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## IIER new submission: Usman

1 pesan

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**Jarjani PBI FTK** <jarjani@ar-raniry.ac.id>  
Kepada: editor@iier.org.au

25 Maret 2022 17.22

Dear Editor,

I submit my original, unpublished article entitled: "When Online Learning and Cultural Values Intersect: Indonesian EFL Students' Voices," to be considered for publishing in the journal of Issues in Educational Research. This article investigated the influence of local culture on online learning in higher education in Indonesia.

I am looking forward to hearing from you soon.

Best regards,

**Jarjani Usman, PhD**

Faculty of Education and Teacher Training,  
Universitas Islam Negeri Ar-Raniry  
Darussalam 23111, Banda Aceh, Indonesia  
Scopus ID: 57215845846  
ORCID ID: 0000-0002-3312-5825  
WOS ID: ABF-3647-2020



**When Online Learning and Cultural Values Intersect .doc**  
137K

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**Re: [Editor] IIER new submission: Usman (#159)**

1 pesan

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**Roger Atkinson** <rjatkenson@bigpond.com>  
Kepada: Jarjani PBI FTK <jarjani@ar-raniry.ac.id>  
Cc: editor@iier.org.au

25 Maret 2022 22.58

Hello Dr Usman and colleagues,

Thank you very much. We acknowledge receipt of your submission to IIER.

Date: 25/3/22

Title: When Online Learning and Cultural Values Intersect: Indonesian EFL Students' Voices

Authors: Jarjani Usman (corres author) (Universitas Islam Negeri Ar-Raniry, Indonesia), Zamzami Zainuddin (University of Malaya, Malaysia), Teuku Zulfikar (Universitas Islam Negeri Ar-Raniry, Indonesia), Dorine Lugendo (Maseno University, Kenya), Zulkarnaini (Universitas Abulyatama, Indonesia), Yusri Yusuf (Universitas Syiah Kuala, Indonesia)

Original filename: When Online Learning and Cultural Values Intersect .doc

File reading check: No problems.

We will place your submission into IIER's review process and in due course advise you on the outcome. Review times may vary from 2-4 weeks to 2-4 months, depending upon an initial assessment by IIER Editorial staff.

\* Initial assessment: May lead to advice from IIER Editorial staff about reasons for not accepting, and giving suggestions about how to improve for another journal (2-4 weeks) or may be followed by an external review.

\* External review: This process (up to 4 months) may lead to acceptance, or to rejection for reasons given by the external reviewers.

We thank you for submitting your work to IIER.

Best wishes,

Dr Roger Atkinson

Associate Editor, IIER

Duty Editor for acknowledging submissions, March 2022

Please address any queries to [editor@iier.org.au](mailto:editor@iier.org.au), as another member of the IIER Editorial staff may be attending to the review process for your submission.

<http://www.iier.org.au/>

> On 25 Mar 2022, at 6:22 pm, Jarjani PBI FTK <jarjani@ar-raniry.ac.id> wrote:

>

> Dear Editor,

> I submit my original, unpublished article entitled: "When Online Learning and Cultural Values Intersect: Indonesian EFL Students' Voices," to be considered for publishing in the journal of Issues in Educational Research. This article investigated the influence of local culture on online learning in higher education in Indonesia.

>

> I am looking forward to hearing from you soon.

>

> Best regards,

>

> Jarjani Usman, PhD

> Faculty of Education and Teacher Training,

> Universitas Islam Negeri Ar-Raniry

> Darussalam 23111, Banda Aceh, Indonesia

> Scopus ID: 57215845846

> ORCID ID: 0000-0002-3312-5825

> WOS ID: ABF-3647-2020

> <When Online Learning and Cultural Values Intersect .doc>--

> Editor mailing list

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## IIER: Interim advice: Usman et al. (submission #159)

2 pesan

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**Roger Atkinson** <rjatkenson@bigpond.com>

12 April 2022 10.58

Kepada: Jarjani PBI FTK <jarjani@ar-raniry.ac.id>, amzami@um.edu.my, tzulfikar@ar-raniry.ac.id,

dorinelugendo@gmail.com, yusri\_yusuf@unsyiah.ac.id

Cc: Editor <editor@iier.org.au>

Hello Dr Usman and colleagues,

We are pleased to inform you that the initial assessment of your article, "When Online Learning and Cultural Values Intersect: Indonesian EFL Students' Voices" submitted on 25/3/22, has been completed by the IIER editorial team and your paper is in the queue for independent external review. As indicated in our submission acknowledgement email, this external review process may take up to 3 months and may lead to acceptance, or rejection, for reasons given by the external reviewers.

An IIER duty editor will contact you as soon as the external reviews have been completed to advise you of the outcome.

Best wishes,

Dr Roger Atkinson

Associate Editor, IIER

Duty Editor for acknowledging submissions, March 2022

Please address any queries to [editor@iier.org.au](mailto:editor@iier.org.au), as another member of the IIER Editorial staff may be attending to the review process for your submission.

<http://www.iier.org.au/>

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**Jarjani PBI FTK** <jarjani@ar-raniry.ac.id>

12 April 2022 11.31

Kepada: Roger Atkinson <rjatkenson@bigpond.com>

Dear IIER Associate Editor, Dr Roger Atkinson,

Thank you very much for this information. I really appreciate it. Hopefully, our article will be accepted for publication.

Best regards,

**Jarjani Usman, PhD**

Faculty of Education and Teacher Training,

Universitas Islam Negeri Ar-Raniry

Darussalam 23111, Banda Aceh, Indonesia

Scopus ID: 57215845846

ORCID ID: 0000-0002-3312-5825

WOS ID: ABF-3647-2020

[Kutipan teks disembunyikan]

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## IIER review advice: Usman et al. (#159)

14 pesan

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**Roger Atkinson** <rjatkenson@bigpond.com>

3 Juli 2022 08.37

Kepada: Jarjani PBI FTK <jarjani@ar-raniry.ac.id>, amzami@um.edu.my, tzulfikar@ar-raniry.ac.id, dorinelugendo@gmail.com, yusri\_yusuf@unsyiah.ac.id

Cc: Editor <editor@iier.org.au>

Hello Dr Usman and colleagues,

We are pleased to advise that IIER has accepted your article submitted on 25 March 2022, "When Online Learning and Cultural Values Intersect: Indonesian EFL Students' Voices", subject to major revisions as specified below in Reviewer 1 comments and IIER editorial staff notes.

We regret that at present only one review is available, but as the advice contained in it is positive (Reviewer 1 comments below), and concurs with earlier advice from IIER's initial assessment procedure, we have elected to proceed to accept without waiting for a second review, which could impose a significant delay owing to the current low availability of reviewers during our encounter with the Omicron variant of Covid-19.

We apologise for the current delays in IIER's external review process, but post-Omicron we are now overcoming the backlog.

Please aim towards inclusion in IIER 32(3), estimated date of publication September 2022, submitting your revised version to [editor@iier.org.au](mailto:editor@iier.org.au) before about late August 2022. If you have queries arising during your revisions, please email direct to [rjatkenson@bigpond.com](mailto:rjatkenson@bigpond.com), who will be IIER's copy editor for 32(3).

We thank you for submitting to IIER.

Yours sincerely,

Dr Roger Atkinson  
Duty Co-editor for despatching review advice, June 2022  
<http://www.iier.org.au/>

Reviewer 1 Comments #159

Recommendation: Accept subject to major revisions

The first glance to the topic proposed in the paper is intriguing since it offers discussion to the dynamic of students' personal experience of online learning and what it would mean from the perspective of cultural dimensions. This type of study is lacking in Indonesia. So, it potentially encourages more studies in the future.

Having said that, there are some points worth improving.

On the introduction, the argument is that students' learning experience is important since it evidently correlate with the quality of learning outcome. The statement is in line with research tradition in education which likely to emphasise the final achievements of students. So, did the study take into account the students' learning outcomes with online learning? Or is it hypothetically predicted that negative experiences of online learning may lead to lower learning achievement, and vice versa? With that said, inserting secondary data about the impact of online learning to students' learning outcome may help supporting the author's argument.

The section about the cultural dimensions and the Indonesian learning culture pointed a lot of important remarks. However, references that explain the Indonesian context are quite limited, to Kurniasari et al. (2018). You may try to search for Indonesia's teacher-student interaction for more context. Examples:

\* Lugman, E. (2022). Cultural adjustment problems in academic life experienced by Indonesian postgraduate students in London. *Eltin Journal: Journal of English Language Teaching in Indonesia*, 10(1), 1-10. <http://e-journal.stkipsiliwangi.ac.id/index.php/eltin/article/view/2947>

\* Claramita, M., Prabandari, Y. S., Graber, A. & Scherpbier, A. J. J. (2020). Challenges of communication skills transfer of medical students in the cultural context of Indonesia. *The Interdisciplinary Journal of Problem-based Learning*, 14(1). <https://scholarworks.iu.edu/journals/index.php/ijpbl/article/view/28594/35087>

Another concern is the phrase "Indonesian learning culture". What do you mean by learning culture? Learning may imply internal process, such as thinking habits or skills, while the perspective used to elaborate Indonesian learning culture in the paper was leaning toward the interaction between students with external factors. I would also suggest to

use the phrase "Indonesian religious-based cultural belief" instead of "Indonesian Islamic culture's religious perspective", which can be quite misleading. Approaching the context with Indonesian teacher-student power relation may be more appropriate, proceeding by raising some religious-based cultural beliefs that may underlie the establishment of the power relation.

The paper also decided to exclude the future and present dimensions of Hofstede's cultural dimensions (p.4), however, the exclusion may not be necessary. One example of the long-term vs short-term dimension is "students attribute success and failure to luck" versus "students attribute success to effort and failure to lack of effort" (see Hofstede, G. (2011). Dimensionalising cultures: The Hofstede model in context. Online readings in psychology and culture, 2(1), 2307-0919.). In regard to my first comment, data [if any] on how the students attribute external factors such as negative experience in online learning as a cause of their learning failure may fall into this dimension.

The claim about Aceh culture as "widely known as patriarchal or masculine culture" needs to be supported with reference(s) or comparative example.

The method says "They were reminded that they could freely express their opinions, not affecting their grades." But then contradicts with the next sentence "Their grades depend on their ability to express their real online learning experiences, not to make up." Also, how do you validate that the students were not making things up? Were the authors also the teachers in the mentioned class? Since there were grades involved, how did the research protect the students' identities from being exposed? The ethical issues in the research need to be addressed.

The method needs more detailed explanation. How was the content analysis performed? What were the stages of analysis that allows themes to be drawn? And more importantly, how do you apply Hofstede's cultural dimensions to analyse the data? What keywords were used to identify the themes? Please describe the stages as if another researcher is going to replicate them.

Based on that, how the themes were drawn is unclear. Each theme sounded like a summary to the data focused on students' online experience, rather than reflecting the meaning of the data. The paper does present the interpretation to the data from the cultural dimension applying the Hofstede dimensions on each theme, but it is not clear that the interpretation is based from the data analysis. For example, the first theme "easy to use asynchronous platform" is interpreted as "students and lecturers embraced the traditional learning culture in which students accepted or took for granted what their teacher said and did". The explanation continued with "Failure by students to show their disagreement with their lecturers using WhatsApp for content delivery despite its limitations for synchronous learning, which is vital for language learning points to an ingrained culture of higher power distance between teachers and learners as proposed by Hofstede (1980, 2001)". The data excerpt did not show students failure to show objection with the teacher's mode of learning or took it for granted, on the contrary, they were aware of the benefit and the limitation of the mode being used. In other words, the data did not show that the students had any objection in the first place, even more whether they have or have not made any effort to tell the teacher about the objection, which is the argument the authors were presenting. In fact, on the second theme, the students wanted to ask the lecturers directly about the difficulties with learning materials, which showed the intention to communicate but it was hindered by the learning mode being used; having said that, that does not mean that they would have better a option to engage in the online learning and so, objected to the teacher's choice. They were simply telling about experiences in online learning.

The reason why a response is not presenting during data collection, may not always mean that the response is not existing; it may be caused by a missing guide. For instance, the questions used to derive responses from students were (as presented on the method section), "Name the tools (e.g., Google Classroom, WhatsApp, Canvas, ...) you used for online learning during the COVID 19 pandemic?"; "Which online learning platform was most frequently used? And Why?"; "What were your feelings about the online tools used?"; "What were the problems encountered while using the identified tool?"; "Did your lecturers provide sufficient training for using the online tools?"; "If not, how did you solve your problem?"; "How satisfied are with using the online tools for learning English? Why?"

The questions were exploring the students' experience of online learning, which reflects well on the data; merely describing their experience using online learning mode, and yes, mostly, negative experiences. There were no questions for example, about "have you tried to negotiate a different way of online learning with your teachers? If yes, explain how you do it. If not, explain why." Or, if the students answered "because my teacher said so" for the following question "Which online learning platform was most frequently used? And Why?" that might be a better indication of obedience.

Throughout the paper, the repetitive argument about "students did not dare raise objections against the lecturers" had no clear ground. If you think there is a particular style of written language expression that shows a [subtle] protest or objection which maybe culture-related, please explain and provide an example. If other kinds of data, such as interviews were used to further explore the students' responses, please present them as well.

The conclusion that having female dominated participants as the main reason for the feminist cultural dimension presenting in the study is quite misleading from the Hofstede point of view. Having said that, I am not an expert on Hofstede's cultural dimension, but it is worthwhile justifying that statement with references.

When the procedure of data analysis is clarified, the data presentation may need to be re-structured. Looking at the

current themes, the impression the readers are getting is the students' online experiences, instead of the cultural dimensions. Focusing the themes based on the cultural dimensions deduced from the data about students' online learning experience would probably be a better approach. It would also avoid similar explanations of one cultural dimension to be repeated in different themes.

The research should have richer data obtained from 20 students, which unfortunately have yet to be clearly reported. The responses from different students seemed to be scattered among different themes; why? What does that mean?

The data failed to represent what the conclusion claimed about "the influence of Islamic religion embraced by most people in the Aceh province". Again, I would suggest replacing the phrase "Islamic religion" or religion alone, to avoid over-claiming the values of Islamic religion, or any religion, which were not fairly discussed in the study or received a sufficient proportion of elaboration. The essence of a religion may be different from the perspective of the followers. If there is a personal background that may influence the author's interpretation regarding the influence of "Islamic religion in the Aceh province" this needs to be addressed in the paper.

More recent references regarding Hofstede's cultural dimension need to be added.

Finally, the statement in the abstract "Noteworthy, whether the students liked or disliked the online learning experience, they accepted how the lecturers treated them in the online teaching and learning process" did not seem to stand above convincing evidence to conclude that "the students avoided conflicts, showed high respect to their superiors, and used indirect disagreement in the online learning contexts".

IIER editorial staff notes

1. Reviewer 1's suggestions are strongly supported, but care should be taken over the increased length that will arise. The current length is about 6717 words including references but not including bios. Please aim for under about 7500 including references but not including bios.

2. Of about 59 references, only about 14 have web addresses appended. Please add web addresses, wherever available for other references, as this saves on copy editing time.

3. To follow up on and reiterate Reviewer 1's advice, "The method needs more detailed explanation." More detail need in demographics: year - first, second, ...?; duration of online only - weeks, semesters?; pre-pandemic experience with online - very little, some, extensive, very extensive?; language used for essay - state explicitly that essays were submitted in English; specification of essay length (word count) given to students?; information on lengths of submissions (word count, average, range); more detail on grading - by one lecturer? By two? Grading criteria (what weighting, if any, given to level of skill in composing an essay in English? Sampling procedure if it was not the whole class? Ethical procedures (advising students that their essays would be used in a research project?).

4. To follow up on Reviewer 1's advice, "More recent references regarding Hofstede's cultural dimension need to be added.", some Google Scholar searching may be helpful, for example the following (copy and paste into web reader address box):

[https://scholar.google.com.au/scholar?as\\_q=Indonesia+online+learning+cultural+values+Hofstede&as\\_epq=&as\\_oq=&as\\_eq=&as\\_occt=any&as\\_sauthors=&as\\_publication=&as\\_ylo=2017&as\\_yhi=&hl=en&as\\_sdt=0%2C5](https://scholar.google.com.au/scholar?as_q=Indonesia+online+learning+cultural+values+Hofstede&as_epq=&as_oq=&as_eq=&as_occt=any&as_sauthors=&as_publication=&as_ylo=2017&as_yhi=&hl=en&as_sdt=0%2C5)

(About 11,500 results since 2017) - perhaps scan the first 100 results.

---

**Jarjani PBI FTK** <jarjani@ar-raniry.ac.id>  
Kepada: "zamzami@um.edu.my" <zamzami@um.edu.my>

3 Juli 2022 10.07

[Kutipan teks disembunyikan]

---

**ZAMZAMI ZAINUDDIN** . <zamzami@um.edu.my>  
Kepada: Jarjani PBI FTK <jarjani@ar-raniry.ac.id>

3 Juli 2022 10.12

Congrats Prof Jarjani. Let me know any help you need in the revisions.

Zam

[Kutipan teks disembunyikan]

"PENAFIAN: E-mel ini dan apa-apa fail yang dikepilkan bersamanya ("Mesej") adalah ditujukan hanya untuk kegunaan penerima(-penerima) yang termaklum di atas dan mungkin mengandungi maklumat sulit. Anda dengan ini dimaklumkan bahawa mengambil apa jua tindakan bersandarkan kepada, membuat penilaian, mengulang hantar, menghebah, mengedar, mencetak, atau menyalin Mesej ini atau sebahagian daripadanya oleh sesiapa selain daripada penerima(-penerima) yang termaklum di atas adalah dilarang. Jika anda telah menerima Mesej ini kerana kesilapan, anda mesti menghapuskan Mesej ini dengan segera dan memaklumkan kepada penghantar Mesej ini menerusi balasan e-mel. Pendapat-pendapat, rumusan-rumusan, dan sebarang maklumat lain di dalam Mesej ini yang tidak berkait dengan urusan rasmi Universiti Malaya adalah difahami sebagai bukan dikeluarkan atau diperakui oleh mana-mana pihak yang disebut.

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---

**Teuku Zulfikar** <teuku.zulfikar@ar-raniry.ac.id>  
Kepada: Jarjani PBI FTK <jarjani@ar-raniry.ac.id>

3 Juli 2022 15.00

----- Forwarded message -----

From: **Roger Atkinson** <rjatkenson@bigpond.com>  
Date: Sun, Jul 3, 2022 at 8:37 AM  
Subject: IIER review advice: Usman et al. (#159)  
To: Jarjani PBI FTK <jarjani@ar-raniry.ac.id>, <amzami@um.edu.my>, <tzulfikar@ar-raniry.ac.id>, <dorinelugendo@gmail.com>, <yusri\_yusuf@unsyiah.ac.id>  
Cc: Editor <editor@iier.org.au>

[Kutipan teks disembunyikan]

--

**Prof. Dr. Teuku Zulfikar**

Head

Dept. Of English Language Education  
Faculty of Education and Teacher Training  
Ar-Raniry State Islamic University Banda Aceh

**Senior Researcher**

International Centre for Aceh and Indian Ocean Studies-  
ICAIOS  
Banda Aceh

M. Ed: **Monash University Australia & Ohio University USA**

Ph. D: **Monash University Australia**

---

**Jarjani PBI FTK** <jarjani@ar-raniry.ac.id>  
Kepada: Roger Atkinson <rjatkenson@bigpond.com>

3 Juli 2022 17.29

Dear Dr Roger Atkinson,  
Thank you so much for this great news. My colleagues and I are very happy with this even though it needs major revisions. We are going to revise and resubmit it as soon as possible.

Best regards,

**Jarjani Usman, PhD**

Faculty of Education and Teacher Training,  
Universitas Islam Negeri Ar-Raniry  
Darussalam 23111, Banda Aceh, Indonesia  
Scopus ID: 57215845846  
ORCID ID: 0000-0002-3312-5825  
WOS ID: ABF-3647-2020

[Kutipan teks disembunyikan]

---

**Jarjani PBI FTK** <jarjani@ar-raniry.ac.id>  
Kepada: "ZAMZAMI ZAINUDDIN ." <zamzami@um.edu.my>

3 Juli 2022 17.31

Thank you so much, Pak Zamzami.  
Major revisions, kiban tapeulaku? Need your help.

Best regards,

**Jarjani Usman, PhD**

Faculty of Education and Teacher Training,  
Universitas Islam Negeri Ar-Raniry  
Darussalam 23111, Banda Aceh, Indonesia  
Scopus ID: 57215845846  
ORCID ID: 0000-0002-3312-5825  
WOS ID: ABF-3647-2020

[Kutipan teks disembunyikan]

---

**ZAMZAMI ZAINUDDIN** . <zamzami@um.edu.my>  
Kepada: Jarjani PBI FTK <jarjani@ar-raniry.ac.id>

3 Juli 2022 17.51

Bagi2 untuk setiap author Prof. Mungkin jeut bagi ke 5 bagian untuk respon comments dan revise.

[Kutipan teks disembunyikan]

--

**Dr. Zamzami Zainuddin,**

Senior Lecturer, Faculty of Education, University of Malaya (UM), Malaysia  
PhD in Education, The University of Hong Kong (HKU), HK  
M. IT., University of Malaya (UM), MY

<https://umexpert.um.edu.my/zamzami.html>

[Scopus](#) | [ResearcherID](#) | [Google Scholar](#) | [Researchgate](#) | [LinkedIn](#)

[Kutipan teks disembunyikan]

---

**Jarjani PBI FTK** <jarjani@ar-raniry.ac.id>  
Kepada: Teuku Zulfikar <teuku.zulfikar@ar-raniry.ac.id>

18 Juli 2022 17.20

Best regards,

**Jarjani Usman, PhD**

Faculty of Education and Teacher Training,  
Universitas Islam Negeri Ar-Raniry  
Darussalam 23111, Banda Aceh, Indonesia  
Scopus ID: 57215845846  
ORCID ID: 0000-0002-3312-5825  
WOS ID: ABF-3647-2020

----- Forwarded message -----

Dari: **Roger Atkinson** <rjatkinton@bigpond.com>

Date: Min, 3 Jul 2022 pukul 08.37

Subject: IIER review advice: Usman et al. (#159)

To: Jarjani PBI FTK <jarjani@ar-raniry.ac.id>, <amzami@um.edu.my>, <tzulfikar@ar-raniry.ac.id>, <dorinelugendo@gmail.com>, <yusri\_yusuf@unsyiah.ac.id>

Cc: Editor <editor@iier.org.au>

[Kutipan teks disembunyikan]

---

**Roger Atkinson** <rjatkinton@bigpond.com>  
Kepada: Jarjani PBI FTK <jarjani@ar-raniry.ac.id>

26 Agustus 2022 06.39

Hello Dr Usman,

Could you advise please on progress with your revisions to "When Online Learning and Cultural Values Intersect: Indonesian EFL Students' Voices", accepted per Roger Atkinson email to you dated 3 Jul 2022 (copy below)?

As copy editor for IIER 32(3) I'm working towards mid to late September publication, so return within the next week would be much appreciated. The "last month" can be rather hectic (Atkinson, R. & McBeath, C. (2019). Editorial 29(4): 'The last month' copy editing and formatting. Issues in Educational Research, 29(4), ii-vi. <http://www.iier.org.au/iier29/editorial29-4.html>)

Otherwise, we can hold your article over until early December when we expect to publish IIER 32(4).



Thanks,

Dr Roger Atkinson  
Associate Editor, IIER  
Copy editor for IIER 32(3)  
<http://www.iier.org.au/>  
[Kutipan teks disembunyikan]

---

**Jarjani PBI FTK** <jarjani@ar-raniry.ac.id>  
Kepada: Roger Atkinson <rjatkinson@bigpond.com>

26 Agustus 2022 22.08

Dear Dr. Atkinson,  
We have attempted to revise the article and will submit it next week. I apologize for the late responses because I was very busy with field research work these weeks.

Best regards,

**Jarjani Usman, PhD**  
Faculty of Education and Teacher Training,  
Universitas Islam Negeri Ar-Raniry  
Darussalam 23111, Banda Aceh, Indonesia  
Scopus ID: 57215845846  
ORCID ID: 0000-0002-3312-5825  
WOS ID: ABF-3647-2020

[Kutipan teks disembunyikan]

---

**Roger Atkinson** <rjatkinson@bigpond.com>  
Kepada: Jarjani PBI FTK <jarjani@ar-raniry.ac.id>

27 Agustus 2022 00.37

Hello Jarjani,

Thanks for the quick update, next week will be good. Our production queue for 32(3) is now finalised, with copy editing proceeding according to alpha ordering by first author family name. As your article is 19th in the list of 20 for 32(3) (the 20th is "ying"), "next week" is okay.

Best wishes,

Roger  
For IIER  
[Kutipan teks disembunyikan]

---

**Jarjani PBI FTK** <jarjani@ar-raniry.ac.id>  
Kepada: Roger Atkinson <rjatkinson@bigpond.com>

2 September 2022 23.03

Dear Dr. Atkinson,  
Please kindly find the revised version of our article (attached). Please let us know if further revision is needed.  
Thank you.

Best regards,

**Jarjani Usman, PhD**  
Faculty of Education and Teacher Training,  
Universitas Islam Negeri Ar-Raniry  
Darussalam 23111, Banda Aceh, Indonesia  
Scopus ID: 57215845846  
ORCID ID: 0000-0002-3312-5825  
WOS ID: ABF-3647-2020

[Kutipan teks disembunyikan]



**When Online Learning and Cultural Values Intersect- Indonesian EFL Students' Voices .doc**  
142K

**Roger Atkinson** <rjatkenson@bigpond.com>  
Kepada: Jarjani PBI FTK <jarjani@ar-raniry.ac.id>

3 September 2022 22.48

Hello Dr Usman and colleagues,

Received, thank you for the prompt return and good attention to detail. All seems in good order and at this stage we do not have any questions arising. Your article will appear in IIER 32(3), estimated date of publication mid to late September 2022. As usual I am IIER's copy editor for 32(3) and in due course you will receive a proof reading copy from Clare McBeath.

Best wishes,

Roger

Dr Roger Atkinson  
Associate Editor, IIER  
<http://www.iier.org.au/>

[Kutipan teks disembunyikan]

> <When Online Learning and Cultural Values Intersect- Indonesian EFL Students' Voices .doc>

---

**Jarjani PBI FTK** <jarjani@ar-raniry.ac.id>  
Kepada: Roger Atkinson <rjatkenson@bigpond.com>

4 September 2022 02.40

Dear Dr. Atkinson,  
Thank you so much for this great news. We are looking forward to having our article published. Thank you for your great support.

Best regards,

**Jarjani Usman, PhD**  
Faculty of Education and Teacher Training,  
Universitas Islam Negeri Ar-Raniry  
Darussalam 23111, Banda Aceh, Indonesia  
Scopus ID: 57215845846  
ORCID ID: 0000-0002-3312-5825  
WOS ID: ABF-3647-2020

[Kutipan teks disembunyikan]

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## Proof copy of article 159 for IIER

4 pesan

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**Clare McBeath** <c.mcbeath@bigpond.com>

15 September 2022 15.32

Kepada: Jarjani PBI FTK <jarjani@ar-raniry.ac.id>, "zamzami@um.edu.my" <zamzami@um.edu.my>, "tzulfikar@ar-raniry.ac.id" <tzulfikar@ar-raniry.ac.id>, "dorinelugendo@gmail.com" <dorinelugendo@gmail.com>, "zulkarnaini.pfis@abulyatama.ac.id" <zulkarnaini.pfis@abulyatama.ac.id>

Hello Jarjani and colleagues

I am attaching your article 159 "When online learning and cultural values intersect: Indonesian EFL students' voices" edited and formatted for publication in *Issues in Educational Research*. I would like you to read it very carefully looking for anything which may need to be corrected or altered. If you find anything which needs to be changed please identify the change in Track Changes so I can transfer it to my master copy.

Please note copy editing notes at the end of the paper. These represent issues which may need your attention.

We are hoping to publish by late September and would like your response as soon as possible. Note that page numbers have not yet been finalised.

Best wishes

Clare

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Dr Clare McBeath

Publisher of Issues in Educational Research

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**Usman final.docx**

70K

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**Jarjani PBI FTK** <jarjani@ar-raniry.ac.id>

15 September 2022 18.27

Kepada: Clare McBeath <c.mcbeath@bigpond.com>

Dear Dr. Clare McBeath,

Thank you very much for your help. I agree with the corrections you made. And I think overall the article has been okay now, except for the word "lecture" (p.8) that I changed to "lecturer" (please find it under the subsection "Inhibit direct interaction" in the article I marked with the track change). Thank you again for publishing our article in your journal.

Best regards,

**Jarjani Usman, PhD**

Faculty of Education and Teacher Training,  
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Darussalam 23111, Banda Aceh, Indonesia  
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[Kutipan teks disembunyikan]

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 **Usman final.docx**  
55K

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**Clare McBeath** <c.mcbeath@bigpond.com>  
Kepada: Jarjani PBI FTK <jarjani@ar-raniry.ac.id>

15 September 2022 19.27

Thank you Jarjani. I will let you and your co-authors know when IIER 32(3) is published.

Best wishes

Clare

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Dr Clare McBeath

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[Kutipan teks disembunyikan]

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**Jarjani PBI FTK** <jarjani@ar-raniry.ac.id>  
Kepada: Clare McBeath <c.mcbeath@bigpond.com>

15 September 2022 20.07

That's great, thank you very much.

Best regards,

**Jarjani Usman, PhD**

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[Kutipan teks disembunyikan]

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**(tanpa subjek)**

2 pesan

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**Clare McBeath** <c.mcbeath@bigpond.com>

24 September 2022 10.13

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Hello all authors

*Issues In Educational Research* 32(3) was published today, and is now on line at <http://www.iier.org.au/iier.html>

It is becoming harder for authors to reach publication stage in our journal because of the very large number of submissions we have to reject. So a hearty congratulations to you all.

Our very best wishes to you all in your future endeavours.

Clare

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Dr Clare McBeath

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**Jarjani PBI FTK** <jarjani@ar-raniry.ac.id>  
Kepada: Clare McBeath <c.mcbeath@bigpond.com>

24 September 2022 10.18

Thank you very much for your kindness to publish my article in your journal. I really appreciate it.

Best wishes,  
Jarjani

[Kutipan teks disembunyikan]