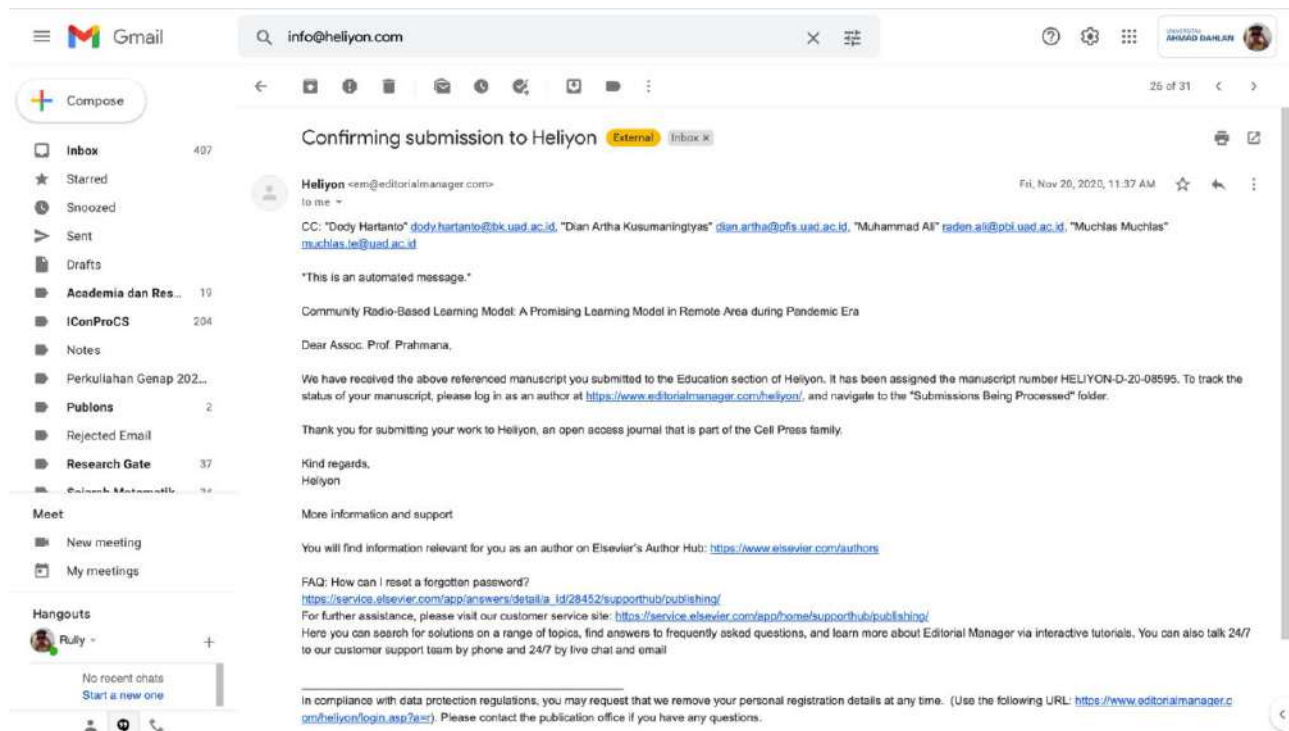
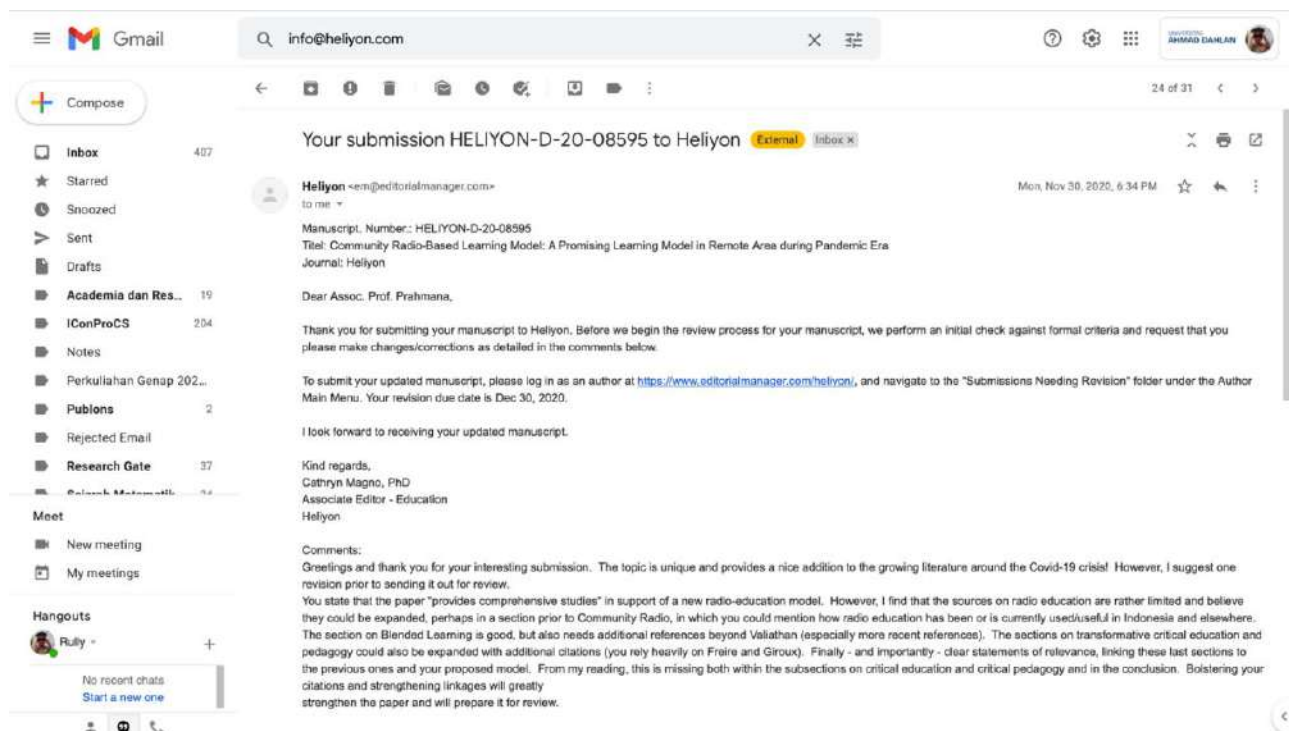


Artikel di submit ke Jurnal Heliyon menggunakan Editorial Manager pada tanggal **20 November 2020**, dengan email notifikasi hasil submission sebagai berikut,



Pada tanggal **30 November 2020**, ada permintaan perbaikan hasil initial review dengan sejumlah catatan dan saran perbaikan dari Section Editor untuk segera di perbaiki dengan deadline **30 December 2020** sebelum nantinya dilanjutkan ke proses review, seperti tampak pada email berikut,



Artikel yang di submit dan di generate oleh Editorial Manager Sistem nya  
Jurnal Heliyon  
[Submit Original Artikel – 20 November 2020]

# Heliyon

## Community Radio-Based Learning Model: A Promising Learning Model in Remote Area during Pandemic Era --Manuscript Draft--

<b>Manuscript Number:</b>	
<b>Article Type:</b>	Original Research Article
<b>Section/Category:</b>	Education
<b>Keywords:</b>	Community Radio-based Learning Model; Pandemic Era; Remote Area; Promising Learning Model
<b>Manuscript Classifications:</b>	140.140.100: Educational Development; 140.140.130: Evidence-Based Education; 140.140.150: Media Education; 140.140.170: Pedagogy; 140.140.180: Teaching Research
<b>Corresponding Author:</b>	Rully Charitas Indra Prahmana, Dr. Universitas Ahmad Dahlan INDONESIA
<b>First Author:</b>	Rully Charitas Indra Prahmana, Dr.
<b>Order of Authors:</b>	Rully Charitas Indra Prahmana, Dr. Dody Hartanto, Dr. Dian Artha Kusumaningtyas Muhammad Ali Muchlas Muchlas, Dr.
<b>Abstract:</b>	The issue of student learning difficulties during the Covid-19 pandemic in Indonesia's remote areas with complex internet networks remains unresolved. Several students, teachers, and parents are overwhelmed by the circumstances that make it difficult to continue learning online. This project aims to build solutions for learning models using radio networks that are affordable and open to students in remote areas. This learning model's design was carried out by reviewing some of the literature utilized to prepare learning designs using a blended learning model that combined ordinary learning with the use of radio technology. This design will be piloted in the remote area of Indonesia, namely Bawean, East Java. We believe that this learning model would be one of promising learning model in remote area during unpredictable situation like Pandemic era.
<b>Suggested Reviewers:</b>	Niken Wahyu Utami, Dr. Universitas PGRI Yogyakarta niken@upy.ac.id her expertise  Wahyu Hidayat, Dr. STKIP Siliwangi wahyu@ikipsiliwangi.ac.id his expertise  Sri Adi Widodo, Dr. Universitas Sarjanawiyata Tamansiswa sriadi@ustjogja.ac.id his expertise
<b>Opposed Reviewers:</b>	

Dear Prof. Christian Schulz  
Lead Editor of Heliyon

Greetings from Indonesia and wishing you a great day with happiness and healthy condition in this era COVID-19.

As the research collaboration team, we are writing the manuscript entitled "Community Radio-Based Learning Model: A Promising Learning Model in Remote Area during Pandemic Era" for consideration for publication in The Heliyon. This manuscript was written using the author guidelines of The Heliyon mentioned on the website.

This paper provides comprehensive studies about a promising learning model in remote areas during the pandemic era, namely the Community Radio-Based Learning Model. We know that student learning difficulties during the Covid-19 pandemic in Indonesia's remote areas with complex internet networks remain unresolved. Several students, teachers, and parents are overwhelmed by the circumstances that make it difficult to continue learning online. This project aims to build solutions for learning models using radio networks that are affordable and open to students in remote areas. This learning model's design was carried out by reviewing some of the literature utilized to prepare learning designs using a blended learning model that combined ordinary learning with radio technology. This design will be piloted in the remote area of Indonesia, namely Bawean, East Java. This learning model would be a promising learning model in remote regions during unpredictable situations like the Pandemic era.

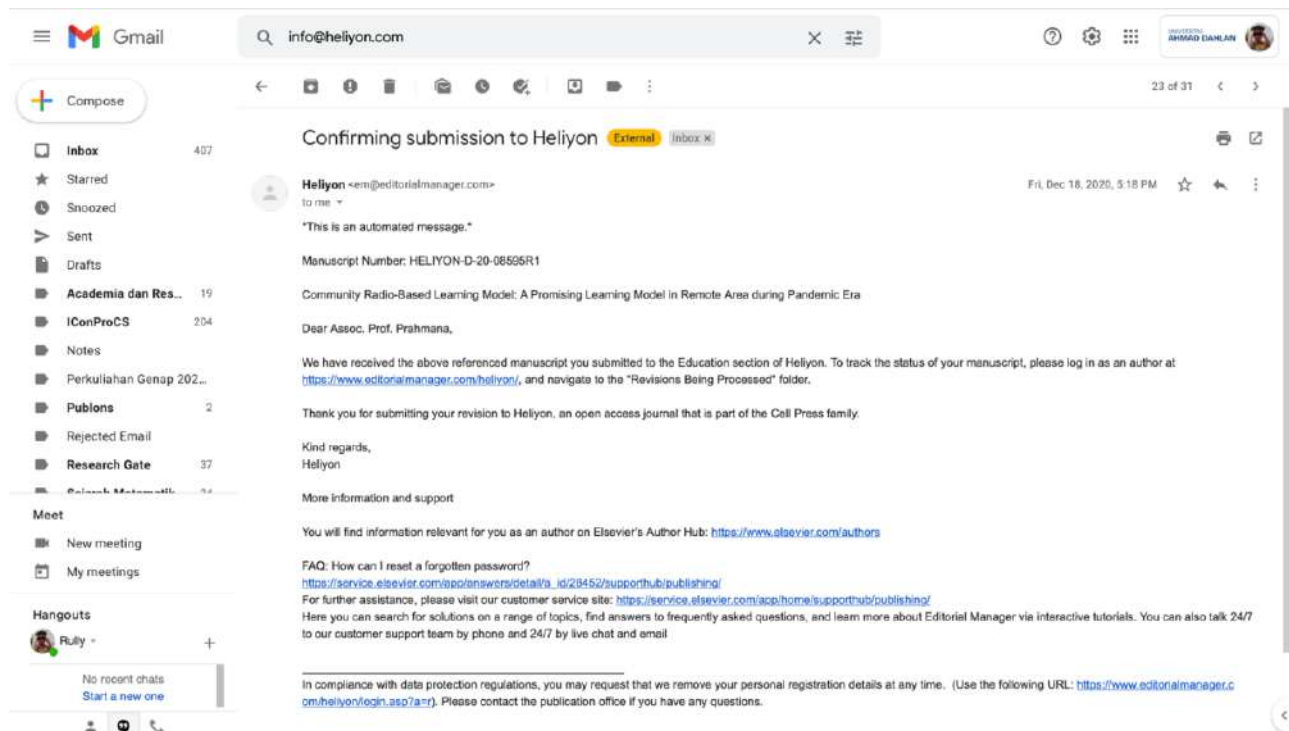
This paper also describes our original work and is not under consideration by any other journal. All authors approved the manuscript and this submission. The five co-authors do not have any conflict of interest regarding this manuscript. This document was reported as the result of the research we conducted as one of our responsibility requirements as a researcher in our university. This year, we didn't fund our research publication because of the COVID-19 Pandemic disease case in our country, so I would like to request a discount for the article publication charge when a manuscript is accepted for publication. As you know, I am also a reviewer in Heliyon journal and now the corresponding author in this paper. Lastly, we hope this article can be published in this journal to contribute to our research results in this journal.

Thank you for receiving our manuscript and considering it for review. We do really appreciate your time and look forward to seeing your response.

Best Wishes,

Assoc. Prof. Dr. Rully Charitas Indra Prahmana  
Department of Master Program on Mathematics Education  
Faculty of Teacher Training and Education  
Universitas Ahmad Dahlan, Yogyakarta, Indonesia  
Scopus ID: [57192302745](#)  
Orchid ID: [0000-0002-9406-689X](#)

Hasil revisi initial review dari Section Editor di submit kembali pada tanggal **18 December 2020**, seperti tampak pada email berikut.



Artikel revisi dari hasil initial review editor yang di submit dan di generate oleh Editorial Manager Sistem nya Jurnal Heliyon [Submit Revisi 1 – 18 December 2020]

# Heliyon

## Community Radio-Based Learning Model: A Promising Learning Model in Remote Area during Pandemic Era --Manuscript Draft--

<b>Manuscript Number:</b>	HELIYON-D-20-08595R1
<b>Article Type:</b>	Original Research Article
<b>Section/Category:</b>	Education
<b>Keywords:</b>	Community Radio-based Learning Model; Pandemic Era; Remote Area; Promising Learning Model
<b>Manuscript Classifications:</b>	140.140.100: Educational Development; 140.140.130: Evidence-Based Education; 140.140.150: Media Education; 140.140.170: Pedagogy; 140.140.180: Teaching Research
<b>Corresponding Author:</b>	Rully Charitas Indra Prahmana, Dr. Universitas Ahmad Dahlan INDONESIA
<b>First Author:</b>	Rully Charitas Indra Prahmana, Dr.
<b>Order of Authors:</b>	Rully Charitas Indra Prahmana, Dr. Dody Hartanto, Dr. Dian Artha Kusumaningtyas Muhammad Ali Muchlas Muchlas, Dr.
<b>Abstract:</b>	The issue of student learning difficulties during the Covid-19 pandemic in Indonesia's remote areas with complex internet networks remains unresolved. Several students, teachers, and parents are overwhelmed by the circumstances that make it difficult to continue learning online. This project aims to build solutions for learning models using radio networks that are affordable and open to students in remote areas. This learning model's design was carried out by reviewing some of the literature utilized to prepare learning designs using a blended learning model that combined ordinary learning using radio technology. We believe that this learning model would be a promising learning model in remote areas during unpredictable situations like the Pandemic era.
<b>Suggested Reviewers:</b>	Niken Wahyu Utami, Dr. Universitas PGRI Yogyakarta niken@upy.ac.id her expertise  Wahyu Hidayat, Dr. STKIP Siliwangi wahyu@ikipsiliwangi.ac.id his expertise  Sri Adi Widodo, Dr. Universitas Sarjanawiyata Tamansiswa sriadi@ustjogja.ac.id his expertise
<b>Opposed Reviewers:</b>	

Dear Prof. Cathryn Magno, PhD,  
Associate Editor – Education, Heliyon

Greetings from Indonesia and wishing you a great day with happiness and healthy condition in this era COVID-19.

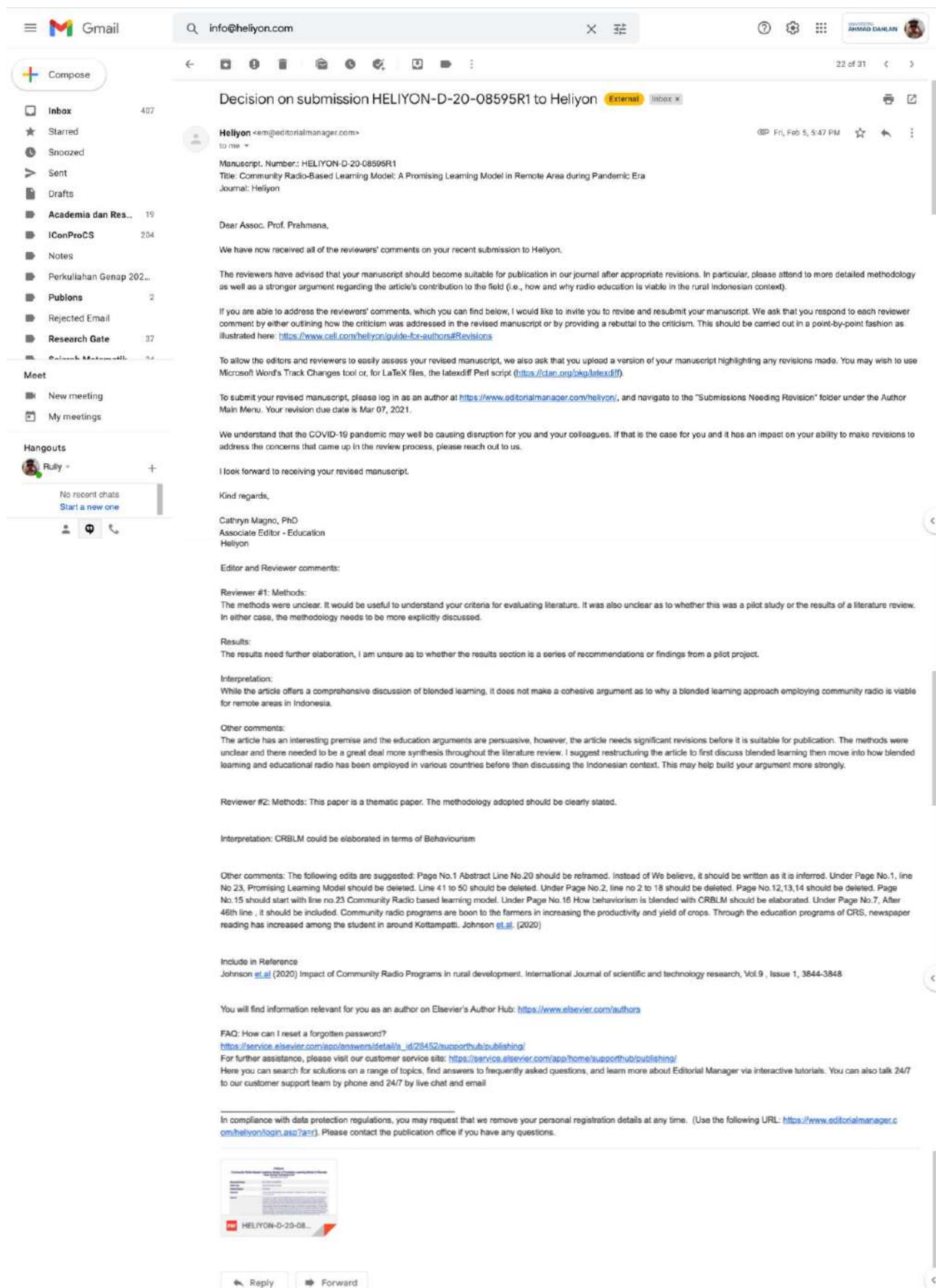
Thank you for giving me the opportunity to submit a revised draft of my manuscript titled Community Radio-Based Learning Model: A Promising Learning Model in Remote Area during Pandemic Era to Heliyon. We really appreciate the time and effort that you and the reviewers have dedicated to providing your valuable feedback on my manuscript. We are grateful to the reviewers for their insightful comments on my paper. We have been able to incorporate changes to reflect most of the suggestions provided by the reviewers. We have been revised the manuscript based on your comments. In addition, all spelling and grammatical errors pointed out by the reviewers have been corrected.

We look forward to hearing from you in due time regarding our submission and to respond to any further questions and comments you may have.

Best wishes,

Rully Charitas Indra Prahmana

Pada tanggal **5 Februari 2021** mendapatkan sejumlah komentar dari 2 reviewer yang fokus kepada metode penelitian dan sejumlah catatan perbaikan dengan deadline **7 Maret 2021**, yang mana satu diantaranya memberikan catatan perbaikan pada artikel nya secara langsung, seperti tampak pada email berikut.



The screenshot shows a Gmail interface with an email from Heliyon. The email subject is "Decision on submission HELIYON-D-20-08595R1 to Heliyon". The sender is Heliyon <em@editorialmanager.com>. The email content includes a manuscript number, title, and journal name. It addresses the recipient as "Dear Assoc. Prof. Frahmans" and informs them that their manuscript has been accepted for publication after revisions. It provides detailed feedback from two reviewers, including comments on methodology, results, and interpretation. The email also includes a list of references and a FAQ section. At the bottom, there is a thumbnail of the manuscript cover and "Reply" and "Forward" buttons.

Decision on submission HELIYON-D-20-08595R1 to Heliyon External Inbox X

Heliyon <em@editorialmanager.com> to me \*  
Fri, Feb 5, 5:47 PM

Manuscript Number: HELIYON-D-20-08595R1  
Title: Community Radio-Based Learning Model: A Promising Learning Model in Remote Area during Pandemic Era  
Journal: Heliyon

Dear Assoc. Prof. Frahmans,

We have now received all of the reviewers' comments on your recent submission to Heliyon.

The reviewers have advised that your manuscript should become suitable for publication in our journal after appropriate revisions. In particular, please attend to more detailed methodology as well as a stronger argument regarding the article's contribution to the field (i.e., how and why radio education is viable in the rural Indonesian context).

If you are able to address the reviewers' comments, which you can find below, I would like to invite you to revise and resubmit your manuscript. We ask that you respond to each reviewer comment by either outlining how the criticism was addressed in the revised manuscript or by providing a rebuttal to the criticism. This should be carried out in a point-by-point fashion as illustrated here: <https://www.ccell.com/heliyon/guide-for-authors#Revisions>

To allow the editors and reviewers to easily assess your revised manuscript, we also ask that you upload a version of your manuscript highlighting any revisions made. You may wish to use Microsoft Word's Track Changes tool or, for LaTeX files, the latexdiff Perl script (<https://ctan.org/pkg/latexdiff>)

To submit your revised manuscript, please log in as an author at <https://www.editorialmanager.com/heliyon/>, and navigate to the "Submissions Needing Revision" folder under the Author Main Menu. Your revision due date is Mar 07, 2021.

We understand that the COVID-19 pandemic may well be causing disruption for you and your colleagues. If that is the case for you and it has an impact on your ability to make revisions to address the concerns that came up in the review process, please reach out to us.

I look forward to receiving your revised manuscript.

Kind regards,

Cathryn Magno, PhD  
Associate Editor - Education  
Heliyon

Editor and Reviewer comments:

Reviewer #1: Methods:  
The methods were unclear. It would be useful to understand your criteria for evaluating literature. It was also unclear as to whether this was a pilot study or the results of a literature review. In either case, the methodology needs to be more explicitly discussed.

Results:  
The results need further elaboration, I am unsure as to whether the results section is a series of recommendations or findings from a pilot project.

Interpretation:  
While the article offers a comprehensive discussion of blended learning, it does not make a cohesive argument as to why a blended learning approach employing community radio is viable for remote areas in Indonesia.

Other comments:  
The article has an interesting premise and the education arguments are persuasive, however, the article needs significant revisions before it is suitable for publication. The methods were unclear and there needed to be a great deal more synthesis throughout the literature review. I suggest restructuring the article to first discuss blended learning then move into how blended learning and educational radio has been employed in various countries before then discussing the Indonesian context. This may help build your argument more strongly.

Reviewer #2: Methods: This paper is a thematic paper. The methodology adopted should be clearly stated.

Interpretation: CRBLM could be elaborated in terms of Behaviourism

Other comments: The following edits are suggested: Page No.1 Abstract Line No.20 should be reframed. Instead of We believe, it should be written as it is inferred. Under Page No.1, line No.23, Promising Learning Model should be deleted. Line 41 to 50 should be deleted. Under Page No.2, line no 2 to 18 should be deleted. Page No.12,13,14 should be deleted. Page No.15 should start with line no.23 Community Radio based learning model. Under Page No.16 How behaviorism is blended with CRBLM should be elaborated. Under Page No.7, After 46th line, it should be included. Community radio programs are boon to the farmers in increasing the productivity and yield of crops. Through the education programs of CRS, newspaper reading has increased among the student in around Kottampatti. Johnson *et al.* (2020)

Include in Reference  
Johnson *et al.* (2020) Impact of Community Radio Programs in rural development. International Journal of scientific and technology research, Vol.9 , Issue 1, 3844-3848

You will find information relevant for you as an author on Elsevier's Author Hub: <https://www.elsevier.com/authors>

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For further assistance, please visit our customer service site: <https://service.elsevier.com/app/home/supporthub/publishing/>  
Here you can search for solutions on a range of topics, find answers to frequently asked questions, and learn more about Editorial Manager via interactive tutorials. You can also talk 24/7 to our customer support team by phone and 24/7 by live chat and email

In compliance with data protection regulations, you may request that we remove your personal registration details at any time. (Use the following URL: <https://www.editorialmanager.com/heliyon/login.asp?act=1>). Please contact the publication office if you have any questions.

HELIYON-D-20-08...

Reply Forward

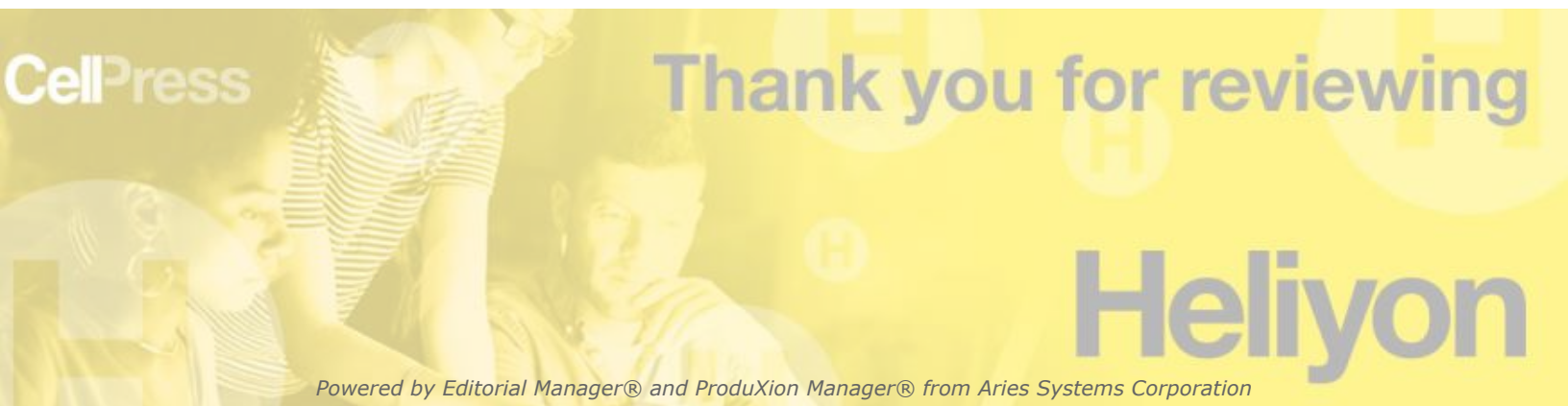


Hasil Review yang diberikan secara langsung pada Artikel yang di submit  
dan di generate oleh Editorial Manager Sistem nya Jurnal Heliyon  
[Hasil Review – 5 Februari 2021]

# Heliyon

## Community Radio-Based Learning Model: A Promising Learning Model in Remote Area during Pandemic Era --Manuscript Draft--

<b>Manuscript Number:</b>	HELIYON-D-20-08595R1
<b>Article Type:</b>	Original Research Article
<b>Section/Category:</b>	Education
<b>Keywords:</b>	Community Radio-based Learning Model; Pandemic Era; Remote Area; Promising Learning Model
<b>Abstract:</b>	<p>The issue of student learning difficulties during the Covid-19 pandemic in Indonesia's remote areas with complex internet networks remains unresolved. Several students, teachers, and parents are overwhelmed by the circumstances that make it difficult to continue learning online. This project aims to build solutions for learning models using radio networks that are affordable and open to students in remote areas. This learning model's design was carried out by reviewing some of the literature utilized to prepare learning designs using a blended learning model that combined ordinary learning using radio technology. We believe that this learning model would be a promising learning model in remote areas during unpredictable situations like the Pandemic era.</p>



Dear Prof. Cathryn Magno, PhD,  
Associate Editor – Education, Heliyon

Greetings from Indonesia and wishing you a great day with happiness and healthy condition in this era COVID-19.

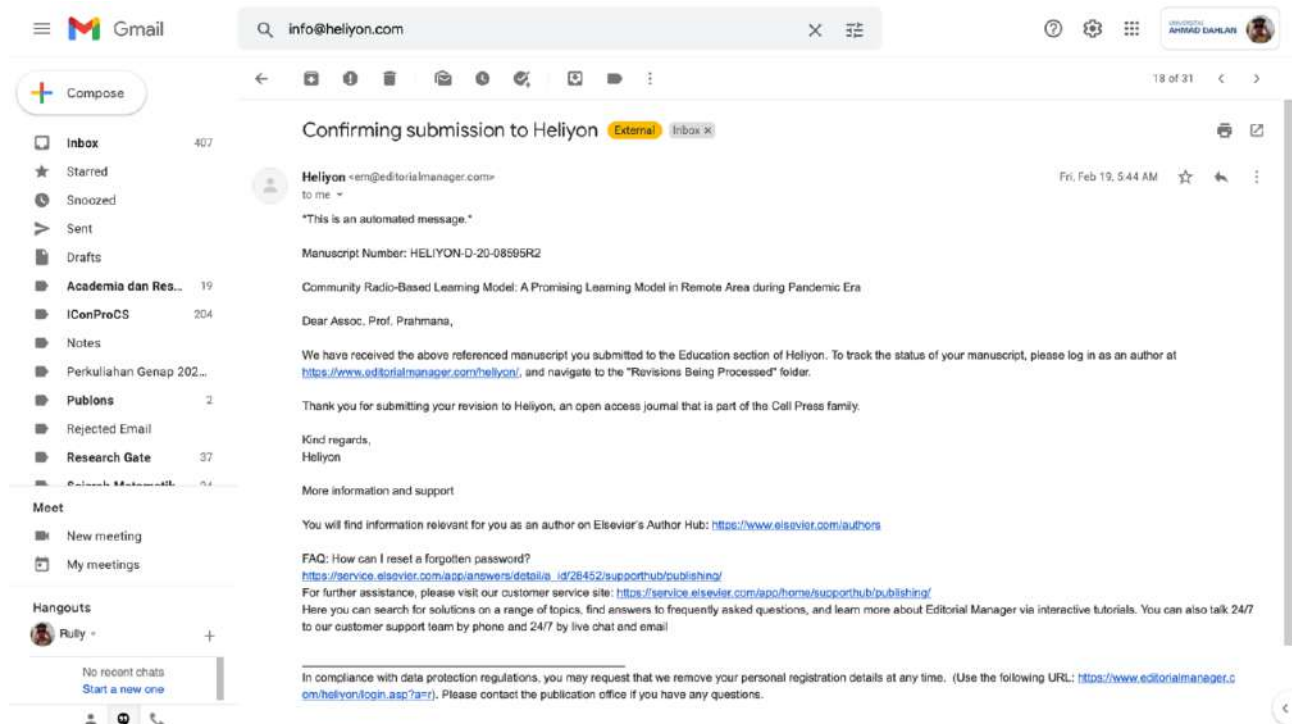
Thank you for giving me the opportunity to submit a revised draft of my manuscript titled Community Radio-Based Learning Model: A Promising Learning Model in Remote Area during Pandemic Era to Heliyon. We really appreciate the time and effort that you and the reviewers have dedicated to providing your valuable feedback on my manuscript. We are grateful to the reviewers for their insightful comments on my paper. We have been able to incorporate changes to reflect most of the suggestions provided by the reviewers. We have been revised the manuscript based on your comments. In addition, all spelling and grammatical errors pointed out by the reviewers have been corrected.

We look forward to hearing from you in due time regarding our submission and to respond to any further questions and comments you may have.

Best wishes,

Rully Charitas Indra Prahmana

Hasil revisi sesuai masukan dan saran dari 2 reviewer di submit kembali pada tanggal **19 Februari 2021**, dengan melampirkan file response to reviewer untuk mengklarifikasi seluruh saran dan masukan dari kedua reviewer, dengan email notifikasi konfirmasi telah mengirimkan hasil revisi, seperti tampak pada email berikut.



Artikel revisi sesuai saran dan masukan dari 2 orang reviewer yang di submit dan di generate oleh Editorial Manager Sistem nya Jurnal Heliyon  
[Submit Revisi 2 – 19 Februari 2021]

# Heliyon

## Community Radio-Based Learning Model: A Promising Learning Model in Remote Area during Pandemic Era --Manuscript Draft--

<b>Manuscript Number:</b>	HELIYON-D-20-08595R2
<b>Article Type:</b>	Review article
<b>Section/Category:</b>	Education
<b>Keywords:</b>	Community Radio-based Learning Model; Pandemic Era; Remote Area
<b>Manuscript Classifications:</b>	140.140.100: Educational Development; 140.140.130: Evidence-Based Education; 140.140.150: Media Education; 140.140.170: Pedagogy; 140.140.180: Teaching Research
<b>Corresponding Author:</b>	Rully Charitas Indra Prahmana, Dr. Universitas Ahmad Dahlan INDONESIA
<b>First Author:</b>	Rully Charitas Indra Prahmana, Dr.
<b>Order of Authors:</b>	Rully Charitas Indra Prahmana, Dr. Dody Hartanto, Dr. Dian Artha Kusumaningtyas Raden Muhammad Ali Muchlas Muchlas, Dr.
<b>Abstract:</b>	<p>The Covid-19 pandemic is a big challenge for education worldwide because education has to be done virtually to stop the spread of the Covid-19 virus. The problem is that students live in areas far from cities, so learning in an interconnected world should be done virtually. One of them is Indonesia, with a diverse geographical condition consisting of mountains, lowlands, highlands, and valleys. Some areas are far away from cities, making students difficult to connect to the internet and virtual teaching is challenging. These areas are often referred to as remote areas. So far, the Indonesian government's approach to dealing with learning difficulties in remote areas is vague. This research aims to construct a theoretical learning framework that can be used to facilitate distance learning in remote areas in Indonesia. This research proposes a developmental theory of alternative learning in remote areas through the integrative literature review. In this study, the theoretical framework evolved out of the review of existing research on community radio, blended learning, transformative education, and critical pedagogy. This study yields a theoretical framework regarding the community radio-based learning model that contributes as a promising alternative learning solution in remote areas. It is inferred that this learning model would be a promising learning model in remote areas during unpredictable situations such as in the Pandemic era.</p>
<b>Suggested Reviewers:</b>	<p>Niken Wahyu Utami, Dr. Universitas PGRI Yogyakarta niken@upy.ac.id her expertise</p> <p>Wahyu Hidayat, Dr. STKIP Siliwangi wahyu@ikipsiliwangi.ac.id his expertise</p> <p>Sri Adi Widodo, Dr. Universitas Sarjanawiyata Tamansiswa sriadi@ustjogja.ac.id his expertise</p>
<b>Opposed Reviewers:</b>	

Dear Prof. Cathryn Magno, PhD,  
Associate Editor – Education, Heliyon

Greetings from Indonesia and wishing you a great day with happiness and healthy condition in this era COVID-19.

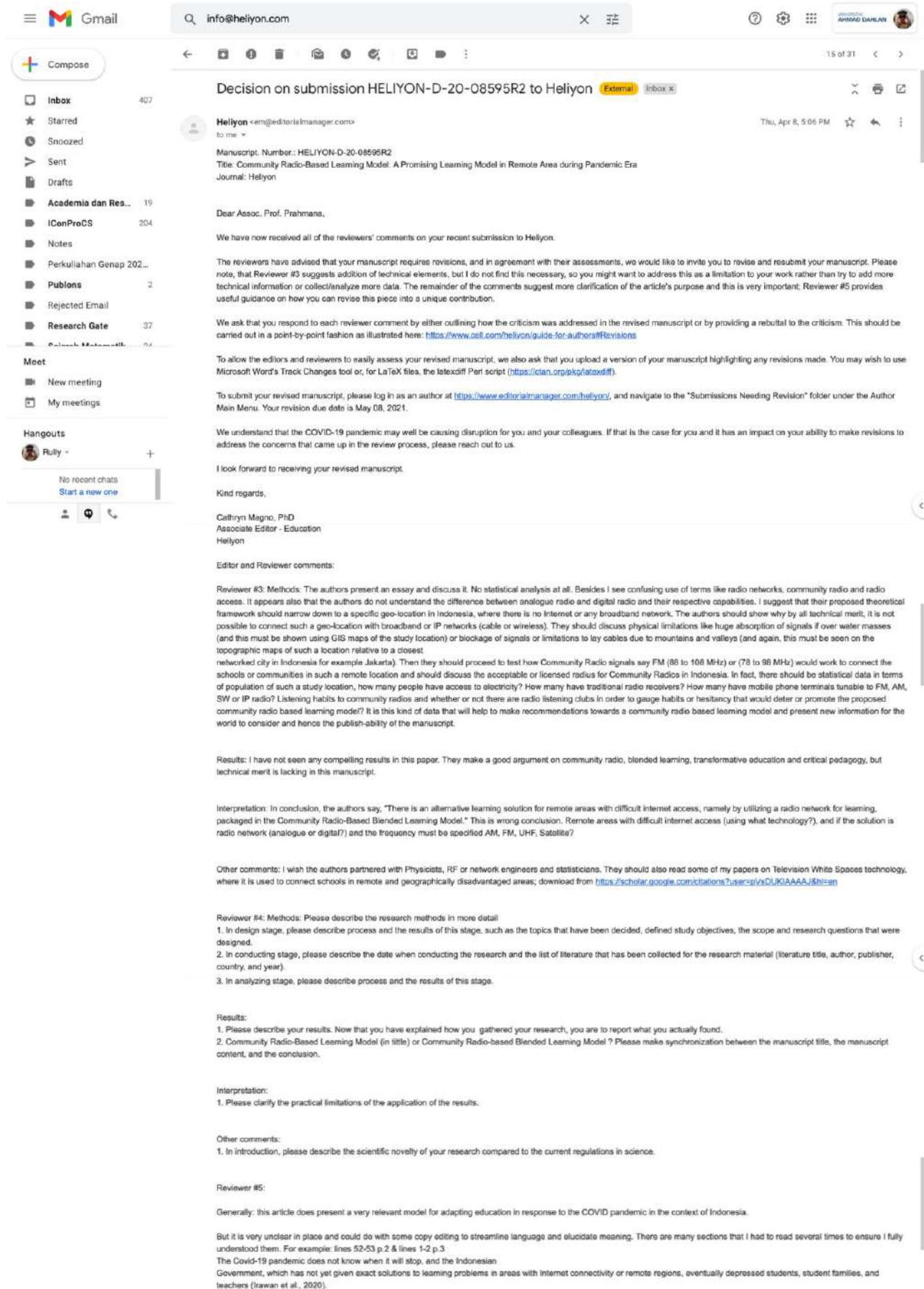
Thank you for allowing me to submit our second revised manuscript entitled Community Radio-Based Learning Model: A Promising Learning Model in Remote Area during Pandemic Era to Heliyon. We do really appreciate the time and effort you and the reviewers have dedicated to providing valuable feedback on my manuscript. We are grateful to the reviewers for their insightful comments on our paper. We have been able to incorporate changes to reflect most of the suggestions provided by the reviewers. We have been revised the manuscript based on the reviewers' comments, suggestions, and remarks. In the revised paper process, we activate the **Track Changes** menu in Ms. Word so that you can track our changed regarding our revised paper. Besides, all spelling and grammatical errors pointed out by the reviewers have been corrected. We do hope that our second revised paper could be fulfilled the standard article for published in Heliyon.

Thank you very much for your cooperation and kindness. We look forward to hearing from you in due time regarding our submission and to respond to any further questions and comments you may have.

Best wishes,

Rully Charitas Indra Prahmana

Artikel diminta untuk direvisi kembali berdasarkan saran perbaikan dari 3 reviewer pada tanggal 8 April 2021 yang fokus kepada catatan yang lebih detail dengan deadline 8 Mei 2021, seperti tampak pada email berikut.



The image shows a screenshot of a Gmail inbox. The email is from Helyon <em@editorialmanager.com> to me, dated Thursday, April 8, 5:06 PM. The subject is "Decision on submission HELIYON-D-20-08595R2 to Helyon". The email content is as follows:

Dear Assoc. Prof. Prahmana,

We have now received all of the reviewers' comments on your recent submission to Helyon.

The reviewers have advised that your manuscript requires revisions, and in agreement with their assessments, we would like to invite you to revise and resubmit your manuscript. Please note, that Reviewer #3 suggests addition of technical elements, but I do not find this necessary, so you might want to address this as a limitation to your work rather than try to add more technical information or collect/analyze more data. The remainder of the comments suggest more clarification of the article's purpose and this is very important; Reviewer #5 provides useful guidance on how you can revise this piece into a unique contribution.

We ask that you respond to each reviewer comment by either outlining how the criticism was addressed in the revised manuscript or by providing a rebuttal to the criticism. This should be carried out in a point-by-point fashion as illustrated here: <https://www.oell.com/helyon/guide-for-authors#Revisions>

To allow the editors and reviewers to easily assess your revised manuscript, we also ask that you upload a version of your manuscript highlighting any revisions made. You may wish to use Microsoft Word's Track Changes tool or, for LaTeX files, the latexdiff Perl script (<https://ctan.org/pkg/latexdiff>).

To submit your revised manuscript, please log in as an author at <https://www.editorialmanager.com/helyon/>, and navigate to the "Submissions Needing Revision" folder under the Author Main Menu. Your revision due date is May 08, 2021.

We understand that the COVID-19 pandemic may well be causing disruption for you and your colleagues. If that is the case for you and it has an impact on your ability to make revisions to address the concerns that came up in the review process, please reach out to us.

I look forward to receiving your revised manuscript.

Kind regards,

Cathryn Magno, PhD  
Associate Editor - Education  
Helyon

Editor and Reviewer comments:

**Reviewer #3: Methods.** The authors present an essay and discuss it. No statistical analysis at all. Besides I see confusing use of terms like radio networks, community radio and radio access. It appears also that the authors do not understand the difference between analogue radio and digital radio and their respective capabilities. I suggest that their proposed theoretical framework should narrow down to a specific geo-location in Indonesia, where there is no internet or any broadband network. The authors should show why by all technical merit, it is not possible to connect such a geo-location with broadband or IP networks (cable or wireless). They should discuss physical limitations like huge absorption of signals if over water masses (and this must be shown using GIS maps of the study location) or blockage of signals or limitations to lay cables due to mountains and valleys (and again, this must be seen on the topographic maps of such a location relative to a closest networked city in Indonesia for example Jakarta). Then they should proceed to test how Community Radio signals say FM (88 to 108 MHz) or (78 to 98 MHz) would work to connect the schools or communities in such a remote location and should discuss the acceptable or licensed radius for Community Radios in Indonesia. In fact, there should be statistical data in terms of population of such a study location, how many people have access to electricity? How many have traditional radio receivers? How many have mobile phone terminals tunable to FM, AM, SW or IP radio? Listening habits to community radios and whether or not there are radio listening clubs in order to gauge habits or hesitancy that would deter or promote the proposed community radio based learning model? It is this kind of data that will help to make recommendations towards a community radio based learning model and present new information for the world to consider and hence the publishability of the manuscript.

**Results:** I have not seen any compelling results in this paper. They make a good argument on community radio, blended learning, transformative education and critical pedagogy, but technical merit is lacking in this manuscript.

**Interpretation:** In conclusion, the authors say, "There is an alternative learning solution for remote areas with difficult internet access, namely by utilizing a radio network for learning, packaged in the Community Radio-Based Blended Learning Model." This is wrong conclusion. Remote areas with difficult internet access (using what technology?), and if the solution is radio network (analogue or digital?) and the frequency must be specified AM, FM, UHF, Satellite?

**Other comments:** I wish the authors partnered with Physicists, RF or network engineers and statisticians. They should also read some of my papers on Television White Spaces technology, where it is used to connect schools in remote and geographically disadvantaged areas; download from <https://scholar.google.com/citations?user=pVvDUGIAAAA&hl=en>

**Reviewer #4: Methods.** Please describe the research methods in more detail

1. In design stage, please describe process and the results of this stage, such as the topics that have been decided, defined study objectives, the scope and research questions that were designed.
2. In conducting stage, please describe the date when conducting the research and the list of literature that has been collected for the research material (literature title, author, publisher, country, and year)
3. In analyzing stage, please describe process and the results of this stage.

**Results:**

1. Please describe your results. Now that you have explained how you gathered your research, you are to report what you actually found.
2. Community Radio-Based Learning Model (in title) or Community Radio-based Blended Learning Model? Please make synchronization between the manuscript title, the manuscript content, and the conclusion.

**Interpretation:**

1. Please clarify the practical limitations of the application of the results.

**Other comments:**

1. In introduction, please describe the scientific novelty of your research compared to the current regulations in science.

**Reviewer #5:**

Generally: this article does present a very relevant model for adapting education in response to the COVID pandemic in the context of Indonesia.

But it is very unclear in place and could do with some copy editing to streamline language and elucidate meaning. There are many sections that I had to read several times to ensure I fully understood them. For example: lines 52-53 p.2 & lines 1-2 p.3

The Covid-19 pandemic does not know when it will stop, and the Indonesian Government, which has not yet given exact solutions to learning problems in areas with internet connectivity or remote regions, eventually depressed students, student families, and teachers (Irawan et al., 2020).

**Key points:**

I find it difficult to precisely understand what the purpose of the article is. The abstract presents the article as an integrative literature review that can provide practical guidance to inform Indonesia's decision-making on provision of (community radio) education that complies with the social distance requirements mandated as a response to the COVID pandemic. But as the article unfolds, it's not clear how practically useful this integrative literature review will be to inform thinking. For instance, on P7 (penultimate paragraph in Section 2) it says:

In the integrative literature review study, data analysis is replaced with clear logic and reasoning conceptual as the basis for argument and explanation. These two are the most important features used to develop the proposed framework or model and allow readers to see the relationship between research problems, criticism of the literature, and theoretical results in a theoretical framework.

Is the article intended to present a vision of a community based radio model with the potential to transform and disrupt the power (im)balances inherent within traditional educational approaches and achieve this through decentralising power through community-based governance? Through this lens, community radio becomes an inherently political project with community participation at its core. It's not clear whether or how - within the context of the Indonesian education system - this could or would work. What is the underlying political ambition that informs and drives the Indonesian education system? There is a section on the history of community radio in Indonesia but this is mainly descriptive. Whilst some lessons are shared in relation to the use of community radio for building a sense of national identity / resistance to colonial rule, this is not really explored in any great depth.

It would be helpful for the authors to review some of the literature on education in emergencies and the use of community radio in those contexts. Whilst the examples given of Kenya, India and Canada are interesting, are they the best examples? There was an example of a child-participatory radio for education initiative in Sierra Leone developed in response to the closure of schools during the 2014 Ebola crisis. This might be a better comparison. (Declaration of interest: I ran the organisation Child to Child which worked with the local partner, Pikin to Pikin Movement to implement this programme. I can provide references if this would be helpful.)

I think it would also be relevant for the authors to consider how pedagogy can enable the fuller expression of the critical approaches to education considered in the paper (presented by Gramsci, Frankfurt School & Freire). How can and should community radio practically support these pedagogical objectives, what pedagogical methods might be used? This obviously links back to the political aspects of community governance and participation but may go beyond that.

By far the strongest sections in the paper are those that analyse and reflect upon the key tenets of critical pedagogy (P22 and in the conclusion). There is a very strong connection between this and the potential offered by community radio and this could be more fully explored and articulated.

The three frameworks definitely present some interesting options regarding the potential future developments for the Indonesian educational response to learning in remote communities. However, I think the author could do more to identify and articulate the critical intersections between these frameworks (which would be the unique contribution of this article) and illustrate how these could be used to guide future action. It might have been helpful for the authors to outline the underlying constructs which inform the current model of education in Indonesia and then contrast this with the potential offered by the integrative framework. I am not sure how the two connect at the moment.

\*\*\*\*

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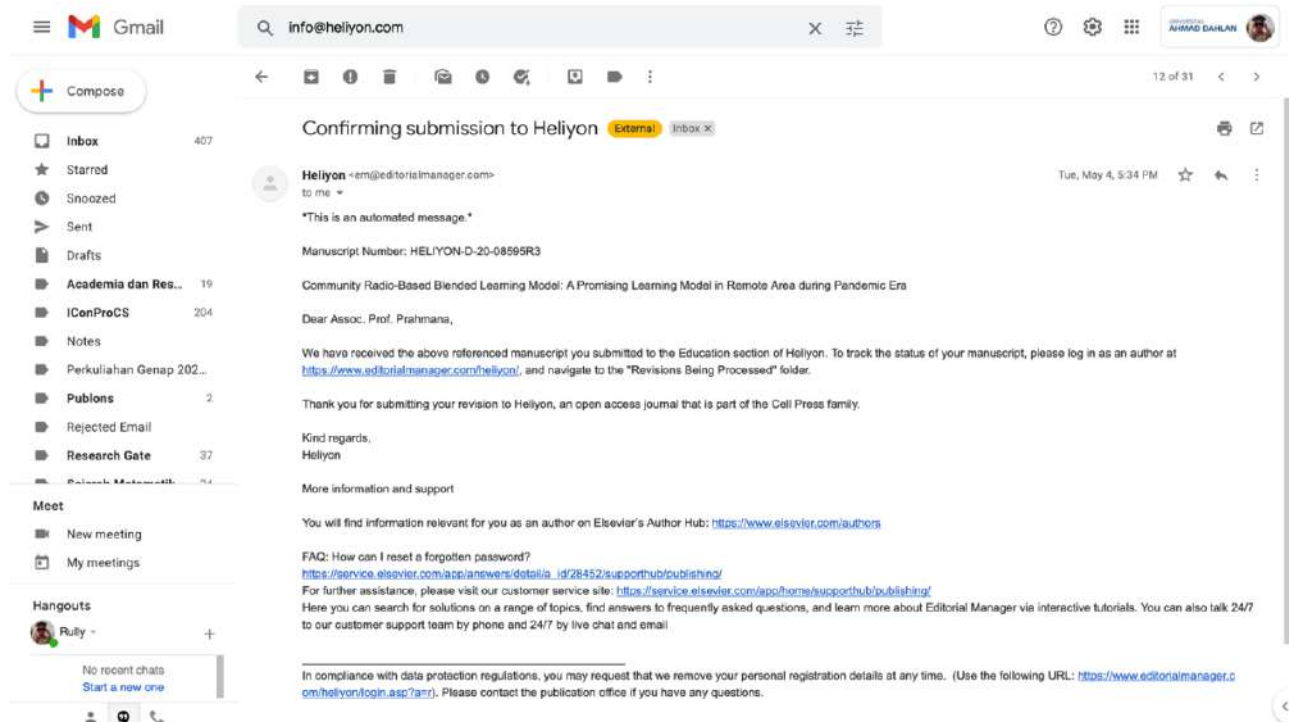
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Hasil revisi ketiga di submit kembali pada tanggal **4 Mei 2021**, sesuai saran dan masukan dari Editor dan 3 Reviewer, dengan email notifikasi konfirmasi telah mengirimkan hasil revisi, seperti tampak pada email berikut.



Artikel revisi sesuai saran dan masukan dari Editor dan 3 Reviewer yang di submit dan di generate oleh Editorial Manager Sistem nya  
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[Submit Revisi 3 – 4 Mei 2021]

# Heliyon

## Community Radio-Based Blended Learning Model: A Promising Learning Model in Remote Area during Pandemic Era --Manuscript Draft--

<b>Manuscript Number:</b>	HELIYON-D-20-08595R3
<b>Article Type:</b>	Review article
<b>Keywords:</b>	Community Radio-Based Blended Learning Model; Pandemic Era; Remote Area; Integrative Literature Review
<b>Manuscript Classifications:</b>	140.140.100: Educational Development; 140.140.130: Evidence-Based Education; 140.140.150: Media Education; 140.140.170: Pedagogy; 140.140.180: Teaching Research
<b>Corresponding Author:</b>	Rully Charitas Indra Prahmana, Dr. Universitas Ahmad Dahlan INDONESIA
<b>First Author:</b>	Rully Charitas Indra Prahmana, Dr.
<b>Order of Authors:</b>	Rully Charitas Indra Prahmana, Dr. Dody Hartanto, Dr. Dian Artha Kusumaningtyas Raden Muhammad Ali Muchlas Muchlas, Dr.
<b>Abstract:</b>	<p>The Covid-19 pandemic is a big challenge for education worldwide because education has to be done virtually to stop the spread of the Covid-19 virus. The problem is that students live in areas far from cities, so learning in an interconnected world should be done virtually. One of them is Indonesia, with a diverse geographical condition consisting of mountains, lowlands, highlands, and valleys. Some areas are far away from cities, making students difficult to connect to the internet and virtual teaching is challenging. These areas are often referred to as remote areas. So far, the Indonesian government's approach to dealing with learning difficulties in remote areas is vague. This research aims to construct a theoretical learning framework that can be used to facilitate distance learning in remote areas in Indonesia. This research proposes a developmental theory of alternative learning in remote areas through the integrative literature review. In this study, the theoretical framework evolved out of the review of existing research on community radio, blended learning, transformative education, and critical pedagogy. This study yields a theoretical framework regarding the community radio-based learning model that contributes as a promising alternative learning solution in remote areas. It is inferred that this learning model would be a promising learning model in remote areas during unpredictable situations such as in the Pandemic era.</p>
<b>Opposed Reviewers:</b>	

Dear Prof. Cathryn Magno, Ph.D.,  
Associate Editor – Education, Heliyon

Thank you for allowing me to submit our third revised manuscript entitled Community Radio-Based Learning Model: A Promising Learning Model in Remote Area during Pandemic Era to Heliyon. We do really appreciate the time and effort you and the reviewers have dedicated to providing valuable feedback on my manuscript. We are grateful to the reviewers for their insightful comments on our paper. We have been able to incorporate changes to reflect most of the suggestions provided by the reviewers.

Furthermore, we have been revised the manuscript based on the reviewers' comments, suggestions, and remarks. There are several changes to our manuscript:

1. We have addressed the limitation of our work and further research recommendation (Reviewer #3).
2. We have revised the title by adding the word "blended" and making our method section more detailed and completed (Reviewer #4).
3. We have revised some parts of our paper to show our unique contribution of this article to solve the learning problem during the pandemic situation in a remote area (Reviewer #5).
4. In the revised paper process, we activate the **Track Changes** menu in Ms. Word so that you can track our changed regarding our revised paper.

Besides, all spelling and grammatical errors pointed out by the reviewers have been corrected. We do hope that our third revised paper could be fulfilled the standard article for published in Heliyon.

Thank you very much for your cooperation and kindness. We look forward to hearing from you in due time regarding our submission and to respond to any further questions and comments you may have.

Best wishes,  
Rully Charitas Indra Prahmana

Pada tanggal 24 Juni 2021, artikel akan diterima setelah memperbaiki sejumlah perbaikan minor baik dari editor dan 1 reviewer dengan komentar tertulis pada file terlampir, termasuk permintaan untuk melakukan proofreader ke professional language editing service, seperti tampak pada email berikut.

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Journal: Heliyon

Dear Assoc. Prof. Prahmana,

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We have now received all of the editor and reviewer comments on your recent submission to Heliyon. Your paper will become acceptable for publication after implementation of minor formatting and/or administrative changes outlined below. To avoid unnecessary delays in the publication of your manuscript, please do not make any other additional changes during this revision.

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Kind regards,

Laura Salisbury  
Editorial Assistant  
Heliyon

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Reviewer #4: Methods: The methods described in sufficient detail to understand the approach used and are appropriate statistical tests applied.

Results: The results or data that support any conclusions shown directly or otherwise publicly available according to the standards of the field.

Interpretation: The conclusions a reasonable extension of the results. The study's design, data presentation, and citations comply with standard COPE ethical guidelines.

Other comments: I have a few small notes for the perfection of this manuscript. Please check the document I attached. Thank you.

\*\*\*\*

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We invite you to convert your supplementary data (or a part of it) into an additional journal publication in Data in Brief, a multi-disciplinary open access journal. Data in Brief articles are a fantastic way to describe supplementary data and associated metadata, or full raw datasets deposited in an external repository, which are otherwise unnoticed. A Data in Brief article (which will be reviewed, formatted, indexed, and given a DOI) will make your data easier to find, reproduce, and cite.

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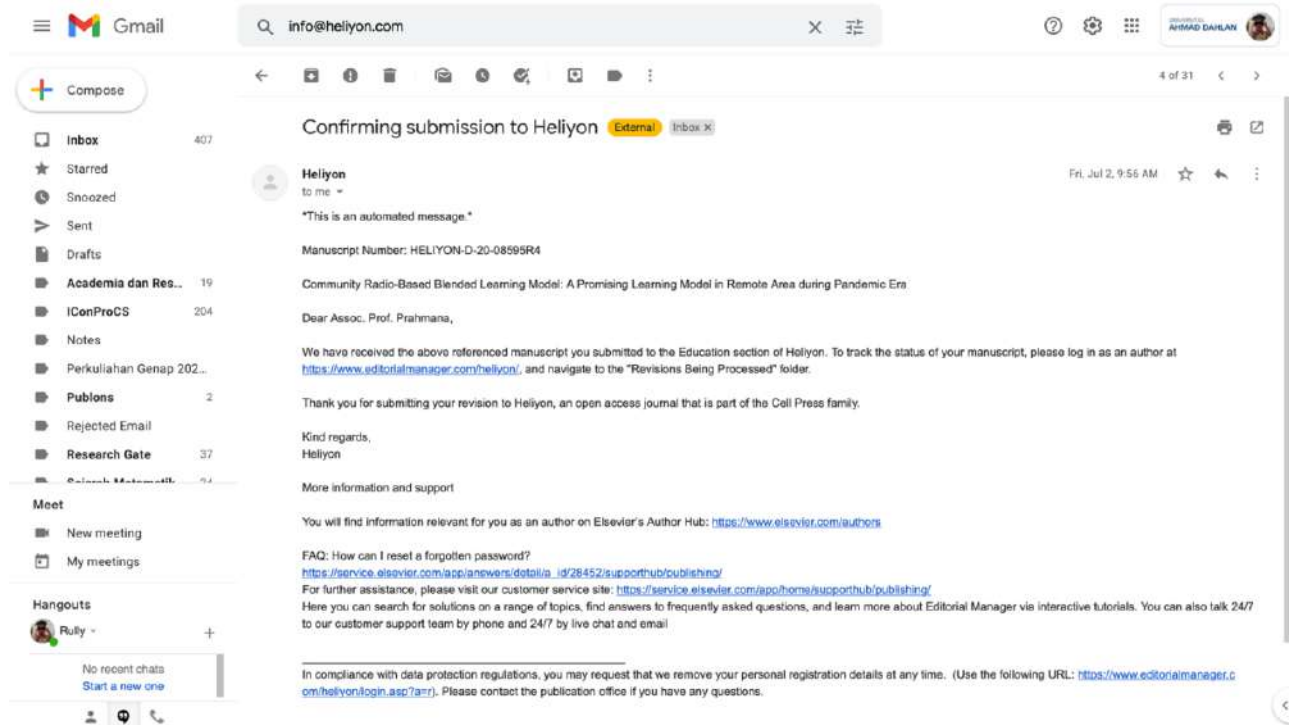
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Hasil revisi minor dan bukti proofread artikel hasil revisi, di submit kembali pada tanggal **2 Juli 2021**, sesuai saran dan masukan dari Editor dan Reviewer, dengan email notifikasi konfirmasi telah mengirimkan hasil revisi, seperti tampak pada email berikut.



Artikel revisi minor sesuai saran dan masukan dari Editor dan Reviewer yang di submit dan di generate oleh Editorial Manager Sistem nya Jurnal Heliyon  
[Submit Revisi 4 – 2 Juli 2021]

## Community Radio-Based Blended Learning Model: A Promising Learning Model in Remote Area during Pandemic Era --Manuscript Draft--

<b>Manuscript Number:</b>	HELIYON-D-20-08595R4
<b>Article Type:</b>	Review article
<b>Keywords:</b>	Community Radio-Based Blended Learning Model; Pandemic Era; Remote Area; Integrative Literature Review
<b>Manuscript Classifications:</b>	140.140.100: Educational Development; 140.140.130: Evidence-Based Education; 140.140.150: Media Education; 140.140.170: Pedagogy; 140.140.180: Teaching Research
<b>Corresponding Author:</b>	Rully Charitas Indra Prahmana, Dr. Universitas Ahmad Dahlan INDONESIA
<b>First Author:</b>	Rully Charitas Indra Prahmana, Dr.
<b>Order of Authors:</b>	Rully Charitas Indra Prahmana, Dr. Dody Hartanto, Dr. Dian Artha Kusumaningtyas Raden Muhammad Ali Muchlas Muchlas, Dr.
<b>Abstract:</b>	The COVID-19 pandemic is a big challenge for education worldwide because education has to be done virtually to stop the spread of the COVID-19. The problem is that there are students who live in areas far from cities, while learning in an interconnected world should be done virtually. Diverse geographical conditions in Indonesia consisting of mountains, lowlands, highlands, and valleys and some areas that are far away from cities make students difficult to connect to the internet and thus, virtual teaching is challenging. These areas are often referred to as remote areas. So far, the Indonesian government's approach to dealing with learning difficulties in remote areas is vague. This research aims to construct a theoretical learning framework that can be used to facilitate distance learning in remote areas in Indonesia. This research proposes a developmental theory of alternative learning in remote areas through the integrative literature review. In this research, the theoretical framework evolved out of the review of existing research on community radio, blended learning, transformative education, and critical pedagogy. This research yields a theoretical framework regarding the community radio-based blended learning model that contributes as a promising alternative learning solution in remote areas. It is inferred that this learning model would be a promising learning model in remote areas during unpredictable situations such as in the pandemic era.
<b>Opposed Reviewers:</b>	

Dear Prof. Cathryn Magno, Ph.D.,  
Associate Editor – Education, Heliyon

Thank you for allowing me to submit our final revised manuscript entitled Community Radio-Based Blended Learning Model: A Promising Learning Model in Remote Area during Pandemic Era to Heliyon. We do really appreciate the time and effort you and the reviewers have dedicated to providing valuable feedback on my manuscript. We are grateful for your decision which stated that our paper would become acceptable for publication after implementing minor formatting and/or administrative changes outlined below. We have been able to revise most of the suggestions provided by the Reviewers and Editors.

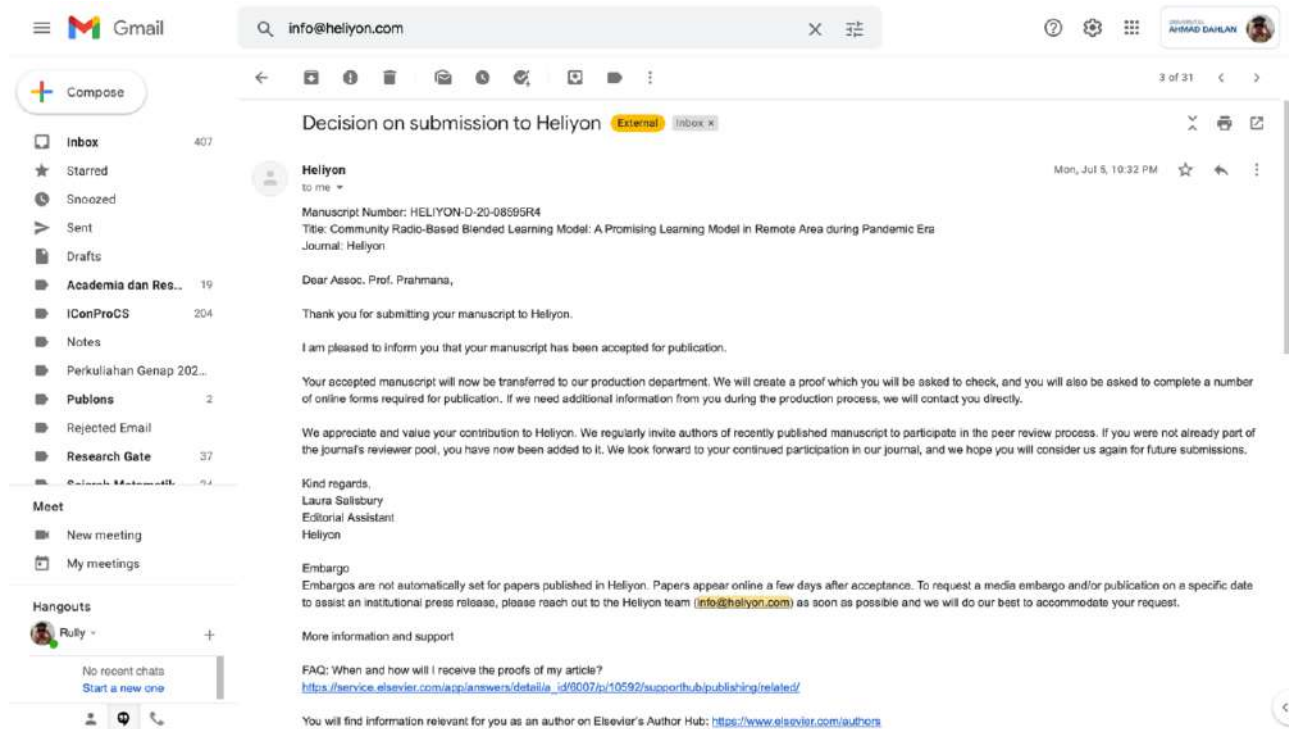
Furthermore, we have been revised the manuscript based on the Editorial Office and Reviewers' comments, suggestions, and remarks. There are several changes to our manuscript:

1. All spelling, typos, and grammatical errors have been corrected and proofread. We have used language editing services from our university partnership institution with native English-speaking editors to improve the English level throughout our manuscript to meet the journal's required standard (Editorial Office).
2. We have been removed our acknowledgments from the manuscript file (Editorial Office).
3. We have confirmed that all authors listed have significantly contributed to the development and the writing of this article (Editorial Office).
4. We have revised several suggestions in the method and interpretation of our review and a few small notes based on the suggestion in the document (Reviewer #4).

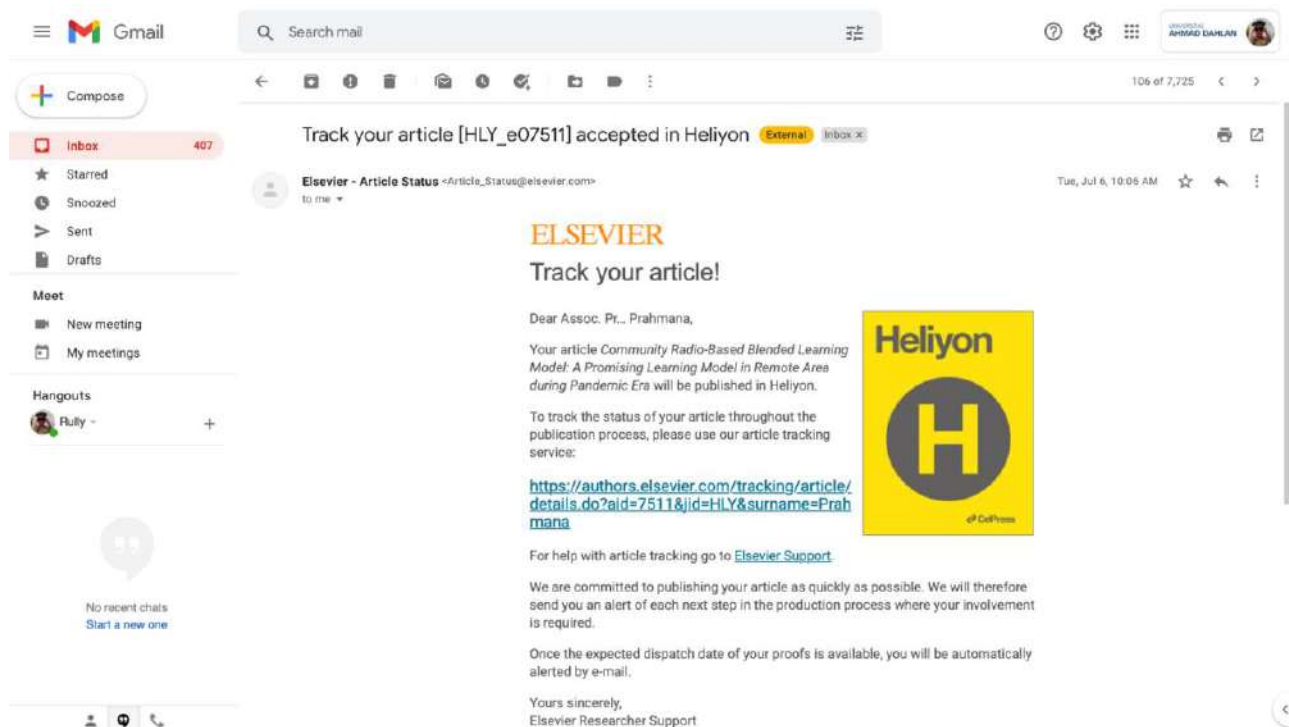
We do hope that our final revised paper could be fulfilled the standard article published in Heliyon. Once again, thank you very much for your cooperation, help, and kindness. We do really appreciate your time and look forward to seeing your response.

Best wishes,  
Assoc. Prof. Rully Charitas Indra Prahmana  
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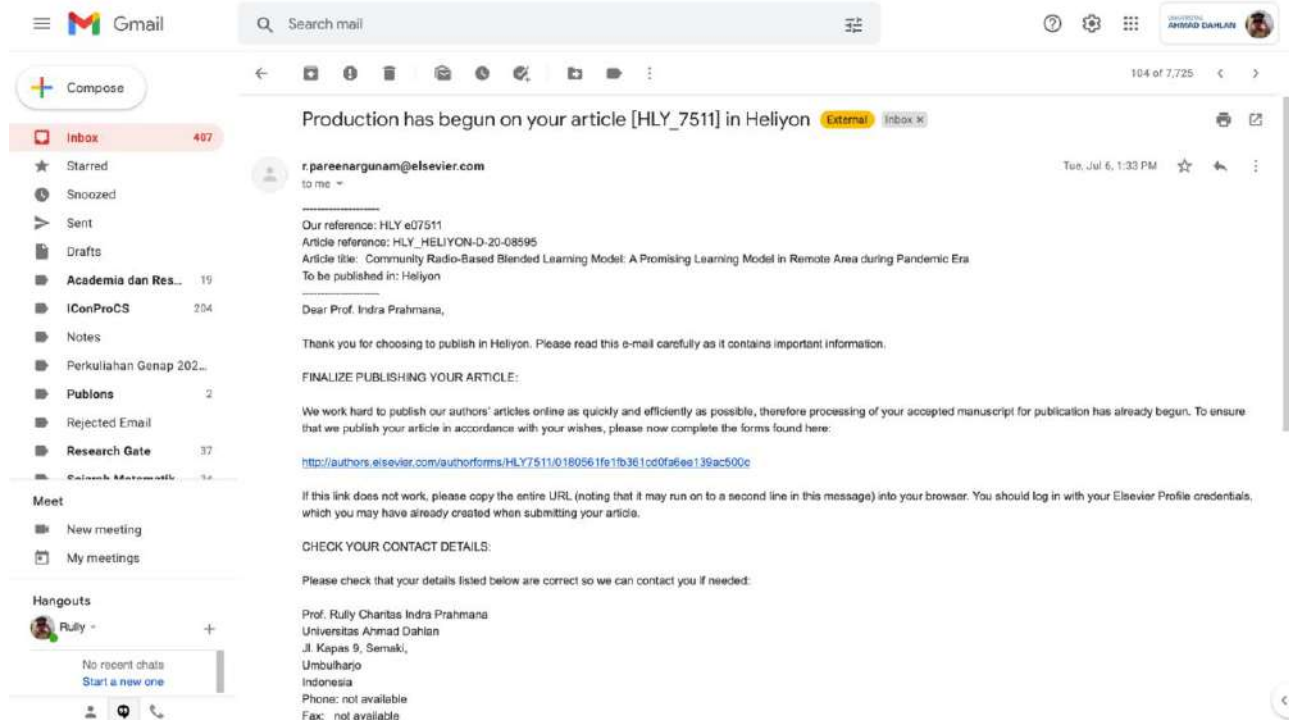


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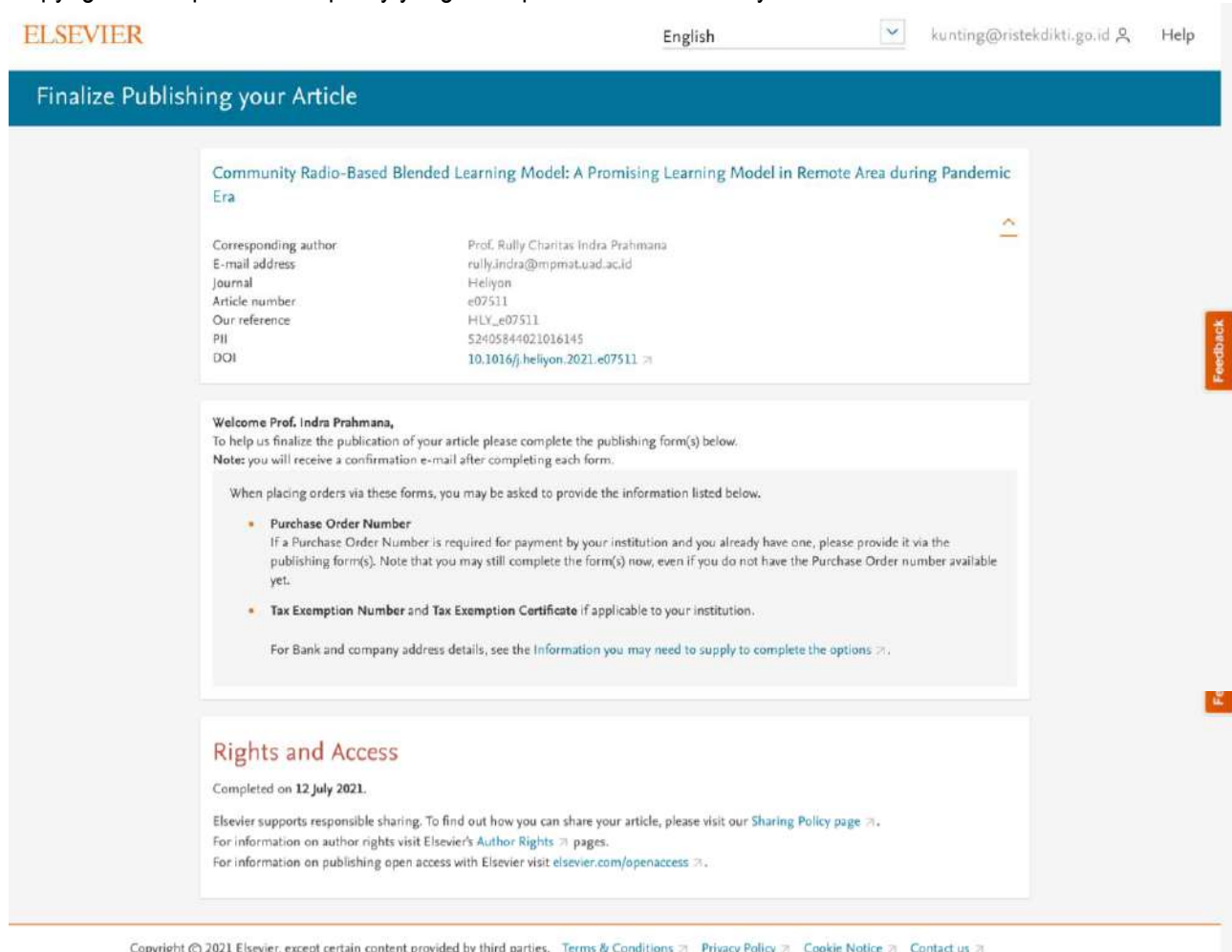




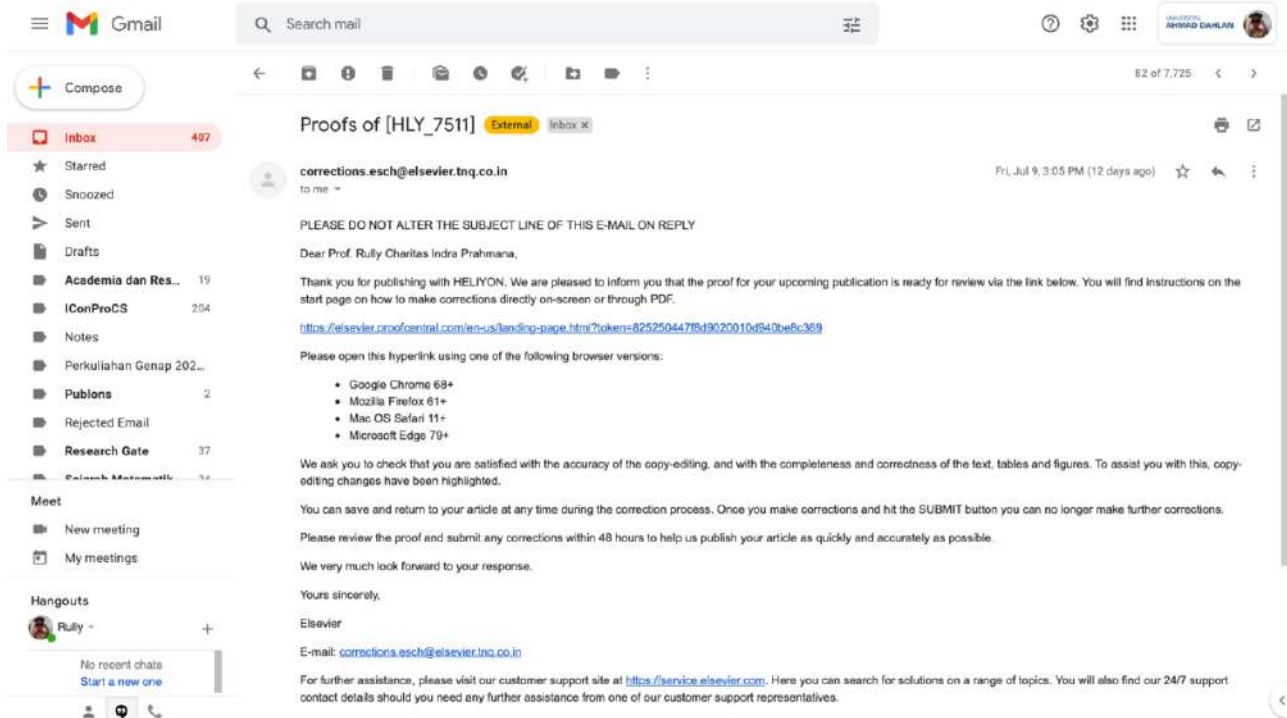
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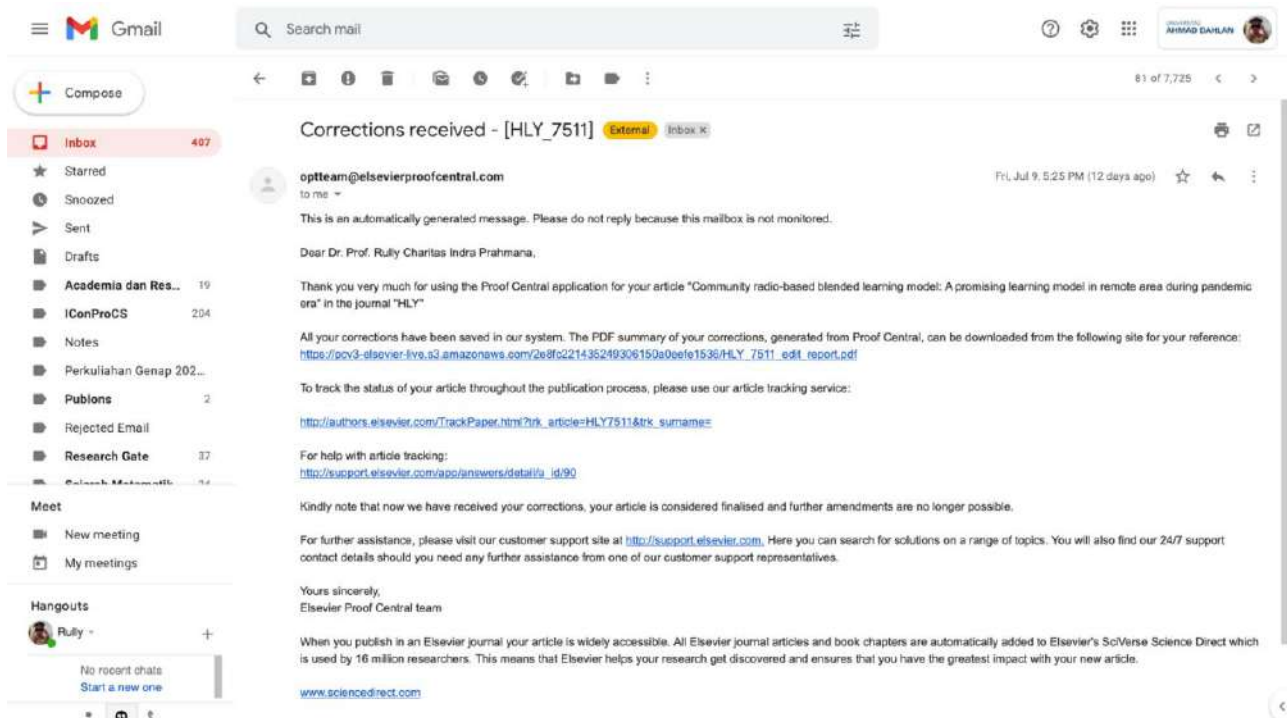
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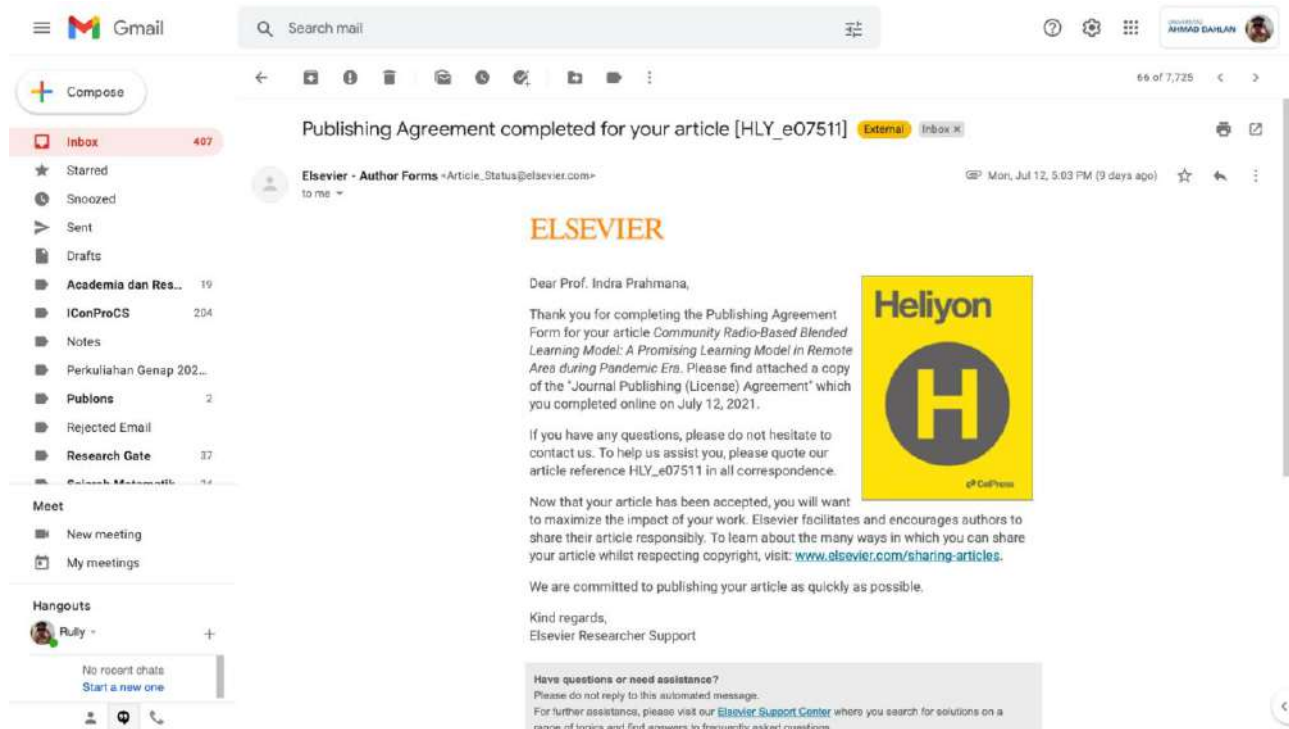


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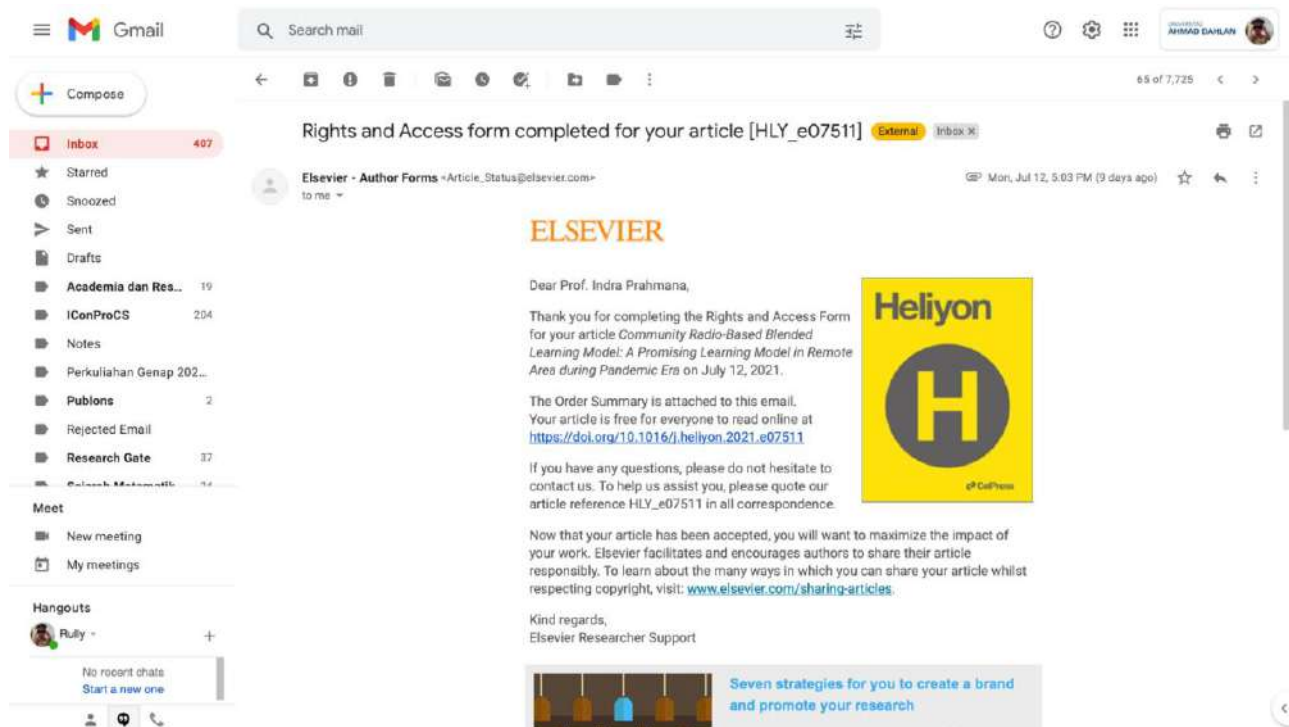


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**Community Radio-Based Blended Learning Model: A Promising Learning Model in Remote Area during Pandemic Era**

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Journal	Heliyon
Corresponding author	Rully Charitas Indra Prahmana
First author	Rully Charitas Indra Prahmana
Received at Editorial Office	19 Nov 2020
Article revised	18 Feb 2021
Article accepted for publication	5 Jul 2021
DOI	10.1016/j.heliyon.2021.e07511 ↗



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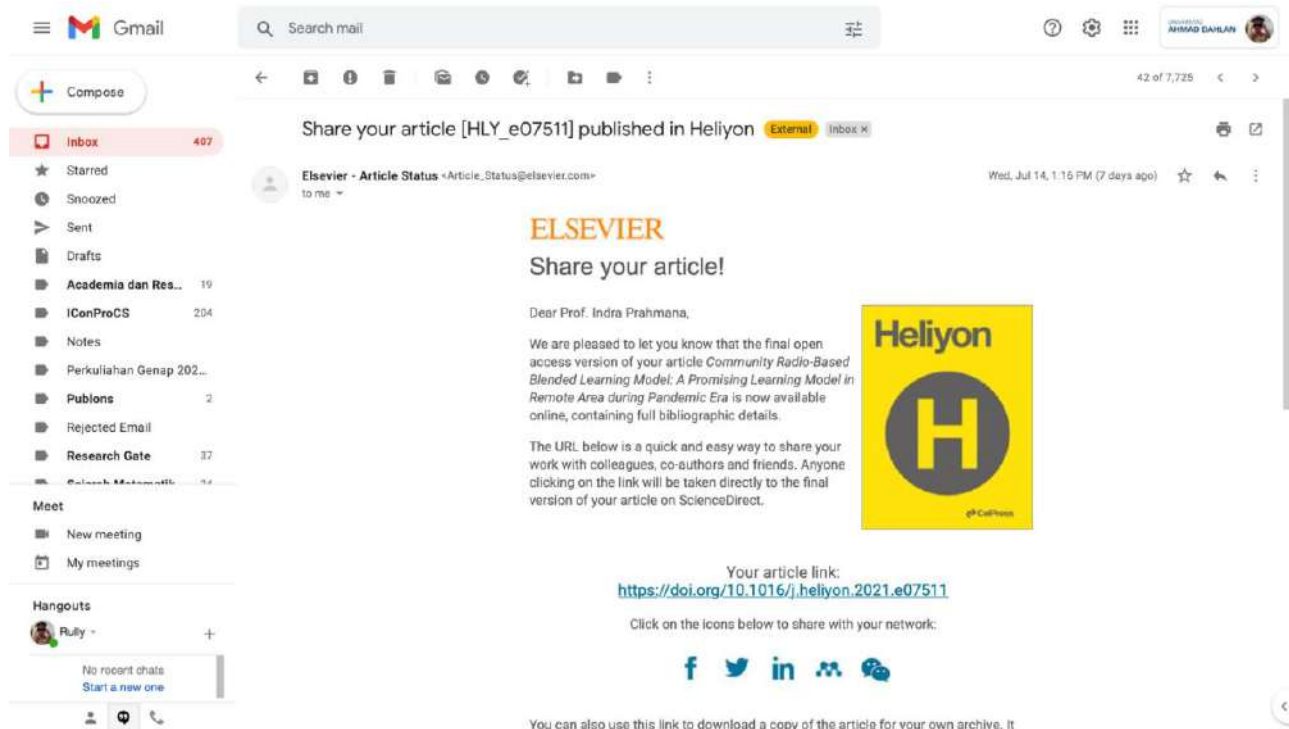
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Feedback

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Artikel terbit di **Heliyon**, Volume 7, Issue 7, July 2021, e07511  
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Tampilan artikel di website **Heliyon**, tampak artikel diterbitkan pada Jurnal **Heliyon**, Volume 7, Issue 7, 2021, dengan kode artikel **E07511**, dengan alamat DOI <https://doi.org/10.1016/j.heliyon.2021.e07511>

The screenshot shows the top section of the Heliyon website. At the top left is the Heliyon logo. On the right, there are links for 'Log in' and 'Register', along with a search icon and a menu icon. Below this, the article title 'Community radio-based blended learning model: A promising learning model in remote area during pandemic era' is displayed in a large font. Underneath the title, the authors' names are listed: 'Rully Charitas Indra Prahmana', 'Dody Hartanto', 'Dian Artha Kusumaningtyas', 'Raden Muhammad Ali', and 'Muchlas'. To the right of the title, there are icons for 'PDF [327 KB]', 'Save', 'Share', 'Reprints', and 'Request'. Below the authors' names, there is a 'Check for updates' button. The background of this section is a solid blue color.

- Abstract
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- Introduction
- Method
- Results and discussion
- Conclusion
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## Abstract

The COVID-19 pandemic is a big challenge for education worldwide because education has to be done virtually to stop the spread of the COVID-19. The problem is that there are students who live in areas far from cities, while learning in an interconnected world should be done virtually. Diverse geographical conditions in Indonesia consisting of mountains, lowlands, highlands, and valleys and some areas that are far away from cities make students difficult to connect to the internet and thus, virtual teaching is challenging. These areas are often referred to as remote areas. So far, the Indonesian government's approach to dealing with learning difficulties in remote areas is vague. This research aims to construct a theoretical learning framework that can be used to facilitate distance learning in remote areas in Indonesia. This research proposes a developmental theory of alternative learning in remote areas through the integrative literature review. In this research, the theoretical framework evolved out of the review of existing research on community radio, blended learning, transformative education, and critical pedagogy. This research yields a theoretical framework regarding the community radio-based blended learning model that contributes as a promising alternative learning solution in remote areas. It is inferred that this learning model would be a promising learning model in remote areas during unpredictable situations such as in the pandemic era.

## Keywords

Community radio-based blended learning model • Pandemic era • Remote area • Integrative literature review



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Review article

### Community radio-based blended learning model: A promising learning model in remote area during pandemic era

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#### Keywords

Community radio-based blended learning model; Pandemic era; Remote area; Integrative literature review



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Abstract

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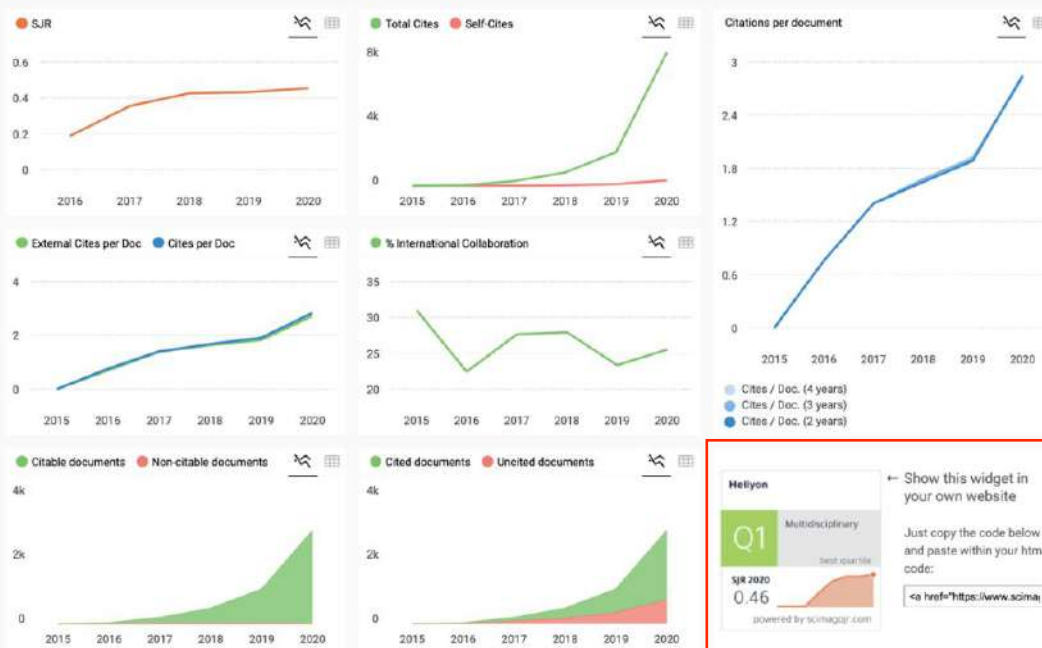
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