



Muhammad Ramli <mramli.uinantasari@gmail.com>

Confirmation of your submission to Research and Practice in Technology Enhanced Learning - RPTL-D-22-00112

Research and Practice in Technology Enhanced Learning Editorial Office

Tue, May 24, 2022 at

<em@editorialmanager.com>

3:39 AM

Reply-To: Research and Practice in Technology Enhanced Learning Editorial Office <marjoshua.jemina@springer.com>

To: Muhammad Ramli <mramli.uinantasari@gmail.com>

RPTL-D-22-00112

Loneliness, academic self-efficacy, and student engagement in the online learning environment: The role of humor in learning

Muhammad Ramli; Ani Cahyadi; Hilmi Mizani; Hendryadi Hendryadi; Rimi Gusliana Mais

Research and Practice in Technology Enhanced Learning

Dear Dr. Ramli,

Thank you for submitting your manuscript,

"Loneliness, academic self-efficacy, and student engagement in the online learning environment: The role of humor in learning", to Research and Practice in Technology Enhanced Learning

The submission id is: RPTL-D-22-00112

Please refer to this number in any future correspondence.

During the review process, you can keep track of the status of your manuscript by accessing the following website:

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Muhammad Ramli <mramli.uinantasari@gmail.com>

RPTL-D-22-00112 - Manuscript Sent Back

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Tue, May 24, 2022 at

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9:08 PM

Reply-To: Research and Practice in Technology Enhanced Learning Editorial Office <marjoshua.jemina@springer.com>

To: Muhammad Ramli <mramli.uinantasari@gmail.com>

RPTL-D-22-00112

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Muhammad Ramli; Ani Cahyadi; Hilmi Mizani; Hendryadi Hendryadi; Rimi Gusliana Mais

Research and Practice in Technology Enhanced Learning

Dear Dr. Ramli,

Your submission entitled "Loneliness, academic self-efficacy, and student engagement in the online learning environment: The role of humor in learning" has been received.

Before we can further process it you are kindly requested to make the following corrections to meet the journal's requirements (please also refer to the Submission Guidelines):

- Please note that the order of the authors in your manuscript file differ from those entered within the submission system - please correct so they are consistent with each other.

- Please include the following section/s as part of the Title Page submission item and remove it from the main text, as the journal operates double blind peer review policy:

- Competing interests
- Authors contributions
- Availability of supporting data
- Funding
- Acknowledgements
- Authors' information (Optional)

The criteria for authorship should be listed in an acknowledgements section. All subsections should be present, and if any sections are not relevant to your manuscript please state "Not applicable" beneath the subheading for the appropriate section.

Please log onto Editorial Manager as an author. The URL is <https://www.editorialmanager.com/rptl/>.

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Thank you for submitting your work to this journal.

With kind regards,

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Muhammad Ramli <mramli.uinantasari@gmail.com>

Your submission to Research and Practice in Technology Enhanced Learning - RPTL-D-22-00112

Research and Practice in Technology Enhanced Learning Editorial Office

Wed, Sep 14, 2022 at

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2:25 PM

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To: Muhammad Ramli <mramli.uinantasari@gmail.com>

RPTL-D-22-00112

Loneliness, academic self-efficacy, and student engagement in the online learning environment: The role of humor in learning

Muhammad Ramli; Ani Cahyadi; Hilmi Mizani; Hendryadi Hendryadi; Rimi Gusliana Mais

Research and Practice in Technology Enhanced Learning

Dear Dr. Ramli,

Your manuscript 'Loneliness, academic self-efficacy, and student engagement in the online learning environment: The role of humor in learning' (RPTL-D-22-00112) has been assessed by our reviewers. Although it is of interest, we are unable to consider it for publication in its current form. The reviewers have raised a number of points which we believe would improve the manuscript and may allow a revised version to be published in Research and Practice in Technology Enhanced Learning.

Their reports, together with any other comments, are below. Please also take a moment to check our website at <https://www.editorialmanager.com/rptl/> for any additional comments that were saved as attachments.

If you are able to fully address these points, we would encourage you to submit a revised manuscript to Research and Practice in Technology Enhanced Learning.

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The due date for submitting the revised version of your article is 14 Nov 2022.

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Once you have completed and returned the form, your request will be considered and you will be advised whether the requested changes will be allowed.

By resubmitting your manuscript you confirm that all author details on the revised version are correct, that all authors have agreed to authorship and order of authorship for this manuscript and that all authors have the appropriate permissions and rights to the reported data.

Please be aware that we may investigate, or ask your institute to investigate, any unauthorised attempts to change authorship or discrepancies in authorship between the submitted and revised versions of your manuscript.

We look forward to receiving your revised manuscript soon.

Best wishes,

Chen-Chung Liu
 Research and Practice in Technology Enhanced Learning
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Reviewer reports:

Reviewer #1: This is an interesting study that investigate the relationships between sense of loneliness, self-efficacy, humor in learning, and learning engagement. The manuscript is well written and easy to read. I have a few suggestions for revisions.

1. More detailed definitions of "loneliness" and "humor" should be given. In particular, what is the difference between "humor in learning" and "humor in teaching"? It seems that these two terms are used interchangeably in the manuscript, but I think they may literally mean different things.
2. The construct of "student engagement" should be clarified. As you mentioned in the manuscript, student engagement is often perceived as a multi-dimensional construct that includes affective, cognitive, and behavioral aspects. Which aspect(s) does your study focuses on?
3. "Discussion" and "Theoretical implications" should be merged into one section named "Discussion".
4. Change the subheading "Managerial implications" into "Pedagogical implications".
5. More discussion should be provided regarding "the role of ASE as a mediator to open space for new knowledge about the intermediate role of ASE in the context of loneliness-learning engagement relationships".
6. Avoid causal inference of the results.
7. Please provide the full questionnaire items in the appendix. Readers may be interested in the items you used to measure the variables like loneliness and humor in teaching.

Reviewer #2: I think this paper addresses an important issue since the COVID-19 pandemic and the shutdown it triggered at universities led to a great degree of social isolation among university students. The strength of this manuscript is its short-term longitudinal design in which causal claims can be made as temporal precedence is observed. However, the major problem was the weak theoretical framework for the proposed model. The following feedback is provided to strengthen the paper for further revision.

1. The authors proposed a moderated mediation model to examine how loneliness during the pandemic was associated with students' academic self-efficacy, which was further related to online learning engagement, and also examined how humor in learning moderated the mediation relationship. I think the argument regarding the relationship between loneliness and academic self-efficacy is not solid and persuasive, even though the result supported the hypothesized relationship. Self-efficacy is domain-specific and does not translate to all the domains of life. Academic self-efficacy refers to the student's beliefs and attitudes toward their capabilities to achieve academic success. Factors affecting ASE must be academically relevant. Andretta and McKay's (2018) studied the relationship between loneliness and self-efficacy, and they found loneliness only predicted social self-efficacy but not academic and emotional self-efficacy. The reasons that the authors proposed were more direct to the relationship of loneliness with social self-efficacy but not academic self-efficacy. The authors are suggested to provide convincing justifications.
2. Regarding moderation, the authors suggested a moderating effect of humor in learning on the relationship between loneliness and ASE and the relationship between ASE and online learning engagement, but not the relationship between loneliness and learning engagement. However, according to their statement, humor in learning can "develop more constructive relationships and increase students' positive feelings in learning (Savage et al., 2017), and "teachers can use humor to create a pleasant climate, improve the atmosphere, and create more effective interaction...." These arguments might imply that humor used in teaching might provide isolated/ lonely students with an interactive and positive learning context and thus facilitate their motivation to learn directly. That is, it might support the moderation of humor in learning in the relationship between loneliness and learning engagement rather than the relationship between loneliness and academic self-efficacy. The authors might consider including the path from loneliness to learning engagement for the moderation analysis.
3. The authors are suggested to provide more information about the measurements, for example, the scale rating and item examples.
4. Please indicate the version of PLS-SEM and macro process (for SPSS or R) used in the study.
5. The authors used two statistical software for data analysis with PLS-SEM to examine the construct validity of the

scales and macro process to testify to the proposed moderated mediation model. I agree that PLS-SEM is a good choice to examine the reliability and validity of the measurement, and it can also be used to testify the proposed model with latent variables. I do not understand why the authors then switch to the macro process to examine the proposed model because the estimation method of the macro process is based on OLS regression, which is different from PLS. The authors certainly have their reasons for using statistical methods. However, they should explain and describe using model 58 in a bit detail.

6. In the discussion section, results should be discussed more decently. The theoretical implication simply summarizes the findings but does not provide insights for future studies.

7. Other subtle suggestions.

7.1 Please check the value of age mean in Table 2. It showed 1.75, but the participants were college students.

7.2 Please check β values in Table 4. In the macro process, there are no β values but b values.

7.3 Please check the first sentence in the theoretical implication- "a high sense of loneliness can reduce ASE and vice versa". The current study design should not be able to examine the reciprocal relationship between loneliness and ASE.

If improvements to the English language within your manuscript have been requested, you should have your manuscript reviewed by someone who is fluent in English. If you would like professional help in revising this manuscript, you can use any reputable English language editing service. We can recommend our affiliates Nature Research Editing Service (<http://bit.ly/NRES-PS>) and American Journal Experts (http://bit.ly/AJE_PS) for help with English usage. Please note that use of an editing service is neither a requirement nor a guarantee of publication. Free assistance is available from our English language tutorial (<https://www.springer.com/gb/authors-editors/authorandreviewertutorials/writinginenglish>) and our Writing resources (<http://www.biomedcentral.com/getpublished/writing-resources>). These cover common mistakes that occur when writing in English.

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Muhammad Ramli <mramli.uinantasari@gmail.com>

Confirmation of revised submission to Research and Practice in Technology Enhanced Learning - RPTL-D-22-00112R1

Research and Practice in Technology Enhanced Learning Editorial Office

Wed, Oct 12, 2022 at

<em@editorialmanager.com>

4:21 PM

Reply-To: Research and Practice in Technology Enhanced Learning Editorial Office <marjoshua.jemina@springer.com>

To: Muhammad Ramli <mramli.uinantasari@gmail.com>

RPTL-D-22-00112R1

Loneliness, academic self-efficacy, and student engagement in the online learning environment: The role of humor in learning

Muhammad Ramli; Ani Cahyadi; Hilmi Mizani; Hendryadi Hendryadi; Rimi Gusliana Mais

Research and Practice in Technology Enhanced Learning

Dear Dr. Ramli,

Thank you for the revised version of your manuscript 'Loneliness, academic self-efficacy, and student engagement in the online learning environment: The role of humor in learning' submitted to Research and Practice in Technology Enhanced Learning.

You may check the status of your manuscript at any time by accessing the following website:

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Muhammad Ramli <mramli.uinantasari@gmail.com>

[RPTEL] Your submission to Research and Practice in Technology Enhanced Learning

Qiyun Wang <rptel@apsce.net>

Wed, Apr 5, 2023 at 4:35 PM

To: Muhammad Ramli <mramli.uinantasari@gmail.com>, Ani Cahyadi <anicahyadi@uin-antasari.ac.id>, Hilmi Mizani <hilmimizani.iain@gmail.com>, Hendryadi <hendryadi@stei.ac.id>, Rimi Gusliana Mais <rimi_gusliana@stei.ac.id>

Loneliness, academic self-efficacy, and student engagement in the online learning environment: The role of humor in learning
Research and Practice in Technology Enhanced Learning

Dear Muhammad Ramli, Ani Cahyadi, Hilmi Mizani, Hendryadi, Rimi Gusliana Mais,

Your manuscript 'Loneliness, academic self-efficacy, and student engagement in the online learning environment: The role of humor in learning' has been assessed by our reviewers. Based on these reports, and my own assessment as Editor, I am pleased to inform you that it is potentially acceptable for publication in Research and Practice in Technology Enhanced Learning, once you have carried out some essential revisions suggested by our reviewers.

Their reports, together with any other comments, are below.

Once you have made the necessary corrections, please submit a revised manuscript online at:

<http://rptel.apsce.net/>

Please include a point-by-point response page and highlight (with 'tracked changes'/colored/underlines/highlighted text) all changes made when revising the manuscript. Please ensure you describe additional experiments that were carried out and include a detailed rebuttal of any criticisms or requested revisions that you disagreed with. Please also ensure that your revised manuscript conforms to the journal style, which can be found in the Submission Guidelines on the journal homepage.

The due date for submitting the revised version of your article is 30 days from today.

We look forward to receiving your revised manuscript soon.

Best wishes,

Editorial Office
Research and Practice in Technology Enhanced Learning
<http://rptel.apsce.net/>

Reviewer A:

This revised manuscript has been improved a lot and is worth publication.

However, I suggest that the manuscript needs an English proofreading.

Research and Practice in Technology Enhanced Learning



Muhammad Ramli <mramli.uinantasari@gmail.com>

[RPTEL] Decision on your Submission to Research and Practice in Technology Enhanced Learning

Qiyun Wang <rptel@apsce.net>

Mon, Apr 10, 2023 at 4:57 PM

To: Muhammad Ramli <mramli.uinantasari@gmail.com>, Ani Cahyadi <anicahyadi@uin-antasari.ac.id>, Hilmi Mizani <hilmimizani.iain@gmail.com>, Hendryadi <hendryadi@stei.ac.id>, Rimi Gusliana Mais <rimi_gusliana@stei.ac.id>

Loneliness, academic self-efficacy, and student engagement in the online learning environment: The role of humor in learning

Research and Practice in Technology Enhanced Learning

Dear Muhammad Ramli, Ani Cahyadi, Hilmi Mizani, Hendryadi, Rimi Gusliana Mais,

I am pleased to inform you that your manuscript "Loneliness, academic self-efficacy, and student engagement in the online learning environment: The role of humor in learning" has been accepted for publication in Research and Practice in Technology Enhanced Learning.

Before publication, our production team will check the format of your manuscript to ensure that it conforms to the standards of the journal. They will be in touch shortly to request any necessary changes, or to confirm that none are needed.

Articles in this journal may be held for a short period of time prior to publication. If you have any concerns please contact the journal.

Any final comments from our reviewers or editors can be found, below.

We look forward to publishing your manuscript and I hope you will consider Research and Practice in Technology Enhanced Learning again in the future.

Best wishes,

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Research and Practice in Technology Enhanced Learning
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200K



Muhammad Ramli <mramli.uinantasari@gmail.com>

[RPTEL] Proof-Production Processing of Your Submission RPTEL-432 to Research and Practice in Technology Enhanced Learning

RPTEL RPTEL <rptel@apsce.net>

Wed, Apr 12, 2023 at 10:31 AM

To: Muhammad Ramli <mramli.uinantasari@gmail.com>

Cc: Qiyun Wang <qiyun.wang@nie.edu.sg>, sckong <sckong@eduhk.hk>, waiyingk <waiyingk@eduhk.hk>

RPTEL-432***Loneliness, academic self-efficacy, and student engagement in the online learning environment: The role of humor in learning***

Dear Dr. Muhammad Ramli,

Congratulations to you that your manuscript “Loneliness, academic self-efficacy, and student engagement in the online learning environment: The role of humor in learning” (RPTEL-432) has been accepted for publication in our journal Research and Practice in Technology Enhanced Learning (RPTEL).

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- (i) [Author] Submit the final submission material
- (ii) [RPTEL] Return the manuscript-proof after checking the final submission material
- (iii) [Author] Confirm/Respond the manuscript-proof
- (iv) [RPTEL] Publish the article on the journal website

Please submit the following final material by replying to this email on or before 26 April 2023 (Wednesday) for the proof-production processing:

Final formatted article [MS Word & PDF files]: RPTEL-432 [7-Apr-2023] version

---Move all content of your captioned RPTEL-432 manuscript into the attached “RPTEL Manuscript Template” ; Must be professionally copy-edited before the final submission ; Manuscript not strictly following formatting-requirements will be returned ; Failure to do so may result in exclusion from the upcoming publication ; The file “RPTEL Formatted Sample Work” is attached for reference

We sincerely look forward to your kind understanding and cooperation for arranging copy-editing and manuscript-formatting as mentioned above before your final submission. Your support means a lot to our RPTEL journal for sustaining our commitments to provide authors with opportunities to publish open-access journal articles free-of-charge under the auspices of APSCE.

Please do not hesitate to let us know if you have further queries regarding your submission RPTEL-432.

Thank you for your contribution to our RPTEL journal. We look forward to publishing your work.

Yours sincerely,

Qiyun Wang
Handling Editor-in-Chief (RPTEL-432)

Siu-Cheung Kong
Editor-in-Chief

Research and Practice in Technology Enhanced Learning (RPTEL)

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

From: **Qiyun Wang** <rptel@apsce.net>

Date: Mon, Apr 10, 2023 at 4:57 PM

Subject: [RPTEL] Decision on your Submission to Research and Practice in Technology Enhanced Learning

To: Muhammad Ramli <mramli.uinantasari@gmail.com>, Ani Cahyadi <anicahyadi@uin-antasari.ac.id>, Hilmi Mizani <hilmimizani.iain@gmail.com>, Hendryadi <hendryadi@stei.ac.id>, Rimi Gusliana Mais <rimi_gusliana@stei.ac.id>

Loneliness, academic self-efficacy, and student engagement in the online learning environment: The role of humor in learning

Research and Practice in Technology Enhanced Learning

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