

## **THE CLIMATE OF CITIZENSHIP EDUCATION WITHIN A SCHOOL ENVIROMENT: AN EMPIRICAL STUDY AT SMA NEGERI 5 IN BANJARMASIN**

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This paper is about the climate of citizenship education within a school environment. The author picked interest to explore citizenship education within a school setting due to the fact that schools play an important role in developing students personality and their academic competences. Besides, they are also important in shaping the future of a country through the skilling of the young generation. In this study therefore, I aimed to investigate the condition of citizenship education climate in Banjarmasin. The study took place at *SMA Negeri 5* (Fifth State Higher School) in Banjarmasin. The purpose was to discover the quality of citizenship education climate within a school setting. This investigation was expected to provide preliminary information concerning the initial condition of citizenship education climate at school, as a preliminary step for future studies on the condition of citizenship education in the country.

**Keywords:** citizenship education, school environment, student personality and school

### **INTRODUCTION**

Schools play an important role in developing academic skills of the young generation. Schooling help students attain mature understanding of the community and their responsibilities within society including their engagement in politics and public welfare (Homana, Barber, Torney-Putra, 2005).

Since time immemorial, schools have been able to aid the development of knowledge, skills, and characters of the young generation, by facilitating them develop individual competences in politics and become aware of their responsibilities (Torney-Putra and Vermeer, 2004). This process is at times referred to as citizenship education at schools or citizenship learning of the students. It is also considered an opportunity to instill greater concepts or frameworks beyond 'citizenship' to include those which are secretly aimed for more broader citizenship matters.

School climate contributes to citizenship education, including the curriculum that explicitly highlights the topics related with citizenship and the co-curricular activities of the school. School climate also include the school's support for community based learning experiences. However, it is also important because it implicitly embed the climate of schooling within the levels of school and classes because teachers and students sometimes feel the symbolic and unseen elements of school climate, although they are not present, could accentuate the climate clearer (Homana, Barber, and Torney-Putra, 2005).

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A positive school climate is essential to develop the citizens' competence, responsibility, and skills. Through the creation of unique ways of academic development, the positive climate of school and classes potentially support the development of citizenship, to ensure the continuity of a healthy and strong democratic community. A study on School Citizenship Climate focuses on what is often neglected in the citizenship learning dimension; to give the members of school community a self-assessment tool focusing on the characteristics relevant with the positive climate of school and classes; and to allow the members of school community to develop working strategies which often improve school policies and practices in the effort to enhance knowledge, skills, and characters pertaining to citizenship competences.

The existing studies on citizenship education tend to focus on the learning dimensions, i.e. related with the teachers, students, curriculum, models, methods, and the evaluation. One of the aspects supporting citizenship teaching and learning, yet one of the conditions which contribute greatly in school and class, is the climate.

A study that specifically focuses on the climate of citizenship education, at school or at a class level, is not existing or still rudimentary. In the case of Indonesia, particularly in South Kalimantan, including Banjarmasin, such a study is practically non-existent. In regard to the problem of this study, the author aims to examine the condition of citizenship education climate in *SMA Negeri 5* in Banjarmasin.

The aim of this study is to conduct a preliminary investigation concerning the condition of citizenship education climate in Banjarmasin, particularly at SMA Negeri 5 Banjarmasin in order to discover the quality of citizenship education climate at the school. This preliminary investigation is expected to provide preliminary information concerning the initial condition of citizenship education climate within a school setting, as a preliminary step for future studies on the condition of citizenship education climate across the country.

## **LITERATURE REVIEW**

### **School Climate in the Perspective of Citizenship Education**

School climate referred to the impression of influence, beliefs, and expectations of the members of school community concerning their school as a learning environment; related with their behaviors, symbols, and institutions representing patterned expressions of behaviors. This clearly included the expected missions and policies to create positive relations, attitudes or characters, and perceptions (Homana, Barber, and Torney-Putra, 2005).

School climate can also be defined as a condition or quality of the school to help individuals feel their self-worth, self-esteem, and self-importance, which together would create the sense of belonging to everything in the school environment

(Freiberg, 2005). Kassabri M.K, Benbenishty R, and Astor R.A, (2005) distinguished the aspects of school climate into three:

- School policy against violence that included clear, consistent and fair rules. It included students' perception on school policies and procedures to reduce violence.
- Teacher's support of students, including the supporting relationship among teachers and students.
- Students' participation in decision making and in the design of interventions to prevent school violence. This aspect could be seen by measuring the respondents' perception on students' involvement in handling the issues of violence at school.

School climate which is positive for civic involvement requires shared acknowledgment and responsibilities of the members of school community, institutional and intellectual leadership from the school board, and competent teachers and staff who cared about the aims of education, along with the students, parents, and society in general. A positive school climate was something identifiable, open, and embedded in the school ethics. It aimed to develop the sense of responsibility among the teachers and students. It included mutual respect and collaboration among the school organizer, teachers, parents, and society. Above all, a positive school climate was a condition of conscious commitment to help developing students' good will, academic achievement, and citizenship dimensions (knowledge, skill, and character) (Homana, Barber, and Torney-Putra, 2005).

Various factors contribute to the creation of school climate. These factors include external factors (particularly the characteristics of wider society, in which the school is a part of), public policies (of the central government, school district, and regional government), and the history of the school itself; including the culture, administrative leadership, teachers' preparation and characteristics, and the students themselves.

### **The Characteristics of the Positive Climate of Citizenship Education at School and Classes**

There were six promising approaches to develop students' civic learning and built the positive climate of citizenship education in the school communities (Homana, Barber, and Torney-Putra, 2005). The six approaches were:

- The school community's formal acknowledgment and acceptance of the aims of citizenship education that are communicated to all teachers, students, and staffs.
- Meaningful learning of citizenship education related with knowledge, developed to improve academic skills and participation.

- Cooperation and collaboration in citizenship education approaches concerning learning and problem solving.
- Mutual trust and positive interaction among students, teachers, and staffs.
- Students' input in planning and students' participation in problem solving were valuable.
- Profound consideration and dialogue concerning various issues, ideas, and appreciation.
- Agreement among the members of school community to learn about and interact with wider society.

## **METHODOLOGY**

### **Research Approaches**

This study implemented a quantitative approach, with a case study in a school, because it was a preliminary study, conducted with descriptive method.

The site for this study was SMA Negeri 5 Banjarmasin. The reason for choosing this location was because the school was quite advanced and was led by a headmaster from Citizenship Study Program. It was assumed that the headmaster had a moral responsibility towards the existence of Citizenship Education, and that the headmaster could be a benchmark for other schools led by an alumnus of Citizenship Study Program.

### **Population and Sample**

The population for this study was all members of the school community in SMA Negeri 5 Banjarmasin. The sampling of the respondents was determined using purposive and random sampling. The purposive sample was the Headmaster, the Deputy Headmaster of Curriculum, the Deputy Headmaster of Student Affair, the Deputy Headmaster of Public Relation, and Citizenship Education teachers. The sample of students was chosen randomly, involving the students of the X, XI, and XII grades.

### **Data Collecting Technique**

The data collection was done using questionnaire distributed directly to the respondents.

### **Data Analysis Technique**

The collected data was analyzed using the statistical percentage technique, to find the quantity and quality of the citizenship education climate of SMA Negeri 5 Banjarmasin, based on the characteristics of the findings.

**FINDINGS AND DISCUSSION**

**Findings**

The condition of acknowledgment of the citizenship purposes in education

From the following description, an overview of the condition of acknowledgment of the citizenship purposes in education from the school leaders, teachers, and students could be seen:

**The mission of citizenship education at school**

TABLE 1: THE AVERAGE PERCENTAGE (%) OF THE MOST-CHOSEN ATTITUDE ON THE STATEMENTS CONCERNING THE MISSION OF CITIZENSHIP EDUCATION AT SCHOOL

<i>No</i>	<i>Statements</i>	<i>Remarks (%)</i>		
		<i>Leaders</i>	<i>Teachers</i>	<i>Students</i>
1	The school had mission statement that contained citizenship education purposes.	80% chose highly agree	100% chose highly agree	66.7% chose agree
2	The school had policies focusing on the mission that contained citizenship education purposes.	60% chose agree	66.7% chose agree	66.7% chose agree
3	The school had resources to achieve the mission that contained citizenship education purposes.	60% chose agree	66.7% chose agree	66.7% chose agree
4	The school created opportunities for the teachers to collaborate in achieving the mission that contained citizenship education purposes.	60% chose highly agree	66.7% chose agree	100% chose agree

Source: Developed by researcher

**School mission that specifically concerned to Citizenship Education**

TABLE 2: THE AVERAGE PERCENTAGE (%) OF THE MOST-CHOSEN ATTITUDE ON THE STATEMENTS CONCERNING SCHOOL MISSION THAT SPECIFICALLY CONCERNED WITH CITIZENSHIP EDUCATION

<i>No</i>	<i>Statements</i>	<i>Remarks (%)</i>		
		<i>Leaders</i>	<i>Teachers</i>	<i>Students</i>
1	Citizenship knowledge and skills included the findings of documents, national institutions, and political process in Indonesia	40% chose agree	100% chose agree	100% chose agree
2	Citizenship skills that made citizens to be brave to take a stand concerning issues in society	40% chose agree	100% chose agree	66.7% chose agree
3	Citizenship skills that made students to be active citizens in the democratic society	80% chose highly agree	100% chose highly agree	66.7% chose highly agree
4	Citizenship characters or personal qualities required to strengthen democratic society	80% chose highly agree	66.7% chose highly agree	66.7% chose agree

Source: Developed by researcher

### The condition of meaningful learning related with citizenship knowledge

From the following description, an overview of the condition of meaningful learning related with citizenship knowledge of the school leaders, teachers, and students could be seen; including students that conducted certain activities, when they learned topics pertaining to Citizenship Education, as shown in the following table:

TABLE 3: THE AVERAGE PERCENTAGE (%) OF THE MOST-CHOSEN ATTITUDE ON THE ACTIVITIES CONCERNING THE LEARNING OF TOPICS PERTAINING TO CITIZENSHIP EDUCATION

<i>No</i>	<i>Statements</i>	<i>Remarks</i>		
		<i>Leaders</i>	<i>Teachers</i>	<i>Students</i>
1	Discussion	80% choose frequent	100% choose frequent	100% choose frequent
2	Debate	60% choose sometimes	100% choose sometimes	66.7% choose frequent
3	Role playing	80% choose sometimes	100% choose sometimes	66.7% choose sometimes
4	Field trip to DPRD (Regional House of Representative)	60% choose almost never	100% choose almost never	100% choose almost never
5	Writing letters to state political opinions	40% choose seldom	66.7% choose almost never	66.7% choose almost never
6	Reading text books	80% choose frequent	100% choose frequent	100% choose frequent
7	Completing the Practice Book	100% choose frequent	100% choose frequent	66.7% choose frequent
8	Writing a report of social event related with the learned topic	80% choose sometimes	66.7% choose sometimes	66.7% choose sometimes
9	Discussing particular events in society	60% choose sometimes	66.7% choose sometimes	66.7% choose sometimes
10	Watching TV shows pertaining with the topic learned	60% choose frequent	100% choose frequent	66.7% choose frequent
11	Reading additional materials not from the text book	100% choose frequent	100% choose frequent	66.7% choose frequent

*Source:* Developed by researcher

The condition of cooperation and collaboration among the members of school community

From the following description, an overview of the condition of cooperation and collaboration among the members of school community, including school leaders, teachers, and students, could be seen:

**Students learned from school**

TABLE 4: THE AVERAGE PERCENTAGE (%) OF THE MOST-CHOSEN ATTITUDE ON THE ACTIVITIES CONCERNING WHAT STUDENTS LEARNED FROM SCHOOL

<i>No</i>	<i>Statements</i>	<i>Remark</i>		
		<i>Leaders</i>	<i>Teachers</i>	<i>Students</i>
1	In this school, the students developed understanding towards others with different ideas	60% chose agree	66.7% chose agree	66.7% chose agree
2	In this school, the students learned about cooperation in groups with other students	80% chose highly agree	66.7% chose highly agree	66.7% chose agree
3	In this school, the students learned to participate in solving school problems	80% chose highly agree	100% chose highly agree	66.7% chose agree

Source: Developed by researcher

**Teachers and students cooperated in conducting project-based learning activities**

TABLE 5: THE AVERAGE PERCENTAGE (%) OF THE MOST-CHOSEN ATTITUDE ON THE ACTIVITIES CONCERNING TEACHERS' AND STUDENTS' COOPERATION IN CONDUCTING PROJECT-BASED LEARNING ACTIVITIES

<i>No</i>	<i>Statements</i>	<i>Remarks</i>		
		<i>Leaders</i>	<i>Teachers</i>	<i>Students</i>
1	The students collaborated with adults to design projects/tasks	40% choose sometimes	66.7% choose don't know	66.7% choose seldom
2	Students and adults developed implementation plan together	80% choose sometimes	66.7% choose sometimes	66.7% choose seldom
3	Students collaborated with adults on the best way to measure the success of the project/task	40% choose sometimes	66.7% choose sometimes	66.7% choose seldom
4	Students participated in collecting and evaluating data for the completion of the project/task	60% choose frequent	66.7% choose sometimes	66.7% choose sometimes
5	Students worked with the teachers in designing the ways to illustrate their experiences	60% choose sometimes	66.7% choose sometimes	66.7% choose frequent

Source: Developed by researcher

**Relationship between the school and the surrounding society**

TABLE 6: THE AVERAGE PERCENTAGE (%) OF THE MOST-CHOSEN ATTITUDE ON THE ACTIVITIES CONCERNING THE RELATIONSHIP BETWEEN THE SCHOOL AND THE SURROUNDING SOCIETY

<i>No</i>	<i>Statements</i>	<i>Remarks</i>		
		<i>Leaders</i>	<i>Teachers</i>	<i>Students</i>
1	The school sent invitations to society to attend main activities in the school	60% choose sometimes	100% choose sometimes	66.7% choose seldom
2	Members of society were invited to speak in classrooms	60% choose almost never	66.7% choose seldom	66.7% choose seldom

contd. table 6

<i>No</i>	<i>Statements</i>	<i>Remarks</i>		
		<i>Leaders</i>	<i>Teachers</i>	<i>Students</i>
3	Volunteers in the school were well-coordinated	60% choose sometimes	66.7% choose sometimes	66.7% choose sometimes
4	Effective cooperation with social (community) organization was accepted in this school	60% choose frequent	66.7% choose sometimes	66.7% choose seldom
5	Members of society that cooperated with the schools were involved in designing the activities of public service in the school	60% choose seldom	66.7% choose seldom	66.7% choose seldom
6	The members of society that cooperated with the school were involved in helping the students reflecting the activities of public service	60% choose almost never	66.7% choose almost never	66.7% choose don't know
7	The members of society strongly supported the availability of learning that continually served society	60% choose seldom	66.7% choose seldom	66.7% choose seldom
8	The Education Department of Banjarmasin City supported the implementation of social service-based education	60% choose frequent	66.7% choose frequent	66.7% choose frequent

*Source:* Developed by researcher

### **The condition of reliable and positive interaction between teachers and students**

From the following description, an overview of the condition of reliable and positive interaction between teachers and students, according to the school leaders, teachers, and students, could be seen:

### **Relationship among the students in the school**

TABLE 7: THE AVERAGE PERCENTAGE (%) OF THE MOST-CHOSEN ATTITUDE ON THE ACTIVITIES CONCERNING THE RELATIONSHIP AMONG THE STUDENTS IN THE SCHOOL

<i>No</i>	<i>Statements</i>	<i>Remarks</i>		
		<i>Leaders</i>	<i>Teachers</i>	<i>Students</i>
1	Students were involved in activities used in learning about human diversity	60% choose sometimes	66.7% choose frequent	66.7% choose frequent
2	Teacher showed understanding concerning the importance of cooperation among various students	100% choose frequent	66.7% choose frequent	66.7% choose frequent
3	Various students worked with other students in school activities	100% choose frequent	66.7% choose frequent	66.7% choose sometimes
4	Various students were chosen by the teacher to participate in the school's important activities	60% choose frequent	66.7% choose frequent	66.7% choose sometimes
5	The students tried to know each other well in classes	100% choose frequent	66.7% choose frequent	66.7% choose frequent

*contd. table 7*



<i>No</i>	<i>Statements</i>	<i>Remarks</i>		
		<i>Leaders</i>	<i>Teachers</i>	<i>Students</i>
6	Students liked to participate with other students in school activities	100% choose frequent	66.7% choose frequent	66.7% choose frequent
7	Students in this school were interested and enthusiastic to know other students	60% choose sometimes	66.7% choose sometimes	66.7% choose frequent
8	Students enjoyed doing group activities in class	60% choose frequent	66.7% choose frequent	66.7% choose frequent
9	Students in this school developed strong bond among each other	100% choose frequent	66.7% choose frequent	66.7% choose sometimes

Source: Developed by researcher

**Relationship among teachers and students in the school**

TABLE 8: THE AVERAGE PERCENTAGE (%) OF THE MOST-CHOSEN ATTITUDE ON THE ACTIVITIES CONCERNING THE RELATIONSHIP AMONG TEACHERS AND STUDENTS IN THE SCHOOL

<i>No</i>	<i>Statements</i>	<i>Remarks</i>		
		<i>Leaders</i>	<i>Teachers</i>	<i>Students</i>
1	The teachers were available to the students who showed their interests and attentions	80% choose frequent	100% choose frequent	66.7% choose frequent
2	The teachers helped students to organize their tasks	80% choose frequent	100% choose frequent	66.7% choose frequent
3	The students showed their interest in class	60% choose sometimes	66.7% choose sometimes	100% choose sometimes
4	Teachers, in their own ways, helped students	100% choose frequent	100% choose frequent	66.7% choose frequent
5	Teachers helped students by handling them, when violating rules at the school	100% choose frequent	100% choose frequent	100% choose frequent
6	Teachers showed personal responsibilities to help the students	100% choose frequent	100% choose frequent	100% choose frequent

Source: Developed by researcher

**Relationship among teachers in the school**

TABLE 9: THE AVERAGE PERCENTAGE (%) OF THE MOST-CHOSEN ATTITUDE ON THE ACTIVITIES CONCERNING THE RELATIONSHIP AMONG THE TEACHERS IN THE SCHOOL

<i>No</i>	<i>Statements</i>	<i>Remarks</i>		
		<i>Leaders</i>	<i>Teachers</i>	<i>Students</i>
1	The teachers talked about the practices to support the realization of Citizenship Education mission at the school	60% choose sometimes	66.7% choose sometimes	66.7% choose sometimes
2	The teachers were ready to explain the activities and lessons supporting the realization of Citizenship Education mission at the school	100% choose frequent	100% choose frequent	100% choose frequent

contd. table 9

<i>No</i>	<i>Statements</i>	<i>Remarks</i>		
		<i>Leaders</i>	<i>Teachers</i>	<i>Students</i>
3	The teachers enjoyed developing and supporting Citizenship Education activities in the school	80% choose frequent	100% choose frequent	100% choose frequent
4	The teachers collaborated and showed skills in talking about activities to be held by the school	100% choose frequent	66.7% choose frequent	66.7% choose frequent

*Source:* Developed by researcher

### **Interaction between the teachers and parents, and other members of society in the school**

TABLE 10: THE AVERAGE PERCENTAGE (%) OF THE MOST-CHOSEN ATTITUDE ON THE ACTIVITIES CONCERNING TEACHERS' INTERACTION WITH PARENTS AND OTHER MEMBERS OF SOCIETY IN THE SCHOOL

<i>No</i>	<i>Statements</i>	<i>Remarks</i>		
		<i>Leaders</i>	<i>Teachers</i>	<i>Students</i>
1	Parents supported and participated in activities of teachers' and students' pertaining with the realization of Citizenship Education mission at school	60% choose frequent	66.7% choose frequent	66.7% choose sometimes
2	Parents gave opportunities for Citizenship Education activities	60% choose frequent	66.7% choose frequent	66.7% choose frequent
3	Parents deserved to choose to participate in Citizenship Education activities at school	60% choose frequent	66.7% choose frequent	66.7% choose frequent
4	Parents cooperated with students and teachers in activities related with Citizenship Education topics	80% choose sometimes	66.7% choose sometimes	66.7% choose sometimes
5	Parents supported and aided educational activities at school or in society	80% choose frequent	100% choose frequent	66.7% choose frequent

*Source:* Developed by researcher

### **The condition of students' participation skill**

From the following description, an overview of the condition of students' participation skill according to the school leaders, teachers, and students, could be seen:

### **Students' engagement (participation) in school life**

TABLE 11: THE AVERAGE PERCENTAGE (%) OF THE MOST-CHOSEN ATTITUDE ON THE ACTIVITIES RELATED WITH STUDENTS' ENGAGEMENT (PARTICIPATION) IN SCHOOL LIFE

<i>No</i>	<i>Statements</i>	<i>Remarks</i>		
		<i>Leaders</i>	<i>Teachers</i>	<i>Students</i>
1	Students helped in decision making at school	80% choose sometimes	66.7% choose sometimes	66.7% choose seldom

*contd. table 11*

<i>No</i>	<i>Statements</i>	<i>Remarks</i>		
		<i>Leaders</i>	<i>Teachers</i>	<i>Students</i>
2	Students had a voice in school activities	60% choose frequent	66.7% choose frequent	100% choose sometimes
3	Students helped in upholding school regulations	80% choose frequent	66.7% choose frequent	100% choose frequent
4	Teachers accepted students' suggestions concerning learning in classroom	60% choose frequent	66.7% choose frequent	66.7% choose sometimes
5	Students helped deciding how to use the available time in classroom	80% choose sometimes	66.7% choose sometimes	66.7% choose sometimes

*Source:* Developed by researcher

**Students' groups (organization, interest groups, clubs) could help students participating in school life**

TABLE 12: THE AVERAGE PERCENTAGE (%) OF THE MOST-CHOSEN ATTITUDE ON THE ACTIVITIES OF STUDENTS' GROUPS (ORGANIZATION, INTEREST GROUPS) WHICH COULD HELP STUDENTS PARTICIPATING IN SCHOOL LIFE

<i>No</i>	<i>Statements</i>	<i>Remarks</i>		
		<i>Leaders</i>	<i>Teachers</i>	<i>Students</i>
1	Electing students' representatives to provide inputs and suggestions to improve daily school activities	60% choose frequent	66.7% choose sometimes	66.7% choose sometimes
2	Opportunities positively emerged at school when students cooperate	80% choose frequent	66.7% choose frequent	66.7% choose sometimes
3	Organizing students' groups to channel their aspirations and opinions to help solving problems at school	60% choose sometimes	66.7% choose sometimes	100% choose sometimes
4	Students' cooperation had great influence towards anything happening at school, compared with when students work individually	60% choose sometimes	66.7% choose sometimes	66.7% choose frequent

*Source:* Developed by researcher

**DISCUSSION**

School climate refers to the impressions, beliefs, and expectations of the members of school community; including school leaders, teachers, parents, and members of society around the school. A positive school climate promotes an attitude of mutual respect and cooperation among all the members of school community. Such climate also provides an environment that supported students' personalities, the development of students' citizenship personality, and their academic achievement.

**The condition of acknowledgment of the citizenship purposes in education**

Based on the description of the finding on the condition of acknowledgment of the citizenship purposes in education as stated by school leaders, teachers, and students, the average of 40% - 100% chose agree and highly agree on the statements of

attitudes related to the condition. This indicated that there were strong support and commitment from the school leaders, teachers, and students toward the implementation and realization of all school programs; particularly in the context of the development of concepts and actualization of educational values to create a better school climate.

In practice, it was shown by the leadership of the headmaster, who supported the implementation of all school programs, and by the teachers and non-teacher staffs, who understood their role and responsibilities in achieving the goal of the institution successfully. The staffs felt that their involvement in policy and decision making at the school was valuable and that their opinion was heard and respected.

#### **The condition of meaningful learning related with citizenship knowledge**

Based on the description of findings on the condition of meaningful learning related with citizenship knowledge, the average percentage of the most chosen attitude on related activities could be seen. On the classroom learning activities such as debate and discussion, the school leaders, teachers, and students admitted that they conducted these activities more frequently than the learning activities that required more interactions with other stakeholders in society. Of the latter, the school leaders, teachers, and students said that they seldom conducted such activities, even almost never did. Textual and observational learning resources were the most frequently used, compared with analyzing problems and direct interaction with surrounding society.

This finding further indicated that the learning activities of the topics pertaining with citizenship education were more frequently conducted conventionally; rather than contextually. It was evident in the fact that teachers seldom related the learning activities with the surrounding environment. This finding generally provided challenges to the development of school climate.

#### **The condition of cooperation and collaboration among the members of school community**

Based on the description of the finding on the condition of cooperation and collaboration among the members of school community, it could be seen that the average percentage of the most chosen attitude was on the activities related with what the students learned at school. The average percentage showed that 60% - 80% school leaders, teachers, and students chose agree and highly agree on the activities that contained citizenship education values and development in their relation with students learning.

The average percentage of the most chosen attitude on the activities of cooperation between teachers and students during project-based learning showed that around 40% - 80% school leaders, teachers, and students stated that such cooperation was seldom found. Meanwhile, on the activities related with the

relationship between the school and its surrounding society, the average percentage showed that 60% - 66.7% school leaders, teachers, and students chose the options of sometimes, seldom, and almost never.

This numbers showed that internally, there had been a strong climate of cooperation in the school. However, the interaction between the school and its surrounding society had not been that strong, although the weak interaction did not cause conflict that might hinder the development of school climate.

Therefore, the realization of a positive school climate depended on the involvement of parents and other stakeholders. Good communication and cooperation in the form of support toward every school policy was absolutely necessary.

#### **The condition of reliable and positive interaction between teachers and students**

The description of the finding showed that 60% - 100% school leaders, teachers, and students chose frequent to indicate the condition of reliable and positive interaction between teachers and students.

This indicated that the school, as a social system, is a place of human interaction which should provide a healthy and comfortable social condition. Students' positive perception on the attitudes of teachers, headmaster, and school staffs is an important determinant factor to make the students live comfortably. In such a condition, the students would develop respect towards others. This condition could be realized only when the intentions of social interaction in the school is based on the moral power of the school community.

#### **The condition of students' participation skill**

The description of findings on the condition of students' participation skill showed an average percentage of 60% - 80% school leaders, teachers, and students most frequently chose the option frequent. This indicated that as with the comfortable condition of environment, the school had a social contract concerning how students should behave.

These five conditions indicated that school climate had to be built upon several foundations, as stated by Kassabri M.K, Benbenishty R, and Astor R.A, (2005) who distinguished school climate into three aspects: 1) School policy against violence that included clear, consist and fair rules. 2) Teachers supported students. 3) Students participation in decision making and in the design of interventions to prevent school violence.

School environment had to be built like a home, including its comforting climate. School climate, including its atmosphere, feeling, and overall social and emotional environment had to be positive and had to be built positively. The factors affecting the comfort of a school climate included the relationship or bond among

the members of the school community, the interaction among the members of school community, and mutual trust and respect among the members of school community. The higher the condition of those factors was, the more positive the school climate would be.

### CONCLUSION

The statements of attitude concerning the mission of citizenship education at the school and concerning the school mission pertaining to citizenship education indicate a strong support and commitment from the school leaders, teachers, and students toward the realization of all school programs; particularly in the context of the development of concepts and actualization of educational values to create a better school climate.

The learning is dominated by textual and observational learning, instead of problem investigation and direct interaction with the surrounding society. Internally, at the school level, there has been a climate of strong cooperation. However, externally, the interaction between the school and surrounding society was not strong. There had been a reliable and positive condition of interaction among teachers and students. The potential of students' participation skills had been created.

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