

CHAPTER II

REVIEW OF THE LITERATURE

This chapter addresses the explanation related to the EFL pre-service teachers' digital footprints during online service learning from home program in time of COVID-19 outbreak. It consists of the theoretical framework and several relevant studies.

2.1 Theoretical Framework

2.1.1 The Use of Digital Technologies in Time of COVID-19 Pandemic

Costley (2014) identified the use of digital technologies has been impacted positive benefits on learning for the past four decades. Czerniewicz and Brown (2014), Khoza (2013), and Mpungose (2020) explained that there is an endpoint in the experiences in using digital technology and the implementation of digital technologies has been found to encourage professional, social, and personal experiences. Therefore, students need to learn to use newer digital technologies, so that they have not become outdated.

In the global context, some recent studies have examined the implementation of digital technology as regards issue of fulfilling the demands of 21st century skills (Bogart, 2016 & Meurant, 2008) to support the creation of EFL learning concepts that involves digital literacy, maximizing learning outcomes for education in the 21st-Century, through digital learning environment, and also providing digital project to develop L2 digital literacy within EFL pedagogy.

Hence, the implementation of technology in language education has been applied, such as in EFL learning (Bax, 2011).

Sokhulu (2020) also argued that even in unexpected critical circumstances, such as the lockdown in time of the COVID-19 pandemic, the use of digital technology involves any newly introduced digital technology. Therefore, the presence of COVID-19 has led several universities to rapidly closed their face-to-face learning and moved to digitalized education, such as the University of Tasmania, which was already partially prepared for this endeavor given the University had some blended or fully online offerings (Crawford et al., 2020). The COVID-19 provides the way to change the countries educational mode and also provides attention to the advantage of the new technologies development (Toquero, 2020). In line with Jena's (2020) study, the COVID-19 pandemic allows educational institutions to adopt online learning including transitive an environment of online learning.

In line with Iivari, Sharma, and Ventä-olkkonen's (2020) study argued that the pandemic of COVID-19 initiated an extensive, sudden, and dramatic digital transformation in the society. Then, the digital transformation of education caused by the COVID-19 pandemic in the context of education has dramatically changed during the past couple of months. It forced us to take an extraordinary digital leap in the basic education of children as well. However, significant adjustments are not only required from children and their teachers but also their families, school administration, and the entire society. This unexpected digital transformation of children's basic education has become a great burden for them who suddenly had

to possess a variety of skills, competencies, and resources. Hence, children depend greatly on their parents to take part in their basic education.

Peters, Wang, Ogunniran, Huang, Green, Chunga, Quainoo, Ren, Hollings, Mou, Khomera, Zhang, Zhou, Laimeche, Zheng, Xu, Jackson, and Hayes (2020) also narrated that the Beijing Normal University and the government have had new regulations put in place regarding teaching and learning. This pandemic of COVID-19 obliged everyone to stay at home, and put stress on teachers to find out new learning tools. It pushes us to a new learning era; e-learning keeps people, students, and teachers on pace with their studies, works, and their research. It also supports parents in homeschooling opportunities, taking advantage of stress relief, and spending more time with the family. Moreover, Prokopenko and Berezhna (2020) stated that in the quarantine era, several universities in Ukraine provided and introduced various web servers, platforms, resources, and social media for distance education, for example Moodle and Zoom.

2.1.2 The Service Learning Program

Service-learning has become the main presence within higher education (Butin, 2006). The study states that every year, more than 950 higher institutions engage millions of students in conducting service-learning practice. According to Bringle and Hatcher's (2000) study, they state that service-learning is a course-based service experience for students to produce the best outcomes when meaningful service activities are related to course material. Specifically, higher education creates experienced learning opportunities that involve them in the community (for example, field experiences).

However, these activities usually focus only on the extending of a student's professional skills both explicitly or tacitly, the importance of service in the community, and lessons of civic responsibility. They argued that students participate in the service-learning programs a highest-value educational experience in which engage them in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. The service-learning program provides additional tools to achieve the educational goals. Moreover, faculty using a service-learning program that brings benefit to teach new problem solving skills, and makes teaching more enjoyable for students to participate in service-learning program.

2.1.3 The Implementation Service Learning Program Amidst COVID-19

Since early 2020, higher education worldwide has been affected by the spread of the COVID-19 pandemic (Jena, 2020 & Toquero, 2020). As a result, thousands of education institutions close for a while including keeping a distance from the crowd. Based on the demands of the COVID-19 pandemic, teachers were forced to change the teaching system to be online despite they were earlier averse to it (Crawford et al., 2020). Amidst this case, they had no option to change the online pedagogical approach because of the Covid-19 outbreak than adapting and accepting the transformation. The education institutions are not immune from the COVID-19 outbreak (Butler-Hunderson, Crawford, Rudolph, Lalani, & M, 2020).

Thus, because of the global plague, all higher institutions face learning and teaching challenges significantly including impact on the service learning program. In Indonesia, several educational institutions change the community service to service-learning program virtually through the implementation of technology. It is closely related to Setiawan and P's (2020) study argued that universities decided to conduct community service program through using online media to educate society. It is because the COVID-19 outbreak affected community activities every day, starting with learning activities, work, or worship that carried out from home. In the study by Astini (2020) and Pratiwi (2020), there are some applications used in online learning during COVID-19, such as Google Classroom, Zoom, and also WhatsApp as a media platform.

2.2 Relevant Studies

This study focuses on to investigate five EFL pre-service teachers' digital footprints in using digital tools during online service learning from home program, particularly in the time of COVID-19. In a recent study, there are several studies related to the implementation of community service learning in time COVID-19 outbreak. Sokhulu (2020) investigated the students' experiences in using digital technologies based on their personal research needs in time of the COVID-19 outbreak. The study found that the students relied heavily on digital technologies in order to continue with their research studies even in the time of COVID-19 pandemic. Moreover, the utilization of digital technologies was influenced by the supervisor and also fellow students. Then, even though the new

digital technologies were not introduced systematically, but the students were aware that the understanding of digital technologies to support their needs.

In similar case, the study by WA, Basyar, Fauziyah, Lestari, Junaeri, and Riansyah (2020) found that in conducting the service-learning activity, the students of KKN provide learning assistance for helping parents to accompany their children to study from home as a form community service program. The study by Nurfaidah et al. (2020) also presented experiences from two students while conducting an online service learning program during the midst COVID-19 outbreak. Their study revealed that they enjoyed and capable to adapt the program despite they faced a bad internet connection in their location.

