

Comparison of Education Concepts in Indonesia with Germany: Comparative Analysis of Educational Purpose and Education Levels

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ABSTRACT: Every country has an education system in which there are advantages and disadvantages. It always makes the world of education continuously improve to achieve a better approach. This study aims to compare the concept of education in Indonesia and Germany in a comparative analysis of educational goals and levels of education. The method used is qualitative. Data was collected through literature studies from several relevant books, journals, and articles. The results showed that the goals of Indonesian education emphasized self-potential development, and the goals of German education focused on self-reliance and socialization. Through a comparative analysis of the education systems of Indonesia and Germany, especially in the study of educational purposes and levels of education, it is hoped that solution ideas can be generated to support the improvement of educational foundations in the future.

KEYWORDS Comparison, Education Concept

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I. INTRODUCTION

Education is one of the crucial components in life because education plays a role in shaping the ability to develop countries to absorb technology. Therefore, obtaining an education is the right of every human being which will be a provision to face competition in the future.

The education system will always experience development and change. This happens because the education system is affected by external factors (Raka, 2008). The education system is closely related to many other areas of human life as individuals and citizens of the nation. One of the external factors that can have significant implications for an education system is ideology. Lin Huber (1998) states that one thing that can influence people's attitudes in a cultural system is ideology. This ideology will be reflected in the values seen and adhered to, which are used as guidelines for behaving and behaving with one another.

In education in Indonesia, students are taught starting from morals, ethics and religion, and their application in everyday life. These three things get a pretty big lesson. Students are taught how to be polite towards educators and so on, religion too. For example, the culture of calling educators in Indonesia is not justified by calling the name directly, but as Mr or Mrs In contrast, in Germany, a student who feels close to his lecturer may call the lecturer's name, even directly with the lecturer's familiar name. This proves that ideology influences the culture of a country.

Improving the quality and quality of education is considered a necessity for every element of the life of the world community (Sari, 2017). This assumption has implications for activities to build a universal educational purpose but still make adjustments to the uniqueness of a community that is usually associated with each country's values, ideology, and symbols. This can be seen from the variety of education systems in the world. Although they are built on the same educational principles, they will still be different at various policy and technical implementation levels.

The education system in Indonesia has advantages and disadvantages compared to other countries. For this reason, the author tries to analyze the comparison of education between Indonesia and Germany, especially in terms of educational goals and levels of education.

II. RESEARCH METHODS

The method used in this study is a qualitative research method. Qualitative research only describes the meaning of data or phenomena that researchers can capture (Creswell, 2008). Data collection in this study was carried out through literature studies from various journals and related articles. This research was conducted by browsing books, articles, and journals relevant to the research problem.

III. RESULTS AND DISCUSSION

In this subchapter, a comparative analysis of the concept of education in Indonesia and Germany has discussed: a comparative analysis focuses on educational goals and levels of education. The explanation of each image being compared, namely the purpose of education and level of education, is as follows.

EDUCATIONAL PURPOSE

Indonesia and Germany have their own educational purpose. However, the purposes of both countries are the same, namely to advance the nation and state. A government will do their best to improve education in its own country; as Mandela stated, a country can become a developed country from education. Education is a very influential thing in this world.

The goal of national education is crucial for the Indonesian nation. According to Law Number 20 of 2003 article 1 paragraph 2, National Education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia, rooted in religious values, Indonesian National culture. It is responsive to the demands of changing times.

According to Law Number 20 of 2003 concerning the National Education System, it is stated that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God. Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

The purpose of Indonesian education is to focus more on developing self-potential to educate the nation's life and develop Indonesian people as a whole, namely humans who believe and fear God Almighty and have a noble character, have knowledge and skills, physical and spiritual health, strong and independent personality. And a sense of social and national responsibility. Based on this explanation, it can be concluded that education is a planned effort formed in such a way for various primary reasons, one of which is the formation of personality. Therefore, each nature that is created has its method of forming it (Sari, 2017).

Each state determines the purpose of education in Germany, and the federal form does not interfere in educational affairs directly (Muhtadi, 2008). Education in Germany instils a solid will to rise and the skills needed to re-establish as a reliable and independent country. Education there requires each individual to be able to think creatively, logically and be responsible. That is why children in Germany are given the freedom to develop themselves.

Formally, the goal of German education is to form an independent and socialist person. According to the country's doctrine, the education system runs very tight, controlled by centralized politics and social and economic planning. This causes a match between educational planning and the need for staffing. With the reunification in the state constitution and the preamble to the law on special schools and universities, the general education purpose is to emphasize community life and individuality development.

Let's look at the goals of Indonesian education compared to the purposes of German education. Of course, it is very complex, but in reality, education in Indonesia is not as advanced as education in Germany.

EDUCATIONAL LEVELS

Educational level is the level of education applied based on the level of student development (Pramiarsih, 2019); the purpose of this level of education is to achieve the goals and abilities that you want to development. The levels of education in Indonesia are:

1. Elementary School (SD) or Madrasah Ibtidaiyah (MI)
2. Junior High School (SMP) or Madrasah Tsanawiyah (MTs)
3. High School (SMA) or Madrasah Aliyah (MA)
4. Vocational High School (SMK)
5. College (University)

The explanation for each level is as follows:

1. Preschool Education (Learning group, Kindergarten)

At this level, between the ages of 3 and 5 years, pre-school education aims to direct students to prepare and adapt to their following education in elementary school (Ahmadi and Mahasri Shobahiya, 2008).

2. Elementary School (SD) or Madrasah Ibtidaiyah (MI)

This is the most basic level of formal education in Indonesia. This elementary school level is taken in 6 years, starting from grade 1 SD to grade 6 SD. The difference between SD and MI is that SD is under the Ministry of National Education (Depdiknas), while MI is under the Ministry of Religion (MoRA). Therefore, the composition of the religious curriculum is more in MI than in SD. (Ahmadi and Mahasri Shobahiya, 2008).

3. Junior High School (SMP) or Madrasah Tsanawiyah (MTs)

This is the level after graduating from elementary school or its equivalent, and junior high school is taken within three years.

4. High School (SMA) or Madrasah Aliyah (MA)

This is the level after graduating from junior high school or equivalent. The high school level is taken within three years. The learning program in SMA or MA is more comprehensive than SMP or MTs.

5. Vocational High School (SMK)

This is vocational education. This includes secondary education as a follow-up which is recognized as equivalent/equivalent to SMP/MTs.

6. College (University)

Unlike secondary schools, universities implement a semester credit system (SKS). According to the programmed plan, a student can spend the targeted number of course credits in college and take it within a specific time. Thus, the student can complete his Strata 1 (S1) higher education within four years.

The government stipulates that nine years of primary education is compulsory, and every citizen aged 7 (seven) years is required to attend primary education free of charge. Primary education in the form of Elementary School (SD) and Madrasah Ibtidaiyah (MI) or other equivalent forms for six years; and Junior High School (SMP), Madrasah Tsanawiyah (MTs), or other equivalent forms for three years (Novalita, 2017)

In Germany, children aged six years and over are required to attend secondary education. Compulsory schooling in Germany is nine years or ten years. The levels of education in Germany are:

1. Preschool Education (Kindergarten and Tageseltern)
2. Elementary School (Grundschule/Primary School)
3. Secondary School, consisting of:
 - a. Lower Secondary School (Hauptschule)
 - b. Lower Secondary School (Realschule)
 - c. Higher Secondary School (Gymnasium)
- d. Comprehensive School (Gesamtschule).
- e. Vocational School (Berufsschule)
4. Higher Education, which consists of:
 - a. University
 - b. University of Applied Science (Fachhochschule)
 - c. Others (high school of art, music, etc.), non-formal education

The explanation for each level is as follows:

1. Preschool Education (Kindergarten and Tageseltern)

This level is also called early childhood education, the same as in Indonesia; this level of education is 0 to 6 years. At the end of this early childhood education, educators will discuss the development of their children with parents. If it is considered enough, then the child can continue at the level above it. If the child is old enough for elementary school, but his development is considered not enough. For example, children with special needs, in Germany, children like this can attend special schools, namely Schulkindergarten and Vorklassen.

2. Elementary School (Grundschule)

Compulsory education in Germany is the same as in Indonesia, starting at elementary school. This compulsory education is for nine years, beginning at the Grundschule level to the Gymnasium level or ten years at other levels of education. In Germany, the Grundschule is generally from grade 1 to grade 4 and grade 6 for the rest of the states. Like for example, in Berlin.

At the Grundschule level in Germany, lessons on recognizing numbers and letters, learning to read, learning to count only begins in the second grade. Assessments for grades one and two are given by educators on how they interact or socialize. This is very much different from Indonesia. In Indonesia, children from the pre-school level must read and write because reading and writing are a requirement to enter elementary school in some schools. Children in Germany do not prioritize religious education. They have their way of living, interacting and socializing. If in Indonesia, by education, educators must develop potential, the first is religious spirituality.

While report cards are accepted in the third grade and the Grundschule graduation exam in the fourth grade, the test scores in the fourth grade will determine the school for the next level. Thus, in choosing the next school, educators and parents play a significant role because they help define it.

3. Secondary school, consisting of:

a. Lower Secondary School (*Hauptschule*)

This school is filled with students with low academic ability; in this school, students study to prepare for entering the world of work. Students will learn from grade 5 to grade 9/10 (Kultusminister Konferenz, 2015). In this school, students will learn a lot about vocational science. So this school is for students who will continue to Vocational School. This school is a school for work (Tsiplakides, 2017)

b. Lower Secondary School (*Realschule*)

This school is for students who will continue to high school in specific fields (*Fachhochschule*). This school also learns from grade 5 to grade 9/10. Here students learn about social sciences, exact sciences, biology, skill competencies, and others.

c. Higher Secondary School (*Gymnasium*)

This school is for students who will go on to university. This school also learns from grade 5 to grade 9/10. The requirement to enter this school is that students must have good to excellent grades from grade 4 in elementary school (*Grundschule*). Here students learn the exact sciences, skills and vocational expertise. This school graduate exam is called *abitur*.

d. Comprehensive School (*Gesamtschule*).

This school is a combination of three types of qualifications, namely *Hauptschule*, *Realschule* and *Gymnasium*. This amalgamation is usually based on the consideration that it is too early to assess students' ability in grade four. Therefore, this school also learns from grade 5 to grade 9/10. After graduating from the 4th grade of the *Grundschule*, but students do not know which school they will continue to, students can choose this level. Here students will study as in the other three types of schools.

e. Vocational School (*Berufsschule*)

This school is for graduates of lower secondary school (*Hauptschule*). In Indonesia, this level is the same as Vocational High School. If the student wishes to enter another type of school, the student must follow various equivalences. At *Berufsschule*, students will participate in a dual system program; namely, students will study at school for theoretical knowledge and study in Company/Industry for practice. This type of school allows students to do *Ausbildung* practical work. *Ausbildung* usually takes two years on average. This school offers various types of programs ranging from technical workers, sectarians, kindergarten teachers, etc.

4. Higher Education, which consists of:

a. University

Unlike in Indonesia, universities in Germany offer study programs other than engineering, such as mathematics, law, geography, or psychology.

b. University of Applied Science (*Fachhochschule*)

c. Others (high school of art, music, etc.), non-formal education

In Germany, students can change schools. This depends on how the ability of students at school if according to the teacher, their capacity decreases, students will move to schools below them, and vice versa if students from *Hauptschule* increase their abilities, students can move to the type of school above them, for example to *Realschule* schools (Tsiplakides, 2017).

Especially for children whose parents have to move around all the time, in Germany, there is a particular school called *Schule für die Kinder Beruflich Reisender* or a school from a professional traveller.

The German education system has separated gifted children to be scientists or expert to be artists or gifted to the workforce since elementary school education. Some talented students who become scientists (bachelor) will be directed to the *Gymnasium*. So those who are not gifted to become scientists will be required to polytechnics or graduate from high school and work in industrial sectors. While the education system in Indonesia is very much different, since graduating from elementary school, students learn anything; once entering junior high school, they will choose a vocational and high school, while children who graduate from vocational and high school can freely enter university and after graduation, they are confused about where to work.

The education system in Germany recognizes the *ausbildung* program in Germany or the apprenticeship system (something that is rare in Indonesia). *ausbildung* introduced in high school (this system can also be followed by outsiders Germany). In Indonesia, the apprenticeship system is limited to SMK and some majors in the engineering industry at universities and colleges. The *ausbildung* system is said to have made Germany mighty in connecting the world of students to the world of work.

The school system in Indonesia is different from the school system in Germany. In Germany, the most responsible party in the education system is the state, while the federal government has only a minor role. Thus, the existing education system varies widely throughout Germany as each state determines its education system.

Preschool education in Germany is the same as in Indonesia; namely, schools for children aged two to six years are not mandatory in Germany. In Indonesia, this is like daycare, playgroups for early childhood education, and kindergartens. (TK). Schooling is compulsory in Germany after pre-school education, starting at the age of six. In Germany, the same subjects are given to all elementary school students up to the fourth grade. After that, students are separated based on their intelligence, competence, and agreement with their parents to continue in one of three different schools in the fourth year.

In Indonesia, learning methods will change according to the curriculum used by the government (Montanese, 2021). When they used the 2006 curriculum, the learning method was teacher-centred. Whereas when they used the 2013 curriculum, the learning method was student-centred. In the student-centred approach, students must be more active and critical. For facilities, the government will provide school operational system funds (BOS funds). The funds will usually be used for school books or school buildings. Teachers typically use traditional facilities or modern facilities to teach students. Unfortunately, however, there is a gap between school facilities in urban areas and rural areas. But in Germany, they have been using student-centred learning since the late 1980s. They use the concept of open learning, which means students learn on their own without any coercion. This concept will make students feel happy while learning. The German government bears the costs of all school facilities. So there is no gap between schools in cities and schools in rural areas.

IV. CONCLUSION

Based on the description of the discussion above, the following conclusions are obtained.

1. Indonesian education is based on Law Number 20 of 2003, namely Pancasila and the 1945 Constitution of the Republic of Indonesia. Therefore, education aims to develop abilities, shape character, and build self-potential to become human beings who believe and fear God Almighty Almighty, noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen. Meanwhile, German education aims to cultivate a strong will to be independent, innovative, logical, and take responsibility.
2. Indonesian education levels are categorized into five, namely Elementary School (SD) or Madrasah Ibtidaiyah (MI), Junior High School (SMP) or Madrasah Tsanawiyah (MTs), Senior High School (SMA) or Madrasah Aliyah (MA), Middle School Vocational (SMK) and Higher Education (University). On the other hand, education in Germany is categorized into four levels of education, namely Pre-school education (Kindergarten, Tageseltern, und kinderkrippe), Elementary School (Grundschule/Primary School), Secondary School (Secondary School), Higher Education (Higher Education).

Based on the goals and levels of education in Indonesia and Germany, there are differences in learning methods. Namely, Indonesia is teacher-centred. In contrast, Germany is not based on learning methods but is student-centred by separating them based on intelligence, competency skills, and an agreement with their parents.

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