

Dear Utari Vipriyanti

The reviewers of The Journal of Environmental Education have made a thorough examination of manuscript ID 02-15-123.R3 entitled "Understanding Knowledge, Attitudes, and Behavior of Balinese Teachers, Student Teachers, and Students towards the Subak Cultural Landscape" and have determined that the manuscript requires some revisions. Therefore, I invite you to respond to executive editor's comments, which will inform you which aspects of reviewers' comments should be addressed in your revision.

To revise your manuscript, log into <https://mc.manuscriptcentral.com/jenve> and enter your Author Center, where you will find your manuscript title listed under "Manuscripts with Decisions." Under "Actions," click on "Create a Revision." Your manuscript number has been appended to denote a revision.

You will be unable to make your revisions on the originally submitted version of the manuscript. Instead, revise your manuscript using a word processing program and save it on your computer. Once the revised manuscript is prepared, you can upload it and submit it through your Author Center.

When submitting your revised manuscript, you will be able to respond to the comments made by the reviewer(s) in the space provided. You can use this space to document any changes you make to the original manuscript.

IMPORTANT: Your original files are available to you when you upload your revised manuscript. Please delete any redundant files before completing the submission.

Because we are trying to facilitate timely publication of manuscripts submitted to The Journal of Environmental Education, your revised manuscript should be uploaded as soon as possible.

Once again, thank you for submitting your manuscript to The Journal of Environmental Education. Please contact me with any questions and I look forward to working with you.

Sincerely,
Managing Editor, The Journal of Environmental Education
jee@jcu.edu.au

Executive Editor's Comments to Author:

Executive Editor

Comments to Author:

Given the expanded rationale and more direct integration with conservation as a cultural dimension of place (based EE) I agree with the editor of the R3 manuscript that, after undertaking final revisions as recommended, the manuscript will be acceptable for publication in the JEE.

Please make very clear how the study represents the importance of place in culture-nature landscapes.

I would also like to see an end statement of the authors' awareness of the K-A-B process as a very preliminary and perhaps even primitive way that creates openings for much deeper investigations/explorations of our complex relationships with the cultural and natural landscape of mundane as well as unique places of the planet!

Consulting Editor(s)' Comments to Author:

Consulting Editor: 1

Comments to the Author

Thank you for responding so well to most of my critique of your original manuscript and for reframing your study in the Introduction. The revisions to the introduction, including the section on the subak as a source of environmental education, are well done and very responsive to my concerns and suggestions. This means the paper now offers a potentially useful and unique contribution to the literature on cultural landscapes as a focus for place-based EE.

However, there are still some revisions needed as the results and discussion retain a focus on the inappropriate K-A-B relationships. These also need to be consistently re-organized to focus on the three groups' knowledge and experiences of and attitudes toward the Subak cultural landscape. I've suggested specific revisions below to address this re-focus.

There is still a conceptual and empirical problem with your use of and interpretation of the variable of behaviour. Your survey indicated that 15 Likert items were used to measure participants "behaviour toward the [subak] cultural landscape" but this was limited to the frequency of visits to 10 different cultural sites and participation in 5 different kinds of activities related to subaks. Therefore, you need to keep in mind what your measure of "behaviour" represented.

As mentioned in my review of your original paper, I recommended:

Rather than aim to "compare the current levels of knowledge, attitudes, and behaviors among teachers, student teachers, and students toward subak" and "to measure the relationships between their knowledge, attitudes and behaviors" (pp. 4-5), the focus should be on understanding these groups' knowledge of, attitudes toward and interactions with this cultural landscape

I was suggesting that you refer to "interactions" rather than behaviour – although I now think "experiences" might be better as your measure of behaviour is really a measure of their experiences or activities related to the subaks. Therefore I recommend that you replace ALL references throughout the paper to "behaviors" with "experiences."

Should subaks be capitalised as Subaks?

Please also attend to the following
Specific revisions

Title: Suggest revising to:

The Subak Cultural Landscape as Environmental Education: Knowledge, Attitudes, and Experiences of Balinese Teachers, Student Teachers, and Students

p. 2 “several subak sites have been commenced as world cultural landscapes”

What is meant by “commenced” is not clear. Do you mean they have recently been designated Worlds Heritage sites?

p. 3 Break up paragraph – too long. PBE discussion should be in new paragraph

p. 4 tone down claims about PBE’s impact on students. There are no guarantees by using PBE “students will be inspired to make decisions and act in culturally appropriate and locally relevant ways ...” students can be inspired. In next sentence, “will” also be changed to “can”

p. 5 Excellent & appropriate reframing of study: “This study aims at understanding the current levels of knowledge, attitudes, and behavior among teachers, student teachers, and students toward subaks, and to discuss the implications for designing new approaches in environmental education.”

p. 6 “there is a need to propagate information regarding the multi functionality of subaks as a focus of environmental education, and to do so in a way that encourages attitudes and responsible behavior toward natural resources” This is reverting back to an implied over simplistic model of disseminating information changes attitudes which in turn changes behaviors. Re-word

p. 6 “which do not only provide learners with a set of environmentally sensitive values, but also to take an active part in solving problems” should read “which not only provide learners with a set of environmentally sensitive values, but also encourage an active part in solving problems”

p. 7 “These were designed to address the demonstrated difference such variables may have on knowledge, attitudes, and behaviour” Maybe re-word: This sampling was designed to examine the difference gender and educational position and experience may have on knowledge, attitudes, and behaviour.

p. 14 The following two statements should be deleted as they are contradictory: “The finding of a low positive correlation between participants’ attitudes and overall behavior ($r=0.202$), and limited participant practice of responsible behavior (see Table 4) support Peer et al. (2007, p.57) conclusion, that “attitudes are one of the most important, but controversial, influences on behavior. Hence, more effective education for stimulating participants to increase their knowledge and behavior is needed.”

p. 13. “Teachers tended to be more knowledgeable, had more positive attitudes and had more frequent behavior compared to student teachers and students.”

p. 13-14 Please delete the following statement as you did not measure “responsible behaviour.” “This finding probably reflects the fact that participants’ attitudes are not translated into responsible behavior because of insufficient knowledge about the consequences of their behaviour.

Most of your measure of behaviour is simply the frequency of visits to different cultural sites which is largely a function of opportunity to visit which teachers, being older than students and students, would be expected to have had more such opportunities.

p. 15 “Balinese farmers expected their children for not working in rice cultivation” should read expected their children not to be working in rice cultivation.

p. 16: “Moreover, no significant relationship between participant categories in attending lectures on subak related topics was found, indicating that education curriculum from the elementary to the university level lacked local connections.” I don’t think you can draw such a wide ranging conclusion in second part of this sentence from a one item measure. Statement needs to be more cautiously qualified.

p. 16 Delete all of last paragraph beginning “The significantly positive relationships between knowledge, attitudes, and behavior in our study

p. 30 Delete Table 5