

Comparison of Education Between Egypt and Indonesia

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Abstract

Education is the most important aspect in the progress and development of the nation. The majority of Egyptian society is dominated by Muslims who are almost the same as people in Indonesia. Although it has a majority Muslim community, in the aspect of education Egypt is more developed than Indonesia. Although it has similarities from the level of the education system, there are several different structures of the education system. This study was conducted to explain the education systems of Egypt and Indonesia. The method used in this research is a systemic review based on a literature review of ten national journal reviews that examine the Egyptian and Indonesian education systems. The results showed that there are differences between Egyptian and Indonesian education systems lying in the type of education system. The type of Egyptian education system consists of two, namely the secular type and Al Azhar which has education levels from primary, secondary, and high. The Al Azhar type focuses on religious schools which based on facts on the ground, religious schools are more accepted in higher education than secular types. While in Indonesia, adheres to a centralized education system supervised by the government as a policy maker which is divided into elementary (kindergarten and elementary school), secondary level (junior high, high school, and vocational), and higher education (universities of all majors).

Keywords: *education system, Egypt, Indonesia*

1. Introduction

Education is a necessary thing in improving the quality of people's Lives Where the purpose of education is formulated in law No. 20 of 2003 states that National Education has the opportunity to make people believe and fear God Almighty, virtuous, knowledgeable, competent, creativity, and independence to realize a Democratic state.

Education is one of the factors for the development of the country. Education can produce the nation's successor so that it has an impact on the development of the country. Every country organized education for the betterment of the nation. Education has the meaning to strive for awareness and planning in realizing a learning environment that can improve student competence in the learning process. The Indonesian education system is known as the national education system which means that all education is integrated to achieve the goals of National Education. While the Egyptian education system is burdened to the Ministry of State. The Ministry of education is responsible for Planning, Policy, quality, and development.

Egypt is located in the northeastern part of the African continent and the Sinai Peninsula in the southwest of the Asian continent. Egypt has had an education system in the Middle East since the 1990s. At 10 years, the Egyptian government prioritized the education system. Based on the Human Development Index (HDI), Egypt is at position 116, through the support of the World Bank and other organizations committed to improved access to early childhood care and education at all levels (Abou, 2015).

Based on the above problems, a comparison of the education systems of Egypt and Indonesia needs to be done to assess the similarities and differences between the two countries in question. Thus, the comparison of these educational systems can be studied in finding similarities and differences from the education system.

2. Methodology

The method in this study was carried out by systemic review based on literature review with meta-analysis to review ten articles in national journals. Then the analysis is carried out in stages, such as (1) the process of identifying using google search engine by selecting the same research theme with this study as many as ten articles in national journals; (2) each Journal is grouped according to research indicators, namely the comparison of the Egyptian and Indonesian education systems; (3) each Journal is reviewed through comparative indicators of the Egyptian and Indonesian education systems; (4) each result of the discussion in the journal is associated with the application in the discussion and conclusions in the journal; (5) the results of the discussion are explained to distinguish this study (Zhang, et al, 2019).

3. Result and Discussion

3.1 The Egyptian Education System

The Egyptian education system adheres to a centralized system that is divided into three steps:

- a. The basic level of education is divided into primary and preparatory steps. The element of education included in this is kindergarten followed by elementary school followed for six years and Preparatory School for three years. Education in Egypt is followed for nine years at the age of 6 to 14 years. All levels of education are given freedom in implementing government policies in each school. According to the World Bank, there are differences in achieving equal education in each group of people. From 1999 to 2000 there was a 16% participation of students in attending learning at the primary school level and an increase of 24% in 2009. Each school starts from the elementary level until the behavior after the secondary is under the financial Department of Education. The Department of education is responsible for determining instructional books. The Department of Education receives assistance from the World bank in improving the education system from early childhood to post-secondary behavior in every school. This is done to improve the quality and then followed by the level of basic education followed for 3 years. Completion at this level is followed for three years and keeps students from being illiterate.
- b. Secondary education is followed for three years at the age of 15 to 17 years. Secondary Education consists of three steps, for example technical or vocational. Vocational education is divided into 2 steps, namely primary and secondary steps. In the primary stage, Secondary Vocational is completed for 3 to 5 years then continued at the next secondary level vocational reaches at the secondary stage. In 2004, there was an increase in student participation in the completion of this secondary stage reached 77.3%. In the secondary stage is equated with higher education following formative and summative assessment in obtaining general secondary certification is one of the conditions for admission to higher education or university.
- c. Education after secondary or higher education. Higher education in Egypt reaches 30% of student participation. The high education system includes 17 public universities, 51 public/non-university institutions, and 105 private universities (Hayati, 2013).

3.2 Types of Egyptian education

Types of Education Egypt is divided into formal education system and non-formal education system. The formal education system consists of parallel, secular, and religious al-Azhar. Secular under the auspices of the Ministry of Education. Religious Al-Azhar implemented by the ministry under the auspices of Al-Azhar or known as the Ministry of Religious Affairs. There are other types that include this parallel system, namely children with special needs, which are carried out by various bodies or institutions.

The secular structure consists of kindergarten education followed before going on to primary education. Basic education is divided into two, the first level is called Elementary School. This obligation was implemented by the government since 1984 followed for 8 years. Next followed by public secondary schools or secondary technical schools. In higher education at the University followed by students called the general academic education. Higher education is followed for 2 to 5 years adjusted to the selection of programs. Since 1999 allowed after graduating from technical school can continue to higher education. Over time and the development of the times, there is an increase in people who demand high quality education to support increased social and economic development (Maman and Falah, 2018).

The structure of Al Azhar has similarities with the secular structure at the basic education level. This is different from religious education that gets pressure. The curriculum in the secular structure is almost the same followed for 2 years and agam school also for 2 years. At the higher education level the curriculum focuses on religion. Subsequently, teacher education for religious schools was carried out by the Al Azhar structure. Al Azhar schools have fewer pupils than secular structures. Facts on the ground, the number of students who graduated from Al Azhar greater entry into higher education when compared with the secular school of vocational and Technical Education has existed since 1950. The number of vocational schools from 134 increased to 460 from 1952 to 1960.

Non-formal education is defined as a series of educational activities that have been planned outside of the formal education system. This education is done to meet the needs of the community. Non-formal education is associated with loss of literacy. In other words, the program is focused on non-formal education. The Ministry of Labor introduced a training program for completing basic education. This is followed by people who drop out of school aged 12 to 18 years. Students who drop out of school are provided with vocational skills training appropriate to their circumstances and skills. This education was followed for 9 months, 7 months followed in the vocational training center, and da month in the production training unit. After completing vocational education, he obtained a job in the government and private sector, which was implemented since 1967 (Qolbiyah, et al, 2022)

Under the guidance of the Ministry of industry, there are 33 trainings that are carried out quickly to improve the skills of technicians. This training Program was conducted at the age of 17 years for 6 months. The holder Program is followed by students who have completed basic education or did not continue in technical school. This training Program is conducted for 3 years to improve the skills of the workforce and has had a job for 5 years to participate in training for 3 months.

3.4 Types of Egyptian Schools

Egyptian schools include Arabic schools and experimental language schools.

- a. Aramaic schools are maintained by the government and given in Arabic. The government curriculum of English is given from the fourth year and French
- b. The experimental language school taught government curricula, such as science, mathematics, and computers in English and added French as part of the foreign languages in Educational Readiness. The curriculum in social learning is given in Arabic.

In general, there are four types of private schools, namely

- a. Ordinary schools adapt the curriculum from government schools, but private schools are focused on personal needs and school facilities and infrastructure
- b. Language schools taught in English are derived from the government curriculum and impose French and German as foreign languages so as to make schools that have better quality.
- c. Religious school focuses on religion at Al Azhar school.
- d. International schools, is a private school followed by the curriculum of the country, for example the United Kingdom, America, France in order to obtain legality from the Ministry of education to enter the Egyptian university, such as schools offer from private schools in the provision of education when compared with the curriculum commonly used by higher education in Egypt. Much quality education is offered by private missionary schools. Some schools offer additional programs that are integrated with government curricula, such as the American High School Diploma, the IGCSE system, the French Baccalaureat, and others (Saleh, 2015).

3.5 Indonesian Education

Equalization of education in Indonesia requires learning to begin at the age of 6 to 15 years and local and central governments require the provision of funds to carry out education. Indonesia's illiteracy is 87.9% and is at the level of 95 out of 179 countries studied.

Education in Indonesia is structured and unstructured. Structurally, Indonesian education is given authority to the Ministry of education and culture of the Republic of Indonesia (Kemendikbud), formerly called the Ministry of National Education of the Republic of Indonesia. In Indonesia, all residents are required to participate in compulsory basic education for nine years and six years in elementary school, and the next three years in secondary school. Education in Indonesia refers to law No. 20 of 2003 on the national education system. Education in Indonesia is divided into three main lines, namely formal, non-formal, and informal (Saudi, 2020).

Education is divided into four levels, namely early childhood, elementary, middle, and high. The level of early childhood education is referred to in law number 20 of 2003 concerning the national education system. Early childhood education (ECD) is an effort made to foster newborn children up to the age of six years in order to provide educational stimulation in supporting physical and spiritual improvement so that children have preparation in entering further education. The age of early childhood education includes 1 to 5 years. Basic education is education obtained for 9 (nine) years, namely elementary school (SD) for 6 years and junior high school (SMP) for 3 years. This basic education is an activity that is mandatory for all Indonesian children to learn. The age of children entering primary school starts from the age of 6 years to 11 years, while junior high school is held at the age of 11 to 14 years. Next, secondary education is obtained from the completion of Junior High School. Senior high school (SMA) or vocational high school (SMK) completed during his 3 years of Education. The age of children in entering this education is 14 years to 17 years. While in higher education is the level of Education which includes diploma, Bachelor, Master, Doctoral, and specialty Education conducted by universities. For the length of education that must be completed by each level, The Bachelor is completed for 4 years, the master is completed for 2 years, and the doctorate is completed during 3 years (Stopikowska and El-Deabes, 2012).

There are five types of education, namely (1) academic education is undergraduate and graduate higher education that is guided in mastering certain knowledge; (2) professional education is undergraduate-level higher education that is prepared to be professional; (3) vocational education is prepared to have competence at the level of diploma 4 equated to the Undergraduate level; (4) religious education is education that teachers prepare students to; and (5) special education is education for children with special needs conducted in an

inclusive manner that can be equated to education units at primary and secondary levels (in the form of special schools).

The curriculum in Indonesia has differences with other countries. During the colonial period, the curriculum in Indonesia was implemented by the Dutch and Japanese governments. The Dutch made a curriculum based on political interests in making it easier for the Dutch to trade with the indigenous people of Indonesia and spread Christianity in Indonesia. Reading and writing are taught to Indonesian citizens in order to help in trading. At the time the Japanese colonized Indonesia, the curriculum in Indonesia was changed and adapted to the interests of Japan. Indonesia's education curriculum has changed 11 eleven times. Since 1947 the Indonesian curriculum was designed by the Dutch called *leerplan* (learning plan). Pancasila is the cornerstone specified in the Indonesian curriculum. The nature of education in the Indonesian curriculum is political due to the transition from Dutch education to Indonesian education (Sulaiman, et al., 2021).

In 1947, the curriculum in Indonesia focused on building character. Learning emphasizes personality, awareness in having a state and society. The learning material is obtained from related daily life. Physical education and the arts are a concern on this curriculum. Next, the 1952 curriculum was refined from the 1947 curriculum known as the 1947 lesson plan. Each learning material is formulated in detail when compared with the previous curriculum. Changes in the previous curriculum occurred in one teacher handling one learning material. The learning plan was elaborated in 1952 which was reflected in the National *kependidikan* system, and was no longer transferred from the 1947 learning plan. In the 1964 lesson plan, learning in elementary schools focused on the *pancawardhana* program. *Pancawardhana* is a program whose scope includes skills, physical, emotional or artistic, intelligence, and personality. The government formulated the program in the 1964 curriculum so that every citizen would gain good academic knowledge so that the curriculum could be refined from the previous curriculum.

In 1969, Indonesia has entered the era of the new order. The 1964 curriculum is the result of the old order that was changed to the 1968 curriculum. Curriculum 1968 aims to build human *pancasila*, a healthy strength that can improve intelligence and physical skills, moral, moral, and *berkeyaninan*. 1968 curriculum material that is theoretical, not related to *persolan* that occurs in everyday life. Learning activities are focused on the level of education in order to develop competence and intelligence, as well as make children physically strong and healthy.

MBO (managemeny by objective) is a foundation in the field of management that had an impact on the emergence of the 1975 curriculum. This curriculum is done so that education becomes more effective and efficient. Materials, methods, and learning objectives are summarized into an instructional system development procedure (PPSI). This curriculum is also called the learning unit is the learning plan of each language unit. Each unit is described in the form of general instructional objectives (TIU), special instructional objectives (ICT), the use of Learning media, learning materials, learning activities, assessment of learning outcomes. There are many elements in the curriculum, such as teachers are required to have competence in writing the most important things and lists that are achieved from each learning activity.

The 1984 curriculum is a refinement of the 1975 curriculum often referred to as the 1975 curriculum. The 1975 curriculum focused on the expertise process approach. However, there is a goal that is the most important aspect. This curriculum refers to the learning model of active student learning (CBSA). This model is used in the world of World Education known as SAL (student active learning). This model was pioneered by Professor Dr. Conny R, Semiawan who occupied the head of Mone curriculum Center from 1980 to 1986. In CBSA, student status is functioned as a learning subject so that students have tasks and learning activities, such as discussions, groups, and convey the results of their learning. This foundation was tested in a number of schools and obtained satisfactory results. However, the difference that appears in the use of this model is that teachers no longer teach in front of the class (Sukino, 2016).

Next, the 1994 curriculum was improved from the 1984 curriculum. This curriculum refers to law no.2 of 1989 the national education system. There is a striking change in the semester system into a chessboard. In this curriculum, there are competencies that are considered important in learning success. The special feature of the curriculum 2004, namely learning activities using a variety of strategies so as not to make students saturated in the classroom; (2) learning resources not only come from teachers, but can come from anywhere in other words still have elements of Education; (3) curriculum achievement is the competence of students, individuals and classical who interact with variations in learning outcomes; (4) learning evaluation focuses on competency achievement. knowledge and skills in each lesson are grouped in aspects of learning; (5) the basic aspects of CBC are based on class elements, semester aspects.

KTSP is designed so that National Education is related to each region, regional level, education unit and students. In KTSP, the government sets competency standards and basic competencies. Meanwhile, teachers in each school developed syllabi and assessments tailored to the school's circumstances, the SBC was designed by the responsible School under the guidance of the local education office. Then this curriculum was declared less successful and was discontinued in 2012. There are four points in this Curriculum Assessment, namely attitude, behavior, competence, and knowledge

The next curriculum 2013 has additional material, namely mathematics and a number of simplified materials, such as Indonesian, PPKN, IPS, and so forth. Science and mathematics learning is raised to international standards (TIMSS and PISA). This is done to balance Indonesian education with other countries.

Indonesian education management standards

Indonesian education management standard refers to Government Regulation No. 19 of 2005 (2) states that educational standards are refined based on planning and develop in accordance with the needs of citizens ' lives as a whole. Further described in government regulation no. 32 of 2013 on national standards of Education. This standard contains content standards, process standards, graduate competency standards, standards of educators and education personnel, facilities and infrastructure standards, management standards, financing standards, and Educational Assessment Standards (Ministry of National Education, 2013).

The management of education units in primary and secondary education applies school-based management that has elements of independence, partnership, participation, openness, and accountability. The management of higher education units applies the autonomy of Higher Education regulated in the legislation which is given freedom in managing academics. Each Education Unit is regulated and refers to the curriculum, academic calendar, organizational structure of the education unit, rules of conduct of the education unit including education, education personnel, maintenance of facilities and infrastructure, code of ethics of the education unit and the community, and operational financing of the Education Unit; (3) each Education Unit is managed on the basis of annual work planning; (5) the management of the Education Unit is carried out independently, efficiently, effectively, and accountably; (6) the supervision of the education unit includes supervision, assessment, reporting, further follow-up on the results of supervision; (7) supervision carried out by the school committee; (8) the results of supervision are followed up by reports on the results of supervision to improve the quality of the Education Unit; (9) ; (d) quality assurance in education units carried out by the government and the community; (e) improvement of the professional status of teachers and lecturers; (f) education standards; (g) accreditation of Education; (h) improvement of education with local needs; (i) compliance with minimum education service standards; (j) quality assurance of National Education; (k) the implementation of secondary and primary and higher education is improved by education units (Sulaiman, 2021).

4. Conclusion

The results showed that the differences in the education system of Egypt and Indonesia have differences, namely from the type and cost of Education. Based on the type of education system, the Egyptian state is divided into two, namely secular and Al Azhar. These two types of education are found in Basic Education,

Secondary Education, and higher education. While on the cost of education, every level of education is stunted by the government. However, in Indonesia, the type of education is different from the country of Egypt does not divide the type of education but distinguishes the level of education starting from basic education, secondary education, and higher education. Meanwhile, the cost of education is not borne by the government, but the cost of education is charged to parents who provide education to their children.

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