

**PRE-SERVICE TEACHERS PERCEPTION ON DIGITAL
LITERACY DURING ASYNCHRONOUS TEACHING
PRACTICUM**

A Thesis

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Partial Fulfillment of the Requirement to Obtain Sarjana Pendidikan Degree
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in quotations and references, as a scientific paper should.

Yogyakarta, 4th of February 2021

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الجمعة الإسلامية الأندلسية

MOTTO

“think a step ahead under any circumstances”



DEDICATION

My beloved parents, Solichudin and Ida Hidayati who always support and also send me prayers for my success.



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My deepest gratitude goes first to Allah SWT who gives me blessings, mercies and guidance so that I am able to finish my thesis. Prayers and greetings may best be poured out to our great prophet Muhammad SAW, whom we will later observe in the hereafter. First of all, I want to thank my family who always support and believe that I can finish my thesis. I also want to be thankful for:

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The researcher realized that this thesis is far from perfection, any recommendation or criticism would be accepted by the researcher

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The researcher

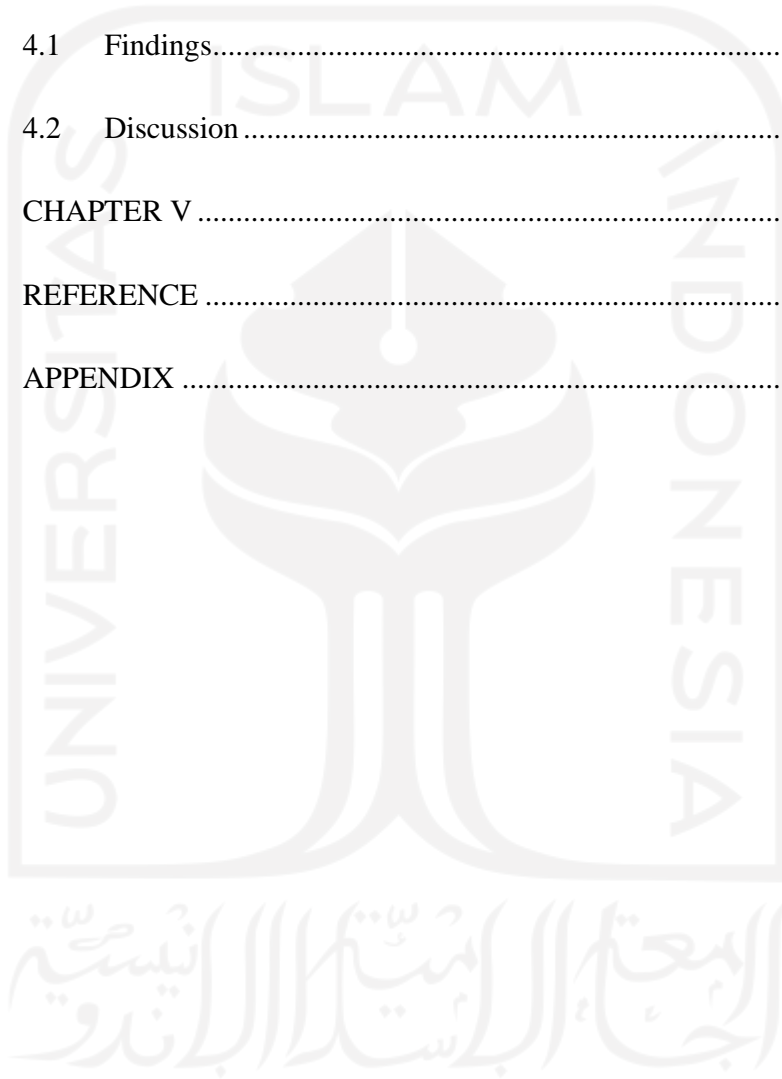

Mochammad Fairus Ilzami

الجمعة الائمة الاندونيسية

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ABSTRACT

Digital literacy is more than just a skill to use technology. To navigate information and use it in everyday life requires more than just skills in using technology. However, the implementation of digital literacy is still rarely found in the education field. This study aimed to examine the pre-service teachers' perception on digital literacy in virtual teaching during their Asynchronous Teaching Practicum. The setting of this research is pre-service teachers carry out learning through online classes during the covid pandemic. The design of this research is qualitative research focusing on interview questions which have two English as Foreign Language (EFL) pre-service teachers as the main participants. Data collection was conducted to pre-service teachers' interviews using semi-structured interview methods. This research is expected to have a practical contribution, in a way to explain how digital literacy benefits pre-service English teachers in Asynchronous Teaching Practicum. And in empirical contribution, this research aims to fill the gap of the use of digital literacy for pre-service teachers in their Asynchronous Teaching Practicum. The result of this research is pre-service teachers use digital technology/media to deliver the materials and collaborate with the media to gain the students' engagement.

Key Word: Asynchronous Teaching Practicum, Digital Literacy, Pre-Service Teachers, and Students' Engagement.

CHAPTER I

INTRODUCTION

1.1. Introduction

Current discussion on digital literacy of pre-service teacher showed a positive sign in integrating technology, especially in an English as Foreign Language (EFL) classes (Gönen, 2019). Broadening digital literacy on pre-service teacher was indicated to be crucial to improve personal experience and help to stimulate practices toward technology-use (Burnett, 2011). In addition, using Information Communication and Technology (ICT) in language learning has become a new way of teaching style (Canado, 2010). Online learning is becoming more common as information and communication technology advance, and an increasing number of students are drawn to different online learning applications on a daily basis. Survey in United States by Sloan Consortium reported a significant growth on students taking online learning (Küçük, et.al, 2010). Thus, new types of practice arose in situational condition because of covid-19 pandemic. The results demonstrate how educators interpreted the situation and how students were encouraged to further their professional development. This entailed challenges such as (re)locating and (re)framing learning spaces and activities (Kidd & Murray, 2020). Thus, Canado (2010) found that pre-service teacher developed excellent lexical competence

through virtual learning environments. However, Barret (2010) highlight that virtual learning environment force teacher to change their teaching method. Therefore, It can be concluded that online teaching competence and digital technology were intertwined. Once teachers or pre-service teacher did not have sufficient digital literacy, it might cause problems and particular challenges during their teaching practicum.

In Indonesia context, digital literacy was found to be helpful for pre-service teacher. It was proven by empirical evidence such as digital technology brings various benefits to develop teachers' creativeness, learning materials and motivation (Liza&Andriyanti, 2019). In line with, Kurniawati, et.al (2018) found that two English teachers from different generations implementing digital literacy in their classes shows practical benefit and also got positive response from students. Some issues conducted on using digital technologies in language learning, however Durriyah&Zuhdi (2018) also suggest that the digital technologies appeared to have great potential for teaching English language skills. It means that teacher and pre-service teacher must applied digital literacy in language learning.

Throughout current empirical studies, most of the findings involved teachers as the actor. However, during this pandemic, when online teaching was highly recommended and conducted, most studies exposed teachers as the central actor, rarely did empirical evidence about digital literacy in online teaching for pre-service English teachers during the asynchronous

teaching practicum as a response to the current situation. Whereas, it is necessary to listen and to hear how pre-service teachers preparing themselves in coping with asynchronous teaching experiences. This is due to their early preparation is expected to characterized themselves later during their in-service teaching. Thus, to fill this gap, this research aims to examine the pre-service teachers' perception on digital literacy in their asynchronous teaching practicum.

1.2. Formulation of the Problems

How is pre-service teacher' perception on their digital literacy during asynchronous teaching practicum?

1.3. Objective of the Research

This research aims to examine the pre-service teachers' perception on digital literacy in their asynchronous teaching practicum.

1.4. Significance of the Research

This research is expected to have an empirical and practical contribution, in a way to explain how pre-service teacher reflected and applied their knowledge and experiences to their asynchronous teaching practicum experiences.

CHAPTER II

LITERATURE REVIEW

2.1 Digital Literacy for Pre-Service Teacher

Digital literacy is worldly known as Ability to understand and use multiple forms of information from multiple sources when presented through a computer (Gilster, 1997). Osterman (2012), defined digital literacy as the ability to navigate and successfully complete the tasks with technology grows in every aspect of our lives. With these definitions of digital literacy clearly pointing as the ability to use and compose information in digital contexts for daily aspect. Information gathering happened to be increasing with the growth of online media. In recent years, the term of digital literacy has been defined in a variety of concepts such as computer literacy, information and communications technology (ICT) literacy, media literacy, information literacy, and e-literacy (Watulak, 2016). In language learning and teaching contexts, facilitated pre-service teacher with the functional tools and digital technology product are tent to be a professional identity. That's because in teacher education program(for pre-service teacher development into future teacher providing field experiences, educational relationship, etc before obtaining bachelor degree) including learning and through technology. Whether the pre-service teacher want or not, they need to practice more and self-directed

learning in acquiring digital literacy skills (Bullock, 2013). Self-directed learning also called the ability to learn by own-self with effort, otherwise reflective practice need help from other colleagues to share and feedback on their work. However, the duty of pre-service teacher is not only to improve themselves but also helping their students. In here, the use of technology in the classroom is a good opportunity to improve learners' skills. Such as printed media used to improve learners' reading and writing skill, and electronic media used to be the resource for improving learners' listening and speaking skills (Bertram, et.al, 2010). These digital literacy definitions could be a gate for pre-service teacher to be a professional teacher.

2.2 Online Teaching Competence for Pre-Service Teacher

As part of digital literacy, the importance of online teaching competence is based on computer-assisted teaching material. Online teaching technologies now involved in almost all university activities, this became the most important method for the enhancement of teaching and learning (Tadeusiewicz, 2001). The internet usage in learning and teaching context all around the world made a rapid development of online course and activities. However, given the growing use of online asynchronous discussion boards to involve groups of learners in collaborative interaction and reflective dialogue, the critical position of facilitators in directing

learners throughout the discussion come out (Evans, 2019). In order to gain social communication and information distribution, Virtual Learning Environments are considered to be interactive, communicative, collaborative, and digital environments also social media and Learning Management Systems (LMS) included to enhance interactions and collaboration between students and teachers (Hilli, 2019). in other word, online teaching competence is important in enhance learning and teaching process.

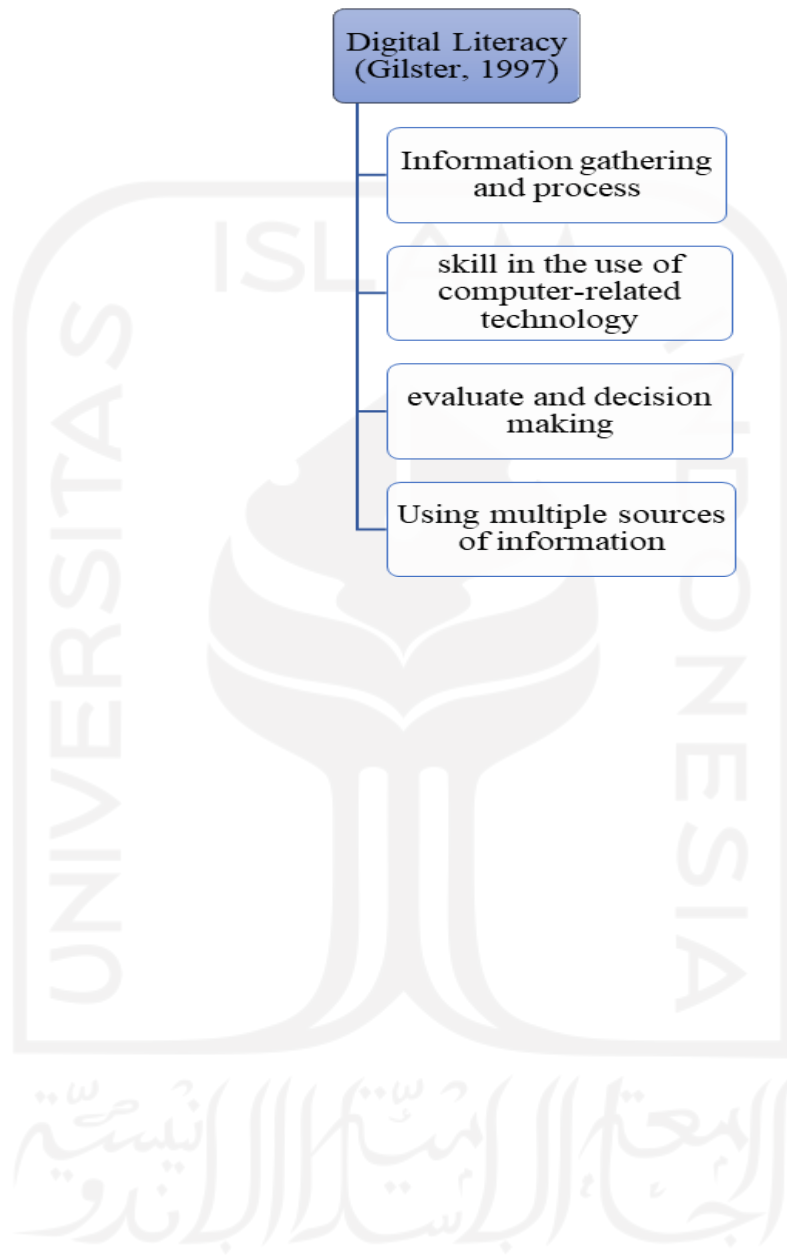
Almost all of pre-service teachers take a part in teacher education program. It provides academic content and perhaps an opportunity to practice for future teacher/ teacher candidates to experiences professional career in the field (Bullock, 2013). In addition to the issue of teacher shortage in this digital era, an online teacher education curriculum is an important alternative to campus-based teacher preparation. Online teacher preparation has the benefits of addressing time and space obstacles to teaching for learners, as well as managing off-task time in learning, such as time spent on disciplinary problems (Wang & Wang, 2020). In addition, using ICT in multiple courses for teaching means that learning and teaching with ICT was a simple task for pre-service teacher. However, in blended learning program such as online activity and project can cause little time spent rather than a traditional classroom (Canado, 2010). in this case, virtual learning environment was well-suited. A collaborative learning using online platform may a strong choose for some pre-service teacher.

Such an online platform provides easier use to deliver teaching and learning process. Moreover, during this COVID-19 pandemic almost all school-related activities was done via 'online'. Escabor & Morrison (2020), stated that in order to make an engaging and enriching learning environment, Initial Teaching Education (ITE) programs need develop strategies to direct and monitor this online placement in coordination with schools. They have overlooked how the asynchronous teaching experience has offered openings and difficulties for imminent instructors to figure out how to teach. To simplify, using digital technologies and online teaching model was a good opportunity during this pandemic, but it is still having a lot of challenges to concern about.

2.3 Theoretical Framework

After empirical and conceptual review, this research utilizes Gilster (1997) digital literacy focus on information gathering process, skill in the use of computer-related technology, evaluate and decision making, and using multiple sources of information.

**Pre-Service Teachers Perception On Digital
Literacy In Virtual Teaching Competence
During Virtual Internship Program**



CHAPTER III

RESEARCH METODOLOGY

3.1 Research Design

The purpose of this research is to examine the pre-service teachers' perception on digital literacy in their asynchronous teaching practicum. The previous studies investigate this issue commonly used the qualitative method (Burnett, 2011; Gonen, 2019). This research used thematic analysis to examine the pre-service teacher' perception which is the most suitable on the purpose of this research.

3.2 Setting and Participants

In this research, two pre-service teachers that had ended their asynchronous teaching practicum in high school in Yogyakarta were chosen to be the subject of this researched. They were Ms. F and Ms. L, they were currently in their 7th semester of English education major and had took the internship program. The participants accepted to sign the consent form and agreed to cooperate in interview session in ordered to collected the data.

3.3 Research Instrument and Data Collection

The data were collected through semi-structure interview toward pre-service teachers that had ended their asynchronous teaching practicum.

Instrument of this study is questions that related to Digital Literacy.

No	Subject	Concept	Component	Interview Question
1	Digital Literacy	<p>Digital literacy is a relatively new concept that emerged in the 1990s during the era of the internet revolution. Before that, people talked more about "computer literacy." But in 1997, Paul Gilster, arguing that digital literacy is more than just a skill to use technology. He said it was about "mastering ideas, not pressing [computer] keys".</p> <p>2. Digital literacy as "the ability to understand and use information in various</p>	<p>1) Information gathering and process</p> <p>2) skill in the use of computer-related technology</p> <p>3) evaluate and decision making</p> <p>4) Using multiple sources of information</p>	<p>What do you know about the concept of digital literacy?</p> <p>How do you explore information related to your online teaching preparation?</p> <p>What kind of digital technology that you used to teach? How do you cope up with any challenges that might be found?</p> <p>How did you manage to interact with your student through media/technology?</p> <p>How familiar are you with the gadgets or tools for online teaching? How did you use them?</p> <p>How do you provide an activity or platform for your students through online classes?</p> <p>How did you evaluate</p>

		<p>formats from multiple sources when presented via a computer". For him, digital literacy involves the ability to critically evaluate information (presented in different formats) and make decisions about how to use this information in different real-life contexts (Gilster, 1997)</p>		<p>or reflect your online teaching practices?</p> <p>How do you perceive your digital literacy as to support your online teaching experiences?</p>
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CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

The data that researcher got was from online interview with Ms. F and Ms. L. Despite of many challenges that researcher faced during the interview such as unstable connection; the researcher still manages to collecting the data. The interview was done for around 30 minutes via Zoom and recorded by the researcher to reflect and review through re-listening and rechecking data. Thus, the data was codification based on theoretical framework, the detail of the finding are presented in coding and themes table below:

Construct	Themes	Sub-Themes	Codes	Coding Translation
Digital Literacy	Digital literacy used for teaching	Information gathering and process	DT/IGP/P1/025 DT/IGP/P2/040-043	DT : Digital Technology IGP :
		Skill in the use of computer-related technology	DT/CRT/P1/015 DT/CRT/P1/032 DT/CRT/P1/033 DT/CRT/P2/003	Information Gathering and Process CRT : Computer-

		DT/CRT/P2/005	Related Technology
		DT/CRT/P2/009	
		DT/CRT/P2/011	
	Evaluate and decision making	DT/EDM/P1/064	EDM : Evaluate and Decision Making
		DT/EDM/P1/066	MSI :
		DT/EDM/P2/037	Multiple Sources of Information
		DT/EDM/P2/041	P1 :Ms. L
	Using multiple sources of information	DT/EDM/P2/047	P2 : Ms. F
		DT/MSI/P1/017	
		DT/MSI/P1/047	
		DT/MSI/P2/021	
		DT/MSI/P2/043	

After analyzing the data, the researcher found two big themes according to the transcription of the interview. Based on two big themes that has transcript from Bahasa Indonesia into English, both participants performed adaptive manners in using computer-related technology. Even the teachers can't meet face to face the students, they still can manage how to teach through digital technology. It was proven by their statement which mentioning that:

R : "so all of them join in the google classroom, right?"

P1 : "Yes, there are all of them, so all the students submit there. Because from the start, we have been told that by the counselor that the teaching

just use google classroom. So there is no video conference such as using zoom, Gmeet, or something else it doesn't exist at all."

(DT/CRT/P1/015)

R : "then during teaching, you only use Google Classroom and WA? Is there anything else you might use?"

P2 : "Nothing, just using it. For example, like the reference I use YouTube. But for the learning itself, we doesn't allowed to use video meetings or Google meet or Zoom, just using WA and google classroom."

(DT/CRT/P2/005)

the second prominent finding is that both participants were eligible to manage classroom communication thorough chatting platform. They implemented technology communication to approach students' engagement. It was proven by their statement which mentioning that :

R : "Then from that, can you explain your ways to interact with the students? Is it just WA or is there something else maybe?"

P1 : "If the interaction is on WhatsApp and Google Classroom, in Google Classroom there is a comment feature, so sometimes when I give students assignments and answer in the comments like that but mostly use WA. ...at most if just asking a little that's the same, at most just asking about deadlines, the communications at most are just that."

(DT/CRT/P1/033)

R : "so you interact with your students using WA, can you please explain the details?"

P2 : "yes, the teacher explaining using Voice Note tool and for the students, they can answer it by typing or Voice Note too."

(DT/CRT/P2/011)

From the result of the interviews data, the researcher found that digital literacy is used in online teaching through the skill in process on using computer-related technology. In the data, the two participants explained that they not only used Google Classroom when teaching but also used WhatsApp for more

personal and engaging communication purposes. This finding is in line to what was found by Hilli (2009) that creating virtual learning environment should involve interactions and communications. Even though they never learn how to teach in online classroom because in college they learn classroom management by face to face, they still manage to deliver the material and getting students attention. Also, when the students have question to ask the participants used to chat personally via WhatsApp to response that question. Despite pandemic of corona virus, teaching and learning still able to proceed if teacher can adjusting the circumstance. To this extend, Bower (2006) has also highlighted that adjustment and maintenance of both teacher and students' motivation is the important goal.

4.2 Discussion

A. Digital Literacy used for Teaching

Gilster (1997) mentioned that Digital literacy can be defined as the ability to use all things related to technology in order to use / process all existing information, this also applies to teachers in teaching and learning situations. During the interview, the two participants emphasized that digital literacy is very useful in the education sector, especially in the current pandemic condition. Here are the details:

- 1) Information and Gathering Process

According to Melguizo, et.al (2011), it is better to consider the relevance of the target when carrying out activities so that the information obtained is more optimal. Emerged of digital literacy, it is of most importance to navigate information somewhat to the right of its students. Digital technology is useful for changing human behavior, including teachers and students, in finding, collecting, documenting, processing and transferring back teaching materials as needed. in virtual learning environment, teacher elicit student's response and provide an activity afford to asses students engagement (Bower, 2006). From the two participants, it was found that they had studied digital literacy in lectures. They apply what they have learned to their students by providing learning materials via Google Classroom, etc. And also Ms. F who considers using Instagram as a means of giving assignments to students.

R : "So the videos are like an extra to make them not bored, is it like that?"

P1 : "Yes, that's right. Then I also bring the material as much as possible like the real world, maybe it's like the hottest issue, like about Covid, so as much as possible, how can the material connect with their real life, maybe I can give a topic about covid or like online learning I see."

(DT/IGP/P1/025)

Here Ms. L stated that he raised the latest issues in his material so that the information presented was more optimal. That way students will find it easier to get information and gathering processes.

R : "Okay, let's go back to digital literacy, what do you know about digital literacy? While teaching online, what is the concept of digital literacy like?"

P2 : "I do, maybe it's more about technology, I understand that in the 2020 era, digital is growing rapidly, whereas now you have to be able to master technology, that's why I think it's important to learn digital. literacy so that we understand to follow the present era so that learning is not boring."

R : "Yes, because we as teachers also have to keep up with the era too."

P2 : "Yeah, like the situation in online activities, so what do you think they like? Oh, it seems they prefer to use Instagram, can this task be conceptualized for using Instagram? how do I do that? So I packaged as attractive as possible so that the students are "wow, this is fun learning" so they can explore and can produce videos in the instastory."

(DT/IGP/P2/040-043)

Based on the data above, the two participants are very concerned with understanding their students and how the right way can somewhat make the material more easily processed. They use their own methods so that the information conveyed reaches the students. Ms. L used the topic of current issues while Ms. F uses the Instagram application which is certain that the students are very familiar and can also increase their creativity. The learning process must be avoided from the bad influence of technology which can affect the aim of the goal, so that a supervisor such as a teacher is needed who can supervise students so that they have a positive effect from the use of digital technology.

2) Skill in the Use of Computer-Related Technology

In order to properly use digital technology, skills in the use of computer-related technology are needed here. Spires, et.al (2018) highlight that digital literacy need to bridge with educational system to make a better digital education. The important in integrating digital

technology for teaching is how well the teachers' skills in the use of computer-related technology. High ability in the use of applications and technology greatly affects the outcome of students' need.

P1 : "at that time, I teach about 3-4 times and it was full in Google Classroom and there was no such thing as video conferencing."

R : "so all of them join in the google classroom, right?"

P1 : "Yes, there are all of them, so all the students submit there. Because from the start, we have been told that by the counselor that the teaching just use google classroom. So there is no video conference such as using zoom, Gmeet, or something else it doesn't exist at all."

(DT/CRT/P1/015)

P2 : "Moreover, at XXX high school they don't use zoom or video meetings, but they only use google classroom and WhastApps (WA) in teaching, so for example the teacher explaining the material in WA doesn't allowed to typing text but uses Voice Note instead."

(DT/CRT/P2/003)

According to the data above, it shows that the two participants are the same as using the google classroom application media as a means of learning. However, they are not allowed to use applications such as video conferencing for learning for reasons not mentioned. In fact, the use of video conferencing is even better in learning because it can display faces and sounds that can simplify the learning process. Those finding are related by Bertram, et.al (2010) that technology/media are used to improve learners' skills.

Not being able to meet face-to-face resulted in several challenges that were encountered during teaching during this pandemic. The following is the data found:

P1 : "Actually that is one of the challenges too, because I have never met the students at all, right? Maybe the engagement is a bit difficult, maybe

they are also a bit reluctant to do anything to us, so I mostly communicate through WA. but based on yesterday's experience, during the children's communication, there was nothing..”

(DT/CRT/P1/033)

R : “yes, so as long as you teach did you don't get a challenge in is teaching online state, right?”

P2 : “During all online learning, sis, in general it's definitely the internet. Like they have entered the class because for example, "Sis sorry here, the electricity went out" "Sis sorry, ..." like that. For example, there are other problems like that, I don't find any problems. ”

(DT/CRT/P2/009)

By utilizing communication technology such as WhatsApp, it has a significant effect on the learning motivation of students. However, the important part of this is how the teacher deals with each student by communicating.

R : “Then from that, can you explain your ways to interact with the students? Is it just WA or is there something else maybe?”

P1 : “If the interaction is on WhatsApp and Google Classroom, in Google Classroom there is a comment feature, so sometimes when I give students assignments and answer in the comments like that but mostly use WA. ...at most if just asking a little that's the same, at most just asking about deadlines, the communications at most are just that. ”

(DT/CRT/P1/032)

R : “so you interact with your students using WA, can you please explain the details?”

P2 : “yes, the teacher explaining using Voice Note tool and for the students, they can answer it by typing or Voice Note too.”

(DT/CRT/P2/011)

Regarding from the data, both participants have something in common, that is using WhatsApp as a tool to communicate. Because they cannot learn by face-to-face, maintaining interaction through a digital technology is not an easy thing, especially when not allowed to use video conferencing. Therefore, they are forced to take advantage

of all things in order to communicate with students. According to Ms. L, because he never met his students, made it difficult for him to build engagement. In line with this, the approach method becomes difficult to implement. But on Ms. F said that the only challenge he faced was the internet problem for his students. Because not all students get a stable internet, it makes them late to enter class.

3) Evaluate and Decision Making

Discussing evaluate and decision making, the researcher considering the theory by Bullock (2013) that self-directed learning and reflective practice related to digital literacy skills. Receiving feedback on their learning strategies hope to fulfill the requirement in gaining learning experience for pre-service teacher. However, in the data both participants not included in both cases. The scenario itself can't always be equated in every situation.

P1 : “So the first evaluation so far is like the value I got, I want it or not, I have to be able and have to understand the situation of each student because online is like we have to be more in touch with students one by one so we know their problems. Then for the second evaluation, I feel like a pre-service teacher who is engaged in education like this, especially in English, I feel that we should never feel comfortable in one learning method, you can't stick to that one, the problem is that it will be overwhelming when the situation change and all kinds of things..”

(DT/EDM/P1/064)

P2 : “Evaluation for me, it seems like it's just over time, I can't do the time management well so I keep going overboard. Also when I was in the last class I asked the students what the evaluation was, there was just a self-evaluation but apparently no one gave any suggestions”

(DT/EDM/P2/037)

In the data above, it was found that there were very significant differences between the two participants, both of which evaluated themselves on the situation they had felt. In ms. L, the obstacle she often faced was the difficulty of gathering students, while for ms. F finds difficulties in time management which always exceeds learning time. Technically, could be say that this is because the online learning that is carried out is not in accordance with what they have learned at the university, therefore the small obstacles that they get become a very big problem.

P1 : “From the perspective of students and teachers, we can become more technologically literate. So it's like what I said now in the era of multimedia / technology, so it must also be updated, right, so in the end we can also develop along with the development of this era.”

(DT/EDM/P1/066)

P2 : “I think it's important to learn digital literacy so that you understand to keep up with the current era so that learning isn't boring.”

(DT/EDM/P2/041)

P2 : “It's really helpful if in my opinion, for example, if I don't understand about digital so it will even start to be loss in online schools like this. So asking it is important or not, I think it really helps especially in today's era, 2020. If you are technology blind, the teacher will be humiliated by the students.”

(DT/EDM/P2/047)

However, there is an interesting fact that the two participants agree on the same thing, that as a teacher, they must keep abreast of the times because the teaching method adapts to the situation and also the student's behavior. This is in line with Escabor & Morrison (2020), who stated that 'online' activities during a pandemic are a good tool to

improve the quality of teachers in teaching. Preparing students to face and utilize digital technology positively. If the digital revolution can be used positively, it will motivate students to further improve their abilities and get students' needs.

Then with the ongoing interaction, the two participants realized that there were differences in responses from individuals and groups. It is undeniable that we cannot generalize everything, but that does not really affect the way they teach. That is because they can overcome things like that with a private approach and this too can improve the relationship with students to be somewhat closer and not awkward in teaching.

4) Using Multiple Sources of Information

Information and Communications Technology (ICT) happens to be the most responsible in the growing of digital world. Glister (1997) highlight that a person can used computers to gain information from multiple sources. It is also mentioned that mastering many different components are reflect your own digital literacy, the higher the ability to use technology, the more information can be obtained. Both participants are asked about how well they use technology/media in order to teach their students.

PI : "sometimes I also give material from YouTube"

R : "Oohh, so the YouTube is like an interlude, right?"

P1 : “Yes, like it was prepared as a supporting material, so that they are not like just reading in entire time”

(DT/MSI/P1/017)

R : “Yes, because we as teachers also have to keep up with the era too.”
P2 : “Yeah, like the situation in online activities, so what do you think they like? Oh, it seems they prefer to use Instagram, can this task be conceptualized for using Instagram? how do I do that? So I packaged as attractive as possible so that the students are "wow, this is fun learning" so they can explore and can produce videos in the instastory.”

(DT/MSI/P2/043)

Both participants mentioned that they use technology / media to enrich the materials they teach. In ms. L explained that he uses YouTube as a supporting material. To expedite a learning delivery, it cannot always be the same, therefore a teacher must be able to bring fresh air in their learning methods. Like ms. L, who inserts a video from YouTube in the material in order to stimulate visuals and foster enthusiasm for learning. Whereas in ms. F, who previously found out that the Instagram media was very popular among high school students, therefore she integrated Instagram into her learning material. The way she does this is by using the Instagram feature on Instagram to make a short video related to the material being taught. This affects students' creative abilities to develop more.

P1 : “Because at school they are using the Google classroom as the media, which means I have to take the initiative myself. So... Yes, at least it seems like I make it as interesting as possible by making the material that I make is real world, so it's like what they feel. For example, I used a lot of themes about Covid and online learning. There was material about giving

opinions, So I told them to have an opinion such as, the rules for health protocols and online learning..”

(DT/MSI/P1/047)

The topic of covid and online learning is indeed very close and has been felt by students and the world community. From here the teacher asked to give their opinion on the two topics and it turned out that their responses were extraordinarily responsive and intentional. Therefore, although both aim to boost students' engagement.

Based on the data above are in line with Watulak (2016) which underlines that everything related to information and communications technology (ICT) and media and technological tools must be utilized properly. Meanwhile, Henderson et.al (2015) show digital technology to be an essential element of university study. The trend of using digital technology in study purposes is very affected to support the visualization. This is what will affect the quality of pre-service teachers when the use of technology must be adapted to the needs and also utilized properly.

R : “Then during the teaching, what activities did you prepare for your students during this online teaching?”

P2 : “There are a lot of activities that I do, because it's online, so for the assignment I don't just write around using words, but rather use my own creations. Like at that time they made a greeting card, then they posted it. Then after that the material happened to be about asking and giving opinion, well then I asked them with friend or family to make a video about asking and giving opinion then they need uploaded it on the instastory and had to tag me.”

(DT/MSI/P2/021)

According to Liza & Andriyanti (2019) found that digital technology brings various benefits to develop teachers' creativeness, learning materials and motivation. Prepare teaching materials in the learning process with digital technology can be more interesting and provide learning motivation, because teaching materials is not always monotonous in text, but can be mixed more creatively and interestingly by combining images, audiances, videos and animations so that it can affect changes in learning behavior develop better. From the data, it was found that both participants use an activity or platform to boost students' engagement.

From the result presented above, it can be concluded that activity or platform is very useful in stimulate and accelerate students' collaboration. Especially by bringing something that is familiar and with a creative nature can have a positive effect on students. The level of students' engagement can be very high even through online classes. However, it is not only the teacher who influences this, but the individual identity of the students is one of the factors in increasing motivation and engagement.

CHAPTER V

CONCLUSION

From the previous discussion, pre service teachers in this research were fully aware on how to apply their digital literacy in the classes that they were teaching. As a prior understanding, pre service teachers should be equipped with not only an effective skill of digital literacy but also the ability to self-regulate themselves in adapting with any shortcomings. Thus, they performed in their internship not for the sake of their score, but more on an opportunity to shape their teaching and cognitive presence. Those were by delivering material through technology as well as by carefully taking care of students' engagement. Another thing that was found was the impact of digital technology in the field of education. So that as time goes by like now in the media era, and like it or not, those of us who are in the field of education also have to keep up to date on our abilities and knowledge about technology so how are we able to package our teaching and learning. As a result, this study has a pedagogical implication that pre service teacher's education has a key role in shaping the understanding and the ability of digital literacy skills. However, this research has a limitation that the participants were limited to two pre service teachers in one region. Thus, this study could be extended in broader setting of study.

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APPENDIX

R	Perkenalkan dulu nama saya mohammad fairus ilzami dari PBI 16, disini saya mau meminta atau meminta bantuan dari saudari untuk membantu saya dalam menyelesaikan skripsi saya yg berjudul untuk lebih jelasnya didalam interview ini	1.	
R	untuk pertama tama mungkin bisa perkenalkan diri dulu mungkin	2.	
P1	Sebelum nya perkenalkan nama saya Laelah al mubarakah dan saat ini saya juga di jurusan PBI dan alhamdulillah sudah di smt 7 juga dari angkatan 17	3.	
R	Dulu nya sudah PPL dimana?	4.	
P1	Jadi kemaren itu alhamdulillah saya PPL nya itu di delayota atau mungkin SMA negeri 8 jogja	5.	
R	Berarti sama kayak saya dulu hehe	6.	
P1	Oh dulu kakak juga dapet disitu?	7.	
R	Iya, dulu ngajar nya dapet keals berapa aja?	8.	

P1	Keamren itu ngajar nya dapet kelas 10 sama 11 eh sebentar kak saya lupa, yang pasti itu ada kelas 11 nya sih kak kemaren itu jadi 2 kelas eh kelas 11 semua	9.	
R	Kelas 11 semua?	10.	
P1	Iya, jadi itu diamanahin 2 kelas sama gurunya	11.	
R	Wow 2 kelas, nah di satu kelas nya udah ngjar berapa kali itu?	12.	
P1	Kemaren itu ngajar kurang lebih 3-4 kali dan itu full di google classroom gitu dan itu ngga ada kayak video conference gitu ngga ada	13.	CRT
R	Emmm, jadi semuanya itu masuknya di google classroom semua gitu ya?	14.	
P1	Iya disitu semua, jadi anak-anak submit disitu semua gitu kan, karna dari awal tu udah dikasih tau gitu kan sama guru pembimbing nya kalo kita tuh belajarnya pakenya google classroom jadi ngga ada video conference. Pake zoom, Gmeet, atau yang lain gitu tu ngga ada sama sekali	15.	CRT
R	Oohh gitu, berarti teknologi atau media yang digunakan itu google classroom aja? Atau ada yang lain?	16.	

P1	Google classroom sama kadang anak-anak itu submit tugas nya itu pake google docs sama paling kan saya itu waktu ngajar sudah menyertakan no WA saya, barangkali mereka ada yang mau ditanyain kadang mereka juga nge chat juga lewat WA gitu. Tapi kali untuk belajar nya emang full pake google classroom gitu. Sama kadang saya juga ngasih kayak materi dari youtube gitu	17.	MSI
R	Oohh jadi youtube nya itu kayak seling selingan gitu ya?	18.	
P1	Iya, kayak dibikin buat supporting maretu gitu kan biar mereka ngga kayak cuma bacaan doang gitu	19.	
R	Trus dari media media itu semua itu anda sendiri yang nyari sendiri informasi tentang media itu atau emang udah disuruh atau gimana?	20.	
P1	Okey jadi ini sekalian cerita gitu kak ya.	21.	
R	Okey hehe	22.	
P1	Jadikan emm pertama itu biasakan komunikasi gitu sama guru pembimbingnya segala macen kayak dikasih tau biasanya	23.	CRT MSI

	<p>belajar itu ngapain aja trus beliau itu pas diawal nyuruh kita buat RPP trus maret pembelajaran trus dikasih tau topiknya apa nah untuk maret pembelajarannya itu eee beliau emang menentukan kayak worksheet gitu kan kita bikin kaya pertanyaan gitu yang ngga terlalu sulit gitu nah walaupun untuk video itu emang inisiatif dari saya sendiri gitu. Ya beliau kayak cuma nyuruh “buat ini silahkan buat worksheet tentang ini” kayak gitu. Ya kan maksudnya biar temen temen/ anak-anak itu ada variasi gitu yah biar belajar jadi saya inisiatif kasih video yang paling video nya ngga lama paling maksimal cuma paling 3-5menit lah gitu kan. Trus yaudah mereka submit gitu.</p>		
R	<p>Jadi video-video nya itu kayak selingan gitu ya biar mereka itu ngga bosan gitu ya ibaratnya?</p>	24.	
P1	<p>Iya, bener banget. Trus juga materi nya juga sebisa mungkin saya bawa kayak real world gitu loh, mungkin kayak isu yang paling hangat kan kayak tentang covid gitu kan jadi sebisa mungkin gimana nih maret nya bisa nyambung sama kehidupan nyata mereka ntah mungkin saya kasih topik tentang covid atau kayak online learning gitu.</p>	25.	IGP

R	<p>Hebat nih, trus tadi yang dipake kan da banyak tuh kayak google classroom google docs ada juga video yang dipake trus juga ngirim ngirim apa gitu, nah dari semua itu kayak ada tantangan yang didapetin ngga sih kayak kendala kendala yang didapet selama belajar online ini?</p>	26.	
P1	<p>Paling kalo tantangan kan pasti ini pertama kali ini kan ngajar full online gitukan, kita ngga pernah duga keadaan kayak gini. Mungkin tantangannya selama belajar online kan selama kuliah kan kita diajaran gimana mengajar di kelas gitu kan kayak classroom management dan segala macem dan ketika tiba tiba harus online otomatis kayak mau gak mau kayak harus mengubah metode mengajarnya. Kita kalo dikelas kan classroom management nya keliatan gitukan nah kalo online ini kan otomatis strategi yang kita pake beda gitu, kita harus mau ga mau ngasih toleransi kepada siswa entah terlambat atau gimana gitu kan jadi mungkin tantangannya kayak harus adaptasi sama onine teaching kayak gini gitu kayak harus full pake media online kek gitu kan tantangannya.</p>	27.	CRT
R	<p>Iyasih ya, soalnya kan dulunya dikelas diajarin nya gimana classroom management</p>	28.	

	secara real dan ketika sekarang ini pake nya online jadi ya...		
P1	Bener banget kak, karena kan bener-bener beda banget, mau nggak mau kita harus bisa dibilang kita belajar lagi dari nol lagi gitu loh. RPP nya juga kita beda lagi sama apa yang udah sering kita buat dikelas gitu.	29.	
R	Kalo boleh tau dari RPP nya itu beda nya kayak gimana ya?	30.	
P1	Beda nya itu misalkan dari struktural nya kan kalo sekarang ini emang udah satu lembar kan yah aturannya, nah mungkin yang sekarang terluhat berbeda itu ketika dibagian media gitu jadi mungkin kalo misalkan yang offline kayak “siswa berdiskusi secara kelompok menjadi beberapa kelompok dikelas” nah tapi kalo msalkan kalo yang online itu “siswa berdiskusi di group WhatsApp” misalkan kek gitu atau “siswa diwajibkan membuat video” kayak video apa gitu, jadi bener-bener online dan kita kayak harus jelasin media apa yang harus kita pake gitu ntah kita ada video conference, atau mungkin kayak kita diskusi di WhatsApp atau cuma tugas kelompok diskusi pokoknya ya kayak gitu.	31.	CRT

R	<p>Trus dari itu tadi caranya anda untuk berinteraksi dengan siswa itu melalui apa aja ya? Apakah cuma WA aja atau ada yang lain mungkin?</p>	32.	CRT
P1	<p>Kalo interaksi itu di WhatsApp sama google classroom, di google classroom itu kan ada comment kan kaya gitu, nah kadang kadang kalo saya kasih tugas siswa nya kayak pada comment gitu tapi memang mostly pake WA. Sebenarnya itu salah satu challenge juga sih soalnya kan belum pernah ketemu sama sekali kan ya sama sisweanya gitu mungkin kaya engagement nya itu agak sulit gitu loh mungkin juga mereka itu agak sungkan buat apa-apa ke kita gitu jadi ya paling komunikasi lewat WA tap emang berdasarkan pengalaman kemaren itu selama komunikasi anak anak itu ngga ada yang apa ya.. ya kakak apalagi udah pernah di delayota itu kan salah satu sekolah favorit juga kan. Nah bahasa inggris mereka itu kek wow banget gitu jadi kemaren itu yang ngerasa cukup ngebantu nya itu temen-temen ngga banyak nanya gitutapi tugas yang dikerjain itu bagus bagus loh. Jadi kan ngga banyak tanya ngga berarti mereka ngga paham kan tapi emang udah paham gitu loh. Jadi alhamdulillah nya itu, paling kalo cuma nanya itu sedikit lah gitu sama paling</p>	33.	CRT MSI

	nanya soal deadline aja gitu, komunikasi-komunikasinya paling ya cuma itu sih kak.		
R	Nah berhubungan dengan student engagement tadi nih, dari apa yang anda rasakan itu aktivitas apa aja sih yang anda siapkan untuk meningkatkan engagement siswa anda?	34.	
P1	Oh iya iya iya.. paling kemaren itu ya emang karena kendalanya kita belum pernah ketemu sama sekali jadi sebisa mungkin saya menempatin interaksi lewat WA sama google classroom jadi ketika misalkan anak-anak nya ngumpulin tugas itu saya satu persatu kasih feedback kaya corrective feedback gitu, kayak pertama kita kasih pujian dulu gitukan trus kita apresiasi tugas mereka gitu jadi ngga langsung menyalahkan biar mereka itu merasa di apresiasi tugasnya. Trus saya kasih komen satu persatu secara detail gitu kan trus habis itu terakhirnya itu saya kasih semangat ya stay healthy kek gitu. Jadi gitu sih, bener-bener anfaatin interaksi disitu sama kayak di WA kalo ada yang nanya pasti setelah saya balas dan dibagian terakhir nya pasti saya selalu bilang “semangat ya” kek gitu, jadi kalo ada apa apa atau ada kesulitan apa jangan sungkan buat nanya gitu	35.	CRT MSI

R	Istilah nya gini lah ya, karn gabisa ketemu ya mau gamau kita aktifin ketika di online itu gitu	36.	
P1	Iya bener banget	37.	
R	Trus kalau murid murid kan bisa dibilang sifat nya kan beda beda tuh, tanggapan ke guru nya pasti beda beda kan. Nah anda bisa mendeskripsikannya nggak, ada nya perbedaan tanggapan dari murid murid itu? Lebih tepat nya saat kelas online itu	38.	
P1	Jadi kemaren itu kan kebetulan saya juga dapet diamanahin dua kelas, jadi secara ngga langsung saya kayak nge compare gitu/ ngebandingin kemampuannya siswa di kelas A sama di kelas B gitu. Jadi mungkin kalo waktu itu ada salah satu siswa misalkan dikelas A gitu, dia nge-chat ke saya bialng kalau soal yang diberikan terlalu sulit waktu itu. Ntah terlalu sulit atau terlalu banyak saya agak lupa... nah waktu itu ada yang nge chat ke saya gitu trus saya tanya ke kelas B ke ketua kelas nya apakah kalian ada kesulitan atau apa gitu jadi tolong sampein trus ketua kelas nya itu bilang sejauh ini ngga ada kendala apa apa kok ms, maksudnya aman aman aja mereka ngga ngerasa keberatan. Nah akhirnya yang tadi ngeluh ke saya itu ya saya	39.	IGP

	<p>kasih toleransi keterlambatan waktu gitu kak, tapi tetep saya tulis tepat waktu kayak gitu karna kan saya juga pernah dikasih tau oleh salah satu dosen kan kalau keadaan kayak gini itu mau ga mau kita harus menurunkan toleransi/ngasih toleransi gitu, misalnya tujuan pembelajaran misalkan tinggi banget ya mau ga mau ketika keadaan saat ini kita harus menurunkan gitu, jadi emang mungkin itu cara saya memberikan toleransi kepada siswa saya.</p>		
R	<p>Ya gimana ya.. pengajaran online mau gak mau toleransinya emang harus besar sih</p>	40.	
P1	<p>Iya betu kak.</p>	41.	
R	<p>Trus ketika kelas online nih kan pakai nya google classroom nih, kadang kan kalau di google classroom kan pakai nya itu itu aja kayak ngga menarik gitu, nah anda punya cara ngga sih buat menarik perhatian siswa anda agak lebih memperhatikan pengajaran anda?</p>	42.	IGP
P1	<p>Jadi mungkin alasan pertama, kan saya pernah diajarkan tentang teaching filosofi gitu kan nah disitu salah satu teaching filosofi saya itu gimana cara nya agak saya itu berperan sebagai... emm.. saya itu mau membuat siswa itu nyaman dulu sama sayabiar mereka itu</p>	43.	IGP

	nyaman gitu kan biar ngerjainnya itu enak gitukan. Nah trus akhirnya yaudah gitu saya ngasih kayak... eh sebentar kak tadi pertanyaannya gimana kak? Sorry sorry		
R	Lebih tepatnya gini, pakai nya kan google classroom nih...	44.	
P1	Cara biar menarik gitu yah?	45.	
R	Iyaa...	46.	
P1	Okey okey, mungkin pertama karena emang belum pernah ketemu jadi saya lebih ke bangun engagement ke siswanya kan kak jadi kayak biar mereka itu seneng dulu sama saya walaupun emang gapernah ketemu gitu, ya mungkin dengan cara yang awalnya saya kasih corrective feedback sama kasih semangat dan segala macam ke mereka dari interaksi itu. Nah setelah itu, jadi kalomereka emang udah ngerasa “eh ternyata mss nya nggak galak” atau gimana gitu akhirnya kan mereka lebih ada willingness untuk ngerjain gitu walaupun saya disitu cuma sebagai mahasiswa PPL gitu. Trus akhirnya karena disekolah ini mereka pake media nya google classroom berarti kan mau ga mau saya harus inisiatif sendiri gitukan. Ya paling ya itu kayak saya bikin semenarik mungkin itu	47.	EDM MSI

	<p>dengan saya bikin maret yang saya but itu real world gitu, jadi apa yang mereka rasain. Contohnya pokoknya kayak saya kemaren itu banyak banget pake tema tentang covid sama online learning gitu, kan kemaren itu ada materi tentang giving opinion gitu kan jadi ya saya nyuruh mereka berpendapat tentang kayak misalkan aturan protokol kesehatan sama online learning gitu. Nah kebanyakan dari mereka itu mereka milih nya online learning gitu dan jawabannya itu panjang-panjang banget dan mostly mereka itu lebih ke curhat gitu. Berarti kan disitu saya sendiri ngerasa seperti oh ini anak kayak engagement nya ada nih karena kan soal soal itu tu apa yang selama ini mereka rasain gitu loh jadi dari situ saya bisa bangun mereka buat tertarik untuk ngerjain karena mereka ngerasain itu gitu. Jadi alhamdulillah nya mereka itu jawabannya emang pada panjang panjang dan niat niat gitu.</p>		
R	<p>Dari apa yang aku rasain disana juga emang gitu sih, emang waktu dikelas murid nya terluhat ngga terlalu engage eh tap ketika kalau udah disuruh ngerjain sesuatu mereka itu aktif banget ngerjain gitu sih. Kayak waktu tahun ku kan kebanyakan pake quizez sama kahoot gitunah mereka itu sekalinya dikasih</p>	48.	

	mereka minta terus ngga pernah berhenti mereka.		
P1	Karena emang seneng gitu ya sama media itu gitu ya kak	49.	
R	Iya, emang hebat sih mereka	50.	
P1	Iyam jadi waktu kemaren observasi disana juga kan observasi sempet offline kan kak jadi emang emm... bahasa kasarnya itu “sebodoh-bodoh nya mereka itu ya tetep pinter” gitu atau minimalpun aktif dan aktifnya itu ada isinya gitu	51.	
R	Iyaa emang hebat banget mereka sih	52.	
R	Trus dari eemm... balik lagi ke masalah tanggapan mereka, kan mereka beda beda nih trus juga mereka itu ada ngga sih mereka itu yang ngga tertib dalam artian itu agak kasar gitu ada ngga sih? Trus gimana kamu menanganinya?	53.	
P1	Oh iya, paling dari ngga tertib nya dulu kak ya. Nggak tertib nya itu paling mereka itu pertama emang ngeluh gitu kan karena tugas terlalu banyak trus ada juga yang masalahkan soal deadline, katanya itu deadline nya itu terlalu cepat padahal saya itu ngasih deadline	54.	CRT

	<p>nya itu berdasarkan dari guru pembimbingnya gitu kan. Diminta jam sekian gitu jadi ya udah mau ngga mau harus ngikut jam segitu trus sebener nya mungkin interaksi di WA itu jadi saya ngga bikin grup nya gitu kak jadi emmm cuman adanya grup sama guru pembimbing doang, kalo siswa ya secara personal gitu nge chat saya. Jadi ngga tau sih ya dari guru pembimbing nya ngga ngasih ijin gitu loh gitu jadi saya selama di google classroom itu ya nyantumin no WA saya jadi kalo misalkan ada yang mau menghubungi saya yang mau nanya atau berkeluh kesah gitu sih paling. Trus paling ngga tertib nya karena dia tuh ada yg beralasan gitu, jadi udah satu meeting jadi tiba tiba ada yg nge chat saya kalo baru masuk ke google classroom nya ntah kenapa gitu trus dia minta keringanan pengen ngerjain gitu kan trus yaudah tetep saya kasih gitu, paling dari segi waktu aja gitu ada yang ngga on time gitu. Itu sih lebih ke ngga tertib nya kak</p>		
R	Duuhh... berat nya online	55.	
P1	Hehe iya sih, apalagi mereka ada mata pelajaran lain sih, jadi ya oke deh hehe	56.	
R	Hehe okey balik lagi nih, ini semua tadi kan tentang teaching online yah nah sebelumnya kan ada yang namanya digital literacy, bisa	57.	

	ngejelasin nggak apa yang anda ketahui tentang digital literacy?		
P1	Digital literacy kak ya... kalo dulu itu paling emm... nggak tau ya sama atau nggak dulu kan ada kelas ICT kan trus kayak GBLL pokoknya itu deh yang sama mss Kiki. Nah kalo yang saya tangkep itu kalo dalam konteks ngajar gitu kita ngajar ya pake/dibantu pake digital, pake media digital gitu ntah apapun itu. Biar seiring berjalannya waktu sekarang ini kan ada di era media kan ya, udah banyak banget pake teknologi di era 4.0 ini dan mau nggak mau kita yang ada di ranah pendidikan juga harus tetep update terus gitu jadi gimana caranya kita mampu mengemas pengajaran dan pembelajaran kita itu pake teknologi mungkin terbukti dari waktu kakak PPL pake quizzez gitu kan mungkin anak anak terlihat lebih engage gitu daripada full pake worksheet pake kertas segala macam kayaknya gimna agitu kan, ya minimal nya pake PPT gitukan, jadi ya gitu sih	58.	
R	Emm tadi kan bilang nya tentang teknologi dan apa apa aja yang digunakan kan, nah trus ketika kemaren PPL itu seberapa familiar sih anda dengan alat/media yang anda gunakan untuk pengajaran online ini?	59.	

P1	<p>Kalo untuk google classroom kan udah familiar banget kan kak karena kita juga dikeals udah pake google classroom gitu jadi ngga terlalu sulit untuk mengoprasikannya dan google docs juga kadang kalo discuss secara online gitu smaa temen-temen pakena google docs. Jadi nya ngga terlalu sulit. Apalagi WhatsApp udah make tiap hari. Jadi kalo media media kayak gitu ngga merasa kesulitan untuk make nya cuman kalo diluar dari itu kek misal dulu kan sering banget sama dosen pake quizzes dan segala macam tapi ketika ngajar itu kayak tiba tiba “ aduh mau pake apa ya” jadi bingung gitu. Apalagi kalo online itu bingung mau mengadaptasiin nya itu kayak gimana gitu sementara waktu nya juga terbatas kan. Dan juga ngga ketemu sama murid nya jadi sulit make nya. Jadi ya yaudah deh, pake nya youtube dan video-video gitu sih</p>	60.	CRT
R	<p>Trus menurut anda, anda itu melihat digital literacy anda sendiri itu mendukung anda dalam mengajar ngga sih?</p>	61.	
P1	<p>Emm... sejauh ini mendukung sih kak, kalo menurut saya. Apalagi kan kalo kita itu salah satu keunggulan dari prodi PBI kita ini kan menjunjung tinggi ICT, ya jadi ya</p>	62.	

	<p>alhamdulillah ngebantu banget. Trus ketika praktek langsung ngajar jadi ngga kerepotan karena udah ada basic nya lah minimal mengoprasikan google classroom, google docs, sama media-media belajaran lainnya gitu. Jadi tinggal kita adaptasiin gitu sama konteks anak-anaknya kira-kira cocok yang mana.</p>		
R	<p>Trus kan bisa dibilang ini kan praktek mengajar untuk nanti menjadi guru yang akan mengajar sesungguhnya, bagaimana cara anda mengevaluasi praktek pengajaran yang secara online ini?</p>	63.	EDM
P1	<p>Kalo dari mengalami kemaren itu kan ya situasi yang kita ngga duga kan jadi bener-bener berubah lah 180derajat dari apa yang kita peljarin di semester awal, jadi evaluasinya selama ini kayak value yang saya dapet itu yaa saya mau gak mau harus bisa dan haru smengerti keadaan masing-masing siswa karena online kan kayak kita harus lebih ke in touch sama siswa satu persatu gitu biar kita tau kendala mereka apa trus kenapa mereka terlambat dan segala macem jadi mungkin evaluasinya salah satu nya ya itu. Trus evaluasi yang kedua itu yaa saya ngerasa sebagai pre-service teacher yang bergerak dibidang pendidikan kayak gini terutama</p>	64.	EDM

	<p>bahasa Inggris saya ngerasa kita itu jangan pernah ngerasa nyaman di satu metode belajar gitu loh, karena online kayak gini kan kita secara otomatis harus mau berubah gitu kan ngikutin keadaan yang ada gitu jadi memang harus kreatif gitu, ngga bisa terpaku satu itu aja soalnya nanti bakal kualahan gitu ketika keadaan berubah dan segala macam. Sama kemaren itu saya ngerasa mungkin memang soalnya terlalu banyak saya ngasih soal itu, bukan terlalu sulit tapi terlalu banyak sampe sampe ada yang ngeluh walaupun cuma satu orang dan mungkin saya juga kurang mempertimbangkan kalo mereka itu ada mata pelajaran yang lainnya gitu yang mungkin banyak juga tugasnya. Mungkin gitu sih secara garis besar nya.</p>		
R	<p>Terakhir nih, dalam hal apa sih menurut anda kelas online ini bermanfaat untuk anda dan murid anda?</p>	65.	
P1	<p>Okey, mungkin sbeenernya secara ngga langsung itu.. emmm... pertama itu dari segi waktu itu bisa dibilang kita lebih fleksibel untuk ngerjain tugas/ngajar nya karena bisa kapan aja dan kita punya hak untuk mengatur jadwal kita sendiri gitu. Trus yang kedua kayak mungkin dari perspektif teacher dulu misalkan ya itu pre-service teacher mau ga</p>	66.	EDM

	<p>mau saya disitu ngga hanya ngajar tapi juga belajar gitu dengan keadaan kayak gini gimana syaa mengoprasikan media teknologi, jadi emang dituntut saya juga harus belajar juga gitu. Trus mungkin dari segi siswa nya ya itu sih mungkin dari segi time management mereka yang akhirnya mereka ya bisa belajar dengan jam yang mereka atur sendiri gitu. Sama mungkin dari perspektif siswa maupun guru kita jadi bisa lebih melek teknologi gitu gitu, jadi seperti apa yang saya bilang sekarang di era multimedia/teknologi jadi juga harus update juga dong gitu kan, jadi akhirnya kita juga bisa ikut berkembang seiring berkembangnya jaman ini gitu. Sebenarnya ya bagi saya hikmah yang dari adanya situasi kayak gini ya bisa dibilang dipaksa untuk ikut berkembang gitu mengikuti zaman.</p>		
R	<p>terima kasih atas partisipasinya, untuk lebih lanjutnya nanti bisa kontak di WA aja</p>	67.	

R	<p>Perkenalkan dulu nama saya mohammad fairus ilzami dari PBI 16, disini saya mau meminta atau meminta bantuan dari saudara untuk membantu saya dalam menyelesaikan skripsi</p>	1.	
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	saya yg berjudul untuk lebih jelas nya didalam interview ini		
R	untuk pertama tama mungkin bisa perkenalkan diri dulu mungkin	2.	
P2	<p>Sebelum nya perkenalkan nama saya Firda Isadiyah Utami, saat itu saya PPI di SMA 5 yogyakarta dan itu negeri, dan itu kebetulan termasuk dalam list sekolah favorit di yogyakarta. Trus siswa juga enak sih, soalnya karna mungkin termasuk list nya sekolah favorit jadi khususnya saya itu ngajar jadi ngga terlalu sulit gitu untuk menjelaskan materi ke anak-anak. Jadi anak anak nya itu cepat tanggap gitu, soalnya kan materi nya sebelum kelas dimulakan harus udah di share di Google classroom tuh, nah itu emang saya udah suruh untuk baca dulu dan ketika masuk dikelas itu ya mereka langsung nyambung gitu loh kak apa yang saya jelasinsama mereka udah baca jadinya sinkron gitu kalo misalkan ini mereka jawab nya ini gitu. Trus misalnya masalah tugas gitu mereka juga ngga ada yang pernah missing gitu langsung pada gercep ngerjain gitu. Kayak apa ya, mereka kayak ngga suka ngulur ngulur waktu gitu anak-anak nya. Karna mungkin udah pinter kali ya kak jadi nya saya sendiri merasa ngga tertantang gitu, apalagi disekolah SMA 5 ini mereka ngga pake zoom atau video meeting, cuma pake google classroom sama WA aja jadi</p>	3.	CRT

	misalnya lagi ngejelasin materi itu pake WA tapi gurunya ngomong nya ngga pake ketik tapi pake Voice Note, harus pake Voice Npte gitu. Trus guru DPL nya juga lumayan enak sih kak. Jadi dari pertemuan pertama sampai pertemuan terakhir itu pake VN semua.		
R	Trus selama ngajar itu cuma pake google classroom sama WA aja? Apa ada yang lain mungkin yang dipakai?	4.	
P2	Nggak ada, cuma pake itu aja cuma misalnya kayak referensi nya gitu bisa pake youtube gitu. Tapi misalnya untuk pembelajaran nya sendiri dia ngga pake video meeting atau pun google meet atau zoom gitu nggak, cuma WA sama google classroom aja.	5.	CRT
R	Itu anda ngajar kelas berapa ya?	6.	
P2	Saya ngajar kelas 10 MIPA 3 sama MIPA 5	7.	
R	Ohiya nah trus selama ngajar dapet tantangan ngga sih, kan ini ngajar secara online kan?	8.	CRT
P2	Kalo selama semua pembelajaran online ya kak, kalo secara general nya itu udah pasti internet sih. Kayak mereka itu ada yang masuk kelas nya karena misal “kak maaf disini habis mati listrik” “kak maaf,...” seperti itu. Kalo misalnya masalah yang lain gitu saya nggak menemukan	9.	CRT EDM

	<p>kendala apa apa sih. Sidamping anak nya cepat tanggap, trus emang anak nya itu kalo misalkan emang nggak ngerti saat itu ya nanya langsung, pada saat itu menurut saya sendiri saya pikir sepertinya mereka nggak bakal banyak nanya gitu tapi ternyata mereka tanggep untuk nanya dan alhamdulillah nya bisa kejawab gitu. Gitu sih, trus anaknya nggak pada males atau kan biasanya kalo di WA ada yang cuma read doang atau gimana gitu ya kan kak, nah mereka itu nggak. kalo misalkan saya lagi nanya ke mereka itu ya mereka bisa langsung jawab gitu, diberikan pertanyaan mereka langsung cepet cepetan jawab gitu. Jadi ya 120 atau 90 menit waktu ngajar itu bener-bener kurang banget deh sampe saya itu sering kena tegur sama guru setelah saya “mbak, minta tolong itu jangan lama-lama ya” gitu, karna emang ya nggak kerasa gitu waktu dan merekanya juga yaa gutilah kak. Kalo menurut saya waktu nya itu berasa kurang</p>		
R	Jadi untuk berinteraksi sama murid pakenya WA gitu ya, itu bisa tolong bisa dijelaskan detailnya?	10.	
P2	<p>Kalau mereka pakenya jawabnya boleh ketik, boleh pake VN. Tapi untuk yang ngajar itu gurunya harus pake VN. Kalo untuk guru bahasa inggris harus pake VN tapi beberapa guru yang lain ada yang pake ketik, mungkin untuk guru bahasa inggris saja yang harus pake VN. Mungkin kendalanya juga ada sih kak dari</p>	11.	CRT

	<p>mereka nya yang mungkin ada kosakata dari saya yang kurang jelas saat diucapkan atau gimana gitu jadi kadang kalau misalnya saya udah ngomong, misalnya mereka bilang “ms, maaf kurang paham ini nya...” nah nanti baru saya ngomongnya pake ketik tapi sebelum diketik pasti saya harus pake ngomong/VN dulu gitu. Jadi ketik nya itu untuk memperjelas gitu</p>		
R	<p>Jadi agak beda dari ini ya sekolah yang lain, kan saya udah interview salah satu temen kamu yang PPL nya di Delayota nah dia itu nggak pake VN, jadi dia ngajar pake google classroom dan kalo ada yang kurang jelas dia ngejelasin via chat personal. Wah itu saya dengernya jadi ngerasa rumit banget gitu. Jadi mereka itu nggak diperbolehkan pake grup chat. Seperti itu. Tapi kalo dikelasmu pakai nya grup chat ya?</p>	12.	
P2	<p>Iya pake nya grup chat, jadi grupnya khusus bahasa inggris kelas berapa gitu, jadi satu-satu emang</p>	13.	CRT
R	<p>Trus untuk murid nya itu kalau misalkan ada kendala kendala gitu, mereka tanya nya secara personal atau gimana?</p>	14.	
P2	<p>Kalau misalkan masalah tugas gitu ya kak, mereka itu ketika saya ngasih tugas atau ngasih PR gitu otomatis pasti nyuruh nya di grup dulu ngomong kaya gini gini gitu. Nah kalo misalkan emang mau nanya, kan ada saya kasih waktu</p>	15.	CRT

	<p>untuk nanya kayak misal “tugas nya ada yang belum paham ngga?” “mana yang belum paham?” jadi biar bisa ngejelasin sebelum kelas selesai gitukan. Nah nanti kalo misalkan ada pertanyaan baru mereka chat nya secara personal. Nahnanti kalo mereka udah paham, nanti kalo misalkan mereka ada pertanyaan baru mereka chat nya personal kalo diluar kelas misalnya dijam itu masih ada waktu dan bertanya mereka tanya disitu</p>		
R	<p>Ooooh begitu, jadi lebih gampang gitu ya kalo ada grup</p>	16.	
P2	<p>Iya, hooh. Trus juga jadi kelatan gitu tau enggak nya anak nya. Jadi kalo misalkan saya pake sistem nya kalo misalnya habis ngejelasin materi gitu nanti saya acak aja random liat absen gitu, trus annti suruh sebutin pake VN tadi belajar apa aja gitu. Jadi semuanya mererka itu merhatiin takut dari mereka ditunjuk gitu. Jadi kan mereka ngga bisa koordinasikan kalo misalkan sedang dalam keadaan kayak gitu jadi otomatis harus pemahaman sendiri. Ya gitu sih kalo saya.</p>	17.	
R	<p>Lebih seperti kayak narik perhatian mereka biar lebih fokus belajar gitu ya?</p>	18.	
P2	<p>Yaa seperti itu.</p>	19.	
R	<p>Trus selama ngajar itu, aktifitas apa aja sih yang anda siapkan/lakukan untuk murid murid anda pada saat pembelajaran online ini?</p>	20.	

P2	<p>Banyak sih kak aktifitas-aktifitas yang saya lakuin, itu kayak tugas tugas nya kan karena online, jadi saya nggak melulu nulis-nulis gitu pake word gitu tapi lebih ke kreasi aja. Kayak waktu itu mereka bikin kartu ucapan gitu nah trus mereka posting. Trus waktu itu materinya kebetulan tentang asking and giving opinion, nah trus saya suruh sama temen nya, atau keluarganya itu untuk bikin video tentang asking and giving opinion trus mereka upload di insta story trus harus tag saya, nah nanti yang paling bagus dari mereka saya kasih hadiah kemaren itu kayak voucher ovo kayak gitu. Jadi mereka jadi semangat aja gitu. Soalnya kan mereka pasti punya IG kan kak, soalnya kalo nonton pake video conference itu saya nggak berekspektasi banyak, jadi saya mikir kira kira apa yang anak-anak itu sering mainin jadi biar mereka nggak tertekan gitu trus yaudah saya bilang pake IG, trus mereka bilang mss ayo kita follow follow-an gitu, jadi mereka juga akhirnya semangat dan enjoy gitu. Trus mereka juga nulis card nya itu ada yang bilang “misalnya saya nyatain cinta saya ke temen saya gitu boleh nggak?” jadi ya pokoknya lucu gitu deh. Dari mereka nya itu apik sih soalnya, jadinya nggak kerasa boring malah pas pertemuan terakhir itu mereka bilang “ms, kalo misalkan kita nanti mau belajar belajar lagi boleh ya ms?” gitu</p>	21.	MSI

R	Murid nya aktif banget ya... jadinya enak ngajarnya.	22.	
P2	Iya bener banget. Kebetulan dapet kelas nya yang asik.	23.	
R	Trus bisa dibilang tiap murid kan beda-beda dari sikap dan juga tanggapan/respon mereka. Nah gimana kamu mendeskripsikan perbedaan itu?	24.	
P2	Maksudnya kayak yang pendiem gitu kak?	25.	
R	Iya, maksud nya kayak ada yang aktif atau gimana gitu bisa dijelaskan	26.	
P2	Kalo yang dari yang saya alamin dikelas itu, kalo misalkan dari anak MIPA 3 itu mereka nggak diem diem jadi emang semua nya itu pure banyak ngomong kecuali kalo di MIPA 5 ada 3 orang sampe saya apal naura, salsabila, sama zidan yang paling diem yang cuma read doang. Trus saya tanya secara personal kenapa kok nggak respon ke grup gitu trus “iya ms malu soalnya” jadinya ya saya nanya gimana maretinya paham nggak, soalnya kan yang diem diem gitu takut nya malah nggak ngerti apa yang disampein di pembelajaran tapi ternyata mereka itu ngerti. Cuman ya emang seperti nya mereka itu nggak suka nimbrung di grup apa gimana gitu,	27.	
R	Trus kamu PC in satu satu?	28.	

P2	<p>Iya, cuma 3 orang itu doang soalnya. Ya emang disana itu orang nya banyak ngomong sih kak, kalo bahas apa di grup gitu mereka ngomong aja gitu nggak ada yang cuma diem diem gitu meskipun jawab nya cuma wkwk atau emang gimana ms, tapi mereka itu response gitu jadi nggak ada yang diem yang matung cuma diem doang gitu.</p>	29.	
R	<p>Nah secara keseluruhan kan kata anda tadi kan, murid murid nya aktif banget nih. Cara anda membuat mereka tertib agar fokus ke anda itu seperti apa sih?</p>	30.	
P2	<p>Gimana ya... sejauh ini kayaknya fokus aja sih kak, soalnya mereka itu nggak yang kalo misalnya lagi ngejelasin nih kak nggak ada yang motong omongan saya gitu, jadi kalo misalnya emmm... kan bilang nih diawal sekarang waktu nya ngejelasin nah nanti diakhir baru mereka nanya gitu seputar maretinya atau misalnya nanti masih ada waktu luang bisa nanya yang diluar materi gapapa. Kayak gitu, jadi sepengalaman saya tertib-tertib aja gitu kak nggak rusuh- rusuh banget gitu. Jadi saya nggak melakukan effort untuk saya menjadi kayak diperhatiin mereka, tapi karna merkanya emang udah paham kalo lagi ngejelasin materi ya kayak gitu dan kalo waktu nya nanya ya mereka nanya</p>	31.	

	<p>dan kalo waktunya bercanda yabercanda gitu. Jadi nggak nemuin kendala apa apa selama PPL ini, kok kayak cepet banget gitu. Malah temen temen saya itu dapetnya 4 kali ngajar tapi saya dapet 7 atau 8 kali ngajar gitu. Iya di request sama anak-anak nya “ms firda masuk lagi dong bu” minta ke GPL nya, trus GPL nay bilang anda bersedia nggak trus yaudah saya bersedia nggak papa bu</p>		
R	<p>Balik lagi tentang seputaran technology dan media, anda familiar banget nggak sih sama media/technology yang anda pake selama kelas online ini?</p>	32.	
P2	<p>Teknologi nya ya kayak cuman google classroom, youtube kek gitu gitu aja sih kak, PPT bentukannya kek gitu</p>	33.	CRT
R	<p>Berarti udah familiar banget lah ya, karna udah sering banget make nya</p>	34.	
P2	<p>Iya</p>	35.	
R	<p>Kan kamu disini ketika PPL itu kan sebagai pengajar nih, nah bagaimana cara kamu mengevaluasi cara mengajar kamu? Dalam artian mengevaluasi praktek ngajar kamu ketika ngajar gitu</p>	36.	
P2	<p>Emm.. paling ya kayak lebih ke waktu aja sih kak, aku itu timing nya nggak pas jadi ngelebin waktu terus gitu. Jadi lebih nya itu</p>	37.	EDM

	<p>bisa 15-20 menit gitu kak, jadi evaluasi nya itu doang sih. Jadi kayak oohh ini durasi nya kepanjangan nih, sama minta evaluasi dari guru GPL nya kak, kan GPL nya juga ada di grup chat itu kan jadi emang mantau gitu guru nya, di evaluasi sama GPL nya sama ketika pas di kelas terakhir nanya ke murid murid nya evaluasi nya apa, ada cuma buat evaluasi diri sendiri aja sih tapi ternyata nggak ada yang ngasih saran, cuma pada bilang “ kurang lama ms, enak ms”</p>		
R	<p>Hahaha mungkin karena emang sangking serunya kelasnya</p>	38.	
P2	<p>Sepertinya seperti itu</p>	39.	
R	<p>Oke lanjut, balik lagi ke digital literacy nih, apa sih yang anda tau tentang digital literacy? Selama mengajar online ini konsep digital literacy itu seperti apa sih?</p>	40.	IGP
P2	<p>Ya itu sih kak, mungkin lebih lebih nya ke teknologi, aku paham nya sih gitu kayak kan udah di era 2020 gini digital itu kan makin berkembang pesat sedangkan sekarang harus dituntut untuk bisa menguasai teknologi gitu, makanya menurutku penting sih untuk belajar digital literacy gitu biar paham untuk mengikuti jaman sekarang supaya pembelajaran itu nggak boring gitu.</p>	41.	IGP EDM

R	Iyaa, karena kita yang sebagai pengajar juga harus mengikuti zaman juga sih	42.	IGP
P2	Iya sih, kayak contohnya kemaren online gitu kan jadi apa ya yang kiraa kira mereka suka itu oh ternyata mereka itu lebih suka pake instagram bisa nggak nya ini tugas dikonsepin dipake buat ke instagram, gimana caranya ya gitu. Jadi dikemas semenarik mungkin biar anak nya “wah asik nih belajar nya” jadi mereka juga bisa mengeksplor bisa memproduksi video dalam instastory.	43.	IGP MSI
R	Iya bener banget sih, karena emang kita harus sekreatif mungkin dalam mengajar	44.	
P2	Iya betul banget	45.	
R	Trus menurut kamu digital literacy itu membantu kamu nggak sih selama online ini?	46.	
P2	Sangat membantu banget kalo menurut aku kak, kayaknya kalo misalnya nggak paham tentang digital gitu malah bakal mulai kelabakan di sekolah online gini, karena pengalaman saya itu sebelum saya ngambil keputusan untuk ngambil sekolah yang dikasih sama prodi itu saya sebelum nya mau di daerah kak, nah di daerah itu offline karena emang dari guru nya juga kayaknya kurang melek teknologi, dari segi ekonomi juga teknologi nya kurang jadinya itu gurunya nggak paham cara pakai google classsroom mungkin, gurunya nggak paham cara pake sesuatu yang tentang digital gitu karena	47.	EDM

	<p>kurang. Ditanya penting atau nggak ya menurut aku membantu banget apalagi di zaman sekarang 2020. kalo buta teknologi ya guru bisa diacak acak sama murid nya.</p>		
R	<p>Lanjut untuk last nih, menurut anda dalam hal apa sih kelas virtual/online ini bermanfaat bagi anda dan juga siswa anda?</p>	48.	
P2	<p>Kalo menurut saya itu manfaat nya cuma di eksistensi waktu sama tempat aja sih kak, jadi lebih fleksibel gitu. Mereka bisa dimana pun kapanpun asal mereka punya gadget dan juga internet mereka masih bisa belajar gitu. Beda sama offline kan harus ada ditempat, merhatiin, face to face gitu. Lebih nya menerapkan blended learning kali ya. Jadi bisa face to face bisa online learning juga. Jadi online platform nya kepake juga gitu. Ya itu tadi sih, Balik lagi ke digital literacy nya itu, jadi mereka nggak pake metode lama tradisinal mekera juga masih bisa loh belajar gitu, nggak ngurangin eksistensi waktu sama tempat nya. Menurutku manfaat nya disitu sih, lebih fleksibel.</p>	49.	MSI
		50.	