

Dear EJMSTE Editor

Here are our comments (feedback) on the results of the final review of the article:

- Could you please check for full compliance with the author submission guidelines, including the stylistic and bibliographic requirements of the journal?

Author certifies compliance with author submission guidelines, including stylistic and bibliographic requirements of the journal.

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We've checked citations and in-text references in journal style references. Reference list attached

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We have checked and ensured that all references have appropriate in-text citations, and all in-text citations have appropriate references

- Could you please check name(s) and affiliation(s) of the author(s)?

The name(s) and affiliation(s) of the author(s) are correct

- Could you please provide OrcID of the author(s)?

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- I highlighted some in-text citations which have no corresponding references, or require corrections. Could you please check them?

We've fixed it and made sure the in-text citations have proper references.

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We've fixed this and made sure the in-text citations have proper references. See the attachment

- Could you please provide missing funding information?

Attachment 1: Missing References

<p>Along with the digitalization system that continues to grow rapidly, interest in the internet and virtual learning has brought changes to the learning system, where face-to-face learning is replaced by an online learning system (e-learning) (Palvia et al., xxx). This is also the impact of COVID-19 that has hit people in all parts of the world, which forces learning to be carried out using an e-learning system (Muliadi et al., 2021). We see this as a very good opportunity to conduct the PBL model towards virtual learning. In the context of this</p>	<p>... learning system (e-learning) (Palvia et al., 2018). Palvia, S., Aeron, P., Gupta, P., Mahapatra, D., Parida, R., Rosner, R., & Sindhi, S. (2018). Online Education: Worldwide Status, Challenges, Trends, and Implications. <i>Journal of Global Information Technology Management</i>, 21(4), 233–241. https://doi.org/10.1080/1097198X.2018.1542262</p>
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<p>with the distance learning policy implemented during the COVID-19 pandemic. However, the cross-cultural implications of being a challenge in the implementation of PBL, this is recognized by previous studies (Gwee, 2008) that the inclusiveness of PBL is active learning with an open communication style, while the cultural character of Asians is reticence. Actually, there are many sides of the strength of Indonesian culture that not many people know about. This culture includes; love to work together, collaborate, and open to diversity. On this basis, cooperative learning is widely used by teachers in Indonesia (Karmina et al., 2021).</p> <p>To avoid interactivity barriers, researchers use the mother tongue in implementing e-PBL. It is used so that the content can be understood by students and learning can run well. This ensures that lecturers and preservice teachers view PBL in the same way. A study by Gwee (2008) reports that learners' lack of proficiency in English has the potential to have a serious impact on PBL tutorials in Asia, including Indonesia, which makes English a second language.</p>	<p>... by previous studies (Choon-Eng Gwee, 2008).</p> <p>A study by Choon-Eng Gwee (2008) reports that ...</p> <p>Choon-Eng Gwee, M. (2008). Globalization of Problem-based Learning (PBL): Cross-cultural Implications. <i>The Kaohsiung Journal of Medical Sciences</i>, 24(3), S14–S22. https://doi.org/10.1016/S1607-551X(08)70089-5</p>
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Attachment 2: References List

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