

Indonesia vs Japan in the Education System

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ABSTRACT

This study aims to compare Indonesian and Japanese education by using five indicators, namely the purpose of education, education management, education budget, education personnel, and salaries, as well as the learning evaluation process. The education system according to the National Education System Law No. 20/2003 it is stated that the National Education System is all components of education that are interrelated in an integrated manner to achieve national education goals. This research is based on a literature study by looking for theoretical references that are relevant to the cases or problems found. The results of this study According to Law No. 20 concerning "the National Education System" Chapter 1 General Provisions Article 1 paragraph 8 explains that the stages of education that have been determined are based on the level of development of students, the goals to be achieved and the abilities developed. The law explains that formal education in Indonesia consists of primary education, secondary education, and higher education. The financing of the education system in Indonesia is influenced by government policies. There are two financing systems, namely centralized and decentralized.

Keywords: System, Education, Indonesia, Japan



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INTRODUCTION

Education according to Law No. 20/2003 concerning "the National Education System" is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, the community, nation, and state. Then the Functions and Objectives of National Education are contained in Article 3 of Law No. 20/2003 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 at developing the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

The progress and development of a nation can be seen from the success of education. The position of the Indonesian nation as a developing nation is to seek efforts to become an advanced nation, especially in the field of education. The quality of Indonesian education based on a report from Global Human Capital Report 2017 published by the World Economic Forum (WEF), is ranked 53 in the world. The quality of education can be determined through a systems approach. According to Sanjaya (2008), "the system is a unified composition that is interrelated and interacts with each other to achieve a result that

is applied optimally by the goals that have been set.

A system must have an orderly structure. A system has several sub-systems consisting of several sub-systems then from that part, more components have their respective functions and are interrelated with each other so that they become a living unit. The education system according to the National Education System Law No. 20/2003 it is stated that the National Education System is all components of education that are interrelated in an integrated manner to achieve national education goals. Departing from the sound of this article, it can be seen that education is a system that is a total structure consisting of components that are interrelated and jointly lead to the achievement of goals.

Each country has a different education system according to the type of student from each country. Such as Japan which is famous for implementing a technology-based education system (Doyon, 2001), the United States with The Program for International Student Assessment (PISA), and Finland which is said to be a country with a benchmark education system for undergraduates (Goodill, 2017). Meanwhile, Indonesia uses the National Education System since the issuance of Law No. 20/2003, as an embodiment to develop people into quality human beings in line with responding to the challenges of an ever-changing era.

There are several elements in the education system, namely as follows: 1) Educational activities consist of self-education, education by the environment, and education by one person to another; 2) Educational guidance which includes the body, mind, and heart; 3) Places of education that include households, schools, and communities; and 4) The education component consists of the basics, objectives, materials, methods, media, evaluation, administration, funds and so on.

To realize an education system that is by reality and ideals, it is necessary to make adjustments to the environment, because the environment contains several obstacles to the operation of the system. And improve the quality of the education system is closely related to character education as an interest in developing Indonesian resources.

Unlike Japan, which has progressed from Indonesia because their primary education focuses on character building at an early age. Their primary education applies to training courage, discipline, and discipline. This is applied to develop the character of the child as a whole and improve the cognitive development of the child toward the surrounding environment. Japanese primary education focuses on the cognitive but is transformed into a reformed system that involves doing-feeling-thinking and body-mind-spirit. There is a renewal of intellectual intelligence, emotional intelligence, and spiritual intelligence (Efendi, 2013). Education has an important role to build the country and the quality of education to conquer the nation. Therefore, one of the goals of this education is to develop the nation's personality, strengthen national identity, and strengthen identity in a nation (Irianto, 2017). Education has an important role in the nation and a better future. Education is related to the progress of the nation because early childhood in Japan has implemented ethical manners and increased the independence of each child. This is evidenced by the increase in Japanese education by the character at an early age.

METHODS

Writing articles using the descriptive qualitative methods with literature study. The comparative descriptive method is based on research that seeks to find similarities and differences between objects, people, work processes, ideas, and criticisms of people. It aims to compare common perceptions and changing perceptions about people, groups, or

countries with cases, events, and ideas. This comprehensive descriptive study emphasizes each topic's similarities and differences (Neuman, 2017). This research was conducted to compare the similarities and differences between two objects that analyzed certain concepts of thought (Sugiyono, 2007). While the literature study method is needed to collect several references that are by the topic in this research. References are taken from books, journals, articles, and research reports, as well as seminars and proceedings obtained from the internet. Comparative descriptive research with the study of literature in question is to collect all references that are appropriate to the topic of this research by comparing Japanese and Indonesian basic education, then describe descriptively relevant to the references that have been found.

RESULTS

3.1 Educational Philosophy

The foundation of the philosophy of education is the assumptions that come from the philosophy that is the education background. The role of the philosophical foundation of education is to provide signs on what and how education should be implemented. These signs are based on the principles of metaphysics, epistemology, and axiology of education as well as studies in educational philosophy (Koetting & Malisa, 2013). The philosophical foundation of education is not one but is as diverse as the various schools of philosophy. There are various schools of philosophy, including Idealism, Realism, Pragmatism, Pancasila, and so on. While the Indonesian nation has its philosophical foundation of education in its national education system, namely Pancasila (Utami et al., 2022). Because Pancasila is the basis of the Indonesian state, the implication is that Pancasila is also the basis of national education No. 20/2003 concerning "the National Education System states" that: "National education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia".

3.2 The Purpose and Functions of Indonesian and Japanese Education

The functions and objectives of National Education are contained in Article 3 of Law No. 20/2003 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 at developing the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic, and responsible citizens. Morley et al (2021) add the purpose of Japanese education is regulated in the main law of Education in 1974 paragraph 1 which states that Japanese education aims to improve the precursors of every individual, both physically and psychologically, love truth and justice, respect the personal values of others, respect work, have a sense of responsibility. with the spirit of independence as the founder of a peaceful nation and society. Japanese education focuses on improving basic skills in the younger generation who think that every young generation prepares themselves according to the advancement of science and technology and globalization.

3.3 Indonesian and Japanese Education Management System

According to Law No. 20 concerning "the National Education System" Chapter 1 General Provisions Article 1 paragraph 8 explains that the stages of education that have been determined are based on the level of development of students, the goals to be achieved and the abilities developed. The law explains that formal education in Indonesia

consists of primary education, secondary education, and higher education. Indonesia also implements a 9-year compulsory education system consisting of 6 years of primary school education and 3 years of junior high school education or its equivalent.

- 1) **Basic Education:** Basic education is general education with a duration of nine years, held for six years in elementary school or the equivalent and three years in junior high school or the equivalent. Basic education takes the form of Elementary School, Madrasah Ibtidaiyah or other equivalent forms, and Junior High School, and Madrasah Tsanawiyah, or other equivalent forms. Education which is equivalent to SD/MI is a program such as Package A and which is equivalent to SMP/MTs is a program such as Package B.
- 2) **Secondary Education:** Secondary education is education that is held for graduates of basic education and prepares students to become members of the community who can have reciprocal relationships with the socio-cultural and natural environment and can develop further abilities in the world of work or higher education. The length of education is three years. Secondary education is in the form of Senior High School, Madrasah Aliyah, Vocational High School, Vocational Madrasah Aliyah, or other equivalent forms. Education equivalent to SMA/MA is a program like package C.
- 3) **Higher Education:** Higher Education is a continuation of secondary education which is held to prepare students to become members of the community who have academic and professional abilities who can apply, develop and create science, technology, and or the arts. Higher education institutions are obliged to provide education, research, and community service. Universities may organize academic, professional, and/or vocational programs.

Japanese education management is under the authority and responsibility of the ministry of education, science, and culture. The Ministry provides the basis and procedures for the preparation of curriculum, subjects, and requirements for entering kindergarten to university. The ministry is also responsible for improving primary and secondary school textbooks. In addition, the district has an education council that is given responsibility for dealing with staffing issues in government Education institutions, providing in-service training on cultural assets, and advising educational institutions.

3.4 Education Financing in Indonesia and Japan

By the amended 1945 Constitution, the State of Indonesia mandates the government to determine the education budget at 20 percent of the state budget as stated in Article 31 Paragraph 4. The education financing system in Indonesia is influenced by government policies. There are two financing systems, namely centralized and decentralized.

Education financing consists of investment costs, operational costs, and personal costs.

- 1) The education unit investment costs as referred to above include the costs of providing facilities and infrastructure, developing human resources, and working capital.
- 2) Personal costs as referred to above include educational costs that must be incurred by students to be able to follow the learning process regularly and continuously.
- 3) The operational costs of the education unit as referred to above include 1) Salaries of educators and education staff as well as all allowances attached to salaries; 2) Consumable educational materials or equipment; and 3) Indirect educational operating costs in the form of power, water, telecommunications services, maintenance of facilities and infrastructure, overtime pay, transportation, consumption, taxes, insurance, and so on.

Basuki et al (2021) explain Japan's Education Budget is facilitated by the central, county, and municipal governments. Funds are obtained from taxes and other sources. The

Japanese Education Budget in 1980 amounted to 16.7 trillion of the total Japanese government budget with an education allocation of 54.55% for compulsory studies, 17.9% for secondary education, and 21.1% for higher education, with the Japanese Education budget in 1992-1994 accounted for 19.9% of the central government budget.

3.5 Teacher and Salary

Primary school teachers in secondary schools are given education at universities, postgraduates, and junior colleges designated by the Ministry of Education. Furthermore, teachers are granted teaching certificates from the district Board of Education, teacher certificates are awarded according to the teaching authority on the subject, while secondary teachers in certain subjects are all teacher recruitment carried out by the district Board of Education. Teachers are given the high appreciation in Japan because teachers are the key to development so they are rewarded through obtaining a decent salary to make their families prosperous, with an average of IDR 38 million/month with the newly appointed teachers being paid IDR 17 million/month (Mansir, 2021). Elementary school teachers in Indonesia are recruited using the CPNS national exam. The fate of Indonesian teachers is a little more difficult than the Japanese because they are only given a salary of Rp. 3 million/month.

3.6 Learning and Evaluation Process in Japanese and Indonesian

Learning methods in Indonesia use scientific methods in the form of observing, questioning, trying, negotiating, and communicating (Sudrajat, 2019). When studying in Japan using peer or group tutor learning methods (Lassegard, 2008). The role of the teacher in Indonesia tends to be a facilitator in the classroom, while in Japanese, apart from being a facilitator, the teacher has three teaching principles, namely creating fun classes, understanding children about the subjects given and encouraging children to dare to do all tasks.

Basic education in Indonesia is called 9-year compulsory learning through mastery of material through materials provided at schools, such as mathematics, Indonesian language, religious education, Physical and Health Education, Pancasila education and citizenship, arts, science, and social sciences. While Japan implements basic education, the program is based on the freedom of teachers in providing a curriculum of school subjects. The subjects provided are Japanese, English, history, sports, skills, arts, science, integrated courses, and homeroom. The study hours students need to study in class are 36 lessons/each week, while Japan averages 30 hours/each week (Motomura, 2019). In learning mathematics, Indonesia applies scientific methods in the form of observing, asking, trying, socializing, and communicating. While Japan uses problem-solving and contextual methods. The teacher opens the class by giving a brief introduction. Then students are given complex questions that are done independently and in groups. This is done to see the child's mindset in solving problems and freedom of speech in solving problems.

In education evaluation, Indonesia applies a national final exam to determine the graduation of elementary school students to continue to a higher level. Graduation is determined by school final exam scores and report cards, while in Japan there is no national exam in determining graduation. Assessment is based on the final results of the exam that are accumulated from daily, extracurricular, and midterm scores. The University of Indonesia entrance examination uses the national selection for higher education through invitations and written lines, as well as an independent selection from the intended universities. In contrast to Japan, university entrance exams use periodic national exams

with two stages, namely the first stage of questions given and compiled by the Ministry of Education, and the second stage of the entrance exam conducted by each university. University graduation is determined based on the passing grade from the sum of the scores for the national entrance exam and college entrance. Indonesia implements a ranking system and class improvement that educates children who have the best grades or the best schools to eliminate every child and school. Furthermore, class promotion exams are held every year to continue to a higher level of education. Compared to Japan, although the ranking system is implemented in the classroom, there is no promotion test. Students who have done hands-on classroom studies can proceed to the next level without going through a test. The Indonesian basic education assessment system uses an assessment that refers to the Limit of Completion Criteria (KKM) to pass, while Japan only applies a daily reassessment system.

CONCLUSIONS

Based on the explanation above, it can be concluded that in general Japanese primary education is better than in Indonesia. This is due to several indicators, namely 1) Japan's education goals are set through the 1974 main education law 1) which focuses on the formation of children's personality and character, while Indonesia's education goals are set from law No. 20/2003. The tendency for policy-making in law, Indonesia seems to be superior to Japan, in practice Japan is better than Indonesia because of Japanese personality rather than intelligence, while in Indonesia, intelligence is prioritized over personality; 2) Japanese Education Management tends to prepare my qualified resources to deal with science and technology and globalization, while Indonesia will only prepare human resources to deal with the economic crisis, competent human resources, and educational autonomy; 3) Japan's education budget is allocated by the government in the amount of 54.55% while Indonesia only allocates education funds through the BOS school management program whose costs do not reach 50%; 4) Japanese education and salaries guarantee their teachers more than Indonesia which has not been able to fully guarantee the welfare of teachers; and 5) the learning process and evaluation in Japan is better than Indonesia because the learning method used is a temporary group from Scientific Indonesia.

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