

**“OUR DIGITAL FOOTPRINTS DURING ONLINE SERVICE
LEARNING FROM HOME PROGRAM”: EFL PRE-SERVICE
TEACHERS’ PHOTOVOICE ANALYSIS**



RESEARCH PAPER

submitted in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan at English Education Department

by

RISKI
NIM: 17010106046

FACULTY OF EDUCATION AND TEACHER TRAINING

INSTITUT AGAMA ISLAM NEGERI KENDARI

KENDARI

2021

APPROVAL SHEET

TITLE : “OUR DIGITAL FOOTPRINTS DURING ONLINE SERVICE
LEARNING FROM HOME PROGRAM”: EFL PRESERVICE
TEACHERS’ PHOTOVOICE ANALYSIS

NAME : RISKI

SID : 17010106046

This research paper draft has been approved by the supervisor on May 6th 2021 for further research paper seminar.



Suhartini Syukri, S.Pd.I, S.Pd, M.Pd.

NIDN: 20160102020



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI KENDARI
TARBIYAH DAN ILMU KEGURUAN**

Jalan Sultan Qaimuddin No. 17 Kelurahan Baruga, Kendari Sulawesi Tenggara
Telp/Fax. (0401) 3193710/ 3193710
email : iainkendari@yahoo.co.id website : <http://iainkendari.ac.id>

LEGALIZATION SHEET

This is to certify that the research paper by Riski, SID 17010106046, entitled “Our Digital Footprints during Online Service Learning from Home Program: EFL Preservice Teachers’ Photovoice Analysis” has been presented in the research examination on May 6th, 2021 and approved by the Board of Examiners.

Kendari, May 6th, 2021

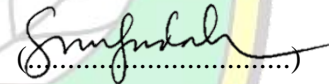
24 Ramadan 1442 H

BOARD OF EXAMINERS

Chair : **Suhartini Syukri, S.Pd.I, S.Pd, M.Pd.**


(.....)

Members : **Dr. Sitti Nurfaidah, S.Pd., M.Ed.**


(.....)

: **Azwar Abidin M.Pd.**


(.....)

Approved by,
Dekan of Faculty of Education and Teaching Training



Dr. Masdin, M.Pd.
NIP. 196712311999031065

*Visi Program Studi Tadris Bahasa Inggris (TBI) :
“Vision of Department of English Language Education
Becoming a Leading Department in Developing English Language Education in 2025”*

DECLARATION OF AUTHORSHIP

I am Riski SID. 17010106046, hereby certify that research result by entitled "Our Digital Footprints during Online Service Learning from Home Program: EFL Preservice Teachers' Photovoice Analysis" under the supervision of Suhartini Syukri, S.Pd.I, S.Pd, M.Pd. has been obtained and presented in accordance with academic rules and ethical conduct of IAIN Kendari. It is written and published as requirement for the degree of English Education Program, Tarbiyah and Teacher Training Faculty at IAIN Kendari. For this reason, I am responsible for the research paper, if there any objection of claim from others.

Kendari, May 6th, 2021



Riski
SID. 17010106046



HALAMAN PERNYATAAN PERSETUJUAN PUBLIKASI TUGAS AKHIR UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademik Institut Agama Islam Negeri Kendari, saya yang bertanda tangan dibawah ini:

Nama : Riski
NIM : 17010106046
Program Study : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Jenis Karya* : Skripsi

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Institut Agama Islam Negeri Kendari Hak **Bebas Royalti Noneklusif (Non-exclusive Royalty-Free Right)** atas karya ilmiah saya yang berjudul:

”Our Digital Footprints during Online Service Learning from Home Program: EFL Preservice Teachers’ Photovoice Analysis”

Beserta perangkat yang ada jika (jika diperlukan). Dengan Hak bebas Royalti Noneklusif ini Institut Agama Islam Negeri Kendari berhak menyimpan, mengalih media/formatkan, mengelola dalam bentuk pangkalan data (*database*), merawat, dan mempublikasikan tugas akhir saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan sebagai pemilik Hak Cipta.

Demikian pernyataan ini saya buat dengan sebenarnya.

Dibuat : Kendari

Pada tanggal : 6 Mei, 2021

Yang menyatakan



Riski

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, all praises to Allah SWT, the Lord of the world, thanks for all His blessing and everything given to me in completing my study and finishing this research paper. Peace and solution always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness. In process of completing this research paper, to my parents, Kohar and Riami, thank you so much for being my support system and always evoking my name in every prayer you have made for my success. For my beloved brother Perdi and my young sister Khaira Al-abqoriyyah thank you so much for always my motivation. A mountain of thanks will never be enough to give as well as you have given in my life. They always trust if I can finish the challenge. Also, I do realize that it would not be done without the helps, supports, encouragement, contribution and suggestion from several sides. Thus, I would like to express my deepest gratitude to all of those who had helped, supported, encouraged, contributed, and suggested me during the process of accomplishing this research paper. This goes to:

1. Prof. Dr. Faizah Binti Awad, M.Pd., the Rector of Institut Agama Islam Negeri Kendari.
2. Dr. Masdin, M.Pd., the Dekan of Faculty of Tarbiyah and Teacher Training.
3. Abdul Halim, MA. TESOL, the Head of English Education Department, the best motivator and the best lecturer ever who not merely a lecturer of English Department. Beyond that, I can understand the way to be myself and life with critical thinking to accept the information. He is a super friendly lecturer,

advisor, and even supervisor. Because of him, I learn many things about teaching perfectly. From the deepest of my heart, thank you for the worthwhile knowledge and precious time in teaching these stubborn students.

4. Suhartini Syukri, S.Pd.I., S.Pd., M.Pd., as my great supervisor who has given advise and motivation. Thank you so much to help me patiently finishing this paper by giving suggestion, guidance, and correction since the preliminary of manuscript until the completion of this paper. You teach me many things about attitude as English students. Moreover, I will miss your class because you have a lot of techniques in your teaching that make students not boring to learn. Jokes and excitement always engross the nuances learning that do not want to end. Thank you for your high nicety.
5. Dr. Sitti Nurfaidah, M.Ed., as my examiner, many thanks for being helpful and patient for spending the precious time for my research paper. Thank you so much for support and to teach me many things about journal or research and how to be a good writer. You are one of limited kind lecturers in the world and my motivator as a good reader and writer. Additionally, you teach me many things about netiquette. Thank you for the invaluable learning that given to me.
6. Azwar Abidin M.Pd., as my examiner, thanks a mountain for being helpful and your invaluable guidance for my paper. You teach me how to love reading and share much knowledge that you have. Moreover, you are so humble, friendly, and you are one of the lecturers who most understand the condition of your students. Thanks a lot for your kindness.

7. Sarjaniah Zur, S.Pd., M.Pd, thank you for friendly and sincere help that you assist me in fulfilling the lecture administration. You are so humble and cheerful always everywhere. Thank you so much for your smiling every meet.
8. Isna Humaera, S.Ag., S.Pd., M.Pd., Susanti, M.Pd., Dewi Atikah, MA. TESOL, Anita Rezki, S.Pd., Ilfan Askul Pehala, S.Pd., M. Hum., and Sean Ryan as my best lecturers in department of English Education, thank you for all the precious knowledge which has been taught for me.
9. All of the lectures of IAIN Kendari for all the knowledge which has been shared.
10. All the staff of the Faculty of Tarbiyah and Teacher Training, for being nimble in assisting and actual in sharing any information about lectures.
11. All my friends in TBI 16 for friendship and support.
12. To all my cousins, Melsandi Saputra, Ahmad Basrun, Akrianto, Sabri, Krisdayanti, and Helpianti who always help me every time, support me to finish my study smoothly.
13. To my team Ayo Istighfar, Diah Astuti and Ija Narmalawati who are always together and willing to go everywhere to complete the research and their always care to remind and encourage one another when I want to stop doing the research. May Allah always cover us with His blessing in making our activity happy and smoothly.
14. To my group of SENASIB TEAM, Miftah, Diah, Hilman, Karmila, Ija, Wijay, Rikar, and Kahar who always help and support each other about our progress in completing our paper.

15. To my team Next Trip who all members always entertain me.

16. To my beloved partner Intan Indari who always accompanies me to consult my paper. Thank you so much for your patience.

17. To all my friends from Islamic Education whom cannot be mentioned one by one, thanks a lot for your advice.

Last but not least, I would like to say thanks to anyone whom cannot be mentioned one by one. It does not mean that I forgot about you, my deepest appreciation is dedicated for all of you. I also realize that this research paper is still far from being perfect. I hope that this research paper is useful for the readers.



Kendari, May 6th, 2021

The Researcher



Riski
NIM. 17010106046

ABSTRACT

Riski SID 17010106046. "Our Digital Footprints during Online Service Learning from Home Program": EFL Preservice Teachers' Photovoice Analysis. Supervised by: Suhartini Syukri, S.Pd.I, S.Pd, M.Pd.

The major purpose of this narrative study is to investigate the EFL pre-service teachers' digital footprints in using digital tools during online service learning from home program in the time of COVID-19. The data in this study is drawn from five EFL pre-service teachers' photovoices they have narrated on daily reports while conducting the online service learning program amidst the COVID-19 pandemic. The researcher accessed their daily reports page on academic information system (SIA) freely to collect five participants' narrative photovoices. Then, those photovoices were analyzed using thematic analysis (TA) adopted from Braun and Clarke (2006) through coding the data by underlining code. Their photovoice revealed that all pre-service teachers have been engaged with digital skill, digital literacy, and community development leaving a plethora of digital footprints in the virtual world. However, this study implies that they were more creative in producing beneficial content for the wider community using many applications even though during the COVID-19 lockdown.

Keywords: Digital Footprints, EFL Pre-service Teachers, Online Service Learning from Home Program, Photovoice

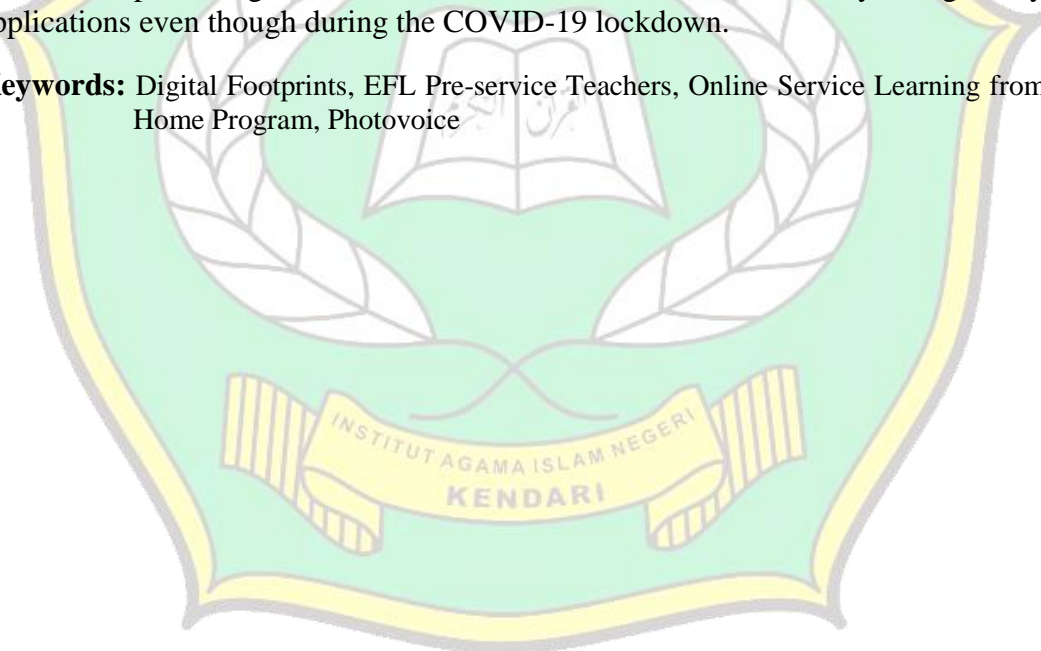


TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
LEGALIZATION SHEET	iii
DECLARATION OF AUTHORSHIP	iv
HALAMAN PERNYATAAN PERSETUJUAN PUBLIKASI	v
ACKNOWLEDGEMENT	vi
ABSTRACT	x
TABLE OF CONTENTS	xi
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF APPENDICES	xvi
CHAPTER I: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Scope of the Study	5
1.3 Research Questions	5
1.4 Purpose of the Study	5
1.5 Significances of the Study	6
1.6 Definition of Key Terms	7
CHAPTER II: REVIEW OF THE LITERATURE	9
2.1 Theoretical Framework	9
2.1.1 The Use of Digital Technologies in time of COVID-19 Pandemic	9
2.1.2 The Service Learning Program	11
2.1.3 The Implementation of Service Learning Program amidst COVID-19 ...	12
2.2 Relevant Studies	13
CHAPTER III: METHODOLOGY	15
3.1 Research Design	15
3.2 Settings and Context	15
3.3 Participants	16
3.4 Instrumentation	17
3.5 Data Collection	18

LIST OF TABLES

Table 3.1 List of Participants' Profiles of KKN-DR program and their content uploaded	17
Table 3.2 Example of data coding	22
Table 4.1 List of Photovoice on Academic and Information System	24
Table 4.2 List of Participants' content designed	39



LIST OF FIGURES

Figure 3.1 The students' photovoice on daily basis while engaging online service learning from home program.....	20
Figure 3.2 Example of Digital Footprints on YouTube and Instagram.....	21
Figure 4.1 Mila's Narrated Photovoice 1	26
Figure 4.2 Mila's Narrated Photovoice 2	27
Figure 4.3 Mita's Narrated Photovoice 1	28
Figure 4.4 Mita's Narrated Photovoice 2	29
Figure 4.5 Nur's Narrated Photovoice 1	30
Figure 4.6 Nur's Narrated Photovoice 2	31
Figure 4.7 Tia's Narrated Photovoice 1	32
Figure 4.8 Ria's Narrated Photovoice 1	33
Figure 4.9 Mita's Narrated Photovoice 3	34
Figure 4.10 Mila's Narrated Photovoice 3	35
Figure 4.11 Nur's Narrated Photovoice 3.....	36
Figure 4.12 Tia's Narrated Photovoice 2	37
Figure 4.13 Ria's Narrated Photovoice 2	38
Figure 4.14 Mita's Narrated Photovoice 4	41
Figure 4.15 Mila's Narrated Photovoice 4	42
Figure 4.16 Nur's Narrated Photovoice 4.....	43
Figure 4.17 Tia's Narrated Photovoice 3	44
Figure 4.18 Ria's Narrated Photovoice 3	45
Figure 4.19 Mita's Narrated Photovoice 5	47
Figure 4.20 Mita's Narrated Photovoice 6	47
Figure 4.21 Mita's Narrated Photovoice 7	48
Figure 4.22 Ria's Narrated Photovoice 4	49
Figure 4.23 Tia's Narrated Photovoice 4	51
Figure 4.24 Nur's Narrated Photovoice 4.....	52
Figure 4.25 Mila's Narrated Photovoice 4	54
Figure 4.26 Mila's Narrated Photovoice 5	55
Figure 4.27 Mita's Narrated Photovoice 8	56
Figure 4.28 Ria's Narrated Photovoice 5	57
Figure 4.29 Nur's Narrated Photovoice 5.....	58
Figure 4.30 Tia's Narrated Photovoice 5	59
Figure 4.31 Ria's Narrated Photovoice 6	60
Figure 4.32 Mita's Narrated Photovoice 9	61
Figure 4.33 Mila's Narrated Photovoice 6	62
Figure 4.34 Nur's Narrated Photovoice 6.....	63
Figure 4.35 Tia's Narrated Photovoice 6	64
Figure 4.36 Ria's Narrated Photovoice 7	65

Figure 4.37 English educational about “Very” has uploaded on YouTube	67
Figure 4.38 English educational about “Very” has uploaded on Facebook	67
Figure 4.39 Public service videos related to the dangers of COVID-19 has uploaded on YouTube	68
Figure 4.40 Public service videos related to the dangers of COVID-19 has uploaded on Facebook	68
Figure 4.41 Mila’s Narrated Photovoice 7	70
Figure 4.42 Ria’s Narrated Photovoice 8	71
Figure 4.43 Tia’s Narrated Photovoice 7	73
Figure 4.44 Nur’s Narrated Photovoice 7	74
Figure 4.45 Nur’s Narrated Photovoice 8	76
Figure 4.46 Mita’s Narrated Photovoice 10	78
Figure 4.47 Mila’s Narrated Photovoice 8	80
Figure 4.48 Ria’s Narrated Photovoice 9	81
Figure 4.49 Mita’s Narrated Photovoice 11	82
Figure 4.50 Mita’s Narrated Photovoice 12	83
Figure 4.51 Tia’s Narrated Photovoice 8	85
Figure 4.52 Tia’s Narrated Photovoice 9	86
Figure 4.53 Mita’s Narrated Photovoice 13	87
Figure 4.54 Nur’s Narrated Photovoice 9	88
Figure 4.55 Mila’s Narrated Photovoice 9	89
Figure 4.56 Ria’s Narrated Photovoice 10	90
Figure 4.57 Ria’s Narrated Photovoice 11	92
Figure 4.58 Tia’s Narrated Photovoice 10	93
Figure 4.59 Nur’s Narrated Photovoice 10	93
Figure 4.60 Mila’s Narrated Photovoice 10	94
Figure 4.61 Mita’s Narrated Photovoice 14	95
Figure 4.62 Podcast video uploaded about Islam encyclopedia “Red Sea” on YouTube	95
Figure 4.63 Mini poster uploaded about Islamic terms in English on Instagram....	95
Figure 4.64 Ria’s Narrated Photovoice 12	97
Figure 4.65 Mila’s Narrated Photovoice 11	98
Figure 4.66 Mila’s Narrated Photovoice 12	99
Figure 4.67 Mita’s Narrated Photovoice 15	100
Figure 4.68 Tia’s Narrated Photovoice 11	101
Figure 4.69 Nur’s Narrated Photovoice 11	102
Figure 4.70 Video uploaded about new normal starter pack on YouTube.....	103
Figure 4.71 Video about the exploration of sand collecting on YouTube	103
Figure 4.72 Mini-poster uploaded about the fun English course on Facebook.....	104

LIST OF APPENDICES

Appendix 1 List of Participants' Daily Basis Link	123
Appendix 2 List of Platform that Participants Used during Service-learning.....	124
Appendix 3 Screenshot of Participants Uploaded Their Story on Daily Basis ...	125
Appendix 4 Screenshot of Research Permit	128
Appendix 5 Curriculum Vitae	129



