



Educational System in Egypt and What About In Indonesia

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Date of Submission: 12-06-2024

Date of Acceptance: 24-06-2024

ABSTRACT: This research describes the education systems in Egypt and Indonesia. Egypt and Indonesia are working on an education system that can compete worldwide. For the quality of education internationally, Egypt is ranked 41st and Indonesia is ranked 35th out of 49 countries based on TIMSS 2007. This research method uses literature study, literature reviews from books, and relevant research. Library materials from various references are analyzed critically and in-depth to support proportions and ideas. From the results of observations made, Egypt has an education system with two parallel structures, namely the secular structure and the Al-Azhar religious structure. Meanwhile in Indonesia, the education system is regulated by the Ministry of Education, Culture, Research and Technology (Kemdikbudristek). For compulsory education, the governments of Egypt and Indonesia both require all their people to receive education, namely 9 years of compulsory education. For education funding, Indonesia uses APBN and APBD funds amounting to 20% from the government, while Egypt allocates funds amounting to 17% from the Egyptian APBN and also receives grants from the World Bank, UNICEF, UNESCO, and other countries such as the United States, Germany, England and other countries Arab.

KEYWORDS: Education System, Curriculum

I. INTRODUCTION

Education does not escape every living individual. Every individual needs education, whether formal education or non-formal education. To achieve the goals of this education, of course, it is structured with an education system. The education system is a cycle that is interconnected between educational units and activities to achieve educational goals. With the existence of an education system, a nation can pass on its

experience, knowledge, skills, attitudes, religion, and special characteristics. Through the education system, the nation can maintain and maintain the noble values and advantages it has from generation to generation. To understand the education system in a country, the background of the education system is the historical, political, economic, and sociological framework of the country's conditions.

Egypt or the Arab Republic of Egypt is a country located in northeastern Africa. Known as the largest ancient civilization and monuments in the world, Egypt is recognized globally as the center of world culture. Egyptian cultural relics such as pyramids, sphinxes, obelisks, and hieroglyphs (Sipitri, Ikkal, Noviani, & Sassi, 2023). Apart from having many civilizations, Egypt also has a treasure trove of all knowledge (Qolbiyah, Rajab, & Faisal, 2022). Egypt is a very interesting thing to study, because of the complexity that occurs in this country. Starting from its science, Egypt is the main axis for knowledge seekers from various countries in the Islamic world, including Indonesia (Supriadi, 2021).

Today, Egypt has experienced a rapid transformation in terms of developing educational potential. Based on data from the Director General of Higher Education in 1997, Egypt had 400 doctors and compared to the same scale, Indonesia only reached 65 doctors per 1 million population (Iddian, 2021). From the comparison that can be seen, Egyptian scholars and scholars are relatively productive in terms of scientific work. Egypt has invited students from various parts of the world, including Indonesia, to study there (Qolbiyah et al., 2022).

The national education system is the education system used in Indonesia. With the national education system used, Indonesia has educational goals that are more focused and in line with expectations. This education system has of course experienced various changes starting from



the Dutch Colonial period, the Japanese Military period, the Old Order period, the New Order period, and the Reformation period. The Egyptian education system is very centralized, and divided into 3 stages, namely primary education, secondary education, and post-secondary education. Long before the pre-Independence era, Indonesia's relations with Egypt were marked at the earliest, even long before Islam came, namely when the Egyptians began to use lime originating from Barus, a region of the archipelago to preserve mummies in Egypt. This is the earliest trace indicating the existence of relations between Indonesians and Egypt (Alam & Cahyono, 2022).

II. METHOD

This article uses library research, namely a method of collecting data by understanding and studying theories from various literature related to research. Data collection by searching for sources such as books, journal articles, and existing research. The analysis method uses content analysis and descriptive analysis. Library materials from various references are analyzed critically and in-depth to support proportions and ideas.

III. DISCUSSION

In Egypt, several institutions are the main managers of education, namely (1) the Ministry of Education and Teaching manages primary and secondary education, (2) the Ministry of Higher Education manages Higher Education, (3) the State Ministry for Research manages research related to education, (4) The Ministry of Al-Azhar Affairs manages religious education from elementary to tertiary level (Supradi, 2020).

Egypt programs compulsory education for all its citizens. Egypt requires its people to be literate and educated, utilize science and technology, and become a productive society, education is also flexible and relevant to society's needs (Iddian, 2021). Regulations regarding the Egyptian government's education system are monitored and evaluated by the Ministry of Education. The education system in Egypt is finally diverse. The education system in Egypt aims to uphold democracy and form democratic individuals, with centralized authority and curriculum preparation based on teamwork (Dinelti Fitria et al., 2022).

The secular education system managed by the Egyptian government takes the form of pre-university education, namely kindergarten education as well as vocational-oriented education

and secondary education. The secular education system in kindergartens began in 1980. Starting from 1981, kindergarten education in Egypt began to introduce basic education programs. Primary school lasts 6 years for students aged 6-12 years. Basic education is the first stage of the 9 cycles of compulsory education in Egypt (Supradi, 2020). The Ministry of Education sets the curriculum and all schools must follow the established curriculum. Study materials for six years of basic education include Arabic, English, Mathematics, Music, Religious Studies, and Natural Sciences. In 4th grade, Agriculture was introduced and in 5th grade Arts, Home Economics, and Social Sciences were added. In Al-Azhar schools, the existing curriculum generally focuses on Islamic studies. This country also operates international schools that follow the American, British, or Canadian curriculum (Saleh, 2015).

After basic education, students will continue junior secondary education which lasts for 3 years. This level is for students 12-15 years old. The curriculum at this stage includes Arabic, Agriculture, Arts, English, Industrial Education, Mathematics, Music, Religious Studies and Social Sciences. Many schools also offer other European languages, generally French or Spanish (Saleh, 2015; Supradi, 2020). After junior secondary education, people continue with upper secondary education. This education is for students aged 15-18 years. This education takes 4-6 years of education. Egypt offers 3 types of schools namely, general secondary schools, Al-Azhar secondary schools, and technical secondary schools. General high schools offer academic programs in preparation for higher education, while Al-Azhar high schools, offer academic programs with an emphasis on Islamic teachings, and technical high schools offer technical and vocational programs, students specialize in one of 3 options, namely engineering, industry, or agriculture. This technical high school lasts from 3-5 years of education.

Next is higher education, education is carried out over 4-6 years of education. The famous university in Egypt is Al-Azhar University which was founded by the commander of the war, Jahar Al-Siqli, after the founding of the city of Cairo in 970 AD. Since 1961, Al-Azhar University has had a religious faculty and also a general faculty (Azra, 1999). Higher education in Egypt is driven primarily by high school graduation exam scores and secondarily by the ability to pay for private higher education (Abdelkhalek & Langsten, 2020). The higher education system in Egypt strives to preserve its academic heritage while adapting to the



challenges and demands of the 21st century. Universities in Egypt continue to strive to improve the quality of their education and research to compete on the global stage.

Access to higher education in Egypt is expanding in both the public and private sectors, with public sector access benefiting women, rural youth, and the middle class, while private sector access benefits men, youth in Cairo, and the highest wealth groups. (Buckner, 2013). Inclusivity in higher education in Egypt increased slightly for women during the period 1988–2005 but remained unchanged for men and improved slightly for women from poor families (Cupito & Langsten, 2011). Decentralization of higher education in Egypt can increase innovation, quality, and global competitiveness, thereby providing benefits for students, lecturers, and surrounding communities (Toney & Abou-Sabe, 2011).

Education in Egypt, especially Al Azhar University, teaches wasatiyah Islam which is in accordance with Indonesia's diversity and contributes to advancing Islamic moderation in Indonesia (Murtadlo, Basri, & Qowaid, 2020). The higher education systems in Egypt and Indonesia have strong foundations but face unique challenges. Egypt focuses more on academic heritage and improving infrastructure, while Indonesia focuses on improving the quality of education and equal access. Both countries continue to strive to improve their educational standards to compete on the global stage.

The education system in Egypt is centralized. Education is regulated by the center. All policies that will be taken in Egypt require consideration from Al-Azhar scholars. Meanwhile in Indonesia, although regional autonomy has now been implemented, in reality, the education system still tends to be centralized. This can be seen in the determination of Graduation Standards and the determination of student graduation is determined by the center through the National Education Standards Board (BSNP). Regional autonomy also does not give full authority to regions, especially concerning providing education budgets in the APBD (Supradi, 2020).

The reform era has provided considerable space for the formulation of new educational policies that are reformative and revolutionary. The curriculum is competency-based. Likewise, the form of education implementation changed from centralized (old order) to decentralized. At this time the government is carrying out the mandate of the 1945 Constitution by prioritizing the education budget of at least 20% of the state revenue and

expenditure budget. The education budget is determined by the 1945 Constitution, namely 20% of the APBN and APBD, so there are many reforms in the world of education, especially in providing funds for School Operational Assistance (BOS), 9 years of compulsory education, and increasing teacher income standards with teacher certification. as well as providing educational assistance (Scholarships) to increase teacher competency, and so on (M. Wahib MH, Slamet Abadi, Khalifaturohmah, Aang Abdullah Zein, & Tri Novia, 2022; Triningsih, 2017).

During this time, Indonesia also experienced several changes to the educational curriculum. Namely 1), the 1999 curriculum which is a continuation curriculum from the 1994 curriculum with slight changes. 2), 2004 curriculum or KBK (Competency Based Curriculum). 3) 2006 curriculum or KTSP (Education Unit Level Curriculum). The central government sets standards for basic competencies and teachers are required to be able to develop them in the form of a syllabus. 4), 2013 curriculum. The 2013 curriculum aims to prepare Indonesian people to become human beings who can live as good citizens, creative, innovative, productive, and able to compete for the advancement of the civilization of the country and even the world. 5), independent curriculum. Changes to the 2013 curriculum to an independent curriculum will begin in 2021. This change is part of the efforts of the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) to improve education in Indonesia. The independent curriculum replaces the 2013 curriculum and aims to provide more freedom and flexibility to schools and teachers in managing the learning process.

In Egypt, the curriculum is the result of teamwork. The curriculum team consists of consultants, supervisors, experts, education professors, and experienced teachers. Usually, there is a committee for each subject or group of subjects, and the heads of these committees are invited to meetings so that all decisions can be coordinated. The curriculum that has been produced by the committee is submitted to the Pre-university Education Council which officially approves it for implementation. Based on regulations, the curriculum can be changed and adapted to accommodate local conditions or special matters (Iddian, 2021). Meanwhile, in Indonesia, the curriculum is regulated by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek). This ministry is responsible for formulating, developing, and implementing



education policies including the national curriculum. The parties involved in regulating and developing the curriculum in Indonesia are the Ministry of Education, Culture, Research and Technology (Kemendikbudristek), the Directorate General of Higher Education (Ditjen Dikti), the Educational Standards, Curriculum and Assessment Agency (BSKAP).

Increases in the number of teachers and schools, improvements in equipment, and rising prices (including salary increases) have led to an increase in education spending. Twenty-three (23) million Egyptian pounds (E) equal to UU\$77 million introduced in 1952 rose to E 126 million pounds (UU\$420 million) in 1969. In the same period, public investment in education increased from E2.5 million pounds (UU\$8.4 million) to E33.3 million (UU\$111.2 million). After 1970, the allocation of funds for education began to increase by a larger amount compared to previous allocations. In 1984, public expenditure on education reached E1,186.5 million pounds (UU\$1,163 million). This means 8.9% of total government spending or the same as 4.1% of GNP.

Government expenditure on formal education in 1988 was 18.55% of total expenditure on society. Salaries absorb more than 80%, while other expenses account for 20%. Investment in buildings increased in the 1980s from 7% to 13%. There are still not enough school buildings and if all demand is met, the government will have to provide more than E3 billion pounds (UU\$2.94 billion) over the next 10 years. From 1964-1978, spending on pre-university education increased 4-fold, while spending on higher education increased more than 5-fold. Higher education in 1970 used 20.4% of total government spending on education, 31.4% in 1978. Of the total ministry budget, primary education received 44%. This number still needs to be increased. The current education system considers preparatory school (junior secondary school) as the final level of compulsory education. This means increased costs. The salaries of teachers at all levels of education have increased significantly between 1981 and 1988 compared to previous increases (Nur, 2001).

Indonesia does not only get Egyptian scholarships through the Department of Religion (DEPAG) selection process. But, once in Egypt, you can too. Namely, by studying for a year and then being able to pass the first level, students can look for institutions that are ready to provide scholarships. After being declared to have passed the first level, students who study at Al-Azhar University in Egypt and want to apply for a

scholarship must understand the conditions. The reason is, that not all Egyptian scholarship institutions are the same in determining the requirements. Especially in the matter of grades obtained from exam results in the first semester. Egypt also receives grants from the World Bank, UNICEF, UNESCO, and other countries such as the United States, Germany, England, and other Arab countries (Sipitri et al., 2023).

Education funds in Indonesia are mostly obtained from the APBN and APBD, with 20% allocated from the central government budget (Saputra, 2018; Sulaiman, Rusdinal, Gistituati, & Ananda, 2021). Education funds in Indonesia come from balance funds, regional income, and government responses to regional spending, which ultimately influence educational outcomes (SR, Islahuddin, & Nuraini, 2023). Education funds in Indonesia are disbursed in the School Operational Assistance (BOS) program, especially in state schools, and the three most dominant financing components are library development, honorarium payments, and student learning and extracurricular activities (Harmen et al., 2021).

Following research results (Agusniati, 2022) it is stated that education financing influences the quality of education in Indonesia with a significance value of 0.000 and a proportion of 91%. Private funding and management improve efficiency in Indonesian schools, while government funding levels are generally at very low levels (James, King, & Suryadi, 1996). Education in Indonesia is the main beneficiary of increased government spending, with a constitutional obligation to allocate one-fifth of the total budget to education (Cerdan-Infantes, 2013).

IV. CONCLUSION

The higher education systems in Egypt and Indonesia have strong foundations but face unique challenges. Egypt focuses more on academic heritage and improving infrastructure, while Indonesia focuses on improving the quality of education and equal access. Both countries continue to strive to improve their educational standards to compete on the global stage.

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