

Our Digital Footprints during Online Service Learning From Home Program”: EFL Pre-Service Teachers’ Photovoice Analysis

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Abstrak

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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

1. INTRODUCTION

In recent years, the utilization of information and communication technology (ICT) has been growing and changing the way people engage in an activity (Sokhulu, 2020). It has been changed from the term ICT to the term digital (Ilomäki, Paavola, Lakkala, & Kantosalo, 2016). The trend of digital technology, including digital literacy and competence, has been increasingly discussed that focuses on what kinds of skills people should have learned and how they contribute to society (Ilomäki et al., 2016). The use of digital technology plays an important role in the 21st century. It is closely related to Eryansyah, Nurweni, Erlina, and Fiftinova's (2019) statement regarding competence skills that prospective EFL teachers need in the 21st century who were in the final year of their undergraduate program.

Due to the COVID-19 pandemic universities are closed and locked down. Most teachers, students, faculty, and staff members have begun to learn and use online learning platforms (Shahzad, Hassan, Aremu, Hussain, & Lodhi, 2020). Based on the issue of Covid-19 transmission, Crawford et al., (2020) also analyzed COVID-19 response for several universities across 20 countries and found different responses, such as a group university

opted of government's policy (e.g. reduce social gathering) and on the other side, some universities rapidly opted to discontinue face-to-face learning temporarily and switch to online learning. Some recent studies have examined the implementation of online learning as the impact of the COVID-19 pandemic (cf. e.g. Bao, 2020). The study by Bao (2020) investigated how faculty implements more effective teaching to avoid the students' negative learning attitudes during online education the COVID-19 outbreak.

To date, starting from the COVID-19 outbreak in China, the world of educational institutions in the Indonesian context is entering an adjustment phase in the teaching and learning process to initiate online learning from home by utilizing digital technology as a facility (Pujilestari, 2020). Not only that, the COVID-19 outbreak also impacts on the implementation of community service activities as the Tri Dharma of Higher Education. More recently, Wijayanti, Yunita, and Dharmanto (2020), presented in their study that the implementation of community service activities were carried out virtually, such as socialization on social media (Prasetyo & Suherlan, 2020). In a previous study by Nurfaidah, Tambunan, Yonata, Kurniawati, and Lestariyana (2020) investigated two students' experiences during a virtual community service program during COVID-19. The study found that the students were able to adapt to the environment of the community service program even though they struggled from the terrible internet connection. Likewise, Hakim (2020) discussed the community service activities in preventing the COVID-19 transmission through the use of Android applications. Based on the researcher's experience, the impact of the COVID-19 outbreak on the implementation of community service activities is also currently being experienced by EFL pre-service teachers during the online service learning program in the time of COVID-19 pandemic. They should conduct the program online through the use of digital technology, so that they are already involved with several platforms in the time of COVID-19 transmission indirectly.

Most of the recent studies have focused on the students' experiences in using digital technologies based on their personal research needs in time of the COVID-19 outbreak (Sokhulu, 2020); and the use of digital technology in the student's activity program during the community service activities to overcome the transmission of COVID-19 (Prasetyo & Suherlan, 2020; Wijayanti et al., 2020). Indirectly, the students have been involved and experienced the community service activities virtually (KKN-V) including EFL pre-service teachers at a university in Southeast Sulawesi (Nurfaidah et al., 2020). So, little is known about the EFL pre-service teachers' digital footprints in using digital tools during online service learning from home. It was evidenced in the study by Nurfaidah et al. (2020) which focused on students' perception (emotion) of virtual service learning. Hence, to fill this gap,

this study focused on to what extent the EFL pre-service teachers' digital footprints of their experience in using digital tools as reflected in their digital footprints during service learning program amidst the COVID-19 pandemic. This study can shed light on the EFL pre-service teachers' digital technology development during online service learning.

2. METHODS

This study utilized a narrative study method (Connelly & Clandinin, 1990; Riessman, 2005) to what extent the EFL pre-service teachers' digital footprints in using digital tools during online service learning from home program. Participants in this study included five participants who were EFL pre-service teachers in the seventh semester in Southeast Sulawesi, Indonesia. They were majoring in the English Department who took the sixth batch of service learning program, especially the online service-learning from home for the first time. The data in this study is drawn from participants' photovoice they have narrated on a daily basis while conducting the online service learning from home program in time of COVID-19 pandemic which is guided by their field supervisor. Then, the data were collected after a month-long period since conducting the online service learning from home. To analyze the data, the researcher employed thematic analysis (TA) adapted from Braun and Clarke (2006).

3. RESULT AND DISCUSSION

Data from participants' photovoice were further analyzed using the thematic approach by identifying patterns and themes within the finding. With the aid of coding, three themes emerged to generate meaning: 1) participant engagement with digital skill; 2) participant engagement with digital literacy; and 3) participant engagement with community development (Nurfaidah et al., 2020).

Our Engagement with Digital Skill

As a result of the COVID-19 transmission, the world has been faced with the implementation of service learning that has required changes in human habit, so that they should engage with digital tools for avoiding the spread of the COVID-19 outbreak. Hence, theme one showed the participants' photovoice about their engagement with digital skill while conducting the online service learning from home program in the time of the COVID-19 pandemic. The researcher found that they have prepared and compiled their program carefully starting from planning, designing, creating, editing, publishing, and reflecting their content uploaded (their program).

Planning the Content

In starting to conduct the online service learning from home program, all participants

of this study started with preparing their program well through planning. Their field supervisor asked them to arrange their program about content or program before creating. It aimed to organize what activities or work programs they would carry out taking into account the fear of the threat of spreading the novel virus. Ria discussed the program of online service learning from home with her friends at her dorm. Amidst the COVID-19 outbreak, the participants had to stay at their house to carry out the *KKN-DR* program. At the same time, Ria has planned it from home:



Figure 1.1 Ria's narrated photovoice 1, "..... my group friend and I discuss at my dorm. Our discussion topics are related to the KKN-DR program which will be carried out jointly and individually. Becoming a participant of KKN-DR required me to be innovative and creative in creating a new beneficial product for society. Therefore, I am too excited to pour out our ideas that will develop as useful videos for the community..... We hope to form this discussion, we are able to design a good program for realizing our goals smoothly and support each other....."

As seen in figure 1.1, she narrated that they decided her program into two types, such as collaborative program and individual program. She worked together with her friends to list their program that would conduct individually and collaboratively from home. The photovoice above revealed that Ria was really excited to pour her ideas in the discussion section related to beneficial video production for the community. She also claimed that this program forced all participants including her to be innovative and creative people. It is because they had to produce beneficial content for the wider people and interest for others.

Designing the Content

Although conducting this program amidst the COVID-19, all participants really maximized their program created for the community. It has been proven by their design by considering properly, such designing material related to their program planned. Mila narrative stated that the first thing she conducted before creating her content was designing the background color and the shape of the poster. It took two days for thinking about the background:

Sebelum memulai proses pembuatan poster, saya memikirkan warna latar belakang dan bentuk poster terlebih dahulu. Untuk warna latar belakang, saya memikirkannya selama 2 hari belakangan ini. Latar belakang poster ini akan sangat mempengaruhi ketertarikan orang-orang dalam melirik dan membaca poster ini, sehingga untuk menentukan warna dan gradasinya membutuhkan waktu sampai 2 hari. Adapun tema poster saya kali ini adalah "Mengetahui Virus Corona". Peran teman-teman saya dalam poster ini sangat penting, kami berpose sesuai dengan isi pada poster tersebut agar dapat menarik perhatian dan rasa penasaran para pembaca yang melihatnya.



Figure 1.2 Mila's narrated photovoice 3, "Before starting the poster creation, I thought about the background color and the shape of the poster first. I have been thinking about the background since 2 days ago. It will greatly affect people's interest in glancing and reading the poster so that determining the color and gradient takes 2 days. The theme of my poster is "Knows the Coronavirus". The role of my friends in this poster is very important. We pose relate to the content so that it can attract the readers' curiosity and attention."

As seen in figure 1.2 shows Mita's described how she designed the poster-themed "Knows the Coronavirus". Then, she maximized her poster design for two days because the background of the poster could greatly influence the reader's interest in reading the poster. Hence, she needed much time to determine the color and gradient of the background. She also included her friends as a model in the poster she made. It was a very important thing because they should pose related to the content of the poster. So as it could attract the reader's attention and curiosity.

Creating the Content

After designing their content, all participants have created their content based on their program planned. They combined their skill with several digital technologies to create their program of online service learning. This program also forced them to operate an online platform in creating beneficial content for the community during the COVID-19 lockdown. However, the spread of the COVID-19 outbreak has inspired them in creating content of the online service learning from home program related to the Coronavirus. As Mita did in producing the program she prepared:

Saya baru saja melakukan take video yang berjudul "How to wash our hands well". Saya sangat bersemangat karena ini merupakan konten ke 6 saya. Semoga videonya bermanfaat bagi kita semua. Happy watching!



Figure 1.3 Mita's narrated photovoice 4, "I just took a video entitled "How to wash hands well". I am really excited because this is my 6th piece of content. Hopefully, this video is useful for all of us...."

As seen in figure 1.3, Mita created her content in the form of the video entitled "How to wash hands well". She narrated that in her 6th content, she took a theme based on the COVID-19 pandemic situation as her program. Therefore, she was also really excited to

create the program and expected it could be useful for all the wider community. It indicated that Mita created the video to inform all people about the good way to wash hands during the COVID-19 plague as a form of COVID-19 prevention.

Editing the Content

The KKN-DR program that participants conducted focused on the utilization of technology. It has forced all participants to use digital technology in completing their content so that they have created digital content. Hence, they have engaged several editor platforms in editing their content during the online service learning program. Assuredly they were involved in the content editing phase where they exploited based on their needs and ease of operating the application. As one of participants, she further underscored the convenience of working with a YouTube platform that integrated with her website or blog account:



Figure 1.4 Nur's narrated photovoice 4, ".....I do video editing and create a YouTube channel. The online service community requires me to learn basic editing..... PicsArt is the best for offline video editing. I create a YouTube channel called "Fiddome me" that is appropriate to the website account that I created..... the video got 123 viewers in three hours of viewing."

Figure 1.4 narrated Nur's activity with YouTube and PicsArt platform to support her content made during the online service community program. Also, to create and got a good video, she tried to learn the basic editing stages by using the PicsArt platform. It indicated that the program forced her to use a new platform namely PicsArt. She chose the platform because it can be operated offline and produce good video. By utilizing her YouTube channel, she created a video upload and got many viewers within three hours. She also has the digital skill to combine and connect between her website and YouTube channel. Furthermore, it indicated that she also left a digital footprint during conducting the remote service community program in the time of COVID-19 pandemic. However, her experience with digital technology (YouTube platform) can be useful for herself, a pre-service teacher in the future as the demand of the 21st century, so that the current experiences affected future experiences personally. Nur's current experience indicated that she faced the learning

process with the activity because of the process whereby knowledge is created through the experience transformation (Kolb, 1984).

Publishing the Content

The online service learning from home program forced all participants to use social media and several online platforms. It has proven that when editing their content, they should upload it on several social media sites, such as Instagram, Facebook, WhatsApp, or YouTube. They published their content as proof that it was the beneficial program they produced for the community. As an example, Tia published her content on the YouTube platform as the main social media she used. She uploaded the content about the difference between much and many in English:

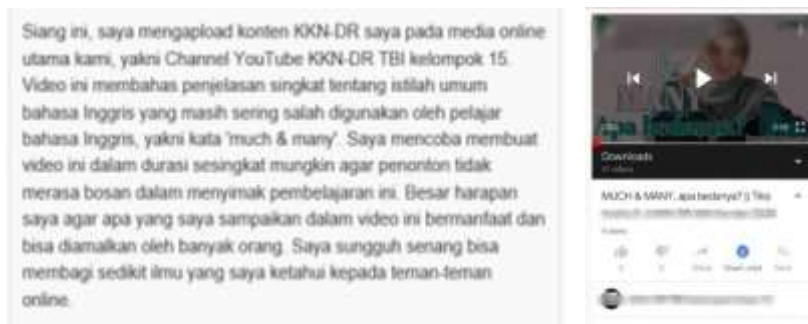


Figure 1.5 Tia's narrated photovoice 5, "..... I uploaded my content of KKN-DR on our main channel, the YouTube channel of KKN-DR 15th group. This video discusses a brief explanation of the common English term that is still often misused by English students. That is the word "much & many"..... I really hope that this video is useful and can be practiced by many people. I am really happy to be able to share a little knowledge that I know with the community."

As seen in figure 1.5, Tia's narrative described that she published an English educational video. The video contained an explanation regarding the terms "much and many" because there were many people who were still wrong. It indicated that Tia provided beneficial information related to the material of the term (much & many) to the wider community as her program. Hence, she expected the video to be useful and many people could follow or practice those 2 terms. The photovoice above also revealed that she was happy to share her knowledge with many people on social media or others.

Reflecting the Content

The similar narrative also from Mila, she narrated that in virtual supervision, she reported her content finished for 2 weeks by using the Zoom platform:

Dosen pembimbing lapangan saya mengadakan supervisi secara virtual melalui aplikasi Zoom meeting. Dalam pertemuan ini, kami melaporkan apa-apa saja yang telah kami lakukan selama 2 minggu pertama, dan aplikasi apa saja yang telah kami gunakan selama kkn-dr ini berlangsung. Pada kesempatan ini juga, dosen pembimbing memberikan kami berbagai masukan-masukan serta dorongan agar kami lebih semangat lagi dalam menjalankan program kerja kami ini. Beliau juga memberikan kami refleksi untuk mengetahui sejauh mana proses kami dalam melakukan kkn-dr ini.



Figure 1.6 Mila's narrated photovoice 6, *"My field supervisor conduct virtual supervision through the Zoom meeting application. In this meeting, we reported on what activities we have done for 2 weeks and what applications we have used during this event. On this occasion, the supervisor gave us various suggestions and encouragement, so that we were more enthusiastic in carrying out our program. She also gave us a reflection to know the extent of our process in conducting this KKN-DR program."*

In her photovoice (figure 1.6), not only about her activity but she also discussed several applications she used while creating her program for 2 weeks. However, it revealed that amidst the COVID-19 outbreak, Mila has operated many applications to create her content from home. At the same time, she and her friends were really enthusiastic to continue her activity because their supervisor provided them with encouragement for completing this program. Similar to Mita, Mila also had a reflection sheet from the supervisor to see their progress and process doing this program even amidst the COVID-19 pandemic.

Our Engagement with Digital Literacy

This program of online service learning from home focused on the participants' contribution remotely for the community. Then, all participants of this program should be able to create useful content for the community through the use of digital technologies even amidst the COVID-19 pandemic. Hence, during the COVID-19 outbreak they needed to operate digital technologies as supporting tools in creating their program. The program also forced all participants to explore several platforms to facilitate their activities every day dealing with content production in the time of COVID-19 plague. This theme emerged from the participants' photovoice about their engagement with the use of new digital technologies to adjust doing their activity program during the online learning from home.

Digital Literacy Development of the Pre-service Teachers

As they had done, the program required them to learn some of the applications they had to use to edit their content even though they did not know beforehand. It is proven with the documented photovoice on their daily report they have narrated. They needed to learn how to operate some platforms while editing their content personally. As Mila's narrative, she continued to edit her content, especially made a mini poster about 8 bedtime rules in Islam. This activity was her last editing her poster:

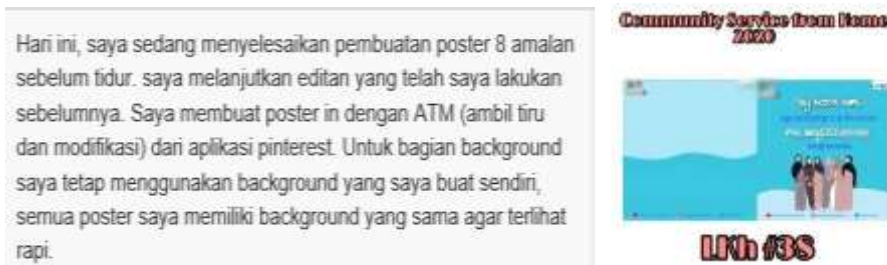


Figure 1.7 Mila's narrated photovoice 7, ".....I was finishing up the poster about eight bedtime practices. I continued the edit that I have done before. I made this poster by using an ATM (take a copy and modify it) from the Pinterest platform. For the background of the poster, I still use the background that I made by myself....."

From the narrated photovoice in figure 1.7, she made the background of the poster by herself. Before creating the poster, she needed to find inspiration from other platforms. So, she has engaged herself to edit an Islamic educational poster by using the ATM (take, copy, modify) strategy. Through using an ATM, it indicated that she had the creativity and understood how to operate the Pinterest platform as a resource in modifying the poster creation. She used to copy an idea on Pinterest and modified it to support her poster editing process. Moreover, creating the poster, it showed that she has operated editor applications and experienced editing the poster. Moreover, to edit her poster, she engaged two platforms, such as editing applications and Pinterest. Therefore, it showed that she had digital literacy while creating the poster because she operated those two platforms to complete the poster editing. Even though she did not know how to edit mini-poster, she tried to find an idea on social media through accessing the Pinterest application. Thus, it can be argued that she engaged Pinterest to help her in making mini posters. Another word, she was able to process existing social media information properly and understand to extract ideas explicitly and implicitly from the media. From the photovoice, it pointed out that she developed her digital literacy in using new applications and online platforms while creating her poster at home.

Digital Literacy Development in the Group of Online Service Learning Program

In implementing the service learning from home during the COVID-19 period, five participants were inseparable from group collaboration. Sometimes, they created their content collaboratively and helped each other in engaging with digital technologies. In fact, amidst the COVID-19 outbreak, they also took risks of creating collaborative content directly by adhering to the health protocol rules. Hence, it showed that the COVID-19 pandemic has not prevented them from collaborating even though virtually from home. As narrative from Ria's narrative recounted that she also created video with her friend collaboratively:

Alhamdulillah, hari ini saya masih bisa berjumpa di hari ke-22 KKN-DR dengan kegiatan baru. Program kerja hari ini adalah membuat video pengajaran dengan mengangkat tema perbedaan kosa kata dalam gaya British dan American English. Hari ini saya melakukan kolaborasi bersama teman kelompok lain karena dengan cara berkolaborasi kami bisa bekerja sama untuk mengarsip video pembelajaran ini. Selain itu, kami bisa bekerjasama dalam menyelesaikan video tersebut dengan cara membagi tugas masing-masing. Ada yang mengedit video, ada pula yang mencari background yang bagus untuk video, serta bertugas untuk melakukan editing animasi. Saya sangat senang melakukan kolaborasi ini meskipun masih 30% masa pengeditan. Video pembelajaran ini di peruntikan bagi masyarakat umum dan bersifat luas bagi siapa pun yang ingin belajar perbedaan kosa kata dalam 2 gaya, British dan American. Kosa kata yang ditunjukkan dalam video tersebut sebanyak 6. Kosa kata yang ada di dalam video merupakan kosa kata sederhana yang familiar dalam kehidupan sehari-hari. Program kerja ini saya pilih dengan alasan konten sederhana namun bermanfaat bagi banyak orang yang ingin belajar. Mungkin ini saja cerita hari ini terkait program kerja hari ke-22. Sampai ketemu di kegiatan selanjutnya.



Figure 1.8 Ria's narrated photovoice 8, "...Today's activity is making teaching video about the differences of several vocabularies in British and American English. I am collaborating with my friend from another group because we can work together in completing this video by dividing each other's task. There are who edit video, some are looking for good back sound for video, and doing animation editing. I am really excited to do this collaboration even though it is still 30% editing time. This video is for community and broad for anyone who wants to learn different vocabulary in 2 styles, British and American English....."

As shown in figure 1.8, Ria narrated how they decided to make this collaborative content because they could divide the editing part into tasks, so that the video was easy to finish. Not only that, they also experienced the editing activity to edit an animation for their video needs. From the narrative, it showed that they could process the inspiration they found on an online platform when searching for their editing needs well. Subsequently, Ria's emotion showed that she was really excited to do the activity in making a collaboration video even though it was still not finished.

Digital Literacy Development in the Field Supervisor of Online Service Learning Program

To finish their content, five participants needed to consult everything about their content needs to the field supervisor. They should obtain approval from the supervisor virtually because they were consulted by WhatsApp application. The COVID-19 pandemic made them carry out their program remotely. Hence, their supervisor should supervise and direct them while creating the content they have planned in the time COVID-19 outbreak. Moreover, this program forced their supervisor to provide them suggestions and feedback regarding the content they created. Indirectly, in the process of consultation virtually, their supervisor engaged with digital technologies, especially to several online applications. As Tia narrated in her photovoice, she consulted her video script with her supervisor from home. Even though amidst the COVID-19 transmission, Tia still consulted her content needs via WhatsApp as the supporting tool:

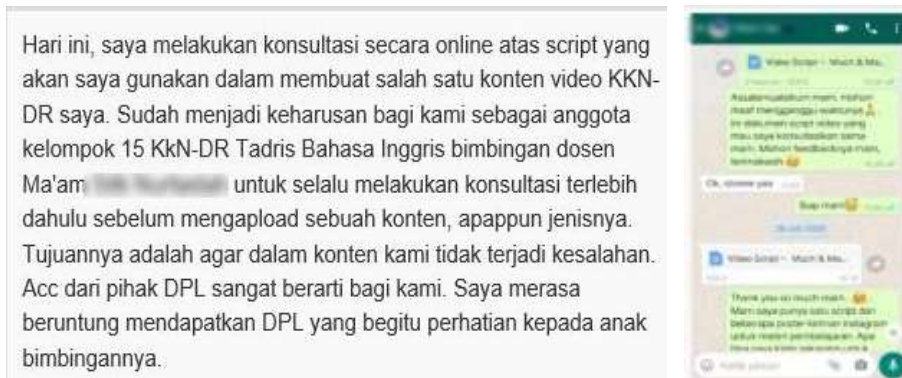


Figure 1.9 Tia's narrated photovoice 9, "Today, I am conducting an online consultation related to my script that I use in creating one of my video. It is impressive for us as members of the 15th KKN-DR group.... to consult before uploading content. It aims there is no error in our content. Supervisor approval is important for us. I am grateful to get the supervisor who cares so much for us."

Figure 1.9 showed that before creating her video, Tia should consult the material she used in the video with supervisor. Moreover, she narrated that all members of the 15th group needed to consult first as their necessity. In fact, they also consulted their video before uploading it on social media. It is because they should make sure that their video had no errors until uploading finished. So, they revealed that the approval from their supervisor was an important thing for them.

Digital Literacy Development in the Viewers during the Online Service Learning Program

During the COVID-19 period, all of the participants in the program of the online service learning from home have created many contents by utilizing digital technologies. Even though they faced a critical situation because of the virus, they have completed their program by publishing their content on several online platforms or social media. It is because they get many viewers for each content they have published. Therefore, it indicated that the online service learning remotely forced netizens to access their videos or content on several social media sites, so that all viewers could watch the content and leave a comment or likes.

Not only have they left their digital footprints on several social media accounts, they have also received a lot of positive responses from the wider community virtually. Meanwhile, they were netizens who understood how to access the content on social media and also judged based on their opinions. Indirectly, it signified that the viewers engaged their digital literacy in participating the online service learning. As an example, Ria's narrative showed that after getting approval from her supervisor, she was really happy because she would uploaded it on social media and allowed the wider netizens to watcher content:

Melanjutkan kegiatan di hari yang sama, saya melakukan proses pengunggahan hasil video yang sudah di ACC oleh DPL. Proses ini sangatlah mudah karena hanya memerlukan video yang telah jadi, thumbnail pendukung, deskripsi youtube dan tentunya kuota internet demi melancarkan proses unggahan. Proses pengunggahan merupakan tahapan yang bisa dibilang membuat saya merasa senang karena setelah tahap ini, video karya kolaborasi saya akan dinonton banyak orang di sosial media. Selain itu, program kerja saya yang sudah selesai secara langsung bertambah. Setelah melakukan pengunggahan video di youtube maka langkah selanjutnya adalah melakukan pengunggahan link di beberapa sosial media, seperti Whatsapp dan Facebook. Tujuan kegiatan tersebut adalah untuk memberikan ruang kepada netizen untuk mengakses video kolaborasi yang telah saya unggah sebelumnya. Mereka juga bisa memberikan opini maupun saran terkait penilaian hasil karya tersebut.



Figure 1.10 Ria's narrated photovoice 11, "..... I carried out the process of uploading the accepted video by my supervisor..... The uploading process is a stage that make me feel happy because the video of my collaboration work will be watched by many people on social media..... After uploading the video on YouTube, the next step is to upload links on several social media, such as WhatsApp and Facebook. It aims to provide space for netizens to access the video and provide opinions and suggestions on the video."

In the figure 1.10, she narrated that not only did she upload her content on social media, but she had some activities regarding completing the program. She needed to share the link of the video on YouTube to several social media accounts, such as WhatsApp and Facebook. It allowed the viewers a space to access the video, so that they could express their opinions or response about it. Hence, the activity indicated that all viewers could improve their digital literacy by accessing the video because they have operated several social media to give emotion.

Our Engagement with Community Development

The implementation of community service had been conducting virtually. This theme appeared from the participants' photovoice about their engagement with digital technology while conducting the online service learning from home program in the time of COVID-19. Ria's narrative of experience indicates that she produced content of an animation video about several ways people should order food online outside during the Covid-19 outbreak. Her involvement with the community through the creation of an animated video is useful for them in facing the new normal:

Hari ini saya melakukan perubahan konten dari salah satu program kerja saya terkait dengan animasi pencegahan covid-19. Pada awalnya adalah saya melakukan kolaborasi bersama teman saya dan memang proses editing video nya tidak berjalan dikamarkan sudah banyak teman kelompok diantara kami yang mengangkat tema tersebut. Pada akhirnya hari ini saya melakukan perubahan akan hal itu dengan membuat video animasi terkait cara memesan makanan dinasa pandemi Covid-19. Video ini bertujuan untuk memberikan informasi terkait beberapa tips dalam memesan makanan diluar menggunakan kuir yang mesti masyarakat luas tahu, apalagi bagi sebagian orang yang sering memesan dibandingkan masak dirumah. Video ini berisi 6 tips penting dan tentunya menggunakan banyak animasi pendukung didalamnya. Saya sangat senang bisa membuat editing video yang ini videonya animasi, apalagi melibatkan banyak efek transisi yang sangat lucu dan keren. Untuk kesulitan editing kali ini terletak pada gambar animasi yang memang harus saya buat sendiri dengan cara memotong gambar yang sudah didownload menggunakan aplikasi PicsArt. Proses memotong gambar tersebut memerlukan waktu yang begitu lama untuk bisa menyelesaikan sekitar 10 gambar yang akan digunakan didalam video. Hal itu dikarenakan satu gambar harus benar-benar dipotong sesuai dengan garis agar hasil crop nya lebih rapih dan bagus. Meskipun demikian saya mendapatkan lebih banyak pengalaman editing lagi.



Figure 4.64 Ria's narrated photovoice 12, ".....making an animation video related to how to order food amidst the Covid-19 pandemic. This video aims to provide information related to some tips on ordering food outside using a courier that the wider community should know, especially for some people who often order...Video contains 6 important tips and uses many supporting animations. I was happy to be able to make animation videos that involved a lot of cool and funny transition effects. The difficulty of editing is I had to cut an image downloaded by myself using the PicsArt application. The process of cutting the image took much time to produce 10 images that would be used in the video. That is because an image has to be cut based on the line of the image, so that the crop is tidier and better. Even so, I got more editing experience."

Ria stated that the condition of Covid-19 transmission has limited community activities so that they had to stay at home. Because of the condition, sometimes they ordered food through the online market, so Ria provided information via video regarding how to order food during Covid-19 period. This is an important way to avoid the transmission of Coronavirus. In addition, this video is expected to be able to help people to keep ordering food by observing health protocols. Thereafter, there was difficulty in editing this content, such as she needed to cut an image downloaded by using PicsArt independently. In fact, it took much time to finish 10 better images and tidier. Although she faced the difficulty, from the activity she stated that she was happy to create this animation video. It is because she experienced how to use the transition effect in the video variously. Hence, it indicated that in conducting the activity, she got new experience in editing context. Using her digital skill, she tried to make videos that were as interesting and understandable as possible for the viewer.

DISCUSSION

Our Engagement with Digital Skill

The first theme showed the participants' engagement with digital skills while conducting the online service learning remotely by using digital technology in the time of COVID-19 outbreak. It has been proven from their activities during completing the program from home,

such as starting from planning, designing, creating, editing, publishing, and reflecting their content. To finish their content creation amidst the COVID-19 outbreak, they planned how they designed, created, edited, published, and reflected their every content by utilizing several digital technologies, especially with social media and platform. In fact, all those participants' photovoice narrated the impact of using digital technology on their activity during the COVID-19 lockdown. Their narrated photovoice revealed that they engaged with digital skills because it provided opportunities for them to operate even though most of them had never operated several platforms.

Furthermore, in creating the content about English learning, they also studied the material distributed carefully, so that their content creation could be smooth. It can be seen from one of the participants who narrated the photovoice. It indicated that this activity forced their language learning awareness because they have prepared the material carefully by studying hard with teamwork. They realized that their performance required maximum preparation, especially related to mastering English learning as a foreign language. Therefore, it also signified that the utilization of information technology and mastery of technology highlighted how the pre-service teachers of readiness level of her digital skill. That is supported by Ubaidillah, Gunawan, Adha, Syafira, and Erviana (2020) who stated that technology-assisted services help students to do their activity well.

At the same time, from their narrative, they narrated their feelings during creating their content remotely in the time of COVID-19 period, such as they were enthusiastic, enjoyed, happy, grateful, and patient even though they faced some problems while creating their content independently or collaboratively. The emotions they showed are in line with the results of a previous study by Nurfaidah et al. (2020) who stated that even though they had a challenge in conducting the online service learning remotely, they maintained their positive feelings amidst the COVID-19 period. Hence, they expected their content should be useful for the wider community during the pandemic of COVID-19. Relatively, they have uploaded those contents on social media, such as YouTube, Instagram, and Facebook. It is proven that they uploaded 6 to 11 videos, as an example, a video of the COVID-19 prevention as their program. Thus, when they uploaded the video indicated that indirectly, they have operated some applications as a tool to upload the content. With the finding that the most dominant platform they used related to the editing application and social media. Hence, those several steps they have taken to create content improved their digital skill during operating those of some applications even amidst the Coronavirus 19 pandemic. Accordingly, conducting their online community program during the COVID-19 lockdown made them aware that digital technologies helped facilitate their activity (Sokhulu, 2020).

Our Engagement with Digital Literacy

Furthermore, the condition of the COVID-19 pandemic has compelled participants to be greater utilized of digital literacy to help their program of online service-learning from home. It attested in the second theme found the participants' engagement with digital literacy in conducting the online service learning from home program during the COVID-19 pandemic. Not only their digital literacy as EFL pre-service teachers, but the program also developed digital literacy from several parties who were involved in the program, such as in the group of online service learning, the field supervisor, and also the viewers. It can be seen from their narrated photovoice dealing with several platforms they accessed during producing content developed their digital literacy. As participants, they were able to utilize the online platform as a reference for them in creating their content. It indicated that they understood how to process the information from the Pinterest platform. Indirectly, they operated the platform as well as process information from it actively and wisely by searching what they needed. Czerniewicz & Brown, 2014; Khoza, 2013; and Mpungose, 2020 clearly states that the utilization of technology encourages students to learn newer digital technology.

They argued that those two applications provided their needs and were helpful for them to improve their digital literacy (Eryansyah et al., 2019). It represents that they could grasp the information they saw on social media as idea development in creating interesting content. They experienced how to take information from another platform into their content creation. That is supported by Czerniewicz and Brown (2014) who stated that technological literacies are interwoven with other literacies as only one component in a dense skein of experiences and adjustments for students. Whereas five participants also involved the other group of the online service learning (*KKN-DR*) to create content collaboratively. They edited their collaboration content by utilizing digital technology. Hence, it signified that the activity developed their digital literacy because they appropriately used digital tools to access and manage information for their needs in editing their content. According to Nelson, Courier, and Joseph (2011), one of the digital literacy aspects is information search and retrieval which is using the internet or search engines to search needed information effectively and efficiently.

To complete the program of *KKN-DR* amidst the COVID-19, they could not be separated from their supervisor in consulting their content creation. Therefore, their supervisor needed to provide suggestions and feedback by consultation virtually, so that the supervisor engaged with her digital literacy during the consultation. In fact, their supervisor indirectly evaluated the content that they produced. Bawden (2008) stated that one of the core competencies of digital literacy is content evaluation. Not only was their field supervisor, digital literacy also developed by the viewers because they accessed the content on social

media using several platforms. However, it is supported by Koltay (2011) who said that accessing the information is a part of competencies in digital literacy.

Our Engagement with Community Development

The last theme found the participants' engagement with community development in conducting the online service-learning program during the COVID-19 pandemic. It can be seen from their photovoice narrated that they created content (video or mini-poster) by involving the community and the goal focus on the wider community (Setiawan & P, 2020), for example, the content about the COVID-19 prevention in the form of video and mini-poster. It has been proven by one of the participants who narrated that she indirectly created an English class for the children in her village by designing a mini-poster about English learning for free. Involving children in her village indicated that she helped them to learn English during temporary school closures.

The finding of this research is in line with some research previously conducted by WA et al., (2020) found that service-learning students helped children to study from home during the COVID-19 lockdown by conducting service-learning. In line with Askildson, Kelly, and Mick (2013) stated that the service-learning program develops students' advances that are oriented to prosocial behavior. She has produced the best outcomes when meaningful service activities are related to the course material (Bringle & Hatcher, 2000). Hence, the use of technology in time of the COVID-19 lockdown has impacted positively on learning (Costley, 2014).

Besides that, one of the participants taught children in her village to recite Koran during conducting service-learning amid the COVID-19 pandemic. By following the health protocols, she carried out the Qur'an recitation program for approximately one month as her program of service-learning. It has shown that she involved herself to positively assist the children in learning the Qur'an. Therefore, it concludes that the participants have played a role in community development during the COVID-19 transmission. Also, they implemented the program and provided benefits to the community as those receiving a needed service as defined by Stringfellow & Edmonds-behrend (2013) regarding their engagement to new realities in the community, especially amidst the COVID-19 period.

Overall, during conducting the online service learning, they created several contents successfully by utilizing the available digital technologies even though in the COVID-19 period. Hence, the researcher found amidst the COVID-19 pandemic, all participants left digital footprints in several platforms (Buitrago-ropero, Ramirez-montoya, Buitrago-ropero, 2020) during engaging with digital tools to create content, for example, short video, podcast video, and also a mini-poster. It indicated that this program provided a positive impact for

participants despite they faced many obstacles during the COVID-19 lockdown. They became more creative in creating beneficial content for the wider community (Nurfaidah et al., 2020).

4. CONCLUSION

The conclusion is drawn based on the finding of the data analysis. This study found that five EFL pre-service teachers' photovoice indicate that they have been engaged with digital literacy, digital skill, and community development leaving a plethora of digital footprints in the virtual world through involving themselves and digital technology. They also relied heavily on digital technology to complete their service learning program remotely during the COVID-19 lockdown, such as in planning, designing, creating, editing, uploading, and reflecting the content. Despite the participants stating that they faced a problem, they also believed that their engagement during the online service learning helped them to operate all online applications or platforms. Hence, it is recommended that further research explores more the students' challenges while implementing the online service learning program remotely during the COVID-19 pandemic.

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