhances its appeal, as it aligns with contemporary educational practices that prioritize engagement, creativity, and experiential learning.

Another significant aspect of the research is its exploration of the psychological and emotional factors that influence parental decision-making. For many parents, the choice to enroll their children in bilingual schools reflects a deep-seated desire to provide them with the best possible start in life. It is in line with Rokita-Jaskow (2015) and Baig (2011) who informs that various motivation is driven by a combination of practical considerations, such as the perceived advantages of bilingualism in the job market, and emotional factors, including the desire to see their children succeed and thrive. The English Day Program, with its focus on fostering a positive and supportive learning environment, plays a crucial role in addressing these emotional needs, reinforcing parents' belief that they are making the right choice for their children.

The study on parents' motivations for choosing bilingual schools in Indonesia and the influence of the English Day Program offers valuable insights into the factors that shape educational decision-making. By drawing on existing literature and incorporating the perspectives of parents, this research provides a comprehensive understanding of the diverse motivations that drive parental choices. The findings underscore the importance of programs like the EDP in creating enriching learning environments that support language acquisition, personal development, and academic success. As bilingual education continues to grow in popularity, it is essential for schools and policymakers to recognize and respond to the evolving needs of parents and students, ensuring that educational offerings remain relevant, inclusive, and effective.

CONCLUSION

The findings from this research provide a nuanced understanding of the multifaceted factors influencing parents' decisions to choose bilingual schools in Indonesia, with particular emphasis on the English Day Program (EDP) as a significant contributing element. The study underscores the diverse motivations that drive parental choices, ranging from academic aspirations and cultural exposure to social development and future career prospects. By situating these motivations within broader theoretical frameworks and previous research, such as the works of Agustina (2020), Zhang (2023), and Kovács (2023), the study highlights the importance of comprehensive learning environments that integrate linguistic, cultural, and psychological dimensions. The EDP emerges as a pivotal initiative, fostering English proficiency through immersive and interactive learning experiences. This program not only enhances students' language skills but also nurtures their confidence and engagement, which aligns with the goals of parents seeking to equip their children for success in an increasingly globalized world.

In addition to contributing to academic literature, the practical implications of this research are significant for educational institutions, policymakers, and practitioners. The insights gained can inform the design and implementation of bilingual programs that are responsive to parental expectations and community needs. By emphasizing parental involvement, as highlighted by Grolnick (2022), and recognizing the role of emotional and psychological factors in educational decision-making, schools can create environments that foster holistic development. The English Day Program serves as a model for innovative and inclusive pedagogical approaches that prioritize student engagement and experiential learning. Moving forward, continued collaboration between educators and parents will be essential in refining and expanding such programs, ensuring that bilingual education remains a dynamic and effective pathway for nurturing future generations of learners and leaders.

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