

## A Descriptive Study of Educational System of Pakistan and Indonesia, at Elementary Level

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### Abstract

Development of any country depends upon its education system. To enhance its future every nation of the world is well aware about the fruits of its good education system. Education for all (EFA) is also one of the main objective of one's educational system. The objective of this article is to explore the education system of Pakistan and Indonesia in this context. The data reveals that literacy rate of Indonesia is higher than Pakistan which is 95.7% whereas in Pakistan literacy rate is 58%. Pakistan is spending almost 2% of its Gross Domestic Product (GDP) whereas Indonesia is spending 3.6% of its GDP on education. Children out of school at elementary level in Pakistan and Indonesia are 5.37 million and 4.4 million respectively. Student teacher ratio at elementary level is also very low in case of Indonesia with (16-1) pupil per teacher whereas in Pakistan this ratio is (41-1) pupils per teacher.

**Keywords:** Education, teacher education, literacy rate, expenditure on education, Pakistan and Indonesia

### Introduction

Education means learning in order to acquire a deeper knowledge and understanding of a diversity of subjects to be applied to daily life. Education is not restricted to just knowledge from books but can also be gained through practical experiences outside of the classroom (Turkkahraman, 2012).

In development of any country, education sector plays an important role. For moral, social and behavioral development of the young one's education plays a vital role. No one can achieve their predetermined goals without education (Sodhi, 2018).

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The method of education contains all institutions that are involved in providing formal education and their faculties, students, physical arrangement, resources and rules (Education for All, 2015).

Similarly, the study of Austin (2013) reveals that to earn respect and appreciation in the society, education plays a significant role. It takes a exact positive influence on human life. Education helps us in producing a modern and civilized community.

Dore (2011) elaborate that education plays a vital role in success of both persons and countries. The study further views that to rise the standard of education in the country, expenditure on education should be increased and those will bring to school back who are out of school due to different circumstances. Along with that to make the country educated and prosperous, and to enhance the quality of education, student teacher ratio should also be maintained within some reasonable limits based on physical and social conditions.

Janagani (2013) mentioned that every society needs education, because schooling system increases the social, scientific and technological enhancement of the country. Study of Kaur (2011) reveals that one of the greatest source of education is daily life experiences.

Similarly, the study of Abbasi (2011) argued that at every moment of life, human is being educated by life and its proficiencies explain us a number of significant facts about life. So education plays a major role in the development of whole world.

According to Farooq (2015) countries, who made progress rapidly in the world, have greater literacy rate than developing countries. Crystal (2013) stated that in producing a civilized and democratic society education plays a significant role. Education enhances quality and fitness of one's life as well. Sound and quality education helps us in reducing poverty and through quality education a country or nation can make progress by leap and bounds. To participate in today's world's needs, education motivates self-assurance and safety.

Some Educational indicators of both the countries (Pakistan and Indonesia) are as follows;

Country	Expenditure of GDP on Education	Literacy Rate out of School	Children Teacher Ratio	Student
Pakistan	2%	58%	5.37 million	(41-1)
Indonesia	3.6%	95.66%	4 million	(16-1)

**Statement of the Problem**

In comparative education, the educational assets, services, philosophy and other aspects that influence the educational scenario of one nation to another or within the same country, are being studied and compared. It discovers the origins of the difficulties and formulates the ground for economic and social progress of countries. This study has been carried out to explore educational indicators of both the countries like (expenditure of GDP on education, Literacy Rate, Children out of school, Student teacher ratio at elementary level).

**Objectives of the Study**

- i. To compare the expenditure on education of both the countries
- ii. To find out literacy rate of both the countries.

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- iii. To identify children out of school at elementary level in both the countries.
- iv. To explore student teacher ratio at elementary level in both the countries.

### **Delimitation of the Study**

Due to financial and time constraints the study was delimited to the following parameters of both the countries Pakistan and Indonesia (expenditure of GDP on education, Literacy rate, Children out of School at elementary level and Student Teacher Ratio at elementary level.

### **Review of Related Literature**

Fossum (2016) emphasized that to go into the depth of research problem literature review is necessary for the researcher and it will also help to find out the deficiencies as well about the research problem.

Ball (2011) stated that low ratio of expenses on education, is the main reason of low literacy rate and low quality of education in Pakistan as comparative to Indonesia. According to British Council (2016) one of the main cause for low quality education has been the low percentage of expenditure on education. Pakistan utilize merely 2 percent of its gross domestic product on education, as compared to the 4 percent of GNP recommended by UNESCO for emerging countries.

Kimball (2010) explains that the elementary education sector could not get enough funds from government in Pakistan which further weekend the system of quality education, literacy rate, children out of school and drop out ratio from schools badly.

Maria (2013) reveals that at elementary level in Pakistan, low quality teaching and learning principles, weak management, supervisory system has directed to low quality of education and increased drop out ratio. Consequently, in the country there is continuous decrease in the enrollment at elementary level. So it is an alarming situation for the developing countries like Pakistan and Indonesia and specially for Pakistan which has already low literacy rate in the region.

According to Govt. of Punjab (2014) across the country and around the world there are new changes that occur on continuous basis. According to Akram (2014) for providing quality education and to increase the enrolment ration at elementary level in the developing countries like Pakistan and Indonesia, teachers, need to be continuously development of knowledge with research and theories. Those teachers who are not equip with new knowledge and professional development cannot solve the problems of the students in a proper way.

Khan et al. (2016) between Pakistan and Indonesia conducted a comparative study to examine the education system of Pakistan and Indonesia. For this study secondary data was used. The researcher found that the literacy rate, expenditure on education and percentage of student teacher ratio is better in Indonesia than Pakistan.

### **Discussions**

#### **Indonesia**

The Flag of Indonesia is a humble bicolor with two equivalent parallel bands, red and white with an overall ratio of 2:3, adopted on: August 17, 1945.

Hoban (2012) states that the Southeast Asian state of Indonesia consists of 17,000 tropical

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and volcanic islands that ride the equator between the Indian and Pacific Ocean. Between Indonesia's primary locales are the islands of Java, Bali, and Sumatra, just as huge pieces of Borneo and New Guinea. It lies between Pacific and Indian Ocean. Java is the most populated island in the world. Its capital population is 10 million.

Suratno (2014) explains today, Indonesia is home to in excess of 300 ethnic gatherings with roughly 500 communicated in dialects and lingos. 87% of the populace, or somewhere in the range of 200 million individuals, is Islamic, making Indonesia the biggest Muslim country in the world.

The study of Sultana (2010) reveals that the advancement of education in Indonesia has been affected by strict or conventional standards, the interests of the decision powers, and the spirit of sovereignty as a country. August 17, 1945, Indonesia declared its freedom. Widespread schooling was directed to build up the feeling of ethnicity around the incomparable estimation of Pancasila. The study of Saeed (2013) reveals that Indonesia has an act on Educational System, Act No.20 in year 2003.

Ghafoor (2015) said that during Indonesia all residents should adopt twelve years of obligatory schooling. There are 4 tiers of schooling; i. Primary (grade 1-6), ii. Junior Secondary (7-9), iii. Senior Secondary (grade 10-12) and then, iv. better schooling. In Indonesia, obligatory schooling is furnished from grade 1-9 (six years of standard schooling and 3 years of junior secondary schooling). Education in Indonesia is the obligation of Ministry of Education and Culture and the Ministry of the Religious Affairs. All residents should adopt twelve years of obligatory schooling which includes six years of standard schooling and 3 years at center and excessive faculty levels. Islamic schools are under the authority of the Ministry of religious affairs.

According to Law Number 14 (2005), standard necessities for turning into a teacher in Indonesia consist of completing a 4 years' college diploma or 4 years of better schooling, acquiring a teacher certificates, and demonstrating professional, pedagogical, personal and social competencies. Length for the accomplishment of before service preparation is a certificate of 12 months' length, diploma/ associate grade course, is of three years and bachelor degree period is almost four years, throughout service teaching, certificate of 90 days' duration is required (Chang, 2015).

According to Hargreaves (2011) technical education is provided at senior secondary level (10<sup>th</sup> grade) under the management of the Directorate of Secondary Vocational Schools Management. At post-secondary level, technical education is offered at polytechnics and higher educational institutions that offer diploma programs. Under the Ministry of Manpower and Transmigration, various vocational and technical training programs are offered at training centers. There also facility of distance education available, distance education is provided by government and non-governmental agencies, the private sector, and the community.

According to Akram (2014) general necessities of becoming a teacher in Indonesia contain concluding a four-year college degree or four years of higher education, attaining a teacher certificate, and demonstrating professional, pedagogical, personal, and social competencies. Civil service system recruits both formal and contract teachers, and requires all teachers to clear the civil service examination.

According to Hargreaves (2017), in past student-teacher ratio was (20-1) and now there is

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improvement in this regard and current teacher-student ratio at elementary level is (16-1). Countrywide examinations are managed by Ministry of National Education. To clear the examinations, and total average of 6 is required.

There are 81 (countrywide) pre-service teacher educational institutes and 2347 private institutions. Registration in pre-service is 279,605 on countrywide level. In the country length for the completion of before service preparation is a certificate of 12 months' length, diploma/ associate degree course is of three years and bachelor degree length is nearly four years, during service training is certificate of 90 days' duration (Digdowiseiso, 2019).

### **Pakistan**

The National Flag of Pakistan was adopted in Constituent Assembly meeting of on 11<sup>th</sup> August 1947, three days before the creation of Pakistan, when it was accepted by the All-India Muslim League as the certified flag of Pakistan. Its official name is Islamic Republic of Pakistan. Pakistan came into being on 14<sup>th</sup> August 1947, its capital name is Islamabad. Population of Pakistan is 22 crores. Overall 6<sup>th</sup> largest country by population in the world and by population it is the second largest Muslim country in the world, its area is 796095 (sq. km) or (307,374 sq. miles). Major languages: Urdu, English, Punjabi, Sindh Pashto, Balochi. Major Religion of Pakistan is Islam and its currency name is Pakistani Rupee (Tahira, 2012).

Pakistan is located in the western part of the Indian Sub-continent, Afghanistan and Iran are located at the western side and India is located at the east whereas Arabian Sea is located at the south. Pakistan, great friend and neighbor country China is situated at north of Pakistan. The towering Karakoram mountain range is also situated at the northern side of Pakistan. K2, worlds' second largest mountain peak is also situated there. Pakistan has six assigned UNESCO world legacy destinations. It has worlds' biggest irrigation system (UNESCO, 2020). According to Sheikh (2018) the schooling structure in Pakistan is usually divided into six levels: Pre-school (for the age of 3-5 years), Primary (grades one to five), and High (grade nine and ten), leading to the secondary school certificate and then higher education. As per Education Survey of Pakistan (2020) the schooling structure of Pakistan is contained 260,903 institutions and is facilitating 41,018,384 learners with the support of 1,535,461 teachers. The education system incorporates 180,846 public institutions and 80,057 private institutions. So 31% educational institution are controlled by private area while 69% are public institutions.

According to Ali (2020) literacy rate of Pakistan till 2020 is 58%. 5.37 million children are out of school in Pakistan. Student teacher ratio at elementary level is (41-1). B.A, B.Ed. is the minimum requirement for elementary teachers, M.A +B.Ed. for Secondary teachers, and master degree plus M.Ed. is required for subject specialist and lecturer, M. Phil and Ph.D. for university lecturers. In-service training is provided for teachers at elementary teachers. In Pakistan distance education is also offered by AIOU and V.U. (Allama Iqbal Open University Islamabad and Virtual University Lahore).

### **Conclusions**

To gain better understanding of education system of Pakistan and Indonesia, was the main objective of this article. Education plays a significant role for economic growth and for human

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capital development as well. In reducing inequality and poverty, education is the most profitable investment of a country. In social life, education has a very positive outcome. In any civilization without education one's cannot imagine about good and prosperous life. The present study shows that there is not only difference in education system of Pakistan and Indonesia but also GDP of both the countries is different as well. The data shows that the literacy rate of Indonesia is 95.66 % which is higher than Pakistan that is 58%. Pakistan is spending almost 2% of its Gross Domestic Product (GDP), whereas Indonesia is spending 3.6% of its GDP on education. Children out of school at elementary level in Pakistan and Indonesia are 5.37 million and 4.4 million respectively. Student teacher ratio at elementary level is also very low in case of Indonesia with (16-1) pupil per teacher whereas in Pakistan this ration is (41-1) pupils per teacher. These low education figures of Pakistan indicate that education sector need more care of government, in order to develop the education system.

### **Recommendations**

On the base of this research work it is suggested that to increase the literacy rate and bring the children to school (who are not enrolled in schools) and for betterment of student teacher ratio at elementary level, government of Pakistan should formulate an effective policy, where spending on education must be increased from 2% to 4% of its GDP, according to the demands of UNESCO.

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