

What Happens in the Citizenship Education Climate at Public High School?

Sarbaini

Program Study of Pancasila and Civic Education,
Universitas Lambung Mangkurat, Indonesia
sarbaini@ulm.ac.id

Abstract-This paper explores the students' attitudes towards climate conditions citizenship education in school, because there is still a lot of research on this subject in Indonesia. The study was a quantitative study conducted by a descriptive method. The research location is the three high schools in the city of Banjarmasin. The samples were school based on the location of the school in the central, middle and suburbs. The population of this research is class XII students. Sampling was done by using a proportional random sample, obtained by the respondent amounted to 100 students aged 17-19 years of data collection techniques using questionnaires. Data were analyzed using percentages. The result most students expressed a positive attitude to the states agree and often against climate aspects of citizenship education in schools, such as a) the recognition of citizenship destination; b) the significance of learning civics; c) cooperation and collaboration in school, d) positive interaction and mutual trust; and e) Skills student participation.

Keywords: climate, civic education, school, students

I. INTRODUCTION

During this time, school activities are dominated by learning activities, namely curriculum, learning models, methods and evaluation, but they will only run optimally if it grows in a climate that supports it. Rarely and a little more attention is given to the school climate that supports citizenship education. Whether the school has provided a citizenship education climate that provides opportunities for civic affairs for their students.

The important role that can be done to develop the academic skills of the young generation by the school is in the form of the development of the understanding of the community and responsible involvement in politics and the public interest.[1] helping the development of knowledge, skills, and character of the young generation, to be developed to be politically aware and have individual social responsibility.[2] Such a role in addition to referring to the civic education in schools or learning citizenship of learners, as well as opportunities for concepts wider beyond the things that are labeled "nationality", even tacitly addressed to the affairs of citizenship, among school climate.

The meaning of citizenship is reflected in the implementation of development, expert opinion and policy-making of the countries and territories involved in the

advancement of civic education, and focus on improving civic education in schools. The countries to be proactive, and recent research has provided insights into [3] was there is a gap between the hidden curriculum and the implemented [4], the birth of citizenship conception in schools that respects the curriculum, school culture, and the wider community [5], as well as the emergence of approaches to civic education, emphasizing active learning and teaching activities and enriching students' experiences [6], as well as exploitation factors that support effective citizenship education the conceptualization of citizenship in schools that respect the curriculum, school culture, and the wider community, as well as the emergence of Approaches to civic education, emphasizing the active learning and teaching activities and enriching students' experiences, and exploitative factors that support effective citizenship education [7].

School climate contributes to civic education, including curriculum with topics relating to citizenship, and are arranged in the work of co-curricular activities in schools. Including support from the school's learning experiences based society, and at the levels of schools and classes, the elements of symbolic and other things that are not observed, sometimes felt by teachers and students without the necessary existence, but significantly explain climate [1].

School climate and positive classroom potentially aid the development of citizenship to ensure the continuity of a democratic society that is strong and healthy. The focus of the study of climate School Citizenship is against what is often neglected dimension of learning of citizenship; School can be a tool to measure its characteristics that are relevant to the school and classroom climate that is positive; and developing strategies for the sustainable improvement of policies and practices for members of the school community to enhance the knowledge, skills, and character concerning the competence of citizenship [1].

So far, research on civic education tends the dimensions of learning, namely concerning teachers, students, curriculum, models, methods and evaluation. One aspect of supporting the learning of civic education, which is also an important contribution to both the school and class perspective is the climate. Research conducted specifically on the climate of civic education both at

school and in the classroom, there are still rare in Indonesia, especially in South Kalimantan included in Banjarmasin.

Climate Research on Civic Education in schools in Banjarmasin, found only two studies, as the Initial Empirical Study in Public High School 5 Banjarmasin [8]. The results showed there are several methods related to civic knowledge is still rarely, if ever do, such as visiting Parliament, and wrote a letter to express their opinions. Subsequent research conducted which explores the relationship with Knowledge Climate Citizenship Education Citizenship Class XI student in Private High School KORPRI Banjarmasin [9]. The findings indicate that climate Citizenship Education in class XI is relatively low, amounting to 34.28%. Learning knowledge of XI class students is relatively low with a percentage of 31.42%. There is a relationship with Learning Knowledge with Climate Citizenship Education Citizenship at high school students of class XI KORPRI Banjarmasin in levels of correlation being. Both these studies were not to reinforce the notion that several studies show many students choosing paths that are not related to the "lives of citizens, voting, governments, and social problems" [10]. Against such things Ehrlich suggests learning should be based on learning strengthens moral character elements towards ethical actions. The elements include respect for the independence and dignity of others, compassion, and kindness, honesty, and integrity [11].

A study of civic education in the school climate worth continuing to broaden their horizons and understanding of the climatic conditions of civic education in schools, especially from the perception of students as members of the school community.

II. THEORETICAL REVIEW

School climate associated with the influence of impressions, beliefs, and expectations of the members of the school community about their school as a learning environment, to behavior, symbols, and institutions that represent expressions pattern of behavior. Including mission and policies that are expected to generate relationships, attitudes, or temperaments, and positive perceptions [14]. School climate can also be interpreted as an atmosphere or quality of the schools to help each individual personally feel worthy, dignified and important simultaneously can help create a sense of belonging towards everything around the school [12].

The school climate in addition to the beliefs and influences of the school community is also able to shape the atmosphere and quality of the school that helps especially the students to develop knowledge, dispositions, and skills in the affairs of civic. as such, there are three elements of a mutually interlinked school climate:

1. School policy against violence made clear, consistent and fair. The clarity of school rules against violent behavior enforced consistently and fairly. Including consideration of students on school policies or procedures aimed at reducing violence.
2. Support provided by the teacher to the students includes

the relationship between teachers and students to support students.

3. The level of student participation in decision-making and in the design of interventions to prevent violence in schools [13].

A positive school climate for civic engagement (civics involvement) requires the recognition and shared the responsibility of the members of the school community, the students' learning as the main focus, requiring institutional and intellectual leadership of school administrators and teachers need a competent staff and care for-purpose destination with students, parents and the community. A positive school climate, including anything identifiable, open and accompanying school ethos that seeks to help develop feelings to be responsible between students and teachers. It thus is mutual respect and collaboration among administrators, teachers, parents, and the community. On top of that, is the atmosphere of a conscious commitment to foster goodwill, academic achievement and citizenship dimensions (knowledge, skills, and disposition) of students. [1].

School climate contributes to civic education, including curriculum that emphasizes topics citizenship and organized into curricular activities at school. School climate also includes support for school learning experiences based on society. However, it is also important to incorporate implicitly the climate of schooling levels of schools and classes, because sometimes the teachers and students feel the element of symbolic and other things which are not observable from the climate of the school and classroom, without the necessary existence, can explain this climate clearly.[1] Even in this role, the school can help foster the knowledge, skills, and dispositions needed for young people to develop into politically aware and responsible individuals socially [2].

School climate also affects the formation of the values of citizenship (civic values). For example, the relationship between teachers and students and between students and student relationship of mutual respect, the freedom of expression, would listen to opinions of other students, though different from her own opinion impacting critical level students about various issues related to citizenship. Besides, students are also more tolerant of differences [14].

There are six promising approaches to establish citizenship learning students (student's civic learning) and establish a positive climate of civic education in school communities, namely [1]:

- a. Official recognition and acceptance of the school community to the goals of civic education that is communicated to all the teachers, students and employees.
- b. Meaningful learning of civic education is associated with knowledge and built to enhance academic skills and participation.
- c. Cooperation and collaboration in the civic education approach related to learning and problem-solving.
- d. Mutual trust and positive interaction among diverse

- students, teachers, and employees.
- e. Input students in planning and participation skills in solving problems are very valuable.
 - f. Deliberations and dialogue on the issues full of ideas and awards.
 - g. The agreement in the school community and a commitment to learn about and interact with the broader community.

III. RESEARCH METHODS

This research is quantitative, with a case study of three schools, conducted by a descriptive method. The research location is the three high schools in the city of Banjarmasin. The research sample of schools based on the location of the school in the central, middle and suburbs. The population in this study were all students of class XII with a proportional random sampling technique. Class XII students are students who will put an end to adolescence in school and have the right to choose. Data collected through questionnaires given directly to the respondents, which explores the climatic conditions of civic education in schools. The quantitative analysis technique used is the percentage.

IV. RESULTS AND DISCUSSION

From the research found that climate Citizenship Education in Banjarmasin High School consisting of a) Recognition of the goal Citizenship Education; b) The significance of learning and Citizenship Education with the activities of students study topics in civic education in schools; c) Cooperation and collaboration between community members in school, d) positive interaction and mutual trust; and e) Skills student participation, most positively support to grow and develop, promote, develop and foster the attitudes and behaviors of citizenship for students in school,

The research findings of climate Citizenship Education showed a positive effect both on students and teachers, in terms of recognition of the destination Citizenship Education; meaningfulness of learning and Citizenship Education with the activities of students study topics in civic education in schools; cooperation and collaboration between community members in school, positive interaction and mutual trust; participation and skills that lead to the attitudes and behaviors of citizenship.

These findings reinforce the statement of Schmidt that the school climate refers mostly to the effects of the student's school, feelings-feelings and opinion on various aspects of the school, and how it is run, including by the students.[15] The findings of the research has been to explore and express feelings and opinion on various aspects of the school, including the recognition of the mission and goals of civic education in schools, how students assess implementation and meaningfulness of learning Citizenship Education in schools, the relationship should be between students and students, between teachers and students, between teachers and parents, as well as the relationship between teachers, parents, and the community. Aspects of importance are the positive interaction and

mutual trust to foster civic attitudes and skills that contribute to the formation of participate behaviors citizenship.

The findings of the study reinforce the six approaches which promise to establish the nationality of the student's learning (student's civic learning) and establish a positive climate of civic education in school communities, namely [1]:

1. Official recognition and acceptance of the school community to the goals of civic education that is communicated to all the teachers, students and employees look their agreement with the mission of civic education in schools, both in terms of the school's mission, policies, resources and opportunities for the accomplishment of the mission, and there is the school's mission specifically related to citizenship education in schools, which deals with the knowledge and skills of citizenship. The attitude of the students who most agree can be considered a positive attitude and manifestation of their deal as a member of the school community and a reflection of a positive school climate [16].
2. However, they rarely do is to play the role and write a report on public events related to the subject matter. Seldom done by most of the students are visiting Parliament and wrote a letter to express their opinions. The activities are undertaken thus learning shows presence positive classroom climate. Classroom climate is thus able to enhance academic competence and means development knowledge, skills and temperament citizenship necessary in a democratic society [17].
3. Cooperation and collaboration in the approach to civic education related to learning and problem solving appear to students agreed that the charge is learned in school is to develop an understanding of the other people on the idea that diverse, teamwork, and schools have the resources to accomplish the mission that includes the goal of Education Citizenship; teachers and students work together during learning activities based on specific projects or tasks, students participate in collecting and evaluating data collected for the completion of the project or task, the relationship between the school with the community around the school often do schools in various forms of activities.

Cooperation and collaboration are to reinforce the opinion Homana, Barber and Torney-Purta that a positive school climate for citizenship, seen on all members of the school community are involved in experiences of cooperation and collaborative enhance and support learning and solving problems relating to citizenship development.[16] Cooperation and collaboration thus jointly cultivate new knowledge while forming over the previous experiences that they are individually given to a group [18], promote the development of cognitive and social students [19]. These findings will also be important, together as a foundation for the improvement of student learning and the development of citizenship [16]. Nevertheless, cooperation and collaboration activities

there are still some aspects that need to be improved, especially in terms of designing a project or task and they do not know about the cooperation of teachers and students in project-based learning or a specific task. It is necessary for socialization, training, mentoring and coaching project or task-based learning, as well as community service-based learning and cooperation with volunteers who served in school.

4. Mutual trust and positive interaction among diverse students, teachers, and employees are seen, their multicultural learning (diversity) man, happy task group, the importance of cooperation among diverse students, diverse student selected and pleasure of participating in the activities of the school, tried and interested knowing and developing a strong bond with each other both in the classroom and school. Coupled with the availability of the teachers to the students who expressed interests and concerns them, helping students manage their tasks, by way of helping deal with students violate discipline in schools and the personal responsibility of teachers to students.

The teachers talked about the practice to encourage the achievement of the mission of civic education in schools, explaining activities and lessons that support the achievement of the mission of civic education in schools, develop and support the activities of civic education in schools, and teachers collaborate and demonstrate the ability to speak about the activities carried out school.

Teacher interaction with parents and other community members in the school occurred in the form of parental support and participate in the activities of teachers and students about the achievement of the mission of civic education in schools, providing opportunities for the activities of Civic Education, has a choice to participate in the activities of civic education in schools, in collaboration with students and teachers in activities related to civic education material, and occasionally assist educational activities in schools or communities. Environment a positive school climate for citizenship supportive environment of mutual trust and positive interaction and beneficial for all members of the school, such as the openness of the group, collaboration, cooperation. Such things with a certain quality have positive effects on the climate Citizenship Education, in particular on students, namely mutual respect and trust each other [16].

5. Input students in planning and skills of participation in solving the problems seen when the aid decision making in school, have a voice in school activities, assist in enforcing school rules, to accept the proposals of students on learning in the classroom, and helps decide how to use the time in the classroom. While groups of students (organization, interest group) to help the students to participate in school life by selecting student representatives to provide input for improvement of activities of daily school, working with students and organized groups of students to help

solve the problem of school and work together to have a lot of influence on what goes on in the school of the student's work alone. The presence of student input in the planning and the skills of participation in solving problems at school is an example that the school provides opportunities for students to engage as active students, and this is a manifestation of confidence in the value of participation to solve the problem [21], also found that the knowledge, skills, and temperaments citizenship grew source in a classroom climate that is based on mutual involved in a situation of dialogue interpersonal discussions that can listen and acknowledge the opinions of others, and form an opinion, particularly discussion of political and social issues that gave rise to disagreements. [21] In this way, civic education has an important relationship with active participation in the wider society, starting from the involvement of students in activities in the classroom, especially in student organizations and student groups as well as citizen participation in school [22]. Concepts democracy through knowledge, attitudes, skill and temperament performance honed citizenship education with a focus on inequality, injustice, and obligations to the wider community. [16] Being such a relationship are the elements that integrate between activities curricular and extracurricular of civics with the real issues of local, regional and international.

V. CONCLUSION

Climate Citizenship Education in Banjarmasin High School consisting of a) Recognition of the goal Citizenship Education; b) The significance of learning and Citizenship Education with the activities of students study topics in civic education in schools; c) Cooperation and collaboration between community members in school, d) positive interaction and mutual trust; and e) Skills participation by students responded positively and support to grow and develop, promote, develop and foster the attitudes and behaviors of citizenship for students in the school.

Still needed some improvement in the frequency of learning methods such as role-play, writing a report on public events related to the subject matter, and visit Parliament and wrote a letter to express their opinions. Likewise, increased cooperation and skill in designing a project or task that needs to be done for socialization, training, mentoring and coaching project or task-based learning, as well as community service-based learning and cooperation with volunteers who served in school.

The implications of the positive attitude of students towards climate Citizenship Education in schools is that the Civic education has a base and a crucial link in instilling values, knowledge, attitudes, and skills to actively participate in the wider society, starting from the involvement of students in activities in the classroom, especially in student organizations and student groups as

well as citizen participation in school. The concepts of democracy through knowledge, attitudes, skills, and temperaments participative honed active in civic education with a focus on inequality, injustice, and obligations to the wider community. Base and thus the relationship is the elements that integrate the curricular activities.

REFERENCES

- [1] G. Homana, C. Barber, and J. Torney-Putra, “*School Citizenship Education Climate Assessment*”, The Center for Information and Research on Civic Learning and Engagement, January 2005. [Online]. Available: https://www.researchgate.net/publication/240636857_SCHOOL_CITIZENSHIP_EDUCATIONCLIMATE_ASSESSMENT. [Accessed, July 25, 2019]
- [2] J. Torney-Putra, and S. Vermeer, *Developing Citizenship Competencies from Kindergarten through Grade 12: A background Paper for Policymakers and Educators*, Denver, CO: National Center for Learning and Citizenship, Education Commission of the States, 2004.
- [3] W. Schulz, J. Fraillon, J. Ainley, B. Losito, and D. Kerr, “*International Civic and Citizenship Education Study, Assessment Framework*”. Roma: Università Degli Studi Roma Tre, Laboratorio di Pedagogia Sperimentale, 2010)
- [4] C. Birzea, D. Kerr, R. Mikkelsen, M. Pol, I. Froumin, B. Losito, and M. Sardoc, “*All-European Study on Education for Democratic Citizenship Policies*”, Strasbourg: Council of Europe, 2004; Eurydice, “*Citizenship education at school in Europe*”. Brussels: Author, 2005.
- [5] D. Kerr, E. Ireland, J. Lopes, and R. Craig, with E. Cleaver, “*Making citizenship real: Citizenship Education Longitudinal Study. Second annual report. First longitudinal survey.*” (DfES Research Report 531). London: Department for Education and Skills (DfES), 2004
- [6] J. Potter, “*Active Citizenship in Schools*,” London: Koga Page, 2002
- [7] R. Craig, D. Kerr, P.Wade, P & G.Taylor, “*Taking pots-16 Citizenship forward; Learning from the post-16 Citizenship Development Projects*” (DfES research report 604). London: Department for Education and Skills (DfES), 2005.
- [8] Sarbaini, Harpani Matnuh, and M. Elmy, “*Climate Citizenship Education in Schools; Empirical Studies at SMAN 5 Banjarmasin*,” Banjarmasin: FKIP ULM. 2013.
- [9] Nuridayanti, Sarbaini, and Acep Supriyadi, “*Climate Relationship with Knowledge Civic Education Student Class XI in SMA KORPRI Banjarmasin*,” Thesis: FKIP ULM. 2018.
- [10] E.L. Hollander, Foreward, In R.G. Bringle, Games, & E.A. Malloy (Eds.), “*Colleges and Universities as Citizens*” (pp.v-viii). Boston, MA: Allyn & Bacon, 1999, pv; R.D.Putnam, Bowling alone: America’s declining social capital, *Journal of Democracy*, 6(1), 65-78. 1995
- [11] T. Ehrlich, “Civic learning: Democracy and Education revisited”, *The Educational Record*; Summer/Fall, 1997: 78, 3-4.p.61
- [12] HJ. School Freiberg, *Climate measuring, improving and sustaining a healthy learning environment* (e-library edition). Philadelphia: Falmer Press, 2015.
- [13] MK. Kassabri, R. Benbenishty, RA. Astor, “The effect of school climate, socioeconomic and cultural factors on student victimization in Israel,” *Social Work Research*, 2005, 29, 3, 165-180.
- [14] J. Torney-Purta, & D. Lansdale, “*Classroom Climate and Process in International Studies: Data from the American Schools and the World Project*”. Paper presented at a meeting of the American Educational Research Association, San Francisco, 1986.
- [15] K. Smith, The Inviting School Survey – Revised (ISS-R): A survey for measuring the Invitational Qualities (I.Q) of the total school climate. *Journal of Invitational Theory and Practice*, 11, 35-53.
- [16] G. Homana, C. Barber, and J. Torney-Putra, “Citizenship education assessing school climate: Implication for the social studies,” *Circle Working Paper* 48. June 2006. The Center for Information and Research on Civic Learning and Engagement, 2006.
- [17] S. Billig, S. Root, and D. Jesse, “*The impact of participation in service- learning on high school students' civic engagement*,” College Park, MD: University of Maryland, Center for Information and Research on Civic Learning and Engagement, 2005; J. Torney-Purta, “The school's role in developing civic engagement: A study of adolescents in twenty-eight countries,” *Applied Developmental Science*, 2002, 6 (4), 203-212; S. Vosniadou, How children learn. (*Educational Practices Series*, No. 7). Geneva, Switzerland: IBE/ UNESCO, 2001.
- [18] S. Vosniadou, How children learn. (*Educational Practices Series*, No. 7). Geneva, Switzerland: IBE/ UNESCO, 2001B. Johnson, “Teacher collaboration: good for some, not so good for others.” *Educational Studies*, 2003, 29 (4), 337-350.
- [19] Johnson, B., 2003. Teacher collaboration: good for some, not so good for others. *Educational Studies*, 29(4), 337-350.
- [20] M. McLaughlin, *Community counts: How youth organization matters for youth development*. Washington, DC: Public Education Network, 2004.
- [21] J. Torney-Purta, “The school's role in developing civic engagement: A study of adolescents in twenty-eight countries,” *Applied Developmental Science*, 2002, 6 (4), 203-212.
- [22] J. Westheimer, and J. Kahne, “Teaching democracy: What schools need to do,” *Phi Delta Kappan*, 2003, 85 (1). 34-66.