

# CHAPTER I

## INTRODUCTION

This research is intended to find out what challenges students feel in creating digital teaching media during online service learning. This chapter depicts the background of study, the scope of the study, the research questions, and the purpose of the study. Moreover, it includes the significance of the study and the definition of key terms used in this study.

### 1.1 Background of the Study

Service learning has old and leading history of delivering value capable experience for students in all academic levels (Reising, Allen, & Hall, 2006). Hence, service learning must be studied and enhanced because it has developed in significantly in the last decade (Waldner, McGorry, & Wildener, 2012). However, currently the Corona virus (Covid-19) outbreak has spread to various parts of the world. The public must respond seriously and quickly to reduce the negative impact of Covid-19 by physical distancing measures. Meanwhile, the action taken by government to contain the outbreak and slow down the spread of Covid-19 is by limiting the territory and country (Danese, Cecconi, & Spinelli, 2020). This disease outbreak has a large impact, one of which is the closure of schools and colleges which are carried out to reduce the number of deaths due to the virus (Bayham & Fenichel, 2020). Corona virus disease has also become a challenge both in terms of teaching and learning activities in higher education, especially for service-learning

course which always involve intensive human interaction, in this case students and the community (Lin & Shek, 2021).

Service learning is one of the important stages in education, it becomes pedagogical strategy and be a subject of education renewed interest in educational literature from multiple disciplines (Roakes & Norris-Tirrel, 2000). Service learning is the academic activity forms that dedicated to the community. This academic activity is in order to apply the knowledge of students (Helms, Rutti, Hervani, LaBonte, & Sarkarat, 2015). Gregorová, Heinzova, and Chovancova (2016) suggest that service learning can be recommended as a suitable strategy for the key of students in developing their learning competencies. Considering about the important of service learning above, the implementation of this pedagogy must be continued in the Covid-19 pandemic.

Drawing on the previous studies on the sphere with focused to service-learning, a growing body of studies in international context has examined such as the effectiveness (Safuan & Soh, 2013), the role (Reed, Rosenberg, Statham, & Rosing, 2015), and the benefit of online service-learning even during unprecedented times such as Covid-19 (Leung, Shek, & Dou, 2021). Study by Kodancha, Sajnani, Raut and Baboo (2020) explain that learning and service are rapidly being transformed by the Covid-19 pandemic, but the students have a duty to interfere and align the academic efforts with the community's priorities. The impact of Covid-19 pandemic on teaching and learning concludes that although all sorts of study have been carried out, in matter of developing countries, suitable

pedagogy, service learning, and the platform for different class levels in education need to be continued (Pokhrel & Chhetri, 2021).

Currently, starting with the outbreak of Covid-19, the world of educational institutions in Indonesian context is implementing the lockdown and students must be changed out to online class (Santoso, 2021). Not only that, the Covid-19 outbreak also has an impact on the implementation of service learning activities. Meanwhile, service learning is considered important and must be done even in difficult conditions. According to Handoyo, et al., (2020), service learning must be carried out under any circumstances because student character can be fostered through the implementation of service learning. The transition from face-to-face service learning to virtual service learning during the Covid-19 pandemic can be a different experience, challenge, and emotion for students in the learning process.

Wijayanti, Yunita, and Dharmanto (2020) explained in their research that the implementation of community service activities was carried out virtually, and could use technology such as socialization and creativity on social media (Prasetyo & Suherlan, 2020). In a pandemic situation like this, the positive impact of implementing virtual service learning is that students can build and improve their creativity by uploading their work programs on social media (YouTube), which is also useful and provides information to the virtual community (netizens) (Nurfaidah, Tambunan, Yonata, Kurniawati, & Lestariyana, 2020). Apart from that, Hakim (2021) discussed community service activities in preventing the transmission of Covid-19 through the use of Android applications. Based on research by researchers, the impact of the Covid-19 outbreak on service learning is

currently being experienced by EFL students who do service learning. They have to do online programs through the use of digital technology, so they have to practice to get used to several platforms during the Covid-19 transmission period.

Most of the recent studies have focused on students' experiences of using digital technology during the Covid-19 pandemic. Especially the use of digital technology in student activity programs during service learning to overcome the spread of Covid-19 (Prasetyo & Suherlan, 2020; Wijayanti, Yunita, & Dharmanto, 2020). With that, students have indirectly been involved and experienced virtual service learning activities. This is evidenced in the research of Nurfaidah et al., (2020) which focuses on students' perceptions (emotions) of virtual service learning. Therefore, to fill this gap, this research will focus on the of EFL students' challenges in creating digital teaching media during online service learning.

## **1.2 Scope of the Study**

For the purpose of this study, the researcher needs to know what the challenges of students in creating digital teaching media during online service learning. The researcher uses video-based stimulated recall in KKN-DR (Community Service from Home). This research was conducted at one of higher education institutions in South East Sulawesi focusing on three 7<sup>th</sup> semester English Education major students who agreed to be involved in this research.

### **1.3 Research Question**

In relation to the background of the study above, this study will focus on the following question: what are the EFL students' challenges in creating digital teaching media during online service learning?

### **1.4 Purpose of the Study**

Based on the research questions, this present study is aiming to discover the EFL students' challenges in creating digital teaching media during online service learning at during pandemic at one of higher education institutions in South East Sulawesi.

### **1.5 Significances of the Study**

Based on the purpose of the study, this study offers important insights into a number aspect of practical benefits. This research can have positive impacts on several levels of the academic community because the findings of this study will/can be used as a reference for those who want to do research about analyzing EFL students' challenges in creating digital teaching media during online service learning. Moreover, it can have positive benefits in academic levels, such as the following:

First, this research will be useful for students in higher education when creating digital teaching media in online service learning. Through making digital media directly, they can learn about any challenges they face, such as difficulties and conveniences as well as the benefits they get by creating the media.

Second, for lecturers, this research can help lecturers to expose the digital media of EFL students who are participating in virtual service learning during service learning from home. In addition, lecturers can apply this research to their students in developing their digital skill through creating video content during learning from home.

And the last, this research will be helpful for the institution, to improve the quality of teaching and training for students in creating digital teaching media because the institution has the authority to shape students to become the best teachers in all aspects.

### **1.6 Definition of Key Terms**

This part is aimed to define some important terms in this study as in the following.

*English as a Foreign Language (EFL)* is studying English in a non-English speaking country. For example, students in Indonesia who are studying English are considered EFL students because English is not their official language. However, if the same students (Indonesia, China, Japan, South Korea, etc) are in the United States to study English, then they will be considered as ESL students, not EFL. It is because EFL students are those who are learning English in their own country.

*Digital teaching media* can be interpreted as complex sewing and packaging information and learning activities that are more interesting and attractive to students (Haryati & Cahyaningrum, 2018). Digital media in education refers to the use of interactive multimedia and involves combining several digital



software, devices, and platform as tools for learning. As a new current trend that is digital media technology including social networking (e.g. Second Life, Face book, Twitter, YouTube, etc) give opportunities for teacher to challenge previous models of focused learning by connecting, sharing and discussing ideas with students outside the classroom and being long distance of each other (Meidasari, 2016).

*Online (virtual) service learning* is defined as a special modality where learning and services take place together in cyberspace (García-gutiérrez, Ruiz-Corbella, & Riesco, 2021). This means, that concerning the offer of teaching and a combination that integrates community serve with academic learning in the form of lightweight online projects. García-gutiérrez et al., (2021) defined that online service learning also allows prospective teachers to transfer their knowledge with social value and enables students to develop foundation of experience gained from addressing real-life needs. In this study, online service learning refers to online community service (community service from home) where students can create teaching and learning media using online digital media.