CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Literature Review

2.1.1 The General Concept of Digital Literacy

Finding, assessing, utilizing, sharing, and generating content using information technology are some of the changes in learning that have occurred as a result of technology's invasion of the classroom (Hoadley & Favaro, 2015). This change is due to rapid change in technology, bringing new literacy definitions such as information literacy and digital literacy, and thus, the concept of literacy began to gain different functions in today's world where social change and transformation occur (Önal, 2010). Digital literacy is the capacity to use digital media. The capacity to create information using digital technology is known as digital literacy (Yildiz, et al., 2020). Digital literacy is the capacity to use digital technology to acquire, organize, comprehend, and evaluate information (Carrington & Robinson, 2009).

According to Martin & Grudziecki (2006), digital literacy is divided into three levels: digital competence, digital usage, and digital transformation. Digital competence encompasses both lower and higher order thinking skills, ranging from basic to analytical. Digital usage refers to the application of digital competency to domain-specific areas, whereas digital transformation occurs when digital usage uses creativity to transform the domain-specific areas.

2.1.2 The General Concept of Pre-service Teachers

Pre-service teachers education programs are designed to help undergraduate students become effective teachers who are prepared to handle the rising demands of the teaching profession (Darling-Hammond & Bransford, 2007). Pre-service teachers are individuals who are enrolled in first teacher education programs and who typically have no formal language teaching experience (Borg, 2006). The most difficult experience of becoming a pre-service teacher is that the students must be taught according to their study plan. Pre-service teachers must be put the teaching strategies, methods, and ideas that they learnt in college into their practice (Pegy, et al., 2018).

2.1.3 The General Concept of Teaching Practice

Teaching practice is a teaching experience in which pre-service teachers assume responsibility for the learning process (Emereole, 2000). Teaching practices as the work of teaching, such as leading a discussion of solutions to problems, examining students' responses, reviewing material for a test, planning, and creating and maintaining an orderly and supportive environment for learning (Ball & Forzani, 2009). According to Kloser (2014), for instance, teaching practices make up the instructional repertoire that affects students' involvement and behavior. The definition of teaching practices by Spillane (2012) is expanded upon to include more or less coordinated, patterned, and meaningful interactions of people at work.

2.1.4 The General Concept of *Kampus Mengajar*

One of the *Merdeka Belajar Kampus Merdeka (MBKM)* in collaboration with schools impacted by the Covid-19 pandemic is the *Kampus Mengajar* program, which aims to give students opportunities and learning experiences outside of the classroom and develop technological innovations for cooperative education with instructors (Rezania & Rohmah, 2021). Students assist schools in a variety of ways, including technology transfer in the form of educational media, class management, and school administration, in addition to aiding the learning process, so that students can have authentic learning experiences (Adellia, et al., 2020).

2.2 Previous Studies

Surya & Saefullah (2021), conducted a qualitative study entitled "Exploring Pre-service English teachers' Beliefs About Their Digital Literacy Experiences in Teaching Practicum" to investigate pre-service teachers' behavioral, normative, and control views about their teaching practicum's digital literacy experience and how those beliefs relate to their intents to implement digital literacy in the classroom through Semi-structured interviews and online open-response questionnaires. This research found that pre-service instructors have good views and behaviors toward their experience with digital literacy. In order to effectively promote the integration of digital literacy, teacher educators and policymakers might benefit from knowing what pre-service teacher think about integrating digital media and tools during their teaching practice.

Another qualitative study conducted by Pertiwi & Rodliyah (2022) entitled "Digital Literacy in EFL Learning: University Students' Perspectives", this study explores university students' digital literacy skills and their perspectives on digital literacy in EFL learning. The study's findings indicated that several facts of digital literacy had an impact on students' learning of EFL. Information literacy, media literacy, and the viewpoints of the pupils on digital literacy are all included. The result showed that because practically all learning components now use digital technologies, EFL university students are encouraged to use digital literacy.

These two previous studies discuss pre-service teachers' perceptions about digital literacy. However, none of these studies cover about digital literacy of pre-service English teachers who participated in the *Kampus Mengajar* program.
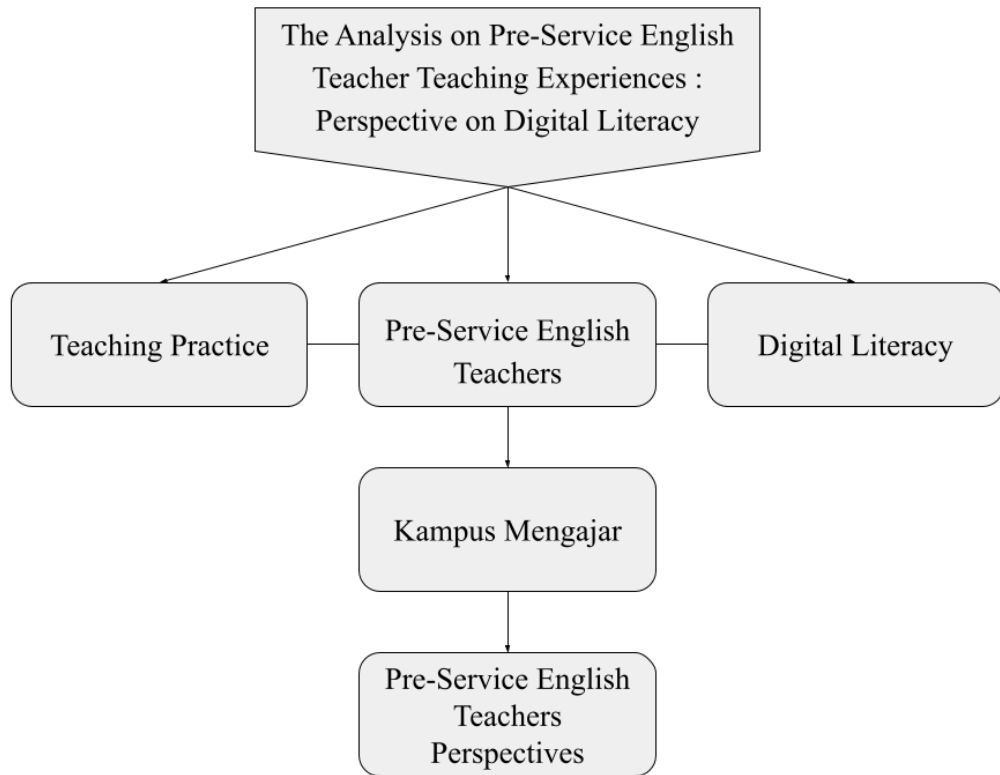
2.3 Conceptual Framework

Figure 2. 1 Conceptual Framework