

The Comparison between Germany Education and Indonesia Education

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ABSTRACT

The educational system in Germany is well-organized. It began with teacher hiring, curriculum development, and funding, among other things. These advantages should serve as a model for developing education systems in other countries. Other countries can learn from Germany's experience in improving educational quality. The German or East German democratic republic's general education system reflects diverse components of German educational tradition, as well as adaptations of Soviet models. After four years of elementary school, the one-ladder education system, founded in 1945 at the outset of the Soviet postwar occupation, ended the separation of children into separate schools. The objective of this research was to know the comparison between Germany education system and Indonesia education system. This research started from the basic aspect of each school such as the history of education, objective of education, basic philosophy, Germany education system, level of education, and education comparison between Germany and Indonesia. Then, Funding, methodological flaws in the national education system, teaching attitude values rather than report values, and education administration are all factors to consider when comparing education in Germany and Indonesia.

Keywords: Comparison, Germany Education, Indonesia Education

INTRODUCTION

Germany is a sixteen-state federal republic. Berlin is the country's capital city. A legislative body, the federal parliament, was established under the 1949 Constitution, consisting of 662 members elected by the people for a four-year term, as well as a Federal council made up of state government representatives. These two sections collaborate to create laws. Although the Bundestag wields the most influence, laws governing state affairs cannot be passed without the permission of the Bundestag. The federal president is the head of state, but his responsibilities are largely ceremonial. Every five years, the federal council, which is made up of members, elects the president. State representatives and the federal parliament.

The federal republic is located in the middle of Europe and has a population of approximately 82 million people (1998), 7.2 million of whom are foreign nationals. Germany now has nine neighbors, including the Netherlands, France, Australia, Chechnya, and others. Along with the birth of the country, the federal republic of Germany was established in 1949, and 793,095 babies were born in the same year. Germany experienced two world wars in the span of 25 years, from 1914 to 1949. Toward the end of World War II, in 1945, Germany suffered a severe blow as a result of foreign troops' occupation, escape, expulsion, and, finally, land separation (west Germany and east Germany).

The Germans were descended from a mix of Theutonian and Celtic tribes. Then there was the mingling with the eastern Slavic tribes. However, there was intermingling with the Slavic tribes of the east. However, this update fails to reveal the obvious original elements. German languages are part of the Indo-European language family. The greatest influence came from Latin, which had a large number of dialects in the 9th century (mundart). Some of them are still alive today, but others are only accents.

The general education system in the German or East German democratic republic reflects various elements of the German educational tradition, but adaptation of soviet forms is also visible. The one-ladder education system, established in 1945 at the start of the Soviet postwar occupation, abolished the separation of students in separate schools after four years of primary schooling. A classification based on socioeconomic circumstances. For the sake of comprehensive school reform, all obvious national socialist elements were also eliminated. At the national level, the entire educational system is centrally monitored. Schools, as in all communist countries, were used to achieve economic goals established through national plans, as well as political goals derived from communist ideology. The humanities and behavioral sciences are currently receiving less attention than technical competence, natural knowledge, orthodox Marxist patterns, and their different dialects. In contrast to the development of education in West Germany, educational possibilities are more widespread and reach a wider range of people, including the working class and women.

Given the foregoing, it is reasonable to conclude that Germany's educational system is well-organized. It started with the hiring of teachers, curriculum, and funding, and so on. These benefits should serve as a model for other countries building education systems. Other countries can follow Germany's lead in enhancing education quality. This is the context in which the author decided to write a research which the goal of this study is to compare and contrast the education systems in Germany and Indonesia.

LITERATURE REVIEW

The History of Education

Germany is strategically placed in the heart of continental Europe. Germany has a total area of 356,957 km² and a population of 82 million higher than in the 1950s, with around 8% of the population not being German. Because of Germany's historical roots, it contains four minority linguistic groups: Danes, Frisian, Sinti (Gypsies), and Sorb. German is the dominant language in Germany, with a range of dialects. No one has a membership of more than 100,000 people. Nonetheless, to teach this group of minority youngsters, their mother tongue was still employed. In Germany, education has traditionally derived from two sources: the church and the state. The church was always active in education in early medieval times, but official education has been the responsibility of the state since the late 17th century. Since then, the church's overall influence has begun to erode.

With a dark history that includes defeat in two world wars and the destruction of the German state, German society began to build an education system free of the risk of making similar mistakes, namely by separating power, including education, so that it would not be centered on one institution or one person alone. This was done as a result of Hitler's total power, which pushed all of Germany into destruction (Lawson, 2000). The German education system is decentralized; the German federal constitution has given states the right to control education from elementary to secondary school. Various aspects of their individual constitutions involving educational affairs were formed solely through legislative proceedings by landers (regional rulers). In their different regional systems, these agreements include establishing educational objectives, structures, instructional content, and processes. The implication of this strategy is that the state government has complete authority over educational policy. The way educational concerns are organized is then decided by state legislatures. The ministry of cabinet or the ministry of culture is in charge of implementing education in the state (Cultministerium).

The Objective of Education

The German Federation Republic is a 'republic, a democracy, a federal, socially and constitutionally accountable state,' according to its website. With an educational constitution that guarantees: "freedom for arts and sciences, research and teaching, freedom to believe, believe (conscience), and declare a religion, freedom to choose a place of residence and place of learning or training, equality of law, and basic human rights of parents to pay attention to and educate their children." In Germany, each state determines the goal of education; the federal government does not intervene directly in educational matters 3 (<http://www.inca.org.uk/1418.html>).

Basic Philosophy

To understand the differences that exist between the German education system and the Indonesian education system, it would be very good if we first look at the philosophical foundation underlying both education systems. Talking about the education system from the philosophical side will tend to be related to ideal values that serve as a basis for decision making and performance implementation. For example, Pancasila which is used as the philosophical foundation of the Indonesian nation is expected to be one of the guidelines of life of the nation consisting of various religious backgrounds and ethnic groups. The emergence of various fields of philosophy resulted in differences in various educational systems in the world, depending on what philosophy was the basis of its formation. Alwasilah (2007: 15) suggests that people tend to choose the philosophy they believe in. Thus we can say that philosophy is not something that can be forced and is collective. The character of society (in a vast realm can be called a nation) can finally be recognized from what philosophy they make the foundation for all civic performance. In addition, philosophy will also affect education in related communities. The curriculum is a reflection of the philosophy that society believes in (Alwasilah 2007:16).

Thus, the preparation of the curriculum will always be related to three areas of philosophy, namely ontology related to the nature of reality, epistemology that discusses the nature of knowledge, and axiology, the field of philosophy that examines the problem of value. Germany during World War II was the losing country of the war. This condition affects the mentality of its people who so crave the existence of leaders who can lead them to glory. This is what Hitler used. After coming to power, Hitler instilled chauvinistic beliefs and pride in his supporters. To gain widespread support for his ambitions to rule Europe, Hitler presented the concept of Lebensraum and the superiority of the German race, the Aryan race. This fascist rationalization then underpins the German education system at that time. Education is directed towards the formation of a superior human figure in various fields. In the field of science, education is directed towards scientific discoveries, especially those that are beneficial to the development of German military power, the field of sports aims to give rise to superior athletes such as world boxing champion Max Schmelling. In the field of art, the creation of artwork is intended to form a superior Aryan racial figure. Germany's absolute defeat in World War II made major changes in the life of the German nation, including the philosophical changes that served as the basis for the construction of the education system (Hoerudin: 2009).

Various bad conditions that occurred after the defeat, including the division of the German state into West Germany and East Germany, became the beginning for the German nation to reformulate the falsafi foundation that was used as a guide in the life of the nation and state. The Germans then viewed unity (Einheit), the division of power so as not to be piled up on one person (die Macht verteilen), and the ability to develop as an important philosophy for the German nation that was in ruin. In this view we can see the influence of existentialism philosophy that emphasizes one's own abilities, the philosophy of progressivism with the proportions of science and planned change, as well as the influence of critical pedagogy philosophy in an effort to reformulate the truth after the destruction of Nazi ideology. Diverse philosophical foundations are very likely to occur in Germany because of the state system that adheres to the federal system. In this system, states have the authority to regulate their own education systems. That is why the length of education in some states is different from each other (Hoerudin: 2009).

The influence of this change in the foundation of educational philosophy in turn has an impact on policies taken by the federal government and state governments in the field of education. Here are some typical German education system policies (Hoerudin: 2009).

- a. The German government views education as the main capital to rise from economic downturn and ideological downturn. To that end, the government is trying to ensure access to education for all citizens by freeing the cost of education from Kindergarten to higher education level. Not only that, the German government also allocates relatively large funds for the provision of supporting facilities for the implementation of a good teaching and learning process.
- b. The federal/central government does not "monopolize" the absolute authority to regulate the education system. The regulatory authority of the education system is also owned by the state government. This division of authority leads to efforts not to accumulate power on one shoulder, so that if at any time there is a mistake or weak education policy

- making, it will not have an impact globally. On the other hand, this advantage of sharing authority provides an opportunity for the development and utilization of regional potential, but to create national standardization, the central government still has the authority to regulate several things in the German education system.
- c. Community involvement in creating a successful education is considerable. Compared to Indonesia, the participation of the German people is much more visible. This reflects the strengthening of shared responsibility and a sense of unity between the government and its people.
 - d. After *wiedervereinigung* or reunification of West Germany and East Germany, German society could see inequality between these two regions in various fields, including education. For this reason, the government seeks to balance the condition of the two regions by providing a more proportional allocation of state spending for the development of education in the former East Germany. Equalization of the quality of education in all regions of the country is a policy that in turn will eliminate potential problems in the future.
 - e. The German government is very concerned about teacher qualifications. Being a teacher in Germany may be just as difficult to be a doctor. The relevance of teacher expertise to the subjects taught, the quality of teachers and the well-being obtained by teachers is a very important thing in policy making in Germany. It seems that Germans will become very concerned or maybe even not believe it when it is said that in Indonesia there are still teachers who can become motorcycle taxi drivers because of their financial weaknesses.

FINDING AND DISCUSSION

Germany Education System

Each state has its own school system. Each age group of students (born roughly in the same year) forms one or more grades or classes ("Klassen") per school that remain the same for elementary school (years 1 to 4 or 6), orientation school (if there is school orientation in the state), orientation phase (in *Gymnasium* years 5 to 6), and high school (years 5 or 7 to 10 in "*Realschulen*" and "*Hauptschulen*"; years 5 or 7 to 10 (difference between countries) in "*Gymnasien*" respectively. However, change is possible when there is a choice of subjects, e.g. additional languages; Then classes will be divided (and newly merged) either temporarily or permanently for this particular subject. Students usually sit in one line of tables, resulting in one table for two students. Semicircles or other geometric or functional shapes are sometimes used. Tables are sometimes arranged in columns with one student per table (if room capacity permits) during classroom exams to prevent cheating; however, in many schools, this only applies to a few exams in the last two years of school, i.e. some exams that calculate the final grades on a high school diploma.

Typically, there is no school uniform or clothing requirement. Many private schools have more straightforward dress restrictions, such as "no shorts, sandals, or perforated clothing." Some schools put school uniforms to the test, albeit not as formally as in the United Kingdom. They are generally made up of a regular sweater/shirt and a pair of pants in a specific color, occasionally having a school symbol on them. At the *Gymnasium*, *Realschule*, and *Hauptschule*, however, it is normal practice to design graduation class shirts. School often begins between 7.30 and 8.15 a.m. and ends as early as 12 a.m., however afternoon classes are popular, and periods may have longer gaps between them without teacher supervision. Typically, afternoon classes are not offered daily and/or continuously until the afternoon, leaving students with most of their afternoons school-free; Some schools (*Ganztagsschulen*), however, offer classes or most supervised activities throughout the afternoon to offer supervision for students rather than increase teaching hours. Afternoon lessons can continue until 6 p.m. Depending on the school, there is a gap of 5 to 20 minutes after each period. There is no lunch break because school usually finishes before 1:30 for junior high school. However, in schools that have a "*Nachmittagsunterricht*" (= afternoon class) ending after 1:30 there is sometimes a 45 to 90 minute lunch break, although many schools do not have special breaks in general. Some schools have a regular 5-minute break between each lesson and have an additional 10 or 15 minutes of rest after the second and fourth lessons.

Lessons in German public schools last exactly 45 minutes. Each subject is normally taught during two to three times each week (important subjects such as math, German, or foreign languages are usually taught over four to six periods), and no more than two consecutive periods are usually taught. A signal that sounds like a bell signals the start of each period and, in most cases, a break. Exams are frequently essay-based rather than multiple-choice, and they are always supervised. The exam in grade 11 normally consists of no more than three different tasks. Exams in grades 10 through 12 can endure four or more periods, but most exams in junior high school are no more than 90 minutes (without rest).

In each type of school, students learn one foreign language (in most cases English) for at least five years. However, language studies are much more rigorous and literary-oriented in the Gymnasium. At the Gymnasium, students can choose from a wider range of languages (mostly English, French, Russian – mostly in the Bundesländer of eastern Germany – or Latin) as the first language in grade 5, and the second compulsory language in grade 7. Some types of Gymnasium also require additional third languages (such as Spanish, Italian, Russian, Latin or Ancient Greek) or alternative subjects (usually based on one or two other subjects, e.g. English politics (English & politics), dietetics (biology) or media studies (arts & German) in grade 9 or 11. Gymnasiums usually offer further subjects starting in grade 11, with some schools offering a fourth foreign language.

A lot of schools used to have Raucherecke (smoker's corner), a small space on the school premises where students over the age of eighteen may smoke at their leisure. At the start of the 2005–06 school year, the special area was outlawed in the states of Berlin, Hesse, and Hamburg, Brandenburg (Bavaria, Schleswig-Holstein, Lower Saxony 2006–07). Students and teachers are prohibited from smoking in these states' schools, and breaches will be prosecuted. Following EU smoking regulations, all other German states passed similar legislation. Because public schools are so prevalent, smoking is prohibited in all of them. Teachers who smoke are often asked to refrain from doing so when at or near school.

During recess, several schools allow students aged 14 and up to leave the schoolyard. Teachers and school officials frequently prevent younger kids from leaving early or outsiders from entering the facility without authorization. Students are frequently responsible for cleaning classrooms and school grounds. Individuals are chosen in a chronological order, with the exception of a group of volunteers. Many schools have AGs or Arbeitsgemeinschaften (clubs) for afternoon activities like athletics, music, or acting, but participation isn't usually widespread. Some schools also have student mediators, who are trained to manage disagreements between classmates or younger kids.

There are few schools that have actual sports teams that compete against other schools. Even if the school has a sports team, the majority of the pupils are unaware of it. While student newspapers were prevalent until the late twentieth century, with new issues appearing every several months, many of them are now quite short-lived, with most teams graduating. Advertising is often the primary source of funding for student newspapers. Typically, schools do not have their own radio or television stations. As a result, radio stations at large institutions are frequently staffed by local students. While most German public schools and universities do not have computer labs for every student, most schools have at least one or two computer rooms, and most institutions have a limited number of rooms with PCs at each desk. The city's public school computers are normally managed by the same exclusive contractors and are upgraded slowly. Phone providers frequently provide free Internet connection. Teachers' computer abilities are frequently lacking, particularly in schools. Students frequently take cumulative written and oral exams at the end of their schooling.

Level of Education

In Germany, education begins in the pre-school period known as Kindergarten (Kindergarten) at the age of 3–6 years. This type of instruction is known as "Vorschulische Einrichtungen," which translates to "Preparation Prior to Education." Germany's kindergarten idea has been widely imitated by other countries. As a result, in some nations, this school level is still referred to as "Kindergarten." Churches, social groups, and communes, as well as corporations and societies, are the most prevalent kindergarten organizers (Fey, 1985). Primary schooling begins at the age of 7 to 10 years after kindergarten. This type of instruction is known as "Grundschule," which translates to "Elementary School." There are four possibilities for further education after Grundschule. The following

alternatives are available: 1. Hauptschule (classes 5–9/10); 2. Realschule (grades 5–10); Gesamtschule (grades 5–13); Gymnasium (grades 5–13). (Frackman, 1993).

According to Teichler and Kehm (1992), one must complete the "Orientierungsstufe" before entering the Hauptschule, Realschule, or Gymnasium (Orientation Stage). The child's talents and abilities are evaluated at this stage, and the next child's path is determined at this point. Hauptschule and Realschule are highly focused for students who desire to start working right after finishing school. Naturally, after completing a "Berufsfachschule" or "Fachoberschule" education. The Gymnasium is the most direct route to university for those who wish to continue. Other educational avenues can be pursued after the lecture at the university, but it will be a long journey. For example, you must first practice work for many years. The degrees obtained from universities in Germany and Indonesia are nearly identical, despite the fact that the name is the same level. In Indonesia, German graduates are equivalent to S2 or Master, and they can proceed directly to the Doctoral program (Ph. D.). This translates to S1 in Indonesia, which is roughly equivalent to Vordiplom in Germany, but it is subject to Anerkennung der Studienleistungen (Equalization degree). As a result, if an Indonesian graduate undergraduate decides to continue his studies in Germany, he will have three options:

1. In Indonesia, a diploma (Studienleistungen) is considered equivalent to a Vordiplom (fifth semester). To obtain a Diplom, he must complete all courses from semester 5 through the completion of Diplomarbeit (Final Writing to earn a Diplom degree).
2. Indonesian diplomas (Studienleistungen) are considered to be superior as of fifth semester. He only needed to take a few exams for degree equalization to get his Diplom.
3. The diploma (Studienleistungen) from Indonesia is considered sufficient to pursue the Doctoral program directly. Based on this, graduates of S1 from Indonesia who wish to continue their education in Germany will be able to do so directly (S3). Generally, if the field of study and curriculum from S1 to promotion (S3) does not deviate too far, it will be more convenient during Anerkennung.

In Germany there are two main types of higher education: Fachhochschule and Universität. Fachhochschule which is often referred to as FH is similar to olitechnical in Indonesia, which is an educational institution that emphasizes the field of application. The field of theory is less than the practice or application. Studies at the Fachhochschule cannot achieve a doctorate and education here is aimed at those who wish to enter the industry directly. Other types of higher education are Musikhochschule (for music), Pädagogische Hochschule (for education, similar to IKIP in the past) and Kunsthochschule (for the arts). The Universität (University) system in Germany, in contrast to in Indonesia, there is no strict "guide" per semester, and the order of courses A, B, C, and so on. This means that students are required to be able to determine their own, lectures, exercises, seminars, exams that will follow, and so on (Isri, 2015).

Education Comparison between Germany and Indonesia

Education in Germany and Indonesia can be compared in four ways: funding, methodological problems in the national education system, teaching attitude values rather than report values, and education management (Hoerudin: 2009).

a. Funding

The first difference between the education system in Germany and Indonesia, also often used as the main reason for the improvement of education is the problem of cost. It may be a recurrent thing, but only now there is a bright spot with the exemption of tuition fees to a certain degree. Obliging something of course must be to people who are able to carry out. Compulsory 9 years of study in Indonesia is currently still unable to meet the formula. Although the cost of SPP is free, people still complain about the amount of other costs that must be paid in pursuing primary education. In Germany, the exemption of tuition fees is carried out through a cross-subsidy policy. This policy proved to be effective in increasing the participation of the German population which impacted on the proud human development index. If the cost issue is then understated, we can see that countries with high education rankings, such as Finland, actually have relatively high education budget allocations. Demeaning this issue may be interpreted as approval for the phenomenon of teachers who are also motorcycle taxi drivers in Indonesia. The availability of educational facilities and infrastructure will also be directly affected by the issue of

education funding. One of the appeals of German education is the availability of all the resources required to train skills, educational practices, and scientific support. Indonesia is, without a doubt, a country rich in natural resources. The poet stated that when wooden sticks and fences are plugged into the ground in Indonesia, they will grow into plants, but without intelligence in managing them, all the potential wealth becomes redundant, even if used by other countries such as those in Aceh oil refineries, Cepu blocks, or tembagapura, which is actually a very large gold mine. All policymakers must demonstrate strong political will and effort in order for the education budget to retain relevant proportions. The improvement of 16 teacher welfare and the exemption of education costs in some areas are currently pointing in the right direction in terms of funding. This is a good that needs to be promoted with the help and participation of the larger community.

b. Method Issues in National Education System

If we look at the ordinary German education system we see that the system provides comprehensive choices for students, whether they want to become a scientist or become a work-ready person with special skills after going through education. All students go through the talent interest determination test first before then choosing the school path to be taken. Test results become a consideration for students and their parents to make choices. The disadvantage of this German system is the burden of choosing that has been given since students graduated Grundstufe, so at a young age they already have to know where their education is going. Even so, the German education system also provides the possibility of students who want to try both. Another advantage of this division is the focus of the student's knowledge or skills on one thing. As a result, students have in-depth knowledge in one or more specific fields, as opposed to Indonesia, where junior high students only know a little from many fields. Education is still tainted by trivialities such as elementary students' busyness memorizing the names of ministers in the cabinet, which sometimes changes faster than elementary students memorizing the names of all ministers in one cabinet. 17 In Indonesia, the flow division begins when students enter high school, as education is divided into two pathways, vocational high school and high school. The president's criticism focuses on the implementation side, where teachers and lecturers are invited to assist students in developing their creative, innovative, and entrepreneurial sides.

c. Teaching Attitude Values and Not the Pursuit of Report Values

After the defeat of World War II, Germany actually suffered terrible destruction. In Berlin, it is difficult to find a building that still has a roof. The condition of society underwent a tremendous change due to the death of so many men that it left women among the ruins. The first values they instill are a strong will, readiness to work hard and a belief in the urgency of education. These three values are still a tradition that is deeply rooted in German education culture, so it is difficult to find the phenomenon of lecturers or students who are late for class or groups of students who huddle chatting on the steps of lecture buildings. Self-reliance attitude is also reflected in the open curriculum, and welcomes students fully, which courses will be contracted and when. Value education in Indonesia does have a minimal allocation. In Indonesia, for example, grade learning is typically limited to two credits per semester over the course of four years of higher education. According to some education observers, the Indonesian education system maintains a dichotomy between value education and secular education. General value education, for example, is taught in pesantren but is not integrated with education in non-religious institutions. Even in non-religious formal educational institutions, the cultivation of attitudes is regarded as less important. Because students and teachers are more focused on rapport and UN values, value has become everything in Indonesia.

d. Education Management

The authority to take principle policies in the field of education in Indonesia is still held by the central government. That is, the local government has not dared to take the authority to determine the period of primary education or uniform patterns in formal schools. This can be a positive thing in Indonesia, considering that the standardization of education anywhere in Indonesia should be the same. In Jakarta or in Manokwari, the standard of education for the

elementary school level should be the same, so that the ability of students is equal. In Germany the difference in the period of primary education (there are 9 there are also 10 years) gives birth to differences in the period of education. The policy of teacher placement in Indonesia still leaves PR in the field of relevance and quality. Sometimes teachers who teach do not have capabilities that are relevant to the subjects taught, or relevant but the quality is not adequate to become a teacher. This type of problem will be expected to be solved by certification programs. Community involvement in education is lacking. This is motivated by the belief that education is solely the responsibility of the government and not of society. This becomes difficult when one considers the various constraints imposed by the government on the realization of an ideal education system in terms of concepts and technology. In Germany, the contribution of society has become a deeply ingrained culture in the world of education. This active participation stems from the belief that education is extremely important, and it does not want to jeopardize the quality of education.

CONCLUSION

This is the research that can be delivered on the trial in Germany. This study discusses the history of education, educational objectives, basic philosophy of education, education regulation, structure and education system, excellence, Education Financing, admission of students, recruitment of teachers, experts, and lecturers, the printing process or teacher education, international cooperation, and comparison of education in Germany and education in Indonesia. This study is expected to be beneficial to students of the Doctoral Study Program in Education in general, and to students of the Doctoral Study Program in Education at the University of Bengkulu in particular. Hopefully, this study will be used as a reference for comparative education.

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