A SURVEY OF ART LEARNING IN KINDERGARTEN DURING THE COVID 19 PANDEMIC

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ARTICLE INFO	ABSTRACT
Received: **December, 26th 2021** Revised: **January, 17th 2022** Approved: **January, 18th 2022**	*The purpose of this study was to describe the practice of art learning in Kindergarten during the COVID-19 pandemic. The research method used was a survey. The research target is that a detailed description of art learning practices in Kindergarten during the COVID-19 pandemic can be drawn up as a basis for formulating the basic needs for improving the quality of learning. The results of the research can be used to improve educational praxis, formulate hypotheses, create initial development plans, evaluate programs, and evaluate policies, especially art learning in Kindergarten units. The results showed that PAUD teachers developed an art lesson plan and implemented it. However, the type of art that was taught was visual art, while dance and music were never performed. Likewise, the use of WhatsApp media is more widely used in online art learning than other social media. Also using audio media and taking examples of art learning from social media. Parents actively participate in taking learning media to school and sending photos and videos of the learning process at home. With online learning, teachers have difficulty using technology for early childhood art learning, and prefer to use face-to-face learning. Likewise with parents, parents prefer their children to learn face to face so they can meet the teacher directly.*
KEYWORDS	Art Learning, Kindergarten, Covid 19

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INTRODUCTION

Art is a beauty. It is unavoidable that art is always present in the form of beauty. Art is created for various reasons or reasons according to the human condition that makes it, but a work that is considered to have artistic value usually also contains an aesthetic element. Standards for aesthetic or aesthetic elements have a relative nature, depending on the culture and way of life of humans in a particular area (Gobster, Nassauer, Daniel, & Fry, 2007). This means that standards for beauty can differ from one community to another (Tang et al., 2012).

The results or processes of human work and ideas that involve skilled, creative abilities, sensory sensitivity, heart sensitivity and thought to produce a work that has a beautiful, harmonious, artistic value and others are usually called art (Rahman, 2019). In the creation or arrangement of a work of art carried out by artists, creative skills are needed specifically according to the type of artwork they make (Burton, Horowitz, & Abeles, 1999)(Weisberg, 2006)(Niu & Sternberg, 2001). Studying art is an understanding of aesthetics (beauty) and the re-disclosure of aesthetics in a work of art. Understanding aesthetics is an event of entering aesthetics through the sense of taste and thought to objectify.

Art is fundamental in early childhood education (Prince, 2008). This does not mean to exclude other subject areas. However, it seems that there is no program for children that can succeed without emphasizing the arts. After all, art always makes children feel happy and happy. Why are children always happy? The fact is that art materials stimulate children's creativity in different ways, as Dewey said in (Grube, Delvendahl, Seefeld, & Volta, 2012) that they make children think. Perhaps that is the reason why children love art.

Art education is essentially a process of human formation through art (Eisner, 1987; Gardner, 1990). Education in general serves to develop the ability of every child to find fulfillment in life, to transmit cultural heritage, to expand social awareness and as a way to increase knowledge. In this case, the goal of art education is actually in line with the broad responsibilities of educational goals in general.

Art education as a form to shape the attitude and personality of children who have mental functions which include fantasy, sensitivity, creativity and expression. A child can fantasize about his work, through the feeling of the child pouring his ideas into the work, making the child sensitive, making the child have good creativity, and expressing the work of art.

Art education is concerned with the beauty of one's creations (Eisner, 2008; Macdonald, 2004). Through experience, children can pour their ideas into works of art. Art education can make the right brain and left brain develop properly.

The development of children's creativity from an early age is very necessary and the role of educators is very important. Efforts to increase creativity can be done by educators. These various efforts refer to the nature of creativity, the role of educators in developing creativity, and efforts to increase children's creativity.

At the beginning of 2020 Indonesia experienced the Covid 19 pandemic, this pandemic was not only felt in Indonesia but throughout the world. This pandemic is something that must be faced together. Community life activities are limited, starting from sports, offices, tourism, and education is no exception. Education, which is very close to interacting with each other, involving many educators and students in the

learning environment, must undergo changes. In terms of education, which used to be done face-to-face, now it must be done online or online by utilizing internet facilities. Online learning is one solution that inevitably has to be done in order to keep learning going. This online school policy applies to all levels, from PAUD to tertiary institutions.

PAUD institutions which usually do a lot of stimulating development with face-to-face services in the classroom must now be changed in their respective homes. Online learning is a learning design system where the application uses the internet network and is carried out indirectly between teachers and students. Online learning requires all parties to work together in this learning such as parents, teachers and students. Teachers also have to work more creatively and extra in the learning planning process such as preparing materials, materials, methods, and RPPH, as well as evaluations used during the online learning process that are different from before the pandemic.

With social restrictions and physical distancing, the government's ministry of education and culture has banned schools from carrying out face-to-face learning and turning it into online learning. As a teacher, teachers must continue to carry out their obligations as teachers and ensure that children can obtain information and knowledge.

Teachers will certainly try to make what is taught can be understood and understood through various ways, strategies, and methods. But in fact, not a few teachers also experience obstacles in this online learning process. Most teachers have difficulty making learning materials related to aspects of child development including cognitive, language, social emotional, physical motoric, and art development with media in the form of videos/slides/animations either due to inadequate facilities or limited teacher skills. In a study (Novitasari, Prastyo, Iftitah, Reswari, & Fauziddin, 2021) the organization of materials reached a percentage of 60.36%, this figure shows that there are still many teachers who have not been able to organize materials for online learning. Online learning activities carried out by teachers so far by giving assignments to students. This assignment also applies to art learning. The teacher gives assignments in the form of work-based activities for children.

Therefore, in this survey research, it is intended to find out art learning in kindergartens in the city of Yogyakarta. The results are expected to serve as a basis for formulating the basic needs for improving the quality of learning. The research results can be used to improve educational praxis, formulate hypotheses, create initial development plans, evaluate programs, and evaluate policies, especially art learning in Kindergarten units.

RESEARCH METHOD

This type of research is a survey. The types of data collected are categorical and numerical data. Categorical data includes demographic data of each kindergarten institution. Numerical data includes the frequency of art learning. The data analysis technique used a descriptive-quantitative approach. The research design includes formulating problems, formulating hypotheses, compiling instrument grids, collecting data, analyzing data, and drawing conclusions. The research population was 235 kindergarten institutions. The sample was 70 kindergarten institutions with a sampling error of 5% (Tora Yamane, 1967). The sampling technique used proportional random sampling per area of the city of Yogyakarta, Sleman Regency, Bantul Regency, Gunungkidul Regency, Salatiga City, and Kebumen Regency. Data collection techniques used closed questionnaires and open questionnaires. The data analysis technique used a descriptive-quantitative approach for both categorical and numeric data types.

RESULT AND DISCUSSION

1. Early Childhood Art Learning

Indicators of early childhood art learning include the ability to draw up RPPH for art learning, carry out art lessons, compose learning media, stimulate fine arts, dance, and music.

Table 1. Preparing RPPH for Art Learning

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	27	13.1	13.1	13.1
2.00	32	15.5	15.5	28.6
3.00	33	16.0	16.0	44.7
4.00	35	17.0	17.0	61.7
5.00	79	38.3	38.3	100.0
Total	206	100.0	100.0	

The teacher arranges RPPH for art learning with the categories ALWAYS 38.3%, often 17.0%, SOMETIMES as much as 16.0%, seldom as much as 15.5%, and NEVER as much as 13.1%.

Table 2. Art learning services during the pandemic

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	8	3.9	3.9	3.9
2.00	31	15.0	15.0	18.9
3.00	51	24.8	24.8	43.7
4.00	57	27.7	27.7	71.4
5.00	59	28.6	28.6	100.0
Total	206	100.0	100.0	

The teacher carries out art learning in the categories of ALWAYS as much as 28.6%, often as much as 27.7%, SOMETIMES as much as 24.8%, seldom as much as 15.0%, and NEVER as much as 3.9%.

Table 3. Art learning media

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	8	3.9	3.9	3.9
2.00	32	15.5	15.5	19.4
3.00	50	24.3	24.3	43.7
4.00	60	29.1	29.1	72.8
5.00	56	27.2	27.2	100.0
Total	206	100.0	100.0	

The teacher makes art learning media with the categories of ALWAYS as much as 27.2%, often as much as 29.1%, SOMETIMES as much as 24.3%, seldom as much as 15.5%, and NEVER as much as 3.9%.

Table 4. Fine arts lessons

Skala	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	22	10.7	10.7	10.7
2.00	46	22.3	22.3	33.0
3.00	66	32.0	32.0	65.0
4.00	46	22.3	22.3	87.4

| 5.00 | 26 | 12.6 | 12.6 | 100.0 |
| Total | 206 | 100.0 | 100.0 | |

The teacher carries out art learning in the categories of ALWAYS as much as 12.6%, often as much as 22.3%, SOMETIMES as much as 32.0%, seldom as much as 22.3%, and NEVER as much as 10.7%.

Table 5. Dance lessons

Skala	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	103	50.0	50.0	50.0
2.00	43	20.9	20.9	70.9
3.00	42	20.4	20.4	91.3
4.00	12	5.8	5.8	97.1
5.00	6	2.9	2.9	100.0
Total	206	100.0	100.0	

The teacher carries out dance lessons in the categories of ALWAYS as much as 2.9%, often as much as 5.8%, SOMETIMES as much as 20.4%, seldom as much as 20.9%, and NEVER as much as 50.0%.

Table 6. Music art learning

Skala	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	59	28.6	28.6	28.6
2.00	57	27.7	27.7	56.3
3.00	54	26.2	26.2	82.5
4.00	24	11.7	11.7	94.2
5.00	12	5.8	5.8	100.0
Total	206	100.0	100.0	

The teacher carries out music learning in the categories ALWAYS as much as 5.8%, often as much as 11.7%, SOMETIMES as much as 26.2%, seldom as much as 27.7%, and NEVER as much as 28.6%.

Conclusion: PAUD teachers prepare art lesson plans and implement them. However, the type of art that was taught was visual art, while dance and music were never performed.
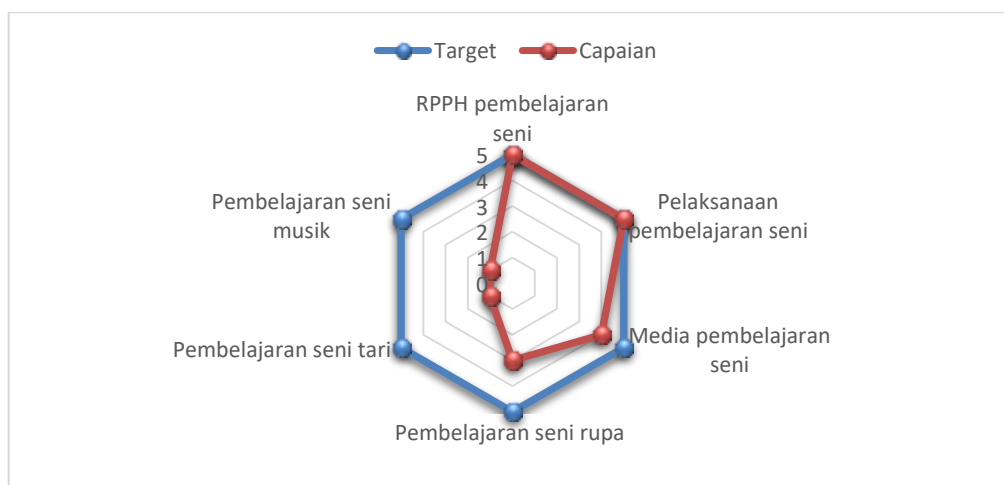

Figure 1. Art Planning & Learning

Art Teaching Materials

Art learning media used during the Covid-19 pandemic include WhatsApp, Google Meet, Google Classroom, Zoom Meeting, MS Teams, Audio, and Youtube.

Table 7. Creating art learning media

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	57	27.7	27.7	27.7
2.00	55	26.7	26.7	54.4
3.00	49	23.8	23.8	78.2
4.00	27	13.1	13.1	91.3
5.00	18	8.7	8.7	100.0
Total	206	100.0	100.0	

The teacher makes art learning media with the categories ALWAYS as much as 8.7%, often as much as 13.1%, SOMETIMES as much as 23.8%, seldom as much as 26.7%, and NEVER as much as 27.7%.

Table 8. Provide examples of art learning videos from social media

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	54	26.2	26.2	26.2
2.00	54	26.2	26.2	52.4
3.00	58	28.2	28.2	80.6
4.00	22	10.7	10.7	91.3
5.00	18	8.7	8.7	100.0
Total	206	100.0	100.0	

The teacher gives examples of art learning videos from social media with the categories ALWAYS 8.7%, OFTEN as much as 10.7%, SOMETIMES as much as 28.2%, seldom as much as 26.2%, and NEVER as much as 26.2%.

Table 9. Children's Worksheet Media

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	33	16.0	16.0	16.0
2.00	50	24.3	24.3	40.3
3.00	53	25.7	25.7	66.0
4.00	52	25.2	25.2	91.3
5.00	18	8.7	8.7	100.0
Total	206	100.0	100.0	

The teacher uses children's worksheets as an art learning medium with the categories ALWAYS 8.7%, often as much as 25.2%, SOMETIMES as much as 25.7%, rarely as much as 24.3%, and NEVER as much as 16.0%.

Table 10. Audio Media

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	38	18.4	18.4	18.4
2.00	51	24.8	24.8	43.2
3.00	58	28.2	28.2	71.4
4.00	44	21.4	21.4	92.7
5.00	15	7.3	7.3	100.0
Total	206	100.0	100.0	

The teacher uses children's worksheets as art learning media with the categories ALWAYS as much as 7.3%, often as much as 21.4%, SOMETIMES as much as 28.2%, seldom as much as 24.8%, and NEVER as much as 18.4%.

Table 11. WhatsApp Media

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	26	12.6	12.6	12.6
2.00	34	16.5	16.5	29.1
3.00	44	21.4	21.4	50.5
4.00	52	25.2	25.2	75.7
5.00	50	24.3	24.3	100.0
Total	206	100.0	100.0	

Teachers use WhatsApp as an art learning medium with the categories ALWAYS 24.3%, often as much as 25.2%, SOMETIMES as much as 21.4%, seldom as much as 16.5%, and NEVER as much as 12.6%.

Table 12 Frequency of WAG Usage

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	30	14.6	14.6	14.6
2.00	43	20.9	20.9	35.4
3.00	45	21.8	21.8	57.3
4.00	47	22.8	22.8	80.1
5.00	41	19.9	19.9	100.0
Total	206	100.0	100.0	

The frequency of teachers using WhatsApp as an art learning medium with the categories ALWAYS as much as 19.9%, often as much as 22.8%, sometimes as much as 21.8%, rarely as much as 20.9%, and NEVER as much as 14.6%.

Table 13. Media Zoom Meeting

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	150	72.8	72.8	72.8
2.00	21	10.2	10.2	83.0
3.00	19	9.2	9.2	92.2
4.00	11	5.3	5.3	97.6
5.00	5	2.4	2.4	100.0
Total	206	100.0	100.0	

The teacher uses Zoom Meeting as an art learning medium with the categories ALWAYS as much as 2.4%, often as much as 5.3%, SOMETIMES as much as 9.2%, seldom as much as 10.2%, and NEVER as much as 72.8%.

Table 14. Frequency of Use of Zoom Meetings

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	154	74.8	74.8	74.8
2.00	19	9.2	9.2	84.0
3.00	20	9.7	9.7	93.7
4.00	8	3.9	3.9	97.6
5.00	5	2.4	2.4	100.0
Total	206	100.0	100.0	

The frequency of teachers using Zoom Meetings as an art learning medium with the categories ALWAYS as much as 2.4%, often as much as 3.98%, SOMETIMES as much as 9.7%, seldom as much as 9.2%, and NEVER as much as 74.8%.

Table 15. Media Google Meet

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	168	81.6	81.6	81.6
2.00	16	7.8	7.8	89.3
3.00	14	6.8	6.8	96.1
4.00	5	2.4	2.4	98.5
5.00	3	1.5	1.5	100.0
Total	206	100.0	100.0	

Teachers use Google Meetings as an art learning medium with the categories ALWAYS 1.54%, OFTEN as much as 2.4%, SOMETIMES as much as 6.8%, seldom as much as 7.8%, and NEVER as much as 81.6%.

Table 16. Frequency of Use of Google Meet

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	167	81.1	81.1	81.1
2.00	19	9.2	9.2	90.3
3.00	13	6.3	6.3	96.6
4.00	5	2.4	2.4	99.0
5.00	2	1.0	1.0	100.0
Total	206	100.0	100.0	

The frequency with which teachers use Google Meetings as an art learning medium is ALWAYS 1.0%, often 2.4%, sometimes 6.3%, rarely 9.2%, and NEVER 81.1%.

Table 17. MS Teams Media

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	171	83.0	83.0	83.0
2.00	18	8.7	8.7	91.7
3.00	13	6.3	6.3	98.1
4.00	3	1.5	1.5	99.5
5.00	1	.5	.5	100.0
Total	206	100.0	100.0	

The teacher uses MS Teams as an art learning medium with the categories ALWAYS 0.5%, FREQUENTLY 1.5%, SOMETIMES 6.3%, RARELY 8.7%, and NEVER 83.0%.

Table 18. Frequency of Using MS Teams

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	172	83.5	83.5	83.5
2.00	16	7.8	7.8	91.3
3.00	11	5.3	5.3	96.6
4.00	3	1.5	1.5	98.1
5.00	4	1.9	1.9	100.0
Total	206	100.0	100.0	

The frequency of teachers using MS Teams as an art learning medium with the categories ALWAYS 1.0%, FREQUENTLY 2.4%, SOMETIMES as much as 6.3%, rarely 9.2%, and NEVER as much as 81.1%.

Table 19. Google Classroom

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	185	89.8	89.8	89.8
2.00	11	5.3	5.3	95.1
3.00	9	4.4	4.4	99.5
5.00	1	.5	.5	100.0
Total	206	100.0	100.0	

Teachers use Google Classroom as an art learning medium with the categories ALWAYS 0.5%, FREQUENTLY 0.0%, SOMETIMES as much as 4.4%, RARELY as much as 5.3%, and NEVER as much as 89.8%.

Table 20. Google Classroom Frequency

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	184	89.3	89.3	89.3
2.00	12	5.8	5.8	95.1
3.00	7	3.4	3.4	98.5
4.00	2	1.0	1.0	99.5
5.00	1	.5	.5	100.0
Total	206	100.0	100.0	

The frequency of teachers using Google Classroom as an art learning medium with the categories ALWAYS 0.5%, FREQUENTLY 1.0%, SOMETIMES as much as 3.4%, RARELY 5.2%, and NEVER as much as 89.3%.

Table 21. Youtube Media

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	95	46.1	46.1	46.1
2.00	42	20.4	20.4	66.5
3.00	45	21.8	21.8	88.3
4.00	16	7.8	7.8	96.1
5.00	8	3.9	3.9	100.0
Total	206	100.0	100.0	

Teachers use YouTube as an art learning medium with 3.9% ALWAYS, 7.8% OFTEN, 21.8% SOMETIMES, 20.4% RARE, and 46.1% NEVER.

Table 22. Youtube Usage Frequency

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	107	51.9	51.9	51.9
2.00	42	20.4	20.4	72.3
3.00	38	18.4	18.4	90.8
4.00	13	6.3	6.3	97.1
5.00	6	2.9	2.9	100.0
Total	206	100.0	100.0	

The frequency of teachers using Youtube as an art learning medium with the categories ALWAYS as much as 2.9%, often as much as 6.3%, SOMETIMES as much as

18.4%, seldom as much as 20.4%, and NEVER as much as 51.9%.

Conclusion: PAUD teachers use WhatsAPP more in online art learning than other social media. Also using audio media and taking examples of art learning from social media.
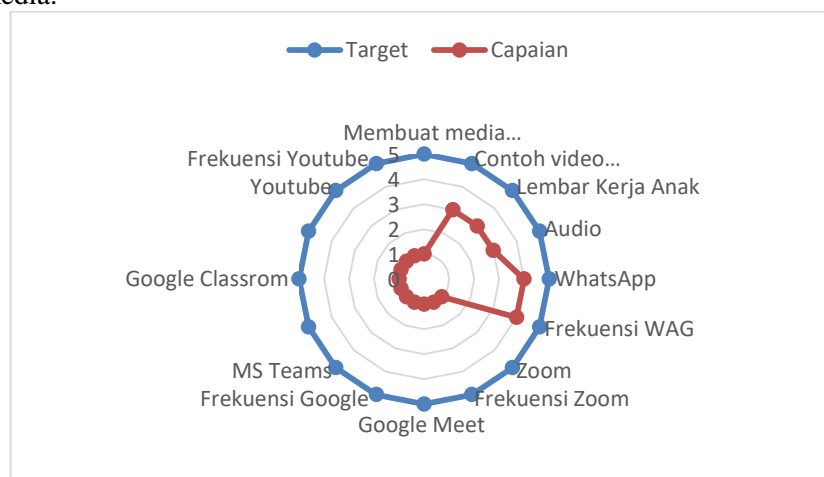

Figure 2. Online Media for Learning Arts

Parental Involvement

The involvement of parents in online learning includes taking learning materials to school, sending photos or videos of children's art learning processes at home, difficulties faced by parents in using technology for art learning, and offline learning assistance.

Table 23. Parents Take Learning Media

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	18	8.7	8.7	8.7
2.00	47	22.8	22.8	31.6
3.00	44	21.4	21.4	52.9
4.00	46	22.3	22.3	75.2
5.00	51	24.8	24.8	100.0
Total	206	100.0	100.0	

Parental participation in the form of willingness to take art learning media to school can be grouped into categories ALWAYS as much as 24.8%, often as much as 22.3%, SOMETIMES as much as 21.4%, rarely as much as 22.8%, and NEVER as much as 8.7%.

Table 24. Photos and videos of evidence of art learning

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	8	3.9	3.9	3.9
2.00	26	12.6	12.6	16.5
3.00	27	13.1	13.1	29.6
4.00	58	28.2	28.2	57.8
5.00	87	42.2	42.2	100.0
Total	206	100.0	100.0	

Parental participation in the form of sending photos and videos of the results of art learning to schools can be grouped into categories ALWAYS 42.2%, FREQUENTLY 28.2%, SOMETIMES as much as 13.1%, Rarely as much as 12.6%, and NEVER as much as 3.9%.

Table 25. Difficulties in designing online art lessons

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	15	7.3	7.3	7.3
2.00	41	19.9	19.9	27.2
3.00	106	51.5	51.5	78.6
4.00	33	16.0	16.0	94.7
5.00	11	5.3	5.3	100.0
Total	206	100.0	100.0	

Parents' difficulties in designing art learning via online can be grouped into categories ALWAYS as much as 5.3%, often as much as 16.03%, SOMETIMES as much as 51.5%, seldom as much as 19.9%, and NEVER as much as 7.3%.

Table 26. Difficulties in using technology for art learning

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	16	7.8	7.8	7.8
2.00	42	20.4	20.4	28.2
3.00	92	44.7	44.7	72.8
4.00	45	21.8	21.8	94.7
5.00	11	5.3	5.3	100.0
Total	206	100.0	100.0	

Difficulties in using technology for art learning can be grouped into categories ALWAYS as much as 5.3%, often as much as 21.8%, SOMETIME as much as 44.7%, rarely as much as 20.4%, and NEVER as much as 7.8%.

Table 27. Not sending proof of art learning

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	18	8.7	8.7	8.7
2.00	48	23.3	23.3	32.0
3.00	92	44.7	44.7	76.7
4.00	39	18.9	18.9	95.6
5.00	9	4.4	4.4	100.0
Total	206	100.0	100.0	

Parents who do not send proof of art learning can be grouped into categories ALWAYS as much as 4.4%, often as much as 18.9%, SOMETIMES as much as 44.7%, seldom as much as 23.3%, and NEVER as much as 8.7%.

Table 28. Learning art offline

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	22	10.7	10.7	10.7
2.00	39	18.9	18.9	29.6
3.00	56	27.2	27.2	56.8
4.00	56	27.2	27.2	84.0
5.00	33	16.0	16.0	100.0
Total	206	100.0	100.0	

Offline art learning can be grouped into categories ALWAYS as much as 16.0%, often as much as 27.2%, SOMETIME as much as 27.2%, seldom as much as 18.9%, and NEVER as much as 10.7%.

Conclusion: Parents actively participate in taking learning media to school and sending photos and videos of the learning process at home. Teachers have difficulty using technology for early childhood art learning, and prefer to use face-to-face learning.
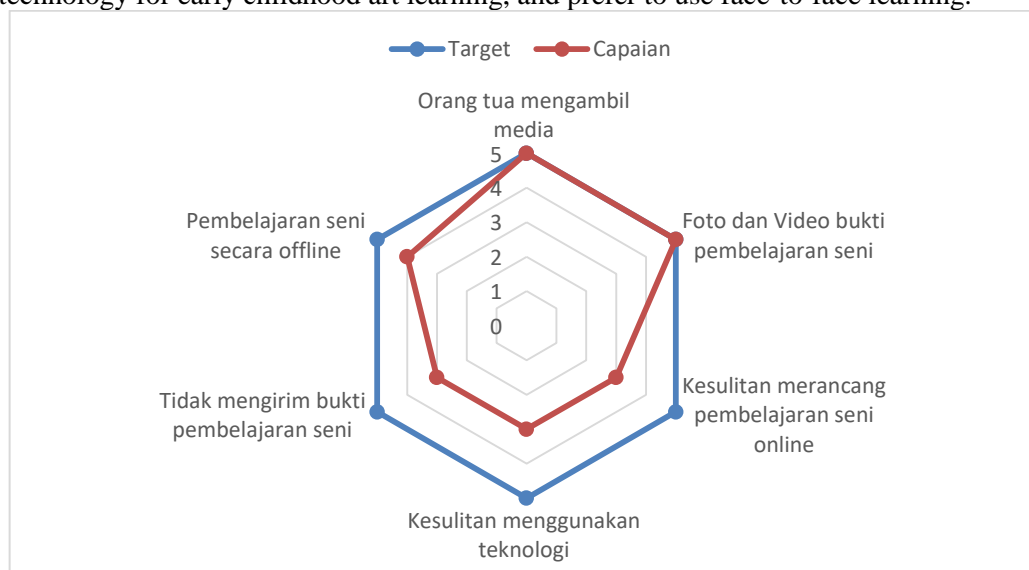

Figure 3. Parental Participation in Art Learning

Based on the qualitative analysis of Atlas.Ti, it was found that the assessment of art learning carried out by teachers was the result of work (166), observation (76), and performance (75). Parents of children prefer face-to-face learning rather than face-to-face. The reason is that face-to-face learning is more varied, flexible, and children are taught directly by the teacher, while face-to-face learning is constrained by the operation of information technology, networks that are not strong, and cannot optimally accompany their children. The hope in the new normal era is for children to return to school and carry out activities like pre-covid: free to do activities in public places and face-to-face learning. Art lessons in the new normal era that will be carried out by teachers are dance, music, and fine arts.

CONCLUSION

Teachers plan art lessons, create media, and implement them during the pandemic. However, the focus of learning is only on visual arts, while dance and music are not carried out. The online learning mode most often used by teachers and parents of children during the pandemic is WhatsApp. Meanwhile, audio media and children's worksheets are sometimes used. The practice of learning art during the pandemic is for parents to come to school to take LKA and the children do it in their respective homes. The results of the children's work are returned by the parents to the school when they take the next LKA assignment. The obstacle for the majority of parents in online learning is that they cannot operate communication tools such as mobile phones for video conferences, or the internet network is weak, or they do not have the tools to go online.

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