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INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI:10.21474/IJAR01/12470

DOI URL: <http://dx.doi.org/10.21474/IJAR01/12470>



RESEARCH ARTICLE

A REVIEW OF NATIONAL EDUCATION SYSTEM OF INDONESIA AND UZBEKISTAN: STRUCTURE, FINANCING, REFORMS

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Manuscript Info

Manuscript History

Received: 10 December 2020

Final Accepted: 14 January 2021

Published: February 2021

Key words:-

Public Education, Primary Schools,
Financing Education, Educational
Issues, Indonesia, Uzbekistan, Southeast
Asia, Central Asia

Abstract

The Government of Uzbekistan, experiencing modern reforms in an educational sector as a strategic part of a development program after the last presidential elections, spends an enormous portion of its resources on public education – significantly more than other countries in Central Asia, elsewhere with a similar income level, however, it is yet to pay off. Meanwhile, far in South-East Asia, Indonesia has made dramatic progress on expanding access to education, directing a huge stream of money towards formal education over the past few decades, but still, the learning outcomes remain low. In addition to key reforms in mandatory schooling in terms of increased quality of investment, utilization of information, communications hold considerable promise in improving educational outcomes. This comparative study on the compulsory education of both counties investigates financing and educational concerns in Indonesia and Uzbekistan. Drawing on our findings indicating the need for long-term educational reforms and proper investments in public education to reach promising milestones.

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Introduction:-

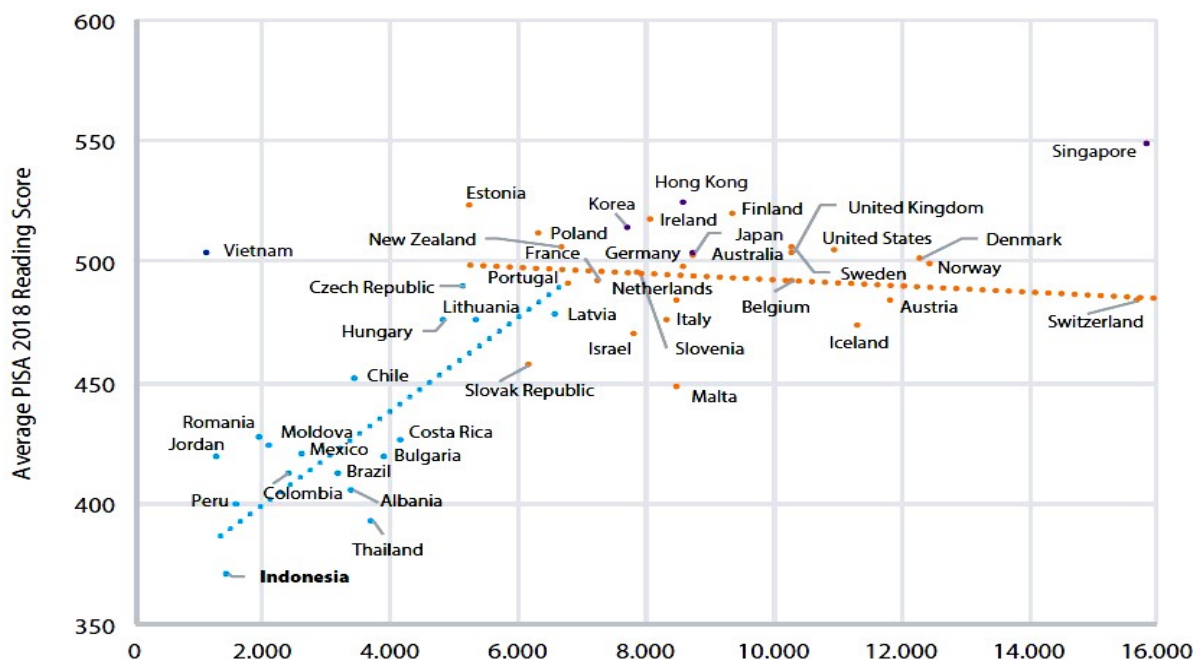
Humanity is facing the greatest challenge since World War Two as it has weathered the global financial and economic crisis well, certainly better than many economies at its level of development in some regions. The covid-19 has affected people regardless of nationality, income, or even gender. Education is no exception. In such a case, this challenge has touched longstanding scars on the educational system of Indonesia and Uzbekistan. The main obstacle, however, of human development in Uzbekistan lies in the development of skilled and knowledgeable personnel who can facilitate the transition to an internationally competitive economy and education. The availability of quality human resources is critical in effecting this transformation. In primary schools of Uzbekistan, the handwriting has a low status and profile in literacy education and in recent years has attracted little attention from teachers, policy makers or researchers into mainstream educational processes (Shaturaev 2019). The government, with the assistance of Asia Development Bank (ADB) and other development partners, is seeking to accelerate this transformation. Uzbekistan's education spending as a share of GDP is one of the highest in the world. Government education spending amounted to 5.4 percent of GDP in 2017 and 5.9 percent in 2018, more than in Kazakhstan, Russia, Turkey, countries with similar incomes, regional peers, and the OECD (Organization for Economic Co-operation and Development) (Izvorski et al. 2019). Ensuring the efficiency, effectiveness, and sustainability of such high investment in education is a challenge for the country's fragile economy.

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Indonesia has made significant improvements in its education sector over the past 15 years through major reforms. In particular, gains have been made in terms of improving access to education, as well as educational attainment (The World Bank 2017). Despite these gains, however, Indonesia still lags behind many regional peers in terms of student learning – based on Program for International Student Assessment (PISA) 2018 scores, only 30 percent of students met the most basic level of literacy proficiency (OECD 2019). Indonesia lags behind many emerging market peers in terms of spending and learning outcomes as measured by global benchmarks such as PISA scores (Figure 1).

Figure 1:- Room for improvement in government spending and learning outcomes.



has a legal mandate to spend 20 percent of its budget on the education sector (Bhardwaj, Yarrow, and Cali 2020). While the Indonesian mandate may appear to be a very large amount, when expressed in terms of the share of GDP, Indonesia lags behind its regional peers in public education spending (Figure 2).

This an effect primarily of low levels of tax collection, which is expected to worsen during the COVID crisis, however, the Minister of Education and Culture (Mendikbud) NadiemMakarim has allowed local governments to open schools or carry out face-to-face learning activities starting January 2021. The opening of these schools is no longer based on zoning for the spread of COVID-19.

Figure 2:-Indonesia's relatively low expenditure on education.

Country	Government Spending on Education as a % of GDP				GDP Per capita (US\$)
	2000	2005	2010	2013	
Singapore	3.3	3.2	3.1	2.9	64,582
Japan	3.5	3.4	3.6	3.7	39,290
Rep. of Korea	4.3	3.9	4.9	4.6	31,363
China		2.8	3.6	3.9	9,771
Vietnam			5.1	5.7	2,567
Thailand	5.3	3.9	3.5	4.1	7,274
Malaysia	6.0		5.0	5.5	11,373
Indonesia		2.9	2.8	3.4	3,894
Philippines	3.3	2.4	2.2	2.6	2,730
Mongolia	5.6		4.6	4.9	4,122
PNG	3.3	2.4		4.8	3,103
Lao PDR	1.5	2.4	1.7	3.2	2,542
Timor-Leste			2.4	1.4	2,036
Myanmar			0.7	2.0	1,326
Cambodia	1.7		1.5	2.1	1,510

Background:**Education in Indonesia:**

Indonesia, home to more than 275 million people, is the fourth most populous country in the world. It is also the largest archipelago on the globe. Its territory spans more than 17,000 islands that stretch for 3,181 miles along the equator between the Pacific and Indian Oceans (Worldometer 2020).

Modern education was introduced in Indonesia during the era of Dutch colonial rule when traditional school systems like Islamic boarding schools (*Pesantren*) were supplemented with Dutch-language schools for the children of colonialists and local administrative elites, as well as village schools or “folk schools” for Indonesian commoners. The first higher education institutions (HEIs) were established in the 1920s on Java. The system was elitist and accessible only to the select few.

After independence in 1945, Indonesia constitutionally enshrined education as a right of all Indonesian citizens and sought to establish a more egalitarian and inclusive mass education system. Although public education is mostly secular and Indonesia is formally a secular state, Islamic education is highly prominent in Indonesia’s large private education sector. The massive 29 million member-strong Islamic organization Muhammadiyah (followers of Muhammad), for instance, currently operates 172 universities, some 2,600 elementary schools, and close to 3,000 secondary schools throughout Indonesia. These institutions teach a secular, general academic curriculum in addition to religious studies.

While Islamic education was long regarded as the second rate, the rise of Islamic conservatism in Indonesia has led to an increase in Islamic education in public school curricula in recent years. Like other aspects of public life, education is affected by the growing Islamization of Indonesian society, which has traditionally favored a more moderate brand of Islam. Nowadays, it is not uncommon for Indonesian children to attend *Pesantren*, madrasahs (Islamic schools), or *Sekolah Islam* (modern Islamic schools).

In terms of size and scope, the education system of the diverse Indonesian archipelago has become much more uniform. It has also grown rapidly since the middle of the 20th century: The number of senior secondary schools doubled from 67,000 in 1974 to more than 146,000 in 2011, while the number of HEIs tripled within just 17 years—from 1,236 in 1995 to 3,815 in 2012. Likewise, the number of elementary students jumped from 14.9 million in 1970 to 29.35 million in 2016, and the number of tertiary students surged from merely 248,000 to around 9 million over the same period time ((Indra 2016).

The Republic of Indonesia runs a 6-3-3 for public education structure. Indonesia’s education system comprises four levels of education: primary (grades 1–6), junior secondary (grades 7–9), senior secondary (grades 10–12), and higher education. The first two levels constitute ‘basic education’ as that term is used in the Indonesian context (Shaturaev 2014). State educational institutions dominate the education system, particularly at primary and junior secondary levels. However, the private sector also plays a significant role, accounting for around 48 percent of all schools, 31 percent of all students, and 38 percent of all teachers. It also accounts for 96 percent of all HEIs and almost 63 percent of higher education enrolments. The state educational system is mostly non-sectarian although it includes some religious (typically but not only Islamic) schools and HEIs. The private educational system, by contrast, is dominated by religiously oriented schools and HEIs, in particular, those associated with Indonesia’s two major Islamic social organizations, Muhammadiyah and Nahdlatul Ulama, although it also includes non-religious commercially oriented institutions especially in higher education. Generally, state educational institutions are considered to be of higher quality than private educational institutions although there is great variation among both public and private institutions (Suryadarma and Jones 2013).

Responsibility for managing the education system has changed significantly over time. Under the New Order, the regime that ruled Indonesia from 1965 to 1998, education was highly centralized. The Ministry of Education and Culture had primary responsibility for managing all levels of the education system with several other central government ministries and agencies also playing significant roles. The most important of these was the Ministry of Religious Affairs, which was responsible for funding state Islamic schools and HEIs and regulating matters related to religious education. The administration of primary and secondary education has been decentralized to the regions. A new paradigm of school-based management has been introduced. Public spending on education has finally reached one-fifth of total government spending, as required by law. But although enrolment rates at all levels

continue to increase, the quality of education remains low and has not improved, and the tertiary sector continues to experience problems of autonomy and unsatisfactory performance (OECD and ADB 2015).

The Directorate-General of Higher Education within the Ministry of Education and Culture continued to coordinate, supervise, and direct all state and private HEIs while the Ministry of Religious Affairs maintained close oversight of the network of religious HEIs. In October 2014, then newly elected President Joko Widodo removed the Directorate-General of Higher Education from the Ministry of Education and Culture and merged it with the Ministry for Research and Technology, creating a new Ministry for Research, Technology and Higher Education. The Ministry of Education and Culture was left with responsibility for managing primary, junior secondary, and senior secondary education. The Ministry of Religious Affairs retained responsibility for religious schools as well as matters related to religious education (OECD Publishing 2016).

Primary education:

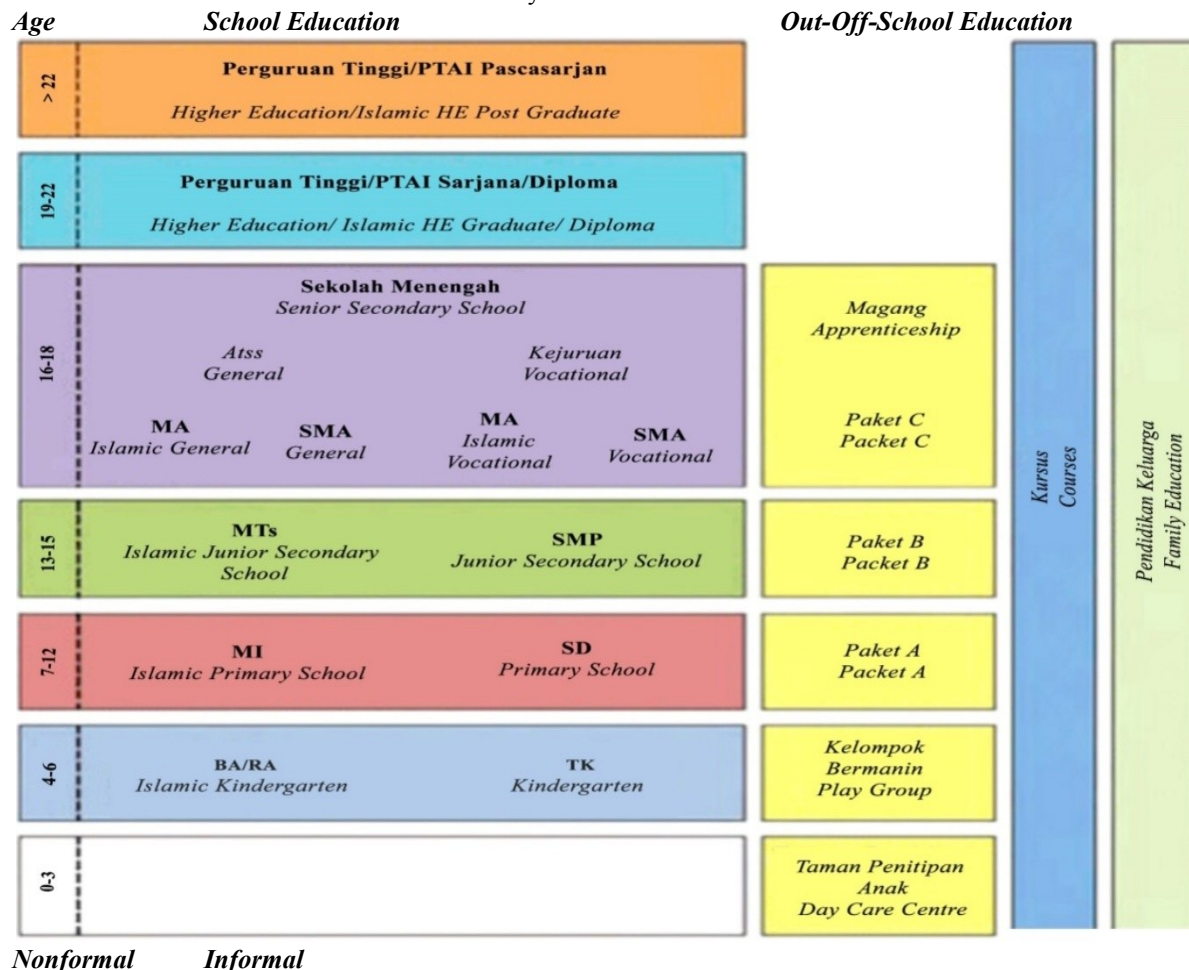
Primary education lasts six years and the entry age is 7. Primary education is part of the nine-year compulsory basic education. There are also religious schools providing primary and general secondary education. At the end of primary education (grade 6) pupils sit the national examination; access to lower secondary education also depends on the results of an academic and psychological test.

Primary and junior secondary education (basic education):

Six years of compulsory education (elementary education, grades 1-6) were institutionalized in 1984. As a result, the participation rate at the primary level reached 92.1% in 1993, compared to 79.3% in 1983. As of 1994, the compulsory education program has been extended to cover students at the junior secondary school (grades 7-9), and the policy has been recognized as the nine-year compulsory basic education program. The major purpose of the extension has been to alleviate the problem of child labor and keep children in school up to the point where they can keep up with the changing demands of society, especially those who cannot afford to pursue a higher level of education.

There are also religious schools providing primary (*Madrasah Ibtidaiyah*), junior secondary (*Madrasah Tsanawiyah*), and upper secondary (*Madrasah Aliyah*) education under the supervision of the Ministry of Religious Affairs (MORA). At the end of primary education (grade 6) pupils sit the national examination; access to lower secondary education also depends on the results of an academic and psychological test.

Primary or elementary education provides general education. The core content of the basic education curriculum implemented in the second half of the 1990s consisted of *Pancasila*, religion, civic education, Indonesian language, reading and writing, mathematics, introduction to science and technology, geography, national and general history, handicraft, and arts, sports, and health education, drawing, English language, and local content.

Table 1:- Indonesia: structure of the education system.**Table 2:-** Indonesia. Elementary education (first stage of basic education): weekly lesson timetable (national framework).

Subject	Number of weekly periods in each grade					
	1	2	3	4	5	6
Religious education		3		3	3	
Civics		2		2	2	
Bahasa Indonesia		5		5	5	
Mathematics		5		5	5	
Natural sciences		4		4	4	
Social sciences		3		3	3	
Arts, culture and skills		4		4	4	
Physical education, sports and health		4		4	4	
Local content		2		2	2	
Total weekly periods		26	27	28	32	32
Personal development (two periods in each grade, grades 4-6)						

“Local content” includes curricular activities aimed at developing competencies related to the unique local characteristics and potential, including local advantages where the content cannot be clustered into the existing subjects. The local content is determined by individual educational units. ‘Personal development’ is not a subject that must be taught solely by teachers. It is intended to provide an opportunity for learners to develop and express themselves corresponding to each learner’s needs, talent, and interests. Personal development activities can be

facilitated by counselors, teachers, or other educational staff and can be conducted in the form of extra-curricular activities. Personal development activities, among other things, can be performed through counseling services related to learners' problems, social life, learning, and career development (Dharma 2008).

The standard competencies for elementary school graduates are to:

1. act on their religious teachings according to their stage of development;
2. know their weaknesses and strengths;
3. obey social rules in their environment;
4. appreciate religion, culture, ethnics, racial, and socio-economics differences in their environment;
5. use information of their environment logically, critically, and creatively;
6. demonstrate the ability to think logically, critically, and creatively with the guidance of their teachers;
7. demonstrate a high sense of inquiry and awareness of their potentials;
8. demonstrate an ability to solve simple problems in their daily life;
9. demonstrate an ability to identify natural and social phenomena in their environment;
10. demonstrate affection and care about their environment;
11. demonstrate affection and pride of their nation, state, and homeland;
12. demonstrate ability in local art and cultural activities;
13. demonstrate habits to live clean, healthy, fresh, and safe and to take advantage of spare time;
14. communicate clearly and politely;
15. work together in a group, help each other, and protect themselves in their home and peer group;
16. demonstrate an eagerness to read and write;
17. demonstrate skills in listening, speaking, reading, writing, and arithmetic. (*Ibid.*).

Education in Uzbekistan:

In 2017, education reforms in Uzbekistan changed from a 12-year program to 11 years after a previous reform disappointed and troubled parents and children. Eleven years of primary and secondary education are obligatory, starting at age seven. The rate of attendance in those grades is high, although the figure is significantly lower in rural areas than in urban centers. Preschool registration has decreased significantly since 1991. The official literacy rate is 99 percent. However, in the post-Soviet era educational standards have fallen. Funding and training have not been sufficient to effectively educate the expanding younger cohorts of the population. Between 1992 and 2004, government spending on education dropped from 12 percent to 6.3 percent of gross domestic product. In 2006 education's share of the budget increased to 8.1 percent. Lack of budgetary support has been more noticeable at the primary and secondary levels, as the government has continued to subsidize university students. Between 1992 and 2001, university attendance dropped from 19 percent of the college-age population to 6.4 percent. The three largest of Uzbekistan's 63 institutions of higher learning are in Nukus, Samarkand, and Tashkent, with all three being state-funded. Private schools are forbidden as a result of a government crackdown on the establishment of Islamic fundamentalist (Wahhabi) schools. However, in 1999 the government-supported Tashkent Islamic University was founded for the teaching of Islam (Shaturaev 2014).

Approximately 60 percent of Uzbekistan's population is covered under the system of education. The earlier educational system required 11 years of compulsory schooling for both men and women. In 1992 the policy decision was made to change from 11 to 9 years of compulsory education. After nine years of compulsory schooling, students can prepare for higher education in tenth or eleventh grade or turn to vocational training. After graduating from any type of secondary education, an individual can enter a higher education institution to obtain a bachelor's degree and continue study toward a master's or doctoral degree (Shaturaev 2014).

Budget constraints and other transition problems following the collapse of the Soviet Union have made it difficult to maintain and update educational buildings, equipment, texts, supplies, teaching methods, and curricula. Foreign aid for education is desperately needed but has not been sufficient to compensate for the loss of central funding.

When viewed in general, the Uzbekistan educational system includes:

1. Preschool training (preprimary-from three to six years old)
2. General secondary education (from 6 to 15 years old)
3. Secondary vocational education (from 15 to 18 years old)
4. Higher education (undergraduate and graduate-from 18 years old).

Girls and boys are legally considered equal and study in the same classes and schools. Schools are open to all ethnic groups, and minorities in schools are rarely an issue.

The academic year begins on 2 September (the first of September is Independence Day) or the first working day of September. The academic year ends in June for secondary schools and in July for higher education. Russian was a common language for over 100 nationalities living in the Soviet Union and played the same role as English for the United States. It was also the Lingua Franca of the socialist world that included Bulgaria, Poland, Mongolia, and other European and Asian countries. Without Russian as a common language, Uzbeks (and other ethnic groups) would have to learn Ukrainian, Belorussian, Moldovan, Armenian, and many other languages to communicate with the multinational population of the Soviet Union. Therefore, until 1991, Uzbeks preferred schools with instruction in Russian for their children. To not do so would have put them at a great disadvantage socially. After Uzbekistan gained its independence, Uzbek (not Russian) became the official language of instruction. In 1998-1999, some 76.8 percent of pupils at day schools were educated in Uzbek.

Examinations in the educational system of Uzbekistan are primarily oral. Universities, institutes, and some colleges still have entrance exams. Course exams occur only at the end of the course (semester). State exams are taken at higher education institutions after all coursework. The grading system of Uzbekistan is numerical. The highest grade is 5 (excellent = A), then follows 4 (good = B), 3 (satisfactory = C), and 2 (unsatisfactory = F). One is never used. Final grades are determined by test scores, papers, attendance, and class participation.

Because compulsory education is freely provided to all children of Uzbekistan, private schools have a difficult time justifying their existence. They were banned in 1993. Also, since Uzbekistan Law declares the separation of education from religion, there are no religious schools. However, in 1999, the establishment of the Tashkent Islamic University was allowed. Computer technology, thanks to international assistance, is being introduced to educational institutions and training centers. In 1994, the Central Asian Telecommunications Training Center (CATTC) was established in Uzbekistan under the Tacis Program of the European Commission. Training at the CATTC is provided using modern teaching aids, active methods, and individual and group methods by specialists and experts in different fields. The Computer Center at the University of Samarkand provides computer service to departments and research units and collaborates with other institutions and the private sector to run short training courses. At the secondary school level, computers are still rare.

As a result of a decline in funding, the printing of books, textbooks, and other publications face numerous difficulties. This problem is common for all CIS countries. Nevertheless, despite obvious difficulties, according to UNESCO, Uzbekistan schools supplied about 60 percent of textbooks as a whole and for some selected subjects up to 100 percent. Publishing houses produced about 149 million copies of over 1700 various titles. From 1992 to 1997, some 174 textbooks with over 53,000 copies were published, including 138 originals, 19 translated, 8 parallel in 2 languages, and 9 experimental textbooks. About 170 various tutorials and educational literature in 7 languages are published. Audiovisual materials are usually manually prepared by teachers. With the high price of copying and low salaries, teachers and professors must be creative.

Principles and objectives of education:

The main goal of the State educational policy is to educate a healthy generation, both physically and mentally. The new educational policy is determined by the following main principles and goals:

1. achieving a humanistic and democratic character of education and training;
2. priority to human values and national and cultural traditions;
3. separation of educational institutions from the influence of political parties and movements;
4. scientific and secular character of the State education system;
5. continuity of the education system;
6. development of vocational and professional education following changing economic needs;
7. provision of compulsory general (basic) education, technical and vocational secondary education;
8. free choice of the type of specialized secondary education (academic lyceums and vocational colleges);
9. universal provision of compulsory education within the framework of State educational standards;
10. unity and differentiation of training programs;
11. free choice of educational programs based on merit and ability, and incentives to intelligence and talent.

Administration and management of the education system:

The overall management of the education system is shared by the Ministry of Public Education (MPE) and the Ministry of Higher and Secondary Vocational Education (MHE). Under the National Programme, the Ministry of Public Education is responsible for preschool, general, special education, extra-curricular institutions, and teacher training, while the MHE administers specialized secondary and tertiary education, including vocational education.

Specialist training institutes run by other ministries (i.e. Agriculture, Communication, Railway, Tourism, Water Resources, etc.) are under the authority of both MPE and MHE. The Ministry of Labour and Social Security oversees some programs aimed at professional training and raising the level of employees' professional skills.

The Republic Testing Centre, an autonomous agency, prepares and administers tests at the end of the general and specialized secondary education cycles to certify student qualifications for the higher levels of education. The day-to-day management of general education (primary and secondary) is the responsibility of the Province and District Education Boards.

Immediately after independence, the Government passed the Law on Education in July 1992 to provide the legal basis for the sector and to set off the most urgent reforms needed to adapt the education system to the demands of a transition economy.

The 1992 Law laid down several principles such as children's right to education and protection; the right of workers to individual leave for training purposes; the financial autonomy of institutions including the possibility to conclude contracts with companies; and the right to establish private schools. Besides, this Law provided for the development of new curricula and textbooks, certification and accreditation of educational institutions as well as the establishment of specializations and types of educational institutions attuned to market needs. Greater emphasis was placed on the Uzbek language, history, and literature as well as on foreign languages, business, economics, and vocational-technical education. The duration of compulsory and free basic education was reduced from eleven to nine years due to financial constraints.

The impetus of the new Education Law, which was adopted by Parliament in 1997, can be seen in various measures. New kindergartens and educational institutions have been established and experimental programs for teaching foreign languages, arts, and computer science to young children have been started. A new curriculum has been introduced for general basic education schools and new textbooks have been developed. New types of educational institutions have been established based on market requirements, including business schools, banking colleges, and academic lyceums. Extra-budgetary means of financing educational institutions have been devised. Specialized foundations have been established for talented students and high-level scientists to study in prestigious universities abroad (UMID Foundation, USTOZ or Teacher Foundation, Kamolot or Youth Foundation). A new testing system has been introduced at the national level as a means to monitor the quality of education. Several regional higher education institutions have been upgraded to university status. Special programs have been developed for the rural areas.

In August 1997, the Government adopted the National Programme for Personnel Training which provides a coherent framework for the reform being undertaken, and further guides the educational development of the country well into the twenty-first century. Central to the NP is the development of a unified and continuous education and training system and the mandate for the State to provide twelve years of compulsory education according to a '4+5+3' pattern. The last three years of education will be provided in two types of specialized secondary education institutions, namely academic lyceums for the top 10% of grade 9 graduates, and professional colleges for the rest. These new institutions will be organized within higher education establishments and managed by the Ministry of Higher and Specialized Secondary Education. The selection of students will be based on competitive tests, individual attitudes, interests in the chosen specialties, and the socio-economic characteristics of the regions where they reside (Shaturaev 2014).

As stipulated in Article 41 of the Constitution (1992), everyone shall have the right to education and the State shall guarantee free secondary education. The Law on Education was revised in 2007, reaffirming the commitment to providing free compulsory education for all children. General basic education (primary and secondary, grades 1 to 9) is compulsory and provided free in public institutions.

Primary education:

General (basic) education is provided in several types of basic education schools: schools with only primary education (grades 1-4); schools that offer partial (grades 1-9) and complete (grades 1-11) secondary education; adult education centers, and specialized schools and boarding schools for students with disabilities. General education is also available in new types of institutions (gymnasias and lyceums), some of them attached to higher education institutions. General basic education (grades 1 to 9) is compulsory and the admission age is 6/7.

Schools teaching in the Uzbek language predominate (over 8,800 schools in 2006/07). In 760 school's instruction is provided in Russian and other languages (Russian-Uzbek, Russian-Karakalpak, and others). Out of these, in 93 school's children are taught only in Russian. A total of 522 schools were teaching in Kazakh, 258 in Tajik, 383 in Karakalpak, 48 in Turkmen, and 61 in Kyrgyz. In the same year, over 27% of students studied in 2-3 shifts. (*Ibid.*).

The weekly lesson timetable for general basic education is shown in the table below:**Table 3:-** Uzbekistan. General basic education (grades 1-4): weekly lesson time table.

Subject	Number of weekly periods in each grade			
	1	2	3	4
Uzbek/Russian language	–	2	2	2
Uzbek language and literature	8	8	10	10
Mathematics	5	5	5	5
Nature and geography	1	1	1	1
Technical drawing and architecture	–	–	–	–
Art education	1	1	1	1
Music	1	1	1	1
Vocational education	1	1	1	1
Physical education	2	2	2	2
Introduction to ethics	1	1	1	1
School choice	2	2	2	2
Total weekly periods	22	24	26	26

Table 4:- Uzbekistan. General basic education (grades 5-11): weekly lesson time table.

Subject	Number of weekly periods in each grade						
	5	6	7	8	9	10	11
Uzbek/Russianlanguage	2	2	2	2	2	2	2
Uzbeklanguageandliterature	9	7	5	5	5	4	4
Foreignlanguage	3	3	3	3	3	2	2
History	2	2	3	3	3	3	3
Civic education (State and law)	–	–	–	1	1	1	1
Manandsociety	–	–	–	–	–	–	1
Introductiontoeconomics	–	–	–	1	1	1	1
Mathematics	5	5	5	5	5	4	4
Computerstudies	–	–	–	1	2	2	2
Physicsandastronomy	–	2	2	2	2	4	4
Chemistry	–	–	2	2	2	2	2
Biology	1	2	2	2	2	1	2
Natureandgeography	1	2	2	2	2	2	–
Technicaldrawing	–	–	–	1	1	–	–
Arteducation	1	1	1	–	–	–	–
Music	1	1	1	–	–	–	–
Vocationaleducation	2	2	2	1	1	1	1
Physicaleducation	2	2	2	2	2	2	2
Motherlandandpatriotism	1	1	–	–	–	–	–
Nationalindependenceandvalues	–	–	1	1	1	–	–
Socialservice	–	–	–	–	–	2	2
Schoolchoice	2	2	2	2	2	6	6

Total weekly periods	32	34	35	36	37	39	39
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Primary education is universal and the dropout rate is negligible. A limited incidence of dropouts exists after grade 4. Upon successful completion of a general (basic) education, students receive the State certificate specifying the marks received in each discipline. Two or three additional years of study at the upper secondary level are necessary to receive the Certificate of Complete Secondary Education. A network of specialized secondary vocational institutions was formed in 1997/98. It included fifteen academic lyceums with about 1,800 students enrolled and twenty vocational colleges with an enrolment of about 3,900 students. The introduction of a compulsory 12-year education system offers to grade 9 graduates the possibility to choose between studying at academic lyceums or vocational colleges by their abilities. Since the general curricula of lyceums and colleges are equivalent, all graduates have the right to continue their education onto the next stage (UNDP 2010).

Table 5:- Uzbekistan: structure of the education system.

Education	School/Level	Grades	Age	Years	Notes
Primary	Primary	1-4	6-10	4	Primary and secondary education is compulsory
Middle	General Secondary	5-5	10-15	5	Grants access to academic and specialized postsecondary programs
secondary	Technical Secondary		15-17	2	
Secondary	Upper Secondary	10-11	15-17	2	Lyceum, Gymnasium
Vocational	Specialized Secondary		17-19	3	
Tertiary	Bachelor			4	
Tertiary	Diploma of Physician			7	
Tertiary	Master			2	
Tertiary	Doctorate			6	

As of January 2007, there were 1,055 new secondary specialized vocational educational establishments, including 99 academic lyceums and 953 vocational colleges. Of these vocational colleges, 296 were housed in newly constructed buildings, and 628 were housed in the buildings of former vocational schools having undergone major reconstruction including equipping them with modern teaching materials and laboratories. Secondary specialized vocational educational establishments enrolled 1,075,000 students, out of which 1,021,900 students (164,400 after the grade 11) enrolled in 953 vocational colleges and 53,100 students enrolled in 99 academic lyceums (Niyozov and Dastambuev 2013). The secondary specialized vocational education network covers 62.8% of the graduates of general schools. Study at these vocational colleges and academic lyceums are organized according to the Classifier of directions, specialties, and professions of secondary specialized vocational education along with qualification requirements for junior specialists. The Classifier currently in force includes 348 specialties and 840 professions. Training is currently provided in 268 specialties which cover 712 professions. During the period 1998–2006, 277 branch educational standards and 3,503 curricula on general vocational and special subjects for vocational colleges, five branch standards, 11 study plans, and 69 curricula for in-depth general preparation according to the specialties of academic lyceums were designed, piloted in experimental classes, discussed at seminars and conferences, approved and introduced. During the 2006/07 school year, 268 new typical study plans, characterized by mobility, flexibility, and fast adaptation to the needs of the labor market, were approved and introduced. Modernized study plans take into consideration all forms and types of studies, the organization of the independent work of students, as well as some hours allocated for educational establishments to make their own choices (UNDP 2010).

Results and Discussion:-

Challenges in the education system:

Primary Education is free in Indonesia as it is written in the Indonesian 1945 Constitution (Mada 1945) says, “each citizen has the right to education”, and “government must carry out a national education system, which is arranged by national acts”. Indonesia has made tremendous progress in ensuring primary school children get an education - some 97 percent of children aged between 7 and 12 years old are attending classes across the country. However, 2.5 million Indonesian children who should be in school are not - 600,000 of primary school age and 1.9 million of junior secondary school age (13-15 years) (Shaturaev 2014).

Approximately 260,000 public and private schools and 3.4 million teachers provide an education to some 51 million children. Indonesia's massive and historically centralized education system has served well to unify the nation, providing its citizens with a single political ideology, a common language, and a shared national identity. Furthermore, the purpose to provide access to primary education for all children has been largely achieved. According to the 2011 *Education for All Global Monitoring Report*, 96 percent of Indonesian children receive some primary schooling. Of these, 80 percent complete primary school (Heyward and Sopantini 2014).

As of now, Indonesia struggles to provide inclusive, high-quality education to its citizens. The country has much lower literacy levels than those of other Southeast Asian nations. An analysis by the World Bank showed that 55 percent of Indonesians who complete school are functionally illiterate compared with only 14 percent in Vietnam and 20 percent in member countries of the Organization for Economic Cooperation and Development (Eric 2019).

Tertiary attainment levels, likewise, are very low: The percentage of Indonesians over the age of 25 that had attained at least a bachelor's degree in 2016 was just under 9 percent, the lowest of all the member states of the Association of Southeast Asian Nations (ASEAN). There may not be much incentive to obtain a tertiary degree—unemployment rates are highest among university-educated Indonesians. The research output of Indonesian universities is growing rapidly, but it's still low compared with that of other emerging economies. On the plus side, mean years of schooling among the population above the age of 25 have doubled since the 1980s to eight years in 2016. The pupil-to-teacher ratio has dropped from 20 to 1 to 16 to 1 in elementary education between 2004 and 2017, even though this ratio has remained flat if not decreased at higher levels of schooling (as per data from the UNESCO Institute of Statistics – UIS). The tertiary gross enrollment ratio (GER) leaped by 20 percent between 2004 and 2017, despite being still low overall. It now stands at 36.3 percent, compared with 28.3 percent in Vietnam, 42 percent in Malaysia, and 49.3 percent in Thailand (UIS) (Eric 2019).

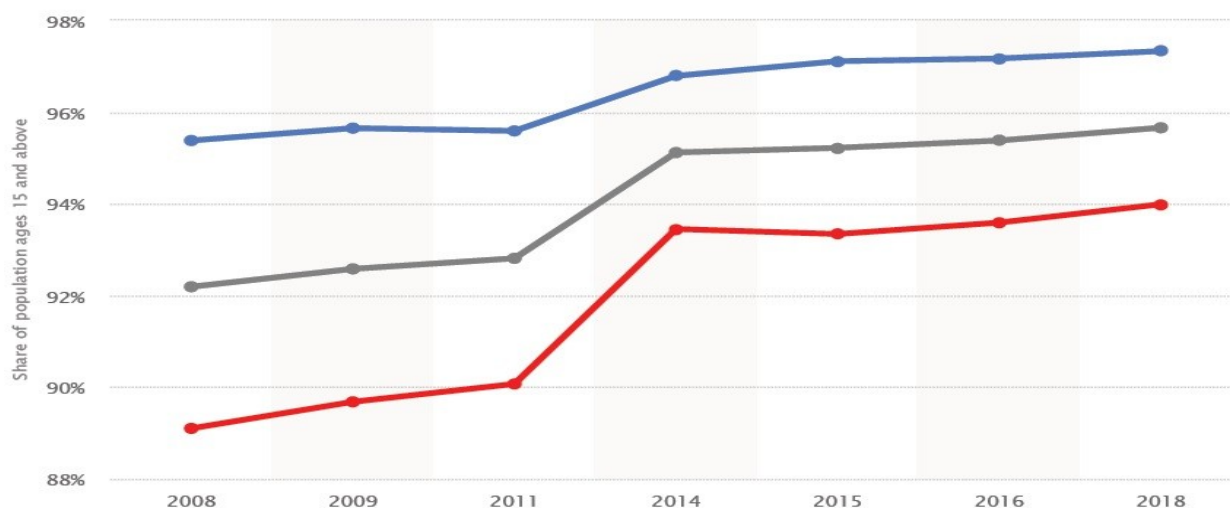
Since the mid-2000s, Indonesia has implemented a broad range of education reforms, including the decentralization of parts of its school system, improvements in teacher training standards, and sizable increases in education spending (as a share of the national budget). However, public education spending as a percentage of GDP has stagnated over the past decade and remains well below recommended levels for emerging economies (at 3.6 percent of GDP in 2015). More substantial efforts will be required to overcome structural weaknesses in Indonesia's system and bring it up to the standards of other fast-developing countries in the dynamic ASEAN region (Eric 2019).

Public education budgets in Indonesia have long been neglected. Education spending during the Suharto years was extremely meager, hovering around 1 percent of GDP or less throughout much of the 1990s. Public expenditures have grown drastically, nearly tripling since the early 2000s. They now stand at 20 percent of the overall government budget, as mandated by Indonesian law. However, overall education spending in Indonesia is still fairly low by regional standards. The country spent 3.6 percent of its GDP on education in 2015, only marginally more than in 2008 when it spent 3.5 percent. That's a higher percentage than in poorer ASEAN countries like Cambodia and Myanmar, but significantly below levels in Thailand, Malaysia, or Vietnam, which spent 4.1 percent (2013), 4.8 percent (2016), and 5.65 percent (2013), respectively, of their GDPs on education (Eric 2019). Spending on tertiary education and research is particularly low with the MHRT receiving only 9 percent of all education allocations in 2018. Since most students are enrolled in fee-charging private institutions, Indonesian households are bearing the brunt of tertiary education expenditures. Even public HEIs rely increasingly on tuition fees to secure resources—a trend that recently caused the Indonesian parliament to amend the education law to limit the percentage of tuition fees in public university budgets to 30 percent. Such measures notwithstanding, the existing funding structures and high financial burdens on private households tend to perpetuate social inequalities in Indonesia. In 2010, only 2.5 percent of the poorest quintile of the Indonesian population was enrolled in bachelor's programs compared with 65 percent from the wealthiest quintile (Eric 2019).

In 2018 the Indonesian government allocated a total of Rp444.13trn (\$31.5bn) to the education sector, or around 20% of its total state budget of Rp2220trn (\$157.4bn), in line with the constitutional mandate. The 2019 budget is more generous still, allocating the sector Rp492.56trn (\$34.9bn). This is indicative of President Widodo's renewed commitment to developing Indonesia's human capital in tandem with investments in infrastructure, intending to unlock the economic potential of even the most remote regions of the archipelago. According to figures released by the World Bank, basic education received the greatest share of the overall education budget allocation in 2017, at 56%, which is almost double the amount that secondary education receives. By comparison, vocational education – a smaller segment in terms of enrolment – received 9% of the total education budget. Indonesia's secular school

system begins at primary, which comprises grades one to six; the next stage is junior secondary, grades seven to nine; followed by senior secondary, grades 10-12; and finally higher education. After completion of secondary school, students that opt for higher education undertake national exams that are used for university admission. Private education accounts for about 48% of schools, 31% of students, and 38% of teachers. As the world's most populous Muslim nation, Indonesia also has an extensive religious education system. Islamic religious schools, or madrasas, fall under the jurisdiction of the Ministry of Religious Affairs and include vocational and technical schools, most of which are privately run (Oxford Business Group 2020).

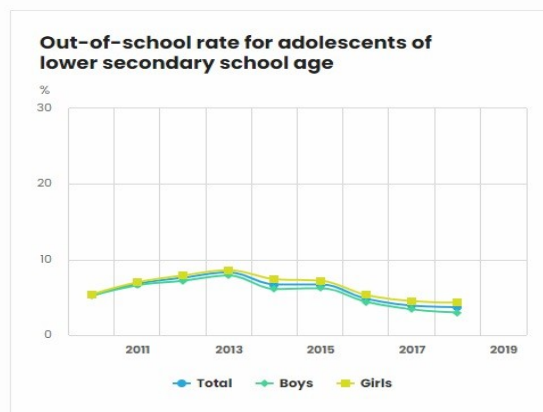
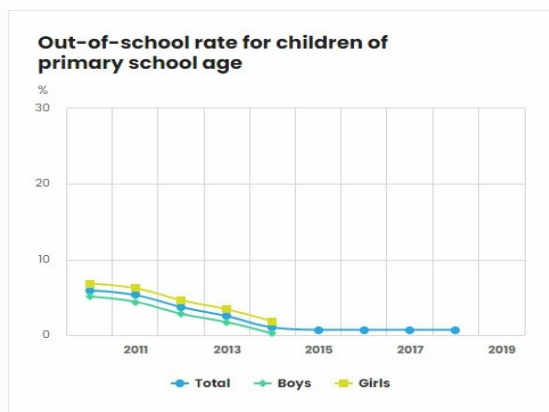
The Indonesian government's injection of capital into the sector has yet to translate into significant improvements in international rankings. Indonesian students continue to underperform at both the primary and secondary levels, and the country lacks a top-ranking university. A 2018 report by the Australia-based Lowy Institute suggested that, despite successfully providing pupils with places in schools and keeping these pupils in education, teaching quality in Indonesia generally lags behind its economic and regional peers.



Indonesia:

Literacy rate from 2008 to 2018, total and by gender

While official literacy rates in Indonesia are high, at 95.38%, according to the most recent figures from the World Bank, pupil progress and teaching quality need to be improved. In the most recent standardized international test, the Programme for International Student Assessment (PISA) in 2015, 42% of 15-year-old Indonesian students failed to meet minimum standards in all three of the domains examined: reading, mathematics, and science. Overall, Indonesian students were outperformed by those in neighboring Singapore, Malaysia, Vietnam, and Thailand. Although Indonesia's PISA scores did rise between 2001 and 2017, the nation requires faster progress to catch up with its peers: the World Bank remarks that at its current rate of improvement, Indonesia will not reach the average OECD country score for another 60 years (Oxford Business Group 2020).



The strategies and targets proposed for the variable part reinforce the Government of Uzbekistan's priorities to equitably expand access to pre-school education, develop and institutionalize a system for measuring school readiness (child development outcomes in pre-school), and promote the more efficient use of existing infrastructure resources in the context of rapid access expansion.

Considered together, and within the broader context of the sub-sector, implementation of the three proposed strategies are likely to result in significant positive changes in pre-school education in Uzbekistan.

Conclusion:-

Drawing on our findings show that both countries investing huge portion of their budget on development of education system as it is the core element of human and social-economic development in the country. With reference to the above mentioned, it should be stated out that the problem of poor academic achievement is one of the most important problems that hinder the work of the modern schools and prevent them from fulfilling their goals and mission in appropriate way. However, anyone who practices teaching admits that poor academic achievement exists in almost every classroom, where there is a group of students who are unable to keep in pace with the rest of their colleagues in achievement and comprehending the curriculum and often this group is turned into a source of trouble and inconvenience, which may cause disruption in the educational process in the classroom or disorder within the school.

In general, when talking about the problem of poor academic achievement and weak scientific level, it may come to mind, that this problem is confined to a particular country. One of the attributes of the educational system outputs in the Arab countries is poor academic achievement, and so this problem is a major problem that most of the educational systems in the Arab countries suffered from as it stated in the statistical report of the UNICEF, where it pointed out that the number of failed students in their classes is about (1,036,110) in ten Arab countries in 1995. Actually, it is not a secret that this result can indicate a waste of human energies and resources, also point out that after students fail in their classes, they do not achieve a good academic level (UNESCO 2010).

Recommendations:-

This research offered the following major recommendations:

1. To increase interest in the physical, mental and health of the student so that he can concentrate on his learning.
2. To provide a relaxing school environment in order to increase the motivation of students and increase the level of belonging to the school and community.
3. To use attractive techniques and educational activities by the teachers to motivate students for leaning.
4. To train teachers on the application and implementation of educational skills to work and continuously follow-up performance processes of the students.
5. To organize training courses and workshops for teachers who are teaching different subjects to develop their teaching skills.
6. To coordinate between higher educational leadership, whether in the Ministry of Education or universities, to develop the learning process in a way to keep pace with changes and new developments in the field of education all over the world.
7. The parents should be aware of their children's problems and pursue their academic achievement step by step.
8. To take advantages of previous international experiences in all the countries, that success is proven largely on the economic, educational and social growth.

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