Management System of Education: Conceptual Similarity (Integration) between Japanese Learning System and Islamic Learning System in Indonesia

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Abstract: The changing times that followed the development of technology made the education system management must be updated to suit the needs and conditions of the environment. In this article, we look for information about the education system in two different countries, namely Japan and Indonesia. The purpose of this research is to find out the integration between the two countries that have different education management systems. The research method used is a descriptive qualitative method. In this research also, the research method is based on the philosophy of postpositivism, using natural conditions or objects. The instrument used to find out information on the education system in each school uses 10 questions and looks for curriculum information data in general in each country. The findings in this study found that, although the management of the education systems of the two countries was slightly different, Indonesian students could compete to continue their tertiary education to developed countries. Besides, the education system in Japan does not make students from Indonesia experience difficulties.

INTRODUCTION

Education is essentially a lifelong learning process for every individual. It does not begin when individuals enter a large school building and do not end when individuals wear a toga. More than that, education starts from birth to death of a human (Ghavifekr, Afshari, & Salleh, 2012).

Indonesia as a developing country, trying to show the best to educate the life of the nation and print the next generation in accordance with the direction of the development of the current era, the era of globalization. With all the curriculum balance constantly changing (Xiong & Lim, 2015).

Management is essentially a way of managing an institution so that the institution is effective and efficient. An institution will be efficient if the investment invested in the institution is appropriate or provides profit as expected. Then an institution will be effective if its managers use the right and correct principles so that the goals of the institution can be achieved (Lazakidou & Retalis, 2010). One problem that often occurs is that when students in developing countries want to increase their education

level, they are allowed to continue their education in developed countries with sophisticated technology (Akbuber, Erdik, Guney, Cimsitoglu, & Akbuber, 2019). So, in this case, sometimes students from developing countries must learn more to accelerate the process of achievement (Irwan D & Indrasari, 2019). Because the education system is different, technology in developing countries is different from developed countries.

In management, Dale cites the opinions of several experts regarding management's understanding as, (1) managing people, which means handling of members of the organization, (2) decision making (Ikikat, 2019), and (3) the process of organizing and using resources to complete the objectives already set specify it. In this case, includes the members and material. People and materials (Kalfa & Alkar, 2019), including funds, are regulated and directed, then the rules and results of the directives are decided to achieve organizational goals (Liu & Pedersen, 2002). In general, management is also defined as the process of integrating unrelated sources into a total system to accomplish a goal. Sources here are people, tools, media, materials, money, and facilities (Ghavifekr et al., 2012).

Educational management means cooperation to achieve educational goals. Educational goals start from simple goals to complex goals. If the goal is complex, then complex is also the way to achieve it. One person will not be enough to achieve it so it takes several people who work together (Becker, Lauterbach, Spengler, Dettweiler, & Mess, 2017).

Educational management implies the process of achieving the objectives of the process here begins with planning, organizing, directing, monitoring, and assessing (Cetin & Tortop, 2018). Educational management can be seen in the system paradigm. The system is a whole consisting of parts that interact in a process to convert inputs into outputs

(Ozsoy, 2019). Educational management can also be seen in terms of the effectiveness of resource utilization (Gulgor & Tortop, 2018). The sources in question are human resources, money, facilities and infrastructure and time (Setyawan, 2019).

In this study, we want to seek an integration of the management of the education system in two regions, namely education management in a country that is entering the era of revolution society 5.0 (the Japanese education system) and a country that is entering the era of revolution 4.0 (the Islamic education system in Indonesia). The purpose of this study is to find out each management of the education system, to find out how countries that have differences in the management of the education system can continue higher education abroad.

Also, this study aims to find out the integration between the two different education systems. So, we can find out whether students in developing countries, especially Indonesia, can compete with a level of difficulty that is not so high.

THEORETICAL SUPPORT

At the end of the 18-20 century, many Indonesian Muslims intensively graduated from pesantren who continued their higher education to several centers of Islamic studies in Middle Eastern Countries, especially Saudi Arabia and Egypt. Middle Eastern education graduates then became the initiators of the establishment of madrasas in Indonesia as a more modern institution than pesantren in terms of methodology and teaching curriculum. The first madrasa established in Indonesia was the Adabiyah Madrasah in Padang, West Sumatra, which was founded by Abdullah Ahmad in 1909, which was initially religiously patterned, but in 1915 it was changed to HIS (Holand Inland School) which included general lessons in it. At the same time, several prominent figures and Islamic community organizations initiated the

establishment of Dutch-style schools by adding religious content (Huda, Tsani, Syazali, Umam, & Jermsittiparsert, 2020).

The background of madrasa growth is based on several reasons including;

a) As a manifestation and realization of renewal of the Islamic education system.

b) Efforts to improve the pesantren system towards an education system that allows graduates to get the same opportunities as public schools.

c) The mental attitude of some Muslims, especially students who are fascinated by the western education system as their education system.

d) To bridge between the traditional education system carried out by the pesantren and the modern education system from the results of acculturation (Lestari et al., 2019).

Muhammad Tholhah Hasan quoted from Husni Rahim's opinion identifying four characteristics possessed by madrasa, namely:

a) Islamic Character; Its Islamic identity is reflected in its curriculum and educational process, for example, awareness and consistency of Islamic values, holistic educational orientation, and the appearance and educational environment of Madrasas that portray the personality and character of Islam (Syahrir et al., 2019).

b) Populist character: Madrasas are born and developed with the support of the community and are open to all walks of life. Madrasas are always held in a popular spirit to produce adequate educational outcomes and, at the same time care for the fate of others (Maskur, Syazali, & Utami, 2019).

c) Diversity of character; madrasa shows the character of flexibility in the implementation of education in accordance with the complexity of society (Rajindra et al., 2019).

Independent character; madrasah can grapple with a variety of challenges

almost all borne by its founder and the community, so the majority of madrasas are private. Furthermore, Tilaar stated that the atmosphere of the madrasa institutions which gave birth to the character was manifested in several elements as follows:

a) The embodiment of Islamic values in the whole life of madrasa institutions.

b) Actual moral life.

c) Professional management, open and play an active role in the community.

METHOD

In this research, the method used is a descriptive qualitative method. The design in this study was the application of ethnography with in-depth interviews and participatory observation as data collection techniques. In this research also, the research method is based on the philosophy of postpositivism, using natural conditions or objects. A sampling of data sources is done by purposive and snowball, collecting techniques with triangulation (combined), data analysis is inductive or qualitative, and the results of qualitative research in this study will emphasize the meaning of the generalization.

Figure 1. Teaching and Learning Activities in Japan

The study was conducted from January to March 2019 by collecting data through Focus Group Discussion on two occasions, namely January and March

2019. January to February 2019 looking for information in one school in Japan, with the number of respondents 20 teachers and 10 parents of students. Then, in March 2019, a school information search will be conducted at one of the Tebuireng Islamic Boarding Schools (Madrasah) in Indonesia, with the number of respondents 20 teachers and 10 parents of students. Data collection was initiated by teachers and principals in Japan. Also, we show the atmosphere of teaching and learning activities in Figure 1 to find out the differences in learning conditions between Japan and Indonesia. This information is summarized and analyzed to be integrated to reinforce the alleged results of the analysis. The flow of methodology in obtaining FGD results can be seen in Figure 2.

Also, data source sampling is done purposively and snowball, triangulation (combined) collection techniques, data analysis is inductive or qualitative, and the results of qualitative research in this study will emphasize the meaning of the generalization.
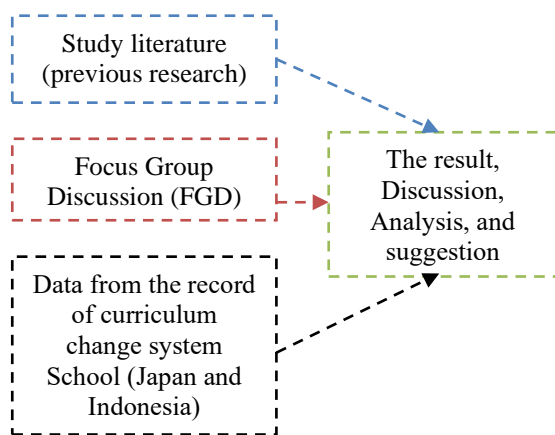

Figure 2. The Methodology of Various Data Collection

RESULT AND DISCUSSION
Islamic Education System (Madrasas) in Indonesia

From the results of the FGD in one of the madrasa schools in East Java, Indonesia. This study obtained information that (independent character) madrasas can grapple with various kinds of challenges almost all borne by the founder and the community so that the majority of madrasas are private. Furthermore, Tilaar stated that the atmosphere of the madrasa institutions which gave birth to the character was manifested in several elements as follows:
1. The embodiment of Islamic values in the whole life of madrasa institutions.
2. Actual moral life.
3. Management is professional, open, and plays an active role in society.

The education system in Indonesia has a formation of 6 years in elementary school, 3 years in junior high school, and 3 years in senior high school.

Table 1. Comparison between Excess and Weaknesses of Madrasas

No	Excess	Weaknesses
1	The simplicity of the organization	It depends on the individual owner
2	Minimal limits/rules	The life of the institution is determined by the owner
3	Individual ability	Individual abilities are limited
4	The results of the institution become private property	Difficult to produce spectacular development
5	Free to control the institution	The success of an institution depends on the success of the individual
6	Little tax and free of government interference	Owners as kings.

The Virtues and Concepts of the Madrasas Education System

Zamakhsari Dhofir said that there are five basic elements of the pesantren tradition, namely: first, the place where students live (*Pondok*); second, the mosque (the place of prayer); third, *santri* (students); fourth, teaching classical books; fifth, the *kiai-ulama* as caregivers. According to Abdur Rahman Wahid, pesantren are different from other educational institutions; *pesantren* have a minimum of three elements that are worthy of making it a sub-culture. Namely: first, the leadership pattern of

pesantren which is independent and not co-opted by the state; second, commonly used reference books drawn from various centuries (known as classical or yellow books); third, the value system (value system) adopted. The *kiai* is the leader, guardian, director and at the same time, the first practitioner of the contents of the yellow book and the values applied in the pesantren (Huda et al., 2020).

The Sufism view says that all human activities must be directed to social interests and be managed properly and morally. Islamic educational institutions are expected to be able to direct people to these activities. Therefore Islamic education plays a role in the following aspects:

a. Educational aspects (pedagogical); Islamic educational institutions play an important role in increasing quality human resources and giving birth to cadres of national leaders who have Islamic insight.

b. Moral-spiritual aspects; Islamic educational institutions play an important role in providing reinforcement and basis for religious understanding, teaching the value of honesty and humility so that they become human beings who get a good judgment in the community and God's eyes.

c. Socio-cultural aspects; Islamic educational institutions play an important role in providing a significant influence on the style and character of society.

School Education System in Japan

The education system in Japan does have a slightly different concept, but if you see the success of Japan to produce quality human resources. One of the most important roles in improving the quality of human resources is the country's education curriculum (Aoki, 2010). Not only in Indonesia who likes to change the education curriculum, developed countries like Japan also often change the curriculum (Lestari et al., 2019). These changes inevitably have an impact on changes in demand for qualifications and competence of educators in Japan.

The level of education in Japan is the same as in Indonesia, using the 6-3-3 system (6 years of elementary school, 3 years of junior high school, three years of high school) and Higher Education. Elementary and Middle School Education is classified as Compulsory Education, and High School is classified as an Educational Board (Lubna, 2014).

In Japan, Basic education is not familiar with the grade promotion exam, but students who have completed the learning process in class one will automatically move up to second grade, and so on. There is also no final exam because elementary and junior high schools are included in the compulsory education group, so students who have completed their studies at the elementary level can immediately register for junior high school. Furthermore, junior high school graduates can choose the high school they are interested in, but this time they have to take the standard high school entrance examination, meaning the exam questions are made by the Educational Board (Lestari et al., 2019).

The Virtues and Concepts of the Japanese Education System

According to Mrs. Haruka Umeda, Ph.D. (one of the school leaders in Japan) in the Group Discussion Forum and Interview conducted, he explained for the level of kindergarten education in Japan, more likely to be an institution for the development and training of daily habits. Therefore education at the kindergarten level is not teaching but is more accurately called education.

As for the elementary school level, the nature and characteristics of the curriculum in Japan are almost the same as the elementary curriculum in

Indonesia. The only difference is in the habitual life subjects that are generally taught in grades 1 and 2. The main objective of teaching these subjects is to introduce and familiarize children with an independent lifestyle. Instead of teaching science and social studies subjects, Japan prefers to introduce the procedures for daily life to children who have just graduated from kindergarten level, which focuses on playing activities rather than learning in the classroom (Zhang, 2014).

The main lessons, such as Japanese and numeracy, have more portions than other lessons. Whereas moral lessons are taught not specifically in certain subjects but are taught by homeroom an hour a week or integrated through other lessons. And moral education is included in religious education (Christianity, Buddhism, Shinto). In addition to students preoccupied with academic education, aesthetic education in the form of music and drawing are also taught in large portions in grades 1 and 2.

For junior high school education, the curriculum focuses on Japanese language education, mathematics, science, and social studies. While foreign language education such as English and German is not required and is only optional for students. New English lessons are made compulsory at a junior high level in the 2002 curriculum. The existence of elective subjects such as Japanese, social studies, mathematics, science, music, physical education art, skills, and foreign languages, is a distinct distinction between the junior high school curriculum in Japan and Indonesia. In addition to primary education in Japan, it is also equipped with extracurricular education, such as in Indonesia.

Integration of Education System Management

In general, education levels in Indonesia and Japan has in common. The three countries also equally apply nine-year compulsory education. However, a very striking difference between education in Indonesia and other countries lies in the impression of prestige if you can enter the university, so students competing to enter the prestigious university even with the financial ability for low educational costs.

Table 2. Education Levels

Aspect	Indonesia	Japan
Educational level	6-3-3	6-3-3
Compulsory education	Compulsory education for nine years of primary and secondary education begins when children are 7 years to 16 years old.	The nine-year compulsory education of primary and secondary education applies to residents aged 6 years to 15 years
Pre-education	Pre-basic education, or called early education, is held for children from birth to six years and is not a prerequisite for attending basic education.	Early childhood education is not included in the education that is required, but the government provides a kindergarten or so-called Youchien. Also, there is Hoikuen (daycare). The difference between Youchien and Hoikuen only lies in the hours of study. Youchien only starts at 8: 50-13: 30, while Hoikuen starts from 7:00 a.m. to 19:00. Hoikuen is intended for children whose parents work, and no one can look after it. Therefore, one of the requirements to register with this school is a certificate that both parents work.
Basic education	1. Elementary School (SD) {6 th}: 7-12 years 2. Junior High School (SMP) {3 years}: 13-15 years	Compulsory Education 1. Elementary School (SD) {6 th}: 7-12 years 2. Junior High School (SMP) {3 years}: 13-15 years

Aspect	Indonesia	Japan
Educational level	6-3-3	6-3-3
Middle education	1. High School (SMA) {3 years}: 16-18 years. This school is intended for students who want to continue to the university level. 2. Vocational High School (SMK) {3 years old}: 16-18 years with areas of expertise including Engineering, Business and Management, Tourism, Food, Fashion, Agribusiness, Fine Arts, Shipping, Information, and Communication Technology, etc.). This school is intended for students who wish to continue into the world of work.	1. Elite Academic High School. 2. This school is intended for students who wish to continue to the national top university level. 3. Non-elite Academic College, 4. This school is intended for students entering less prestigious universities or colleges. 5. Vocational Schools that offer courses in trade, technical subjects, agriculture, home science, nursing, and fisheries. About 60% of their graduates enter full-time employment. 6. High School Correspondence offers various forms of flexible education for 1.6% of high school students, usually for those who are unable to complete high school levels for various reasons. 7. The Evening High School program is used to provide teaching for poor students but is highly ambitious to correct their educational deficiencies

For the learning process, essentially, the same is to focus on students. But in reality, in Indonesia, there is still a lot of learning that focuses on teachers (Yilmaz & Tortop, 2018). The number of subjects studied in Indonesia is greater than in Japan. So in this case, Indonesia still emphasizes quantity over quality (Hartinah et al., 2020).

Table 3. Learning Process

Aspect	Indonesia	Japan
Learning methods	Use scientific methods (Observe, ask questions, try, associate, communicate)	Learning in Japan uses the method of peer learning (peer learning) or the so-called Lesson Study (LS).
Teacher's Role	As a facilitator	As a facilitator There are 3 principles of teaching teachers in Japan, viz 1. *Tanoshii jug you* (class must be fun) 2. *Wakaru ko* (children must understand) 3. D*ekiru ko* (children must be able to)
Mandatory Subjects	1. For elementary school level: • Mathematics • Indonesian • Religious education • Physical education and Health Sciences • Pancasila and civic education, • Art. • Natural sciences and social sciences are thematic in other subjects. 2. For junior high school: • Religious education, • Pancasila & Citizenship, • Indonesian,	Schools in Japan have little freedom to concoct their curriculum for school subjects. Nationally standardized subjects such as Japanese, English, Maths, History, Sports, Physical Education, Skills and Arts, Science, Integrated Course, Home Room. Integrated Course is a special hour to learn many things and is a blend of several subjects. The homeroom is a class activity, for example, preparation of certain events, class recreation, performing arts, etc.

Aspect	Indonesia	Japan

	• Mathematics,
	 • science,
	 • IPS,
	 • English,
	 • Cultural Arts (local content),
	 • Physical education and Health Sciences,
	 • Crafts.
	 3. For high school level
	 Required Subjects (Class A)
	    1. Religious Education
	    2. Pancasila Education and Citizenship
	    3. Mathematics
	    4. History of Indonesia
	    5. Indonesian
	    6. English
	 Required Subjects (Class B)
	    1. Cultural Arts
	    2. Crafts
	    3. Physical Education, Sports, and Health
	 Elective Subjects (Group C) or Academic Specialization
	   A. Specialization in Mathematics and Science
	    1. Biology
	    2. Physics
	    3. Chemistry
	    4. Mathematics
	   B. Social Specialization
	    1. Geography
	    2. History
	    3. Sociology and Anthropology
	    4. Economy
	   C. Specialization in Language
	    1. Indonesian Language and Literature
	    2. English Language and Literature
	    3. Arabic Language and Literature
	    4. Mandarin Language and Literature	

Study time	1. For elementary school level
	    36 hours of study per week
	    (35 minutes/lesson hour)
	 2. For junior high school
	    38 hours of study per week
	    (40 minutes/lesson hour)
	 3. For high school level
	    44 hours of study per week
	    (45 minutes/hour of study)
		An average of 30 hours per week

Mathematics learning	1. Using scientific methods (Observing, asking, trying, associating, communicating) for junior high and high school levels. 2. Using various methods, such as cooperative learning, discussion, and question and answer. 3. Using props. 4. Involving students actively. 5. For elementary school, students use integrative thematic methods.	Using open-ended methods, problem-solving, and contextual. The class starts with a short introduction, and then the teacher presents one problem that is quite difficult and does not teach students how to solve the problem. The students then worked on the questions themselves, both independently and in groups, while being watched by the teacher who went around to see progress and gives

Aspect	Indonesia	Japan
		suggestions. After ten or 15 minutes, one student is asked to present what he has gained in front of the class, with input from the teacher if the student experiences obstacles. Japanese mathematics provides freedom of mindset in solving problems for children. Mistakes that occur in children are left and used as a natural process in finding that mindset. The teacher provides a problem to be solved by the child according to his mindset.

Compared to elementary and junior high school curriculums, high school curriculums in Japan change most often. At this level, the major's system has been held as in Indonesia. The special characteristic of the high school curriculum is the complexity of the lessons taught. For example, Japanese language lessons began to be grouped into classical and modern literature. The majors are done in class 3. The existing majors include science and culture/social. but over time, the majors experienced development because many high school graduates chose academies related to engineering, agriculture, fisheries, community welfare, and others.

Not only in Indonesia, but there are also many pros and cons about the education curriculum, in Japan too, the curriculum is done top-down, not bottom-up. Because of this many things cannot be applied optimally in schools. In the end, got a protest from the teachers. In Japan treating outside learning activities periodically (Habibi et al., 2019), they visit historic sites and farms or plantations to learn to pick tea, oranges and digging tubers, even to learn to grow rice in the fields. At other times, students in groups are taught how to ride a train (Densha) to practice independence, also interspersed with interviews with various speakers and then become material for presentations in front of the class (Diani, Herliantari, Irwandani, Saregar, & Umam, 2019). It

seems to produce quality human resources not only depend on the education system itself, but every system and people in it such as teachers and students must also support to achieve the same vision and mission. So, Japan in producing quality human resources is not only with instant results but with a process similar to other developed countries in general. Because as said before the curriculum process in Japan is not separated from the word dismantling pairs, but with the loyalty of the teachers and the level of student discipline can finally create a lot of quality human resources.

CONCLUSION

In general, the education system in Indonesia and Japan has little difference. The education system in Indonesia already has a good category. If carried out in accordance with the ideal rules in force. But in reality, the learning process that takes place is not in accordance with the ideal. This is due to inhibiting factors such as lack of teacher readiness, inadequate educational facilities, and the characters of Indonesian society who are less supportive. Another deficiency is the evaluation system, which still emphasizes quantity, not quality.

The important thing that can be used as input for the advancement of education in Indonesia is the emphasis on the quality of education, not quantity. For example, by reducing the subject matter at

each level of education, reducing the hours of instruction adjusted to the stage of development of students, and education evaluation systems that do not emphasize the assessment of a certain quantity (a certain value). Besides, the government needs to improve the professionalism of teachers with quality programs. For example, with teacher recruitment programs with tightened qualifications and restrictions on teacher majors at universities so that the teachers produced are more professional and quality. So, through the integration of information or similarities in the education management system obtained from this research, developing countries like Indonesia have strong reasons for continuing higher education in developed countries like Japan.

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