A FRAMEWORK IN ONLINE LEARNING PROCESS: A GUIDE TO EDUCATIONAL TEACHING DURING COVID 19 PANDEMIC

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Abstract:

Education is a continuous process of learning and it is a pinnacle of life attitude and a vision of every individual. It analyses the framework of online learning process and improvement guide during Covid 19 pandemic situation. It provides progress in work online learning process and level. The study aims to identify the different frameworks in online learning through implementation of teaching, delivery mode of teaching, support, and school system process as guide to educational system during Covid 19 pandemic. The study employs the application and benefit of Virtual Reality Design (VRD) because it possesses potential application in online learning process in education with systematic existence of design that displays the purpose of learning process and is considered as high-end design of research which is relevant to the study process. The study comprised Two Hundred Sixty Nine (269) from the professional lecturers and teachers in the different continents from Asia, Middle East, Africa, Australia, Europe, and United States

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of America. Random sampling technique is utilised in the study. Results of the study show an establish proper schedule of students in their regular classes during the period of Covid 19 pandemic and develop proper strategy in teaching during their lecture hours and provide focus to support students in their learning process and undertake initiatives despite of the limited resources in online teaching, identify the means of delivery mode of teaching based on the needs of students in their learning process, support students in their new modality of instruction in their online classes that boost their learning potential ability, and school provides guidelines for the online learning of student tools during Covid 19 pandemic to ensure better education.

Keywords: framework in online learning process, online learning, guide to educational teaching, Covid 19 pandemic, implementation of teaching process, delivery mode of teaching, support in the learning process, and school system process

1. Introduction

Education is a continuous process of learning and it is a pinnacle of life attitude and a vision of every individual. It distinguishes the learning process literally in life. It provides creativity and knowledge. It will lead to thinking process. Every individual struggles in order to gain knowledge. It analyses the framework of online learning process and improvement guide during Covid 19 pandemic situation. It provides progress in work online learning process and level. It is an approach-based alternative for learning due to inevitable worldwide pandemic. It is a framework designed for the online learning process and integration. The process indicates the learning in their continuous education through discussion, curriculum, and facilitation of online classes in the competency attainment of students setting, Hilliger, Aguirre, Miranda, Celis, & Pérez-Sanagustín, (2020, March). On the other hand, learning enhancement needs collaboration from the multi-media technology and application to reach students because of Covid 19 pandemic. The technology in the online learning application relies on the capability of the connection during online classes. It is framework designed for the online learning process of students, Tawafak, Romli, bin Abdullah Arshah, & Malik, (2020).

Furthermore, the importance framework of online learning process is given emphasis to attain a better quality of education despite Covid 19 pandemic. It shows professional impact development on the framework of online learning process through alternative learning based. It tends to consider the belief of teachers how to influence online classes in adoption to the framework of learning process enhancement. It offers to explain how the framework is being done in the online process as guide to educational system in times of crises and in the current situation now in the world. It creates a framework of system in the learning process of education, context, and self, Voet, & De Wever, (2019). Besides, the education positions the emphasis and increase of soft skills and development of students learning online through effort of the lecturers' examples

and development. It provides critically to think on the awareness of ethics in the learning process of students, Rebele, & Pierre, (2019).

Moreover, framework in online learning process is an aspect of model pedagogy that focuses on integration of online education and application, Picciano, (2017). It supports in online learning process development and implementation decision making effective responses to education during Covid 19 crises and pandemic. It measures the disruption of online base education in school and in different countries in the globe. It is the privileged to protect the effective learning and strategy during the pandemic period that cause to the loss of students learning. Framework organises the plans and development of the continuous educational system through facilitation of modalities alternative of learning during social distancing brought by Covid 19 pandemic. A framework covers the different plans and alternatives based on the needs and assessment emerging to online learning process. It identifies the salient needs and implementations to address the framework in online learning process plans and challenges. It provides guide and describes challenges encountered by the educational system to deepen the alternative modality in online learning process of students, Reimers, & Schleicher, (2020).

Consequently, interaction in online learning is very crucial in the process from changing the current educational system due to pandemic crises where abrupt is needed to address the problem to continue the education of students' learning process. It derives from the process of encouragement among educational institutions and actions to utilise the store knowledge in addressing the issue of Covid 19 pandemic in relation to the educational system. Students are the center of learning process and involve in skills and thinking critically to stimulate in the educational system which recognise the skills and knowledge at present. Students' engagement in the learning atmosphere supports the high caliber order of activity thinking during the online learning process due to Covid 19 pandemic crises. It is an effective approach to students in the development and guidance of their critical skills and knowledge. Due to the technology, learning process is possible where they can reach students to where they are. It may also be impossible to ascertain students in the access of environment learning and support development on their skills considering the individual differences in their domain of learning. Mallillin, (2020) examines the various domains in the academic performance and learning of students in terms of skills in learning, attitude, learning process, and their academic performance achievement. Certainly, students may think and interact in the use of technology in the institution of learning during their learning online classes. It is a platform online where students are trained and interact in the process of their online learning. Hence, interaction to online learning promotes the skills of students to think and to develop their thinking critically. It is a theory-based design and framework method of online learning process in the interaction of thinking pedagogy of students, Hussin, Harun, & Shukor, (2019).

Undoubtedly, online learning process in the educational system requires design and instructional approach to the transformation in education. It characterises the flexibility advancement of the learners in the extensive usage of digital advance technology to equip better learning outcome enhancement of students. It features the

method of social distancing between students and teachers to avoid the contamination of the virus in the present Covid 19 pandemic. Different digital advance technologies are utilised in the online classes to bridge the social distancing interaction communication and highlights the techniques and strategies in the online learning process. It outlines the framework of students learning. It is structured and well-created dynamic and interactive process outlines for students' program during Covid 19 pandemic lesson. It explores aspects in multi-dimension during online learning process involvement and interactions among students. It produces framework to assist the lecturers or tutors' development of instruction designs and materials in online learning process for effective online lesson among students, Vlachopoulos, & Makri, (2019).

According to Mallillin, Carag, Mallillin, & Laurel, (2020) knowledge integration of online classes influenced the lecturers in the subject they taught through various technology advancement in teaching with professional belief that focused on learning atmosphere of students. Online learning process identifies the problems in learning knowledge and integration enhancement. The authors assess the impact of the behavior and attitude of student in the knowledge integration during their online classes. They emphasised that most critical problems in online learning is the internet connection and internet devices that are slow and weak which affect the process of learning of students due to many Wi-Fi connectors and users which resulted to poor satellite transmission during online classes. Programs in online virtual learning affect also the learning process and destruction of their learning enhancement. Students struggle from the traditional classroom setting of learning to online learning setting adjustment.

2. Research Question

What are the frameworks in online learning process during the Covid 19 pandemic in terms of
   a. implementation of teaching process,
   b. delivery mode of teaching,
   c. support in the learning process, and
   d. school system process?

3. Theoretical Framework

The research is anchored in "Online Education Framework and Theories: Seeking Model Integration" as cited by Picciano, (2017) as these theories focus on three models of multimodal online education in terms of learning, behaviorism, social constructivism, and cognitivism. It examines the framework theory on the pedagogical aspect in online learning process in education. Theories in learning explain and help understands how students are learnt during the process of knowledge inculcation. It provides several disciplines in the course of the process of learning.

Furthermore, behaviorism focuses and implies how individual behaves. It evolves in a positive way on the effect and cause of the learning process. Hence, cognitivism is a reaction considered as rigid training in response predictive stimulus. It is a concept of promotion and mind setting in learning to focus between the lecturer and students. It is an artificial intelligence and analysis of instruction while social constructivism possesses the different role in education theories which explain and describe the learning teaching process of interactive phenomena between the lecturers and students.

4. Research Design

The study employs the application and benefit of Virtual Reality Design (VRD) in different situation in the framework of online learning process as to implementation of teaching process, delivery mode of teaching, support in the learning process, and school system process. It possesses potential application in online learning process in education with systematic existence of design that displays the purpose of learning process and is considered as high-end design of research which is relevant to the study process. It is the application of education learning process of Virtual Reality Design (VRD) acquired in extracting information keys in learning using manual methods, semi-automatic, inclusion, and exclusion system. It also emphasises the three areas of domains in learning as to content learning, elements of Virtual Reality Design, and theories of learning based. It maps the conduct between the domain application and content learning design and elements. It guides and assists the learning outcome development gap application. It evaluates the learning process of the online teaching Virtual Reality Design applications that focus on the apps of learning outcome in actual teaching. It indicates various domains in technology reception of discipline in online learning process framework of education, Radianti, Majchrzak, Fromm, & Wohlgenannt, (2020).

4.1 Research Subject
The subjects of the study are the professional teachers and lecturers from the different continents in the world namely: Asia, Middle East, Africa, Australia, Europe, and United States of America. The respondents are exposed to online teaching which they have knowledge on the subject under study. The study comprised two hundred sixty nine (269) respondents. It influences the lecturers focus in online learning process and advances the applicability and understanding on the digital context application, Jensen, Price, & Roxå, (2020).

4.2 Sampling Techniques
Random sampling technique is utilised in the study. The researchers forwarded the set of questionnaires randomly among the different lecturers and teachers in the selected different continents of the world until it reaches the number of population set in the study. It is a part of technique to have same distribution of probability of the respondents. All the respondents' subset carries the same privilege as a sampling process. It provides

in assessing the framework in online learning process as guide to educational system during the Covid 19 pandemic. It platforms the online classes as major challenge to both lecturers and students due to limited access and technology devices during the process of learning, Owusu-Fordjour, Koomson, & Hanson, (2020).

4.3 Research Instruments

A. Online learning on the implementation of teaching process

4.20-5.00	Strongly Agree	Implementation of teaching process is highly observed
3.40-4.19	Agree	Implementation of teaching process is observed
2.60-3.39	Neutral	Implementation of teaching process is moderately observed
1.80-2.59	Disagree	Implementation of teaching process is not observed
1.00-1.79	Strongly Disagree	Implementation of teaching process is never observed at all

B. Online learning process on delivery mode of teaching

4.20-5.00	Strongly Agree	Delivery mode of teaching process is highly observed
3.40-4.19	Agree	Delivery mode of teaching process is observed
2.60-3.39	Neutral	Delivery mode of teaching process is moderately observed
1.80-2.59	Disagree	Delivery mode of teaching process is not observed
1.00-1.79	Strongly Disagree	Delivery mode of teaching process is never observed at all

C. Online support in the learning process

4.20-5.00	Strongly Agree	Support in the learning process is highly observed
3.40-4.19	Agree	Support in the learning process is observed
2.60-3.39	Neutral	Support in the learning process is moderately observed
1.80-2.59	Disagree	Support in the learning process is not observed
1.00-1.79	Strongly Disagree	Support in the learning process is never observed at all

D. Online learning process on school system

4.20-5.00	Strongly Agree	School system process is highly observed
3.40-4.19	Agree	School system process is observed
2.60-3.39	Neutral	School system process is moderately observed
1.80-2.59	Disagree	School system process is not observed
1.00-1.79	Strongly Disagree	School system process is never observed at all

5. Results

Table 1: Framework in online learning process on implementation of teaching process

Indicators	WM	I	R
1. Establish a committee who is responsible for the development and implementation in the teaching process during the Covid 19 pandemic.	4.61	SA	5
2. Establish proper schedule of students in their regular classes during the period of Covid 19 pandemic.	4.66	SA	1.5
3. Develop proper strategy in teaching during their lecture hours and provide focus to support students in their learning process and undertake initiatives despite of the limited resources in online teaching if any.	4.66	SA	1.5

	WM	I	R
4. Establish necessary mechanism in helping students in their learning process during their online classes.	4.63	SA	3
5. Implement and observe discipline for students to be participative during the online classes.	4.62	SA	4
Average Weighted Mean	4.64	SA	

Table 1 presents the weighted mean and the corresponding interpretation on the framework in online learning process on implementation of teaching process.

As observed in the table, Rank 1 is shared by the two indicators which are "Establish proper schedule of students in their regular classes during the period of Covid 19 pandemic" and "Develop proper strategy in teaching during their lecture hours and provide focus to support students in their learning process and undertake initiatives despite of the limited resources in online teaching if any" (WM=4.66) Strongly Agree, rank 2 is "Establish necessary mechanism in helping students in their learning process during their online classes" (WM=4.63) Strongly Agree, rank 3 is "Implement and observe discipline for students to be participative during the online classes", and the least in rank is "Establish a committee who is responsible for the development and implementation in the teaching process during the Covid 19 pandemic" (WM=4.61) Strongly Agree. The overall (AWM=4.64) Strongly Agree, which means that implementation on the teaching process is highly observed.

Table 2: Framework in online learning process on delivery mode of teaching

Indicators	WM	I	R
1. Identify the means of delivery mode of teaching based on the needs of students in their learning process.	4.66	SA	1
2. Provide creativity and versatility for interaction and opportunity among students through resources and device connectivity.	4.58	SA	2
3. Define clearly the support for students learning in online classes through direct instruction and self-direct learning when needed.	4.51	SA	4.5
4. Create delivery mode of teaching through website for the learning process of students about the subjects, strategies, activities and other resources for teaching.	4.51	SA	4.5
5. Develop alternative of learning delivery though TV programs, podcast, radio broadcast, learning pockets, and other digital form of learning among students.	4.46	SA	5
Average Weighted Mean	4.54	SA	

Table 2 presents the weighted mean and the corresponding interpretation on the framework of online learning process on delivery mode of teaching among the respondents.

It revealed that rank 1 is "Identify the means of delivery mode of teaching based on the needs of students in their learning process" (WM=4.66) Strongly Agree, rank 2 is "Provide creativity and versatility for interaction and opportunity among students through resources and device connectivity" (WM=4.58) Strongly Agree, rank 3 is shared by the two indicators which are "Define clearly the support for students learning in online classes through direct instruction and self-direct learning when needed" and "Create delivery mode of teaching through website for the learning process of students

about the subjects, strategies, activities and other resources for teaching" (WM-4.51) Strongly Agree, and the least in rank is "Develop alternative of learning delivery though TV programs, podcast, radio broadcast, learning pockets, and other digital form of learning among students" (WM=4.46) Strongly Agree. The overall (AWM=4.54) Strongly Agree, which means that framework in online process on delivery mode of teaching is highly observed.

Table 3: Framework in online learning process on support among the respondents

Indicators	WM	I	R
1. Ensure and implement support adequately among students during their learning process online.	4.60	SA	2.5
2. Enhance proper communication and collaboration among students to foster learning process and their well-being.	4.60	SA	2.5
3. Support the students in their new modality of instruction in their online classes that boost their learning potential and ability.	4.65	SA	1
4. Enhance and orchestrate the process of essential learning during online classes in terms of attention, emotion, and inhibition regulation in their learning process.	4.50	SA	5
5. Integrate the different domains of learning in their online classes as support in the students' learning process.	4.54	SA	4
Average Weighted Mean	4.58	SA	

Table 3 presents the weighted mean and the corresponding interpretation of the framework of online learning process on support among the respondents.

It is noted that rank 1 is "Support the students in their new modality of instruction in their online classes that boost their learning potential and ability" (WM=4.65) Strongly Agree, rank 2 is shared by the two indicators which are "Ensure and implement support adequately among students during their learning process online" and "Enhance proper communication and collaboration among students to foster learning process and their well-being" (WM=4.60) Strongly Agree, rank 3 is "Integrate the different domains of learning in their online classes as support in the students' learning process" (WM=4.54) Strongly Agree, and the least in rank is "Enhance and orchestrate the process of essential learning during online classes in terms of attention, emotion, and inhibition regulation in their learning process" (WM=4.50) Strongly Agree. The overall (AWM=4.58) Strongly Agree, which means that framework of online learning process on support among the respondents is highly observed.

Table 4: Framework in online learning process on school system

Indicators	WM	I	R
1. School develops a system of online learning for students that can be access through the help of technology.	4.60	SA	4
2. School provides guidelines for the online learning of student tools during Covid 19 pandemic to ensure their better education.	4.70	SA	1
3. School has a system in the network being used during online lesson of students' modalities and deliveries of their learning process.	4.57	SA	5

4. Develop a communication plan among students to ensure that learning online reach the students.	4.62	SA	2.5
5. Ensure that students are properly monitored among their teachers as support and execution in the online process and strategy during the Covid 19 pandemic.	4.62	SA	2.5
Average Weighted Mean	4.62	SA	

Table 4 presents the weighted mean and the corresponding interpretation on the framework in online learning process on school system among the respondents.

As shown in the table rank 1 is "School provides guidelines for the online learning of student tools during Covid 19 pandemic to ensure their better education" (WM=4.70) Strongly Agree, rank 2 is shared by the two indicators which are "Develop a communication plan among students to ensure that learning online reach the students" and "Ensure that students are properly monitored among their teachers as support and execution in the online process and strategy during the Covid 19 pandemic" (WM=4.62) Strongly Agree, rank 3 is" School develops a system of online learning for students that can be access through the help of technology" (WM=4.60) Strongly Agree, and the least in rank is "School has a system in the network being used during online lesson of students' modalities and deliveries of their learning process" (WM=4.57) Strongly Agree. The overall (AWM=4.62) Strongly Agree, which means that framework in online learning process on school system among the respondents is highly observed.

6. Discussion

Online learning is an alternative way of teaching and as a replacement of traditional classroom setting due to Covid 19 pandemic. This is the initiative of the different educational institutions to have a smooth flow of learning. It is a trend and experience to explore in online learning and how the role change into teaching. It focuses on the various strategies and instructional techniques and principles in online learning process as to instructional design in teaching, delivery effectiveness on instruction information online, provide adequate support for students, teaching staff and lecturers, improve the depth of learning, and deal with contingency of unexpected platform in online learning process, Bao, (2020). This is based on Covid 19 pandemic system designed by educational institution worldwide. It implies the learning online pedagogy knowledge and content in the organisation of distinctive environment of learning experiences that will help in the digital technology of teaching to cognitive, social, and facilities, Rapanta, Botturi, Goodyear, Guàrdia, & Koole, (2020).

On the other hand, results in the framework of online in the implementation of teaching process show an establish proper schedule of students in their regular classes during the period of Covid 19 pandemic which is important for the learning process and develop proper strategy in teaching during their lecture hours and provide focus to support students in their learning process and undertake initiative despite of the limited resources in online teaching. This has been proven by Carag, (2020) in his study on pedagogical approaches used by teachers in teaching MAPEH in the Division of

Tuguegarao City, published at the International Journal of Psychosocial Rehabilitation. He stressed the usage of multiple pedagogical innovative approaches to learning that fits to the capacity of students which imbibes the global technology collaboration with the learning process in the success of teaching. There is a need to establish necessary mechanism in helping students in their learning process during their online classes because of their adjustment to new learning environment. It shows proper implementation and proper observance of discipline for students to be participative during the online classes, hence, learning is a two way process since it highlights the adoption and implication of the procedure in online learning process, Celardo, & Everett, (2020). In addition to online learning, it establishes a committee who is responsible for the development and implementation in the teaching process during the Covid 19 pandemic. The educational institutions provide initiatives on the development of the curriculum used in online learning process which does not require presence physically in teaching, González-González, Infante-Moro, & Infante-Moro, (2020). Indeed, online learning process keeps the urgency of the development support of technology that leads to digital era of teaching process. Online learning must be flexible anytime and anywhere since learning is done during Covid 19 outbreak pandemic. It is a step in applying learning online process for both lecturers, teachers, and students which benefits the limitation of teaching learning, Verawardina, et. al., (2020).

Furthermore, results on the framework in online process on delivery mode of teaching identify the needs of learning where students are the center of instruction, provide creativity and versatility interaction and opportunity through resources and device connectivity like the advance technology of internet where it is vital to learning process, define clearly the support for students learning in online classes through direct instruction and self-direct learning when needed and where proper guidance are given for the learning and create delivery mode of teaching through website for learning process on subjects, strategies, activities, and other resources for teaching though Covid 19 pandemic rage education still continues to roll and to develop alternative learning delivery through TV programs, podcast, radio broadcast, learning pockets, and other digital form of learning. Teachers and students are both facing various challenges in the delivery mode of teaching due to unprepared crises brought by Covid 19 pandemic. Most students are not ready because of the many issues in online crises and not ready for synchronise delivery mode of teaching, Pastor, (2020). Though several researches published on the effectiveness of course mode delivery online, students have a difficulty in adjusting the classroom setting to online teaching and the interaction is different, Sellnow-Richmond, Strawser, & Sellnow, (2020). Therefore, proper motivation must be given emphasis in the regulation techniques and strategies in the classroom online learning. It examines the influences of the academic level of students' online learning delivery mode of teaching, Yun, Park, Kim, Jung, & Yoon, (2020).

Similarly, the framework in online learning process on support among respondents' reveals the support given to students in their new modality of instruction in their online classes that boost the learning potential and ability which is important in

the learning process. Once students know that proper support are given than they have the will to excel in their studies. They are guided properly in their leaning process online, ensure and implement support adequately during online learning process. This is the support given by the lecturers because they know the impact of support adequacy among online classes. They ensure to enhance proper communication and collaboration to foster learning process and their well-being during the crises of Covid 19 pandemic. They monitor the students' performance on their activities and tasks that need to be accomplished during online classes. They see to it that all activities are done in accordance with the objectives set during online classes. They also integrate the different domains of learning in online classes as support in students' learning process. The different domain of learning can help students attain better performance in their academics through online process of learning, Mallillin, (2020). It also reveals that they enhance and orchestrate the process of essential learning during online classes in terms of attention, emotion, and inhibition regulation. Students are the center of learning and therefore consider their situation in the learning process to equip quality of teaching. Framework in online learning process describes the ability of students who are engaged effectively in the different domain of learning online support and behavior. It engages in online support on their program and modules. It identifies the different support and framework in online learning process, Borup, Graham, West, Archambault, & Spring, (2020). A self-regulated online learning predicts and provides better academic performance of students. It is important to regulate in emerging the setting of online learning. It supports and develops transformation on the analysis of critical learning of students' improvement, Viberg, Khalil, & Baars, (2020, March).

Comparatively, result on the framework in online learning process on school system shows that school provides guideline for online learning of student to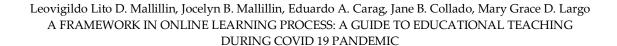ols during Covid 19 pandemic to ensure better education. Programs, curriculum, and systems are provided from the shifting of classroom setting to online setting. It is needed for the pursuit of continues educational learning of students. It also shows that school develop a communication plan to ensure that learning online reach students and ensure they are properly monitored among their teachers as support and execution in the online process and strategy during Covid 19 pandemic. This is through the help of technology internet connection and other tools needed for the online learning process. School develops a system of online learning that can be accessed through the help of technology and WiFi. Ensure that connections are ready from the time of online classes. School has a system in the network being used during online lesson of students' modalities and deliveries of their learning process. It provides system to continue the process of education in online learning despite Covid 19 pandemic as alternative of face to face teaching. They also provide portal learning as alternative to teaching like Microsoft team, zoom, and google meet in education online classes, Basilaia, & Kvavadze, (2020). The unpreparedness of students and teachers in online become an issue among school institution in the learning process especially on the method of teaching and the materials to be given among students. The students are dependent to technology digital content. This is not optimistic

to their learning process. The school provides ways and means that online learning will be addressed to have a positive result of learning, Rabiman, Nurtanto, & Kholifah, (2020).

7. Conclusion

1) Framework in online learning process on implementation of teaching process shows to establish proper schedule of students in their regular classes during the period of Covid 19 pandemic and develop proper strategy in teaching during their lecture hours and provide focus to support students in their learning process and undertake initiatives despite of the limited resources in online teaching

2) Framework in online learning process on delivery mode of teaching shows to identify the means of delivery mode of teaching based on the needs of students in their learning process.

3) Framework in online learning process shows to support students in their new modality of instruction in their online classes that boost their learning potential and ability.

4) Framework in online learning process on school system shows that school provides guideline for the online learning of student tools during Covid 19 pandemic to ensure better education.

7.1 Implication

1) Establish committee who is responsible for the development and implementation in the teaching process during the Covid 19 pandemic to ensure that curriculum is based on the needs of students in terms of instruction and delivery mode in online learning process.

2) Define support clearly for student learning in online classes through instruction and self-direct learning and create a delivery mode of teaching through website for the learning process of student about their modules and subjects, strategies, activities, and other resources of teaching.

3) Enhance and orchestrate the process of essential learning during online classes in terms of attention, emotion, and inhibition regulation.

4) School must have a system in the network being used during online lesson of students' modalities and deliveries of their learning process.

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