



Comparison of Education Policy Systems in Indonesia and Malaysia – Future Challenges and Opportunities

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Abstract: The "Comparison of Education Policy Systems in Indonesia and Malaysia – Future Challenges and Opportunities" study aims to examine the similarities and differences in education policies between Indonesia and Malaysia. The research identifies the need to improve Indonesia's education system to align with neighboring countries, particularly Malaysia and Singapore. The study employs a literature review method to compare education policies, focusing on character education, education management, and overall educational structures. The results indicate that Indonesia's education policies are categorized as low, primarily due to the lack of advanced character education strategies and management systems. Malaysia's education system, on the other hand, offers free education and additional community assistance, contributing to its more advanced status. The study concludes that enhancing Indonesian education policies through character education and effective management can improve the quality of education.

Keywords: Education Policy, Character Education, Education Management, Indonesia, Malaysia.

Introduction

Because of their different approaches and results, researchers and politicians have been interested in the education systems in Malaysia and Indonesia. Malaysia has made progress in offering free education and community support, but Indonesia still has issues with access and quality of education. The purpose of this study is to investigate the potential of character education and efficient management to raise the standard of education in Indonesia. We can learn about possible approaches to improving Indonesia's educational system by looking at the policies in place in both nations.

Curriculum development, teacher training programs, and money distribution are a few important aspects to take into account in this comparison. We can find excellent practices that might be used in the Indonesian educational system by analyzing the achievements and difficulties that Malaysia and Indonesia have faced. Furthermore, investigating the function of character education in advancing virtues like honesty, decency, and accountability can support a more comprehensive strategy for raising educational standards in Indonesia.

The goal of this study is to offer insightful information to stakeholders, educators, and politicians that want to improve Indonesian education and eventually advance the nation's overall growth. Researchers can find effective tactics to incorporate into the Indonesian educational system by studying Malaysia's and Indonesia's experiences. Students can acquire valuable principles that will help them in both their personal and professional life by placing a strong emphasis on character education.

In the end, Indonesia can create a solid basis for success and prosperity in the future by investing in education (ongir., 2021). This study will pay particular attention to how character education programs are implemented in classrooms and how school



administration contributes to their success. In Indonesia, character education has been given top priority as a means of fostering in pupils virtues like integrity, accountability, and respect. However, problems including inadequate teacher preparation and uneven execution have raised doubts about these programs' efficacy. Malaysia, on the other hand, has had success incorporating character education into its curriculum thanks to collaborations with private companies and community organizations. This study looks at the strategies used in both nations in an attempt to find best practices that may be modified to raise the standard of education in Indonesia.

The emphasis on practical application and experiential learning is a crucial component of character education in Malaysia. In order to cultivate their character qualities in a real-world environment, students are encouraged to take part in internships and community service initiatives. On the other hand, Indonesia has had difficulty putting such programs into action because of a lack of funding and unified support from stakeholders. Through an analysis of Malaysia's effective tactics, Indonesia can modify and customise these approaches to suit their unique educational framework and enhance the general standard of character education for their pupils. This would help the pupils individually as well as advance the creation of a society that is more sympathetic and socially conscious. More community service projects and experiential learning opportunities are two ways that Indonesia may support students in developing critical abilities including empathy, empathy, and collaboration. Indonesia has the capacity to develop a more comprehensive and successful character education curriculum that equips students for success in the real world, given the proper assistance and resources. (Enny & Ali, 2021)

A key element of character education that has proven effective in Malaysia is the focus on real-world application. Students are not only taught moral concepts like decency and honesty, but they are also given the chance to practice these concepts on a daily basis. Experiential learning has been shown to create a lasting impression on students since it allows them to see firsthand the benefits of upholding these beliefs. Additionally, Malaysia's partnerships with businesses and community organizations have allowed for a more all-encompassing approach to character education, with kids now receiving guidance and support from a variety of sources.

This comprehensive approach has been crucial to the accomplishment of character education programs in Malaysia and could serve as a model. However, because character education programs' effectiveness might vary depending on the cultural context and resources available in each nation, it can be difficult to perfectly replicate Malaysia's success in Indonesia. Moreover, implementing such programs would require a significant financial commitment from all stakeholders, which would cause Indonesia problems. In Malaysia, the incorporation of values-based instruction into the curriculum is a sophisticated example of the effectiveness of character education programs, since it has been shown to improve students' attitudes and behavior. However, Indonesia may find it challenging to carry out similar programs due to differences in cultural norms and resource availability. This highlights how crucial it is to adapt strategies to meet the particular needs of every country. (Sa'dun et al., 2022)

Two nations in the Malay Archipelago, Indonesia and Malaysia, have similar histories and rich cultural legacies as a result of the influence of colonial forces. After attaining independence, every nation established an educational system tailored to the needs and aspirations of its populace. These countries' education systems are vital to the development of human capital, which is essential to national progress. Officials in Indonesia can identify best practices and avoid potential issues by comparing the educational systems of Malaysia and Indonesia. Indonesia and Malaysia may



collaborate to attain educational excellence and ensure a skilled workforce for the future by exchanging information and working together on education policy initiatives.

Finally, Indonesia can endeavor to create a more wealthy and educated society by putting into practice reasonable education policies that are motivated by the experiences of these two nearby nations. Indonesia can modify and customise policies to meet their own particular requirements and challenges by taking lessons from Malaysia's educational achievements and shortcomings. Through mutual cooperation and knowledge exchange, Indonesia and Malaysia can work together to develop a workforce that is more competent and competitive, ready to meet the needs of the global economy. In the end, Indonesia can significantly advance its educational system and provide a better future for its people by taking inspiration from their neighbor and cooperating toward shared objectives (Sa'dun et al., 2022).

In order to demonstrate how well the educational systems in both nations generate skilled workers, this study examines the pedagogical underpinnings, course designs, and assessment methods employed in those systems. Any barriers or limitations that the educational systems may have in promoting universal access to inclusive, high-quality education will also be examined in this examination. By contrasting and analyzing these two countries' educational approaches, significant insights on how to improve educational outcomes and support sustainable development in situations similar to theirs can be gained.

It is evident that South Korea's and Japan's dedication to education has played a significant role in their respective accomplishments. The guiding ideals of their educational systems, which strongly emphasize academic achievement and skill development, have been essential in producing highly qualified professionals who can benefit their own society. The curriculum frameworks and assessment methods in use demonstrate that all children will have access to a top-notch education and that educational outcomes will be continuously improved.

However, problems like disparities in educational outcomes and access across different socioeconomic groups and geographic regions highlight the need for ongoing reforms meant to advance inclusivity and equity in education. Other countries can learn from Japan and South Korea's experiences to address similar challenges and improve the quality of their education systems, promoting long-term development for all. ("Inclusion, 2020)

Method

This study compares the education policy of Malaysia and Indonesia using a qualitative literature review methodology. It summarizes research from a range of scholarly sources that address the two nations' educational systems. The philosophical underpinnings of education, curriculum design and execution, student evaluation techniques, and general educational management practices are among the important elements that are examined.

Additionally, the study explores the historical background of education in Malaysia and Indonesia, emphasizing significant occasions and laws that influenced the development of their respective systems. The goal of the research is to offer a thorough understanding of the advantages and disadvantages of each nation's educational system by looking at these variables. In order to raise the standard of education in both Malaysia and Indonesia, the study will also look into possible areas for cooperation and the sharing of best practices.

While historical context and educational management practices can provide useful



insights, current data and outcomes must also be considered in order to thoroughly analyze the strengths and shortcomings of each country's education system. Furthermore, cultural differences and diverse educational agendas may provide barriers to collaboration and the exchange of best practices.

However, these challenges can be addressed to build a more cohesive and successful partnership by encouraging open communication and mutual understanding. Together, Indonesia and Malaysia will be able to tackle shared problems and put creative solutions into practice that will help both students and teachers. The two nations can work together to achieve excellence in education and give their children a better future by pooling their resources and knowledge. (Dina et al., 2021)

Using this approach, it is possible to gain a thorough grasp of how the educational policies of each nation tackle current issues while taking advantage of chances for development. With this literature review technique, we hope to offer useful insights to researchers, educators, and policymakers in Malaysia and Indonesia by comparing and contrasting their educational systems.

This comparison analysis provides insightful information about the advantages and disadvantages of each nation's educational system. Through an analysis of the various policy implementation strategies and their effects on student outcomes, we can pinpoint optimal approaches and opportunities for enhancement. Subsequently, this information can be utilized to guide future policy choices and raise the standard of education generally in Malaysia and Indonesia.

Furthermore, we may gain a better understanding of the distinct opportunities and problems that exist by looking at the cultural and societal elements that impact schooling in both nations. This comparative method enables a more comprehensive understanding of the educational environments in Malaysia and Indonesia, emphasizing areas where cooperation and idea sharing could benefit both teachers and students.

Furthermore, via the establishment of shared objectives and priorities, legislators may endeavor to develop an education system that is more unified and efficient, catering to the need of every student. The ultimate goal of this literature study is to further the current conversation in Indonesia and Malaysia about innovative and reformative approaches to education, opening doors to a better future for all parties concerned.

While cooperation and idea sharing between Indonesia and Malaysia may have beneficial effects, it's crucial to take into account the distinctive cultural and socioeconomic distinctions that may have an impact on how common objectives and priorities for education reform are implemented. Furthermore, concentrating just on shared objectives might ignore the unique requirements and difficulties that teachers and students in every nation experience.

Thus, in order to address particular difficulties in their different educational systems, policymakers and educators in both Indonesia and Malaysia must strike a balance between group efforts and customized approaches. Respecting and recognizing these distinctions will enable both nations to collaborate in developing more inclusive and



successful reform plans that address the various demands of their respective people. In the end, this cooperative strategy will help both countries' general growth and advancement in addition to students and teachers.(Azizul, 2020)

This research aims to find areas of possible collaboration between the two countries to improve their respective education systems, as well as best practices, through a critical review of the literature currently in publication. This study aims to provide insights into successful measures that may be used to address common difficulties in the education sector by comparing the educational policies of Malaysia and Indonesia. The results of this literature study will support the current discussions in both nations about policy development and education reform.

Furthermore, this research will investigate the cultural and sociological elements that might influence the execution of these policies in every nation. Policymakers can better address the requirements of educators and students by customizing their methods by recognizing the distinct contexts of Malaysia and Indonesia.

Overall, the goal of this research is to offer insightful information that might guide decision-making and encourage constructive change in both countries' educational systems. This study aims to find best practices and possible areas for development through a comparative examination of education policy and practices in Malaysia and Indonesia.

Through the identification of effective tactics and discussion of issues that both nations confront, this study seeks to provide actionable suggestions for improving learning results and advancing fair access to high-quality education for all children. It is crucial to remember that Malaysian and Indonesian educational systems differ greatly in terms of their facilities, staffing levels, and cultural backgrounds.

Regional differences may cause considerable variations in the quality of education within each nation, even though Malaysia has a better established education system and a greater GDP per capita than Indonesia. Furthermore, there are differences in the curriculum, teaching methodologies, and language of instruction between the two nations, thus any advice must be specifically tailored to each country's unique requirements and circumstances.

Despite their differences, Indonesia and Malaysia both aim to improve educational performance and ensure that all students have access to a high-quality education. Taking these specific problems and considerations into account, the goal of this research is to propose a complete and practical plan for resolving educational gaps and inequalities in both nations.(B. & T., 2021).

Results and Discussion

Result

The discussion section enables researchers to critically evaluate their findings and offer context for them. It allows researchers to compare their findings to prior studies, explain the ramifications of their findings, and propose topics for further investigation. Additionally, the discussion section allows researchers to acknowledge the limits of their work and recommend strategies to enhance future research in the topic. Overall, the discussion part is critical for providing a thorough grasp of the study and its consequences in the area. The study highlights a few crucial findings:



Philosophical Foundations:

Moral and character development are emphasized in both Indonesia's and Malaysia's educational systems. However, Pancasila has a strong effect on Indonesian policy, but Malaysia's are determined by its colonial heritage and Islamic traditions. These varied philosophical underpinnings have resulted in distinct approaches to education in each country, with Indonesia emphasizing a more secular and patriotic approach, whilst Malaysia integrates more religious and cultural components. Despite their differences, both countries share the objective of instilling values and ethics in its pupils via education. The debate will expand on how these philosophical foundations affect the overall efficacy and results of their distinct educational systems. It will also look at how different approaches affect students' critical thinking abilities and academic achievement.

By comparing the strengths and limitations of each system, we may acquire a better picture of how education impacts these countries' destiny. This comparison research allows us to discover possible areas for development and exchange best practices between the two countries. Finally, knowing how philosophical underpinnings influence education may lead to better informed decision-making and policy development in both countries. (Amra, 2021) (Kazi et al., 2020)

Curriculum Design:

Both countries have implemented dynamic curriculum aimed at meeting global norms. Malaysia's curriculum is more regimented, with an emphasis on national unity via education, whereas Indonesia's curriculum is more flexible, however execution is difficult owing to the country's fragmented educational system.

Comparing the strengths and limitations of each country's curriculum design can provide significant insights into how to enhance educational results and overcome impediments to successful implementation. This comparative research can also assist Malaysia and Indonesia collaborate and share knowledge in order to improve their education systems.

Finally, both nations may benefit from each other's experiences and best practices to develop more successful and inclusive curriculum for their varied student populations. Working together, Malaysia and Indonesia may strive to achieve their common aim of delivering quality education to all. (Mutik et al., 2024)

Assessment Methods:

In both nations, assessment procedures are used not just as evaluation instruments, but also as processes to ensure excellent learning results. Malaysia has a more standardized approach to national tests, but Indonesia's assessments are growing to include both formative and summative evaluations. Both nations can benefit from exchanging best practices and learning from each other's evaluation methodologies in order to improve the regional education quality.

Collaborative efforts to improve assessment procedures can result in more accurate and equitable evaluations of student learning, eventually contributing to the objective of delivering quality education to everyone. Malaysia, for example, has focused on national tests to streamline assessment procedures and maintain uniformity in judging student achievement. On the other hand, Indonesia's use of formative evaluations enables a more thorough knowledge of student development and a more holistic approach to assessment. By sharing insights and best practices, both countries can learn



from each other's strengths and weaknesses, ultimately improving the quality of education for all regional students. (Annisa et al., 2020)

Discussion

Table 1. Comparative Aspect of Education between Malaysia and Indonesia

| Aspect of Education | Malaysia | Indonersia |
|---------------------|---|--|
| Principles | Based on a firm belief in God. | Faith and devotion to God Almighty |
| Goals | Human beings with strenght in instrinsic and Instrumental dimension anchored to the divine. | Human beings who are faithful to God, Even tempered and dignified civilization |
| Element | Basic and natural human potential that is the Potential of intellect, spirit, emotion and physical. | Human potential involves cognitive, affective and psychomotor |
| Process | Education takes places on an ongoing Basis based on the National Education Philosophy | Education takes places based on Pancasila |
| Outcomes | Human capital with well-being and capable of contributing to the betterment of the family Society and country | Citizens of a democratic and responsible and character to become human resources to the country. |

The comparative analysis highlights that while both Indonesia and Malaysia face similar challenges such as addressing educational disparities and adapting to global educational trends there are significant opportunities for collaboration.

One important opportunity is to share best practices for resolving educational gaps, particularly in marginalized groups. Indonesia and Malaysia might also collaborate on research initiatives to better understand and respond to global educational trends, therefore increasing education quality in both countries. Furthermore, collaboration in teacher training and professional development can help improve the abilities and competencies of educators in both countries. This collaborative approach has the potential to increase innovation and effectiveness in solving the similar difficulties that Indonesia and Malaysia's educational systems face.

For example, both countries could benefit from sharing best practices for curriculum development and assessment procedures in order to improve educational quality. Furthermore, reciprocal engagement may lead to collaborative activities tackling similar concerns, such as teacher training and resource allocation.

This relationship might also include research partnerships and the exchange of educational technology to boost learning results in both countries. By collaborating, Indonesia and Malaysia may use each other's strengths to address common challenges and build a stronger educational system for their kids.

As an illustration, Indonesia and Malaysia might work together to create a combined STEM education curriculum that incorporates best practices from both nations to improve students' comprehension of science and technology. They might also collaborate on putting standardized assessment techniques into practice to make sure that children are fulfilling learning goals and getting a top-notch education.



In addition, by exchanging resources and experience, Indonesia and Malaysia may strengthen teacher training programs and professional development opportunities. This connection might also include research relationships between institutions in both nations, which would stimulate educational innovation and information sharing.

Finally, by working together, Indonesia and Malaysia can pave the road for a better future for their students, ensuring that they are well-prepared to prosper in an increasingly competitive global market. While collaboration between Indonesia and Malaysia has the potential to enhance their educational systems, cultural differences in values, instructional techniques, and resources may limit the efficacy of cooperative endeavors.

Without resolving these issues, the relationship may not produce the expected results for children in both nations. To close the teaching technique gap, both nations must devote time and effort to studying and respecting each other's cultural values and traditions.

By pooling resources and knowledge, Indonesia and Malaysia can create a more cohesive approach to education that benefits all students. Collaboration on professional development opportunities and curriculum design may also assist to align educational systems and guarantee that students are ready for the demands of today's environment. Only through open communication and a willingness to overcome barriers can the Indonesia-Malaysia collaboration actually succeed in developing education for its kids.

Conclusion

Finally, Indonesia and Malaysia's education systems exhibit both distinct traits and same goals in the development of human resources. Recognizing their similarities and distinctions allows both nations to effectively handle potential obstacles while capitalizing on possibilities for progress within respective educational systems. It is clear that both countries are dedicated to raising educational standards and providing opportunity for their children to flourish. By continuing to interact and learn from each other's accomplishments and problems, Indonesia and Malaysia can work together to build a more competitive and inventive workforce in the future. These countries can ensure that their students are well-prepared to thrive in an increasingly globalized world by committing to advancing education together.

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