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Integration Life Skills Education In History Learning With Online Learning On The Covid-19 Pandemic (Case Study in SMA N 1 Boyolali)

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Abstract. Anderson and Krathwohl's overly rigid use of educational taxonomy led to life skills education having no clear fundamentals. This research aims to illustrate the integration of life skills in soft skills in historical learning during the Covid-19 pandemic at SMAN 1 Boyolali High School with a taxonomy of life skills education. This research is descriptive qualitative research with a case study approach. The data source in this study is obtained through interviews, observations, and documentation narrated into a sentence. Furthermore, the data source is analyzed interactively through data condensation, presentation, and conclusions. The results of this study are a detailed depiction of indicators of life skills education integrated by history teachers to improve students' soft skills. The newness in this study is the use of taxonomy of life skills education that is still not widely known by teachers and educational academics.

1. Introduction

Education is one of the main foundations in producing human resources with life skills. Based on the results of the PISA survey in measuring human resources in Indonesia, students' average reading, math, and science abilities in Indonesia are relatively low and worrying [1][2]. Therefore, revising the taxonomy is the answer to these results to improve the quality of education [3]. Revision of the taxonomy of Indonesia's education can be implemented by changing Bloom and Anderson's taxonomy to Anderson and Krathwohl's as Indonesia's answer to produce human resources with life skills. Anderson and Krathwohl's taxonomy in its implementation consist of two primary dimensions. The first basis of knowledge is structured as follows: 1) factual knowledge; 2) conceptual knowledge; 3) procedural knowledge; and 4) metacognitive knowledge; Meanwhile; the second basis, known as cognitive knowledge, consists of six levels of thinking, namely: 1) remember; 2) understand; 3) apply; 4) analyze; 5) evaluate; and 6) create [4][5]. The use of Anderson and Krathwohl's taxonomy at all levels of education in Indonesia tends to produce rigidity and result in educational goals that cannot be adequately achieved. In addition, the implementation of Anderson and Krathwohl's taxonomy during the Covid-19 pandemic also has not been carried out correctly yet [5].

The emergence of the Covid-19 virus that threatens physical and mental health can cause the decline of students' life skills in soft skills obtained at school [6][7][8][9]. The learning system in education, which was initially carried out offline or face-to-face, has

turned into online learning. The shift in learning has some negative impacts. One of them is students' passiveness in the learning process [10]. It happens because teachers easily understand the use of digital technology by integrating their technological knowledge, pedagogical knowledge, and content but not for students [11]. In addition, students need an adaptation process in using technological devices to access online learning applications [12][13][14]. Thus, schooling practices need to be reorganized and reshaped differently to address the widening digital divide [11].

Rearrangement adapted to the application of technology aims to avoid the degradation of soft skills that can overshadow students after graduating from school [15][16]. Broadly speaking, the success of online learning in Indonesia during the Covid-19 pandemic is determined by the readiness of technology that aligns with the national humanist curriculum supported by all stakeholders, including the Government, schools, teachers, parents, and the community [17][18]. It has been reinforced by several previous studies that the importance of inculcating life skills in soft skills through the integration of life skills education in the learning process at school [12][19][20][18][5]. The application aims to provide innovation in the learning process. Learning innovations can also positively transform students, especially their life skills, during the Covid-19 pandemic [21][22]. It is based on the importance of life skills as skills or abilities needed by individuals to achieve success in life [23].

The achievement of individuals' success begins with the success of self-formation and adapting positively following the times. Furthermore, life skills are useful psychosocial skills for individuals to adaptively and positively to overcome various problems and challenges appropriately and effectively through communication skills, critical thinking, collaboration, problem-solving, and creativity [24][25][26][27][28][29]. Thus, the application of the integration of life skills education becomes very important as part of lifelong learning that can be carried out in the learning process at school [30][31].

The integration of life skills education in learning in schools aims to overcome various challenges and problems such as smoking, sexual harassment, dropping out of school, pregnancy out of wedlock, suicide, and so on that arose before and during the Covid-19 pandemic [24][27][28][32][33][34]. It follows the placement of learning as a strategy that suits the needs and conditions of students, academic units, and regions [35]. One of the applications of life skills education in the learning process in schools can be carried out in history learning.

Learning history is one part of reconstructing the soft skills of students at school [36]. The skill-building should obtain as follows: 1) An understanding of history in viewing the development of the world. It aims to assist students in acquiring conceptual tools that enable them to understand the different types of issues created by history and how they can be tested (including knowledge of how we know, explain and define the past). 2) Disposition is used to generate arguments about a question, response, validity of a story, and truth. These arguments can later provide a variety of stories that may be different from what has been told. Thus, the importance of recognition according to people in the past who have in common what humans want in the present. It aims to produce people who are wise in dealing with their lives. 3) A picture of the past that allows students to

adjust themselves. Adjustment aims to help students to be able to place themselves in the present by looking at the past and opening up possibilities for the future [37].

The history learning at Senior High School 1 Boyolali is carried out using *WhatsApp*, *iSchool*, and *Zoom* applications to improve soft skills students' life skills. Various applications are beneficial for increasing student interaction related to soft skills in the learning process [38]. Broadly speaking, soft skills in life skills education consist of personal skills, interpersonal skills, and cognitive skills [39]. Thus, this study will use a taxonomy of life skills education to describe the indicators that develop these skills in history learning through the online system during the Covid-19 pandemic

2. Methods

This research used a qualitative research approach. Qualitative research consists of various methods covering interpretive and naturalistic approaches to the research subjects [40][41][42][43]. The methods of qualitative research are strategies to describe, overcome problems, and provide solutions related to educational issues that are urgent due to developing social problems [44]. This research method was an instrumental case study. An instrumental case study is a research that examines some instances to produce the latest theory used according to the times [40]. It is also a part of case studies, simplified according to research needs. The implementation of instrumental case studies generally has similarities with other kinds of case studies. A case study is carried out by exploring a growing context following the conceptual and pragmatic understanding experienced by the research subjects [42]. Furthermore, an instrumental case study is inseparable from the typical characteristics of qualitative research, namely, the data produced is descriptive. Descriptive data in qualitative research is generally written or oral words from the research subjects' behavior [45].

The primary data source in this research was obtained through three ways: interview and observation. First, the interview is the process of asking for one or more general and open questions from a researcher to the research subjects accompanied by recording the answer [44]. Open questions can allow research subjects to voice their experiences correctly without limitations by other people's perspectives [44]. The interview technique in this research was the One-on-One Interview approach. In this study, researchers used one-on-one interviews carried out with the Headmaster Principal, History Teachers, and the students of Senior High School 1 Boyolali. Furthermore, the addition of the students as the research subjects aimed at another source obtained from the previous interview process with the Headmaster Principal and History teachers of Senior High School 1 Boyolali. The one-on-one interviews were implemented online. The implementation of the interview process was expected to provide comfort for the research subjects not to hesitate in talking and sharing their experiences [44]. Secondly, observation collects open information directly by observing someone and placing it at the research location. Data collection through observation in qualitative research had several advantages. The advantages of the observation technique were recording information that occurred somewhere and studying the actual behavior of individuals [44]. This research used an observation technique carried out to determine the research title to be taken or written.

Based on the result of observation, it was known that life-skills education activities in Senior High School 1 Boyolali online were emphasized with soft skills. Third, the documentation in this research aimed to obtain document data in the research field. Qualitative research documents are generally in the form of text data sources or words [44]. The text data source provides language profits and word of research subjects, which usually pay their attention and uniqueness. Furthermore, the data was analyzed using interactive analysis. The interactive analysis is a data analysis based on the relationship between a fact with other facts composed of words and sentences obtained from several data sources such as interviews, observation, and document analysis is a variable that stands alone, but the existence complements each other.

3. Discussion

3.1. Personal skills

Personal skills are desires, capacities, and abilities possessed by an individual who develops through the education process [46][39]. Developing the soft skills in personal skills aimed to form a person who could adapt to the family and society in uncertain conditions. One of the unstable conditions was the emergence of the Covid-19 pandemic. It places personal skills as fundamental skills that must be fulfilled first. Personal skills in the life skills taxonomy consist of 4 indicators: self-regulation, self-awareness, emotional stability, and motivation [39]. First, Self-regulation is interpreted as the ability to manage thoughts, emotions, and actions appropriately by delaying satisfaction, increasing perseverance, self-discipline consciously to avoid impulsive attitudes to academic achievement interpreted through school research readiness [47][39][48]. Instilling self-regulation in the learning process must cover three components: a) behavior, is the use of knowledge and appropriate learning strategies; b) metacognitive, meaning feedback from student strategies and response; c) motivation, is a boost in the learning process [49]. Self-regulation became fundamental in education by instilling sub-indicators: self-control, grit, self-management, and conscientiousness [39]. 1) Self-control is a personality and characteristic that has become a willingness to acquire self-control through predetermined procedures [39][50]. Acquisition of self-control depends on one's perseverance to dare to identify patterns and causes through a signal to an event studied [51]. Self-control in this study was seen from the teachers' roles in building relationships with students through personal stories, jokes, and academic lessons that represented the community environment to teach how to control themselves against an event. Self-control in history learning was carried out by connecting Spanish flu pandemic events that had occurred in the past with the Covid-19 pandemic to produce the accuracy of self-control procedures. 2) According to Duckworth, in the scientific sense, grit was the psychological construction of individuals consisting of consistency of interest and persistent effort [52]. The research's persistence was measured by persistent effort and consistency through the desire and actions implemented by students to go through the struggling spirit that the predecessors or national heroes had carried out. The implementation was carried out by checking the students' bravery to ask and the students'

timeliness in online learning, which included the presence from the beginning to the end of learning, completeness of assignment collection, and organization of tasks (Teacher Interview). 3) Self-management is part of the behavioral control procedure that is instructional and systematic [50][53]. Placing and applying self-management awareness in classes can create a stable learning environment and follow the achieved goals. Instilling self-management in classes can be carried out by allowing students to play an active role and be responsible through control procedures that are actualized in group division [50][54][55]. Self-management in historical learning was carried out by providing students' freedom to play a personal and group role in the initial process until the end of teaching and learning activities. 4) Conscientiousness is a seriousness in achieving goals that begin with mature planning and not bias [56][57]. The importance of having a personality that puts forward accuracy can place individuals to avoid information bias or containing propaganda elements. Accuracy can be stimulated through discussion activities that prioritize accuracy in understanding and criticizing a controversial historical event (22). Conscientiousness in the history of the Covid-19 pandemic could also be seen from the compatibility and accuracy of the preparation of arguments during virtual discussions and when working on the assignments provided by historical teachers.

Second, Self-awareness is a belief and perception of an individual to complete tasks with the basis of success and failure of experience to achieve future goals [39]. Self-awareness will form hope that will be the basis for individual behavior. Self-awareness was born from the introduction of actual knowledge consisting of indicators, namely: confidence, self-esteem, self-efficacy, self-concept, locus of control [39][58][59][60]. 1) Self-confidence is a psychological nature that believes in themselves to succeed in getting what people want to achieve. Confidence is the basis for self-humanizing. Self-humanizing in the learning process was actualized with self-activity to ask, answer, and complete the task on time [61][62]. Confidence occurred when students' asked some questions, and it was assessed by the teacher when they dared on camera during online learning. In addition, the on-time submission of the tasks could increase students' confidence to keep their spirit in learning during the Covid-19 pandemic. 2) Self-esteem is interpreted as a gift from individuals or groups in return for the success achieved [63]. Self-esteem is also interpreted as an inherent process in individuals [64]. The importance of understanding self-esteem in the learning process is one of the critical steps of the teacher to encourage the existence of students. Historical teachers assessed self-esteem for history learning with absence before learning occurred to appreciate the students' presence. In addition, the implementation of self-esteem could be realized by praising the academic achievement students announced after learning activities had been completed and motivating students who had not obtained the expected results. 3) Self-efficacy is the nature of belief in its ability to face the sociocultural transition [65]. The successful implementation of self-efficacy could be observed through mastery and understanding of multidimensional, contextual, and conceptual material [65][66]. The self-efficacy in this study was done by facilitating students by providing them space to argue according to their abilities and experiences in their respective activities. It will later result in diverse

perspectives, especially in describing historical events during the historical learning process. 4) Self-concept is attitude and self-perception that functions as a benchmark for success [67]. Self-concept has an essential role as a mediation factor to facilitate other achievements [68]. The self-concept was carried out in the learning process by providing an overview of understanding based on the experience of historical figures or teachers to understand their self-concept naturally. Then, the students could compare or find their concepts when they behaved or made decisions to realize their respective goals in the learning process. 5) The locus of control consists of internal and external locus control. The application of the internal locus of control in the learning process is a form of individual belief in function and behavior as a self-strengthening representation. Meanwhile, the external locus of control in the learning process is an individual's perception of events that arise from other people's actions [69]. The locus of control in learning history was represented by administering stimulus in students before the learning process took place. The provision of the stimulus was in the form of issues that are currently viral on social media and the environment.

Third, Emotional stability, stress management, and coping. 1) Emotional stability is defined as the self-used individual setting to maintain self-regularity in achieving happiness [70]. Emotional stability in this study was seen from students' collaboration with other students by teachers to discuss in a group. The collaboration can provide experience in regulating students' emotional stability to appreciate other student opinions. Furthermore, the understanding of emotional disabilities is also followed by stress management. 2) Stress management is a technique and program designed by individuals to help prevent symptoms and handle stress faced [71]. The teacher needs to describe the introduction of stress management to avoid indifferent students to learning activities due to failure to regulate stress against a situation faced. Stress Management in this study was seen from the treatment of teachers in connecting learning materials with a healthy lifestyle and other experiences related to students' feelings. Stress management in its implementation required various efforts, one of which was coping. Coping is a conscious individual effort to minimize stress through events experienced by others as a reference in avoiding losses later on [72][73]. 3) Coping in this study was observed when the teachers as rich-experience educators told their experience. Then, the students were able to learn and take positive values of the teacher's experience that was still relevant to overcome the problem later.

Fourth, Motivation is interpreted as a vital encouragement of personal feelings to bring up new expectations to achieve a goal [74][39]. Giving motivation can be done in various ways, one of which is by understanding the importance of a process or effort rather than the results. Motivation consists of destination indicators, expectations, intrinsic and extrinsic motives. Goal determination is a plan that facilitates, monitor, and evaluate based on minimum structure or guidelines [75]. The application of objectives in history learning was carried out when teachers and students reached a joint agreement to achieve the learning objectives. So, setting goals became the core basis of learning before providing action by essential competencies and core competencies The expectation value is the sustainability process used to achieve a goal through high and low effort

expectations [76]. High-effort expectations are interpreted as an effort to produce something that exceeds the achievement standards. Meanwhile, low-effort expectations are interpreted as an effort only limited to achievement standards. The expectation value of history learning was carried out by giving students time to prepare themselves before giving and implementing assessment activities. In addition, historical teachers also provided additional or appreciation from their efforts by providing enrichment to passed students and giving remedial to students who have not been passed. Intrinsic and extrinsic motives. Intrinsic motives are intellectual fulfillment relating to pleasure and self-expression. Meanwhile, extrinsic motives are seen as intellectual fulfillment which aims to obtain awards [39]. Intrinsic and extrinsic motives on historical learning were carried out by facilitating students' freedom to actualize themselves in writing or verbally to obtain the expected results. One of the implementations of these freedoms was the students' involvement in making meetings through online learning platforms.

3.2. Interpersonal skills

Interpersonal skills are individual skills carried out through approaches and collaboration with people [77][39]. Interpersonal skills in education are integrated and imported through the school environment by connecting and getting used to the interaction between students with other students and groups of students. Interpersonal skills in the taxonomy of life skills consist of two leading indicators: approaches and collaboration (taking other people's perspectives) [39]. First, Approach is a perspective of an individual in the background of the emergence of the collaboration process. The introduction of approaches in teaching and learning activities began with a problem that must be completed together or group. The approach consisted of extraversion indicators, assertiveness, leadership, and trust [39]. a) Extraversion is a part of a person's individual consisting of positive aspects of friendship, warmth, joy, and emotions [39]. Extraversion in history learning was carried out when historical teachers provided strengthening at the end of learning about "*jas merah*" (never forget the history) or the importance of learning history. One reinforcement was replaced through historical material and studied by putting forward the spirit of unity and unity of the independence fighters in the past. This extraversion could prevent the emergence of selfish attitudes that could lead to students tend to be individualist. b) The assertiveness expresses the feeling of self-use to maintain and increase strengthening against a decision [78]. Firmness is part of leadership which is an essential factor in building self-integrity in others. The assertiveness of history learning was carried out with the timeliness of teachers in carrying out learning following the Lesson Plans (RPP). In addition, historical teachers reprimanded students who did not obey the school rules when online learning took place. c) Leadership is the ability to lead people involved in a group. Leadership values were taught in the historical learning process through giving trust in students by teachers to become chairman of the class, group leader, and so on. Leading in a group certainly required the trust of others [79][80]. Leadership can also be a stimulus with the introduction of hero values in every historical event facing, for example, General Sudirman's leadership in mobilizing the masses to face Dutch colonialism with guerrilla warfare. d) Trust is a decision to believe in others

through intentional processes accompanied by affection values [81]. Generally, the decision was born to accumulate personal and other people's perspectives. Trust in history learning was actualized when group representatives progressed the results of the discussion. In addition, it was observed when the teacher gave trust to take a class proven by absence before and after learning, then gave a task with a predetermined time.

Second, Collaboration and taking other people's perspectives are interpreted as social skills that aim to understand, appreciate, and respect the opinions of others [82][39]. Collaboration and taking other people's perspectives are essential bases to bring up virtual and authentic interactions. Collaboration and taking other people's perspectives consist of indicators, namely: prosocial behavior, agreeableness, social abilities, and empathy. 1) Prosocial behavior is an action that is always related to the community segment, one of which is a social group and generally benefits others [83]. Implementation of prosocial behavior in history learning was actualized when the learning process took place as part of the community's internalization of values and norms. Prosocial behavior was carried out by giving assignments to students to play an active role through youth organizations, which represent the values of the hero's struggle in the Covid-19 pandemic. 2) Agreeableness is a personality property implemented through positive behavior and not degrading others [84]. Individuals who behave positively, in general, have internalized and improved their social abilities. This increase in ability is obtained from individual participation in every school environment and the community environment. Hospitality in history learning occurred when teachers gave examples of manners' behavior, greet students, smile, and instill good prejudices. 3) Social ability is an individual's ability to understand social reality [85]. Student levels actualized social capabilities on history learning in achieving academic success and applying them to the community environment. One of them was obtained from pre-work assignments related to the community. During the Covid-19 pandemic, social ability was obtained by educating fellow friends or community environments to maintain environmental cleanliness. 4) Empathy is an emotional path that leads to actions or responses to the experience of others. Empathy consists of affective and cognitive empathy. Cognitively, empathy is taking other people's perspectives for conflict reduction. Meanwhile, affective empathy is understanding people who need love [86]. Empathy on history learning was carried out when the teacher as a facilitator did not discriminate or privileged completed students with those who experienced learning lag. In addition, historical teachers provided assignments for students to lighten the burden of citizens affected by the Covid-19 virus by contributing money or raising social funds in their environments.

3.3. Cognitive skills

Cognitive skills are skills related to numbers, language, and reasoning. Cognitive skills have the purpose of providing reasoning in resolving life problems logically and scientifically. The importance of ownership of cognitive skills in an individual is a driver of improving science and helpful technology for human life and the environment. Cognitive skills in the taxonomy of life skills consist of sub-variables, namely verbal skills, numerical skills, executive functions and openness, play, creative [39]. First,

Verbal skills are the composition of the skills needed by students to support the ability to understand, listen, read, and compile the syntax in speaking and writing [39]. The mastery of verbal skills for an individual is an absolute thing to understand the reality that occurs in the community. Verbal skills consist of indicators, namely: speaking, language, and literacy [39]. 1) Speaking is a storytelling skill that starts from compiling a word into a sentence and is delivered verbally [87]. Speaking has relationships interrelated by reading and language in compiling words and sentences in comprehensive [88]. Speaking skills in history learning were actualized by students through the courage to ask and respond to the material presented by the teacher. In addition, teachers and students concluded controversial material to draw the correct meeting point. 2) Language is the ability to understand, compile, and cite words and sentences [89][90]. Language ability is one of the components of literacy constituents that can be improved by reviewing research reports and articles (59). Language skills in learning history were gotten when teachers delivered learning material attractively and efficiently understood by students. It was reinforced when students were interested in asking and exchanging opinions during the learning process. 3) Literacy is the ability to process information obtained from listening, reading, speaking, writing, counting, and solving problems processes [23][91][88][90][92][93]. Increasing student literacy capabilities can improve teaching quality through oral and language skills [94][23][89][87][91][88]. Teachers actualized literacy capabilities in history learning by giving assignments to students with different themes. Thus, students would be moved to find and process the suitable sources for use in the task.

Second, Numerical skills are interpreted as the ability to raise, compare, and apply the concept of counting [39]. Numerical skills are beneficial for the self-reasoning of an individual in solving the problems faced. Numerical skills consist of several indicators: counting, early concepts, and other skills [39]. 1) Calculating is the ability to process numerical data and process the basis of probability [95]. Calculating skill mastery is a basic need that must be fulfilled for every individual in daily life. The success of calculations is very dependent on the basic concept of probability as initial knowledge that is the necessity of individuals to be controlled [96]. The teacher taught the calculating ability in history learning with the basic concept of chronological numbers to facilitate understanding historical writing periodization. 2) The early concept is cardinality principles as the initial pillar of understanding non-verbal skills [96]. The initial concept is the first step in understanding a problem that appears in daily life. The teacher carried out the initial concept in history learning by introducing and understanding past events. The events can give birth to a new concept or initial concept of the relationship of past events with current events later.

Third, Active implementation, openness, skills to play roles, and creativity in its implementation have linkages between each other. Active implementation is a series of cognitive process planning that initiates individual behavior under the real purpose. The activity will later have an impact on the recognition of self-existence. The active implementation consists of several indicators: working memory, inhibiting control, and interconnecting [39]. 1) Working memory is one of the cognitive intelligence used to

choose and accommodate temporary information [97]. The working memory on history learning was conducted by the teacher by providing the latest and up-to-date information relating to learning material to foster a temporary perspective of students to an event. Furthermore, working memory resulted in the conclusion from the diversity of students' perspectives to the misuse of historical information through an agreement with the teacher. 2) Inhibitory control is the cognitive process to inhibit the impulse to divert attention [98]. The inhibition aims to avoid spontaneous actions against a problem, not to cause or even to make a problem. Inhibiting control in historical learning was carried out by the teacher by providing examples of behavior applied when faced a situation that had a link in the past to become learning and actions inhibitors in achieving positive actions. 3) Distraction is a shift of attention towards something relevant to apply [98]. It aimed to provide efficiency of actions in resolving a problem faced. Distraction on historical research was conducted by teachers through paying attention to students who experienced learning delays or failed to obtain learning completeness to prepare themselves as early as possible before the examination.

Fourth, Openness, role and creativity skills are interrelated skills [39]. These skills in this research were observed as follows: 1) Openness is the ability to absorb information according to its role [39]. Openness was done when historical teachers submitted a lesson plan that was implemented openly and was willing to respond honestly to students' questions. In addition, students also submitted complaints about learning methods applied by teachers by giving criticism and suggestions. The openness can later provide constructive input to improve learning activities in the future. 2) Role skills are communication skills that adhere to the involvement of someone individual in a group or environment [39]. Skills played a role in history learning when teachers became facilitators in the learning process following the lesson plans that referred to the independent learning curriculum. In addition, the involvement of the students' roles in completing group assignments provided by the teacher during learning and after the learning process. 3) Creativity is a skill and openness to create new ideas conceptualized in playing a role [39]. Creativity originated from convergent thinking, leading to a single perspective being divergent, leading to multi-perspective in creating innovation [99][26][39]. Creativity is also defined as a process done by trying, creating, and evaluating new ideas [100]. The need for teachers increases the standardization of learning to increase student creativity which is reduced [101]. Developing creativity can be carried out if a balance between teaching skills, understanding, freedom of innovation, and risk-taking [102]. Historical teachers actualized creativity in history learning by creating the HOTS-standard questions to assess the learning process.

4. Conclusions

The emergence of the Covid-19 pandemic has had a significant impact, especially in the field of education. The learning system that starts with direct learning becomes an online or indirect learning system. Therefore, resulting in a decrease in students' hard skills and soft skills. Various efforts have been made by several educational institutions, one of which is SMA N 1 Boyolali. One substantial attempt is to improve students' soft

skills through the integration of life skills education in learning. The process of integrating life education in this research is applied to history learning. The application refers to history as part of social science to improve students' soft skills. In this study, the researcher describes in detail the indicators of an integrated taxonomy of life skills education in history learning. Furthermore, this research allows it to be a reference for other research that requires a taxonomy of life skills education in outlining students' soft skills during the Covid-19 pandemic.

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