

CHAPTER II

LITERATURE REVIEW

This chapter discusses two points related to the theoretical studies and previous studies. Theoretical studies comprise related theories in this study, and previous studies discuss the issue related to this study.

2.1 Theoretical Framework

2.1.1 Digital Teaching Media amidst Covid-19 Pandemic

Networks and digital media in recent years have made major changes in everyday life. This is part of a broad-based change in the way people engage in knowledge production, communication and creative expression (Buckingham, 2008). Venkatesh, Croteau, and Rabah (2014) also identified that since the early 90s there has been an increase in use technology and become an important component of successful integration computer technology that can be attributed to student preferences. In addition, Lawless and Pellegrino, (2007) explain that over the past decade, the federal government has invested heavily in many initiatives to ensure that school keeps up with technological development. In their research, the intended efforts include increasing capacity of school to use technology, and training the next generation of teachers to use technology in their classroom.

Any type of learning that uses tools or media will help transform the human brain and it is clear that some forms of digital media can be used to improve working memory or to provide mental stimulation that can help slow down

cognitive activity. It is closely related to Warschauer and Healey (2013) who argues that the use of digital media in language learning can help students to improve the memory and master grammar, vocabulary, and pronunciation. In addition, digital teaching media offers a number of ways to enhance material development and learner feedback across all skills (Levy, 2009). Therefore, students need to learn to use newer digital media technologies, so that they can learn easy and have not become outdated.

Meanwhile, the presence of Covid-19 has caused some universities to quickly shut down face-to-face learning and move to online using digital as a medium, such as Tasmanian high schools, which are already prepared for this endeavor given that high schools have few mixes or fully online offerings (Crawford, Butler-Henderson, Rudolph, Malkawi, Glowatz, Burton, Magni, & Lam, 2020). In line with Jena's (2020) study the Covid-19 pandemic has allowed educational institutions to adopt online learning, including a transitive online learning environment. In this regard, Papouli, Chatzifotiou, and Tsairidis (2020) also argues that even in unexpected critical situations like this, such as the lockdown during the Covid-19 pandemic, the use of digital technology is capable of involving newly introduced digital technologies.

With the Covid-19 pandemic that has hit almost all countries in the world and it has also forced teaching and learning activities at higher education level to be carried out with remote concept or with the concept of work from home. Therefore, one of the solutions is that can be done is the use of several media technology application. The study by Abdillah, Handayani, Rosalyn, and Mukti

(2021) found a number of social technologies can be used as media such as Facebook, Dropbox, Google Forms, Moodle, WhatsApp, Youtube, WordPress, and Zoom to support teaching and learning activities during the Covid-19 pandemic.

2.1.2 Service Learning in Higher Education

Service learning has become a major presence in the world of higher education (Butin, 2006). It can be regarded as a teaching and learning strategy that integrates meaningful community service with learning and reflection to enrich the learning experience, educate civic responsibility, and fortify the community. Blouin and Perry (2009) stated that service learning has advantages for many categories involved, including for students, universities, and the community. The implementation of service learning shows significant progress in five aspects: students' attitudes towards themselves, attitudes towards school and learning, involvement in the community, social skills, and academic achievement (Celio, Durlak, & Dymnicky, 2011). Another study explains that service-learning can improve understanding of learning materials (Bringle & Hatcher, 1995) and expand students' opportunities to apply the lessons learned in real life contexts (Meyers, 2009).

However, service learning is sought to be able to design and develop curricular activities, which have the dimensions of implementing community service that must be planned in such a way, so that it can be used as programs to empower the community. Therefore, in its implementation it is necessary to use the principle of a community empowerment approach, namely from, by and for the

community. It can be referred to as a vehicle for students to learn to live in society and identify problems and provide solutions with a scientific approach (Ward & Wolf-Wendel, 2000). Meanwhile, the service learning program can also be used as an approach in encouraging the community to be able to solve their problems independently.

Typically, service learning focuses on improving students' skills both explicitly and tacitly, the importance of service in society, and lessons on civic responsibility. Hébert and Hauf (2015) explained that students who participate in service learning programs have a top value educational experience where they engage in service activities that meet the needs of the community, reflect visual service activities to gain further and broader understanding such as an appreciation of the discipline, and an increased sense of responsibility. In addition, service learning provides additional means to achieve educational goals and makes teaching more enjoyable for students to participate in service learning.

2.1.3 Online Service Learning in the Time of Covid-19

From the time early 2020, higher education in the whole world has been influenced by the impact of the Covid-19 pandemic (Jena, 2020; Toquero, 2020). As the result, for keeping a distance from the crowd, thousands of higher education has to close for a while. Crawford et al. (2020) argue that to follow the demands of the Covid-19 pandemic, teachers perforce to modify the teaching system to be online in spite they were earlier averse to it. Other than adaptating and accepting the current transformations, they have no choice to change the online pedagogical

approach because of this Covid-19. The education universities are not immune from the Covid-19 outbreak (Butler-Henderson, Crawford, Rudolph, Lalani, & Sabu, 2020).

Thus, almost all educational institutions have to change the teaching and learning process virtually in view of the global virus outbreak. However, the service learning program must also continue because thinking about the importance of practice for students, so many universities face this challenge by changing the face-to-face service learning to online service learning mode. In Indonesia, several educational institutions are implementing service learning virtually by using technology. This is closely related to the research conducted by García-Peñalvo (2021) which argues that the use of technology media is considered capable of educating the public and it has been proven that technology can help students and educators so that the learning keep going (Alier, 2021)

In 2011, Murthy (2008) undertook a digital ethnography about students' access to the use of technologies in their learning and everyday lives. During the analysis phase, it becomes clear that it is important to describe the challenges and adjustments that students experience who specifically adopt new technologies into their learning live. The use of technology has had positive impacts and benefits over the last four decades. Czerniewicz and Brown (2014) explained that there are points in the experience of using application of digital technology and has been found that it drive professional social and personal experiences. So that in this modern era, students need to learn to use newer digital technology and application technology digital media so that the students are not outdated.

In addition, this is also related to the new regulations regarding the teaching and learning process. This Covid-19 pandemic requires everyone to stay at home and learn from home. So, this is pushing students into a new era of learning by using technology. Prokopenko and Berezhna (2020) stated that in the new era of quarantine, several universities in Ukraine produced and provided various web service platforms, resources, and social media for distance education such as Zoom, Moodle, Google-class, telegram, Viber, Messenger, and Skype.

2.1.4 EFL Students' Challenges in Creating Digital Teaching Media

Students' challenges about creating digital media during online service learning were also investigated. A study by Mhlanga and Moloi (2020) found that adopting technology media in teaching and learning in South Africa after the Covid-19 lockdown restrictions need to be implemented, due to the a need to exploit and consider to the use of technology can affect the value of students communication in these developing country. On the other hand, other research by Kodancha, Sajnani, Raut, and Baboo (2020) found that participants of virtual service learning reported that service learning had to hold meetings with community friends to discuss progress on various project, to keep into account different perspectives, but in this online service learning they had to keep their distance from the community, and use technology to make the their service learning project as success as well. With digital technology, students can practice their skills, especially in editing the content that they will create as their

community service program. Apart from editing as technical requirement, students need planning their content, material, collaboration with their team etc.

Wang and Hartley (2003) state that technology video has the potential to document the teaching context and provide teacher candidates with the needed perspective. In this case, the creation of digital teaching media is certainly related to manufacturing techniques such as editing video content. Digital video editing has become more accessible over the last few years and is emerging as the tool of choice for best practice, particularly in the context of distance education (Yerrick, Ross, & Molebash, 2005). Furthermore, Yerrick et al., (2005) explained that students who are editing their own teaching videos give themselves direct feedback. In addition, another study by Spurgeon and Bowen (2002) examined how effective the digital video editing process (for multimedia portfolios) greatly affects the quality of teacher skills. Therefore, EFL students really need to deepen their editing skills so that they are able to make digital teaching videos in conducting online service learning.

In creating the digital teaching media, besides technical challenge, there challenges that come from the environment or from the person themselves, it calls situational, such as how they create the content, how to plan, how to learn the material for content creation, etc. Zazkis, Liljedahl, and Sinclair (2019) stated that planning is an important part of teaching and an integral part of complex teaching activities. Moreover, Zazkis, et al (2019) added that learning how to plan is challenge to the teacher educators for how they find effective ways to support the other teacher candidates. On the other hand, to create the teaching media, teacher

or pre-service teacher usually prepare the material they will use. According to Marriott, Davies and Gibson (2009), to understand the importance of how it works in teaching practice, courses and approaches are needed, besides that producing teaching materials can help teachers develop professionally. Therefore, in creating teaching media, students have to prepare a lot of plans and teaching materials so that teaching goes well.

2.2 Relevant Studies

In the latest research, there are several studies in the context of implementing service learning (KKN) during the Covid-19 pandemic. Leung et al., (2021) investigated evaluation of service-learning in project We Can under Covid-19 in a Chinese context. The findings of this study was e-service learning is highly effective and important pedagogical approach to promote positive youth development competencies, have good leadership qualities, and life satisfaction among adolescents even during difficult times or live where the ecological system is in chaos. In addition, the research also provides online lectures and indirect service provision and demonstrates proficiency in combining technology and adaptability to address remote needs in current or future emergencies.

The study by Nurfaidah et al., (2020) explored international students' perceptions of virtual service learning program amidst Covid-19 Pandemic. The results of the study revealed that the emotional response felt by two students while participating in virtual service learning during the Covid-19 pandemic. The impact of virtual service learning that students feel is being more creative, such as

uploading their work programs on social media, YouTube. This study explained that students enjoyed and be able to adapt to the virtual service learning itself despite a few obstacles such as the instability of the internet signal in the area activities.

Another study by Pramesta, Basyar, Fauziyah, Lestari, Junaeri, and Riansyah (2020) investigated guidance learned from home educational solution during Covid-19 pandemic in Kedungbokor, Brebes village. The finding showed that the virtual service learning program have a very good impact on students of higher education because they can train themselves to become mentors for the community and students. The community service program is a form of learning assistance that carried out to reduce parental concerns about their children in the learning process during the pandemic. This is because tutoring from home is very necessary during the Covid-19 pandemic, where all learning activities that are usually in face-to-face and no longer done at school. As has been regulated by the Ministry of Education and Culture which issues regulations for all learning activities in schools to be carried out at each students' home. In studying at home, students need guidance from their parents and guardians, and apart from that, students also need learning from the internet such as YouTube and others media to increase their insight and knowledge.

This study has similarities and differences with other studies. The similarities between this study and other research are service learning during the Covid-19 pandemic and they also focus on using technology as a tool/media for service learning virtually. Furthermore, the difference between this study and

others is that some researchers focus on project in service learning in the time Covid-19 in Chinese context, students' perceptions of the virtual service learning program in Indonesia context, and guidance learned from home. While, this research focuses on another context that is at one of Islamic higher education institutions in Southeast Sulawesi, especially to the students' challenges in creating digital media during online service learning.

