



Education System in Germany

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Abstrak

Secara geografis, Jerman terletak di tengah benua Eropa dengan luas wilayah 356.957 kilometer persegi. Jerman memiliki jumlah penduduk lebih dari 82 juta jiwa dan sekitar 8% di antaranya bukan warga negara Jerman. Jerman merupakan salah satu negara yang memilih untuk merancang negaranya berdasarkan desain pendidikan, karena menyadari bahwa kemajuan suatu negara di segala bidang sangat ditentukan oleh sistem pendidikan yang menjadi sumbernya. Secara historis, pendidikan di Jerman berasal dari dua sumber, yaitu gereja dan negara. Struktur pendidikan formal di Jerman meliputi: pendidikan dasar, pendidikan menengah pertama, dan pendidikan tinggi tergantung pada negaranya. Metode pembelajaran di Jerman, mulai dari TK, telah dirancang sedemikian rupa, dengan perencanaan yang matang.

Kata kunci: sistem pendidikan, kurikulum, guru

Abstract

Geographically, Germany is located in the middle of the European continent with an area of 356,957 square kilometers. Germany has a population of over 82 million people and about 8% of them are not German. Germany is one of the countries that has chosen to design a country based on educational design, because it is aware that a country's progress on all fronts is largely determined by the educational system from which it originates. Historically, education in Germany came from two sources, namely the church and the state. The formal education structure in Germany includes: primary education, lower secondary education and higher education depending on the state. Learning methods in Germany, starting from Kindergarten, have been designed in such a way, with careful planning.

Keywords: *education system, curriculum, teachers*

Introduction

In life in various parts of the world, of course, there are each education system. Because education is essentially the most important part to advance a country. The country will be advanced and honorable when the education system is good and can be realized in the character of the nation and the breadth of knowledge developed into various skills needed in life. Even so, he did not forget that Islam itself has obliged its people to study (Witasari & Wiyani, 2020). Everyone has the right to pursue knowledge. With knowledge, humans can carry out their duties and functions on this earth, namely as

servants of Allah and caliphs on earth and with the knowledge of life will be happy in this world and the hereafter.

Moving on from this, let's look further at how the education system in European countries including Germany (Triwiyanto, 2022). Improving the quality and quality of education is seen as a necessity for every element of life in the world (Taufik & Firdaus, 2021). This view then has implications for the activity of building a universal educational goal, but still requires adjustment to the uniqueness of each community which is generally related to the values, rituals, examples and symbols of each nation (Kambali & Gresik, 2020).

This can be seen from the variety of education systems in the world, which are often built on the exact same educational principles, but are still rich in differences at various levels of policy and technical implementation.

Thus, policies and techniques to strengthen strengths and improve weaknesses will be carried out accurately, effectively and efficiently. On a smaller scale, an educational institution can take a comparison with other educational institutions at the same level or a policy-making institution in the field of education takes a comparison with other institutions that also have the same duties and authorities. This process is often known as *comparative education*.

The study of education in every country is a familiar theme in the world of education (Supradi, 2021). Education in each country is different, both in the curriculum, in its implementation and in other matters (Handayani & Rani, 2022). Each country has its own education system. By studying the comparison of education in each country, it can provide a lot of knowledge about which education is good and can be used as a reference. Germany is known for its neat, clean, orderly and disciplined students, and school assignments are almost always designed in groups, not in pairs (Rosidin, 2018). German teenagers are not accustomed to working while at school and tend to postpone overly familiar youthful relationships. All of this shows that German society in general prioritizes education.

Research Methods

The method used by the author in conducting this research is through a descriptive qualitative method with a document study (Maryati, 2020). Then analyze the findings of these various documents obtained from various sources of books, articles, the internet and other materials that are in accordance with the research, collected as a literature review and after the data is obtained, then the author analyzes the data through a descriptive

method according to the author's understanding.

Results and Discussion

A. Overview of Germany

In May 1945, the supreme government of the Germany state ended and Germany surrendered unconditionally to allied power. Gradually the right to self-determination was regained in 1949, two rival countries Germany emerged, namely the Democratic Republic of Germany (*The Germany Democratic Repulsic*, GDR), a country with a one-party system, with a guided economy and in the occupied areas of the United States, United Kingdom and France emerged the Federal Republic of Germany (*Federal Republic of Germany*, FRG) (Hasanah, 2019).

As a consequence of the dramatic changes in Europe in the late 1980s. The democratic republic of Germany became melted. The five regions that were once known as "landers" were now revived and merged into the Federal Republic of Germany in October 1990 in the form of a federal state. Thus Germany after reunification consisted of 16 states (*State*). After a long period of development and differences in aspects of society, including education, the situation in the early 1990s showed an urgent need to equalize living standards and working conditions in the two states of Germany (Hidayat, 2020).

Geographically, Germany is located in the middle of the European continent with an area of 356,957 square kilometers. Germany has a population of more than 82 million and about 8% of them are non-German. These foreign nationals began arriving in Germany in the late 1950s when southern European countries began to recruit manual laborers. The largest number are Turks, both those born in Germany and of Turkish descent. Other immigrants enter Germany as refugees because of the war or because of economic pressure in their respective countries. The third type of migrant is from Germany's own ethnicity (although not all of them speak German). Because of the language barrier, both for

immigrants who have been living in Germany for a long time, especially for those who have just arrived, this is a challenge for the Germany education system (Nur et al., 2021).

B. Education System In Germany

1. History of Education in Germany

Historically, the German nation has a very long history with its unique people's lives. The life of the German nation began from primitive living conditions, then became a small state under the influence of the Roman Empire until 1806. After that, Germany was under Napoleon's rule until the beginning of the 19th century and continued to become the state of Prussia, namely from 1814 to 1871. The next developments were the imperial state of Germany in 1871-1918, the Weimar Republic in 1919-1933, the Nazi Era (1922-1945), after losing the second world war Germany was divided into two countries, namely West Germany and East Germany (1945-1989). The two were only able to unite after the demolition of the barrier separating the two, known as the "Berlin Wall". Therefore, since 1989 until now, Germany has united into a form of a federal state under the name of the Federal Republic of Germany (Rohman, 2013).

Initially, education in Germany was always influenced by two major institutions, namely the state and religion (the church). In addition, the state also claimed the authority to regulate the education system in the 17th century, the issue of education gradually began to turn into a state obligation (Mutiani et al., 2022).

The constitution guarantees the right of every person to freely develop his or her personality and choose schools, vocational education and occupation according to his desires and abilities. Based on Germany's federal constitution, the authority of education is divided into federations and states. The state is

primarily responsible for public schools and vocational schools as well as kindergartens (Sugiarta et al., 2019).

As for higher education, it was first established in the cities of Prague, Leipzig, and Tübingen in 1500. Two years later, in 1502, a college was founded in the city of Wittenberg. The establishment of this university was motivated by four reasons, among others: (a) the existence of excessive force against the development of secular and non-religious knowledge which was increasingly widespread, especially in the southern region of Germany. Secularism is considered to have first appeared in Europe, the idea began to be reckoned with its political existence at the same time as the birth of a revolution in France in 1798 AD. Subsequently, secularism developed comprehensively in Europe in the 19th century AD, then after that began to develop more and more globally in the world in the 20th century AD under the role of colonizers and Christian missionaries (Juwita et al., 2020).

The birth of this secular understanding is the impact of violence committed by the ruling church regime in the Middle Ages. (b) the development of trade in the coastal regions of Germany, especially downstream of several major rivers, caused the majority of the villages to gradually become centers of handicrafts and small industries, thus requiring educational support that produced skilled and expert graduates. (c) increasing the awareness of the general public about the importance of reading and writing skills that require assistance from a teacher. Good teachers are believed to only be produced from universities. (d) the development of regional self-esteem which causes competence between cities and countries in establishing schools and mastering cultural excellence, so that the municipal government competes to increase the

number of schools and colleges (Fatimah, 2020).

The next impact was the emergence of township Latin schools along with the growing enthusiasm for humanistic thought and secular knowledge. Schools today no longer only teach religious education that serves the interests of the church or education only for pastors, but schools have begun to teach literacy and general knowledge. The township government strongly supports the presentation of education in schools in the form of providing lessons *Ogika*, *arithmetic* and *grammar*. That is a subject that is better known as the field of study of Greece and Classical Latin. At that time came a high school known as *Gymnasium*. School *Gymnasium* It can be described as a kind of high school because it lasts until grade 12, having the advantage of offering an intensive general education system that is usually required for universities. Subsequent developments *Gymnasium* this is one standard model of high school that has lasted for centuries until now in Germany (Rohman, 2013).

The official religion in Germany in the contemporary era is Christianity which is the most dominant in Germany with a population of 60% of the entire population of Germany, Roman Catholicism 29.9% of the population of Germany. The number of Roman Catholics is not too different from Protestants 29.8%, Muslims 6.5%, Orthodox 1.3% and unaffiliated 34% (Safitri, 2022).

The progress of education in Germany was already evident during the reign of Federick William III. Even without official financing, many educational innovations have emerged. Several educational innovations are dramatically shown in order to advance education for the realization of the nation's social and moral deradan (Teknowijoyo & Marpelina, 2022). One form of innovation is the movement

initiated by Farncke, Basedow, and Salzman with innovations in learning methods and curriculum improvement. Each is motivated by a religious background to improve the status of society and establish a school that is an important goal, beyond ordinary parish schools or village schools in this case learning methods and curriculum. The schools are controlled by the civilian government, strengthened by the administrative system and implementing staff.

Johan Henrick Pestalozzi is one of the Switzerland education experts who developed the theory that education should be concerned with inductive things and sensory experiences from students. Pestalozzi formulated experience as a curriculum that has three important points, namely: intellectual, physical and moral by utilizing the five senses in the teaching and learning process. Pestalozzi's thinking that is no less important is learning *by doing*, learning while doing (Da Costa, 2014). As a teacher, you must be able to do the learning by doing method, which means that education does not have to be centered on the teacher, but on the contrary, education must be centered on the child (*student center*). With active learning, children will be able to explore, try, observe, and do their own daily activities. Pestalozzi believes that all forms of education are through the five senses and the experience and potential developed. The teacher's task in learning is to first determine which sensory experience is best for the student? How to convey the teaching order? Because it is considered very innovative regarding the curriculum and methodology of learning, Pestalozzi's theory was then put forward by the German government and applied in educational practice in Germany. To the point that experts say that schools in Germany in 1848 had developed so rapidly.

Prior to 1806 a significant step was taken by the king to control education by establishing a high school governing body and making Allgemeneis Landrecht's regulation on the right of the state to education. Using civil law as his authority, the king ordered local communities or to finance their schools by paying taxes, compulsory schooling was implemented, and local school authorities were ordered to provide decent salaries to teachers. Therefore, at the end of the 18th century, the government increasingly supported the educational activities carried out by the church (Rohman, 2013).

Based on the history of education in Germany, it comes from two sources, namely the church and the state. It has been a tradition since the early Middle Ages that the church has always been involved in education, while the landers have always said that they are the ones who are responsible for education. The official announcement of compulsory education in some regions since the end of the 17th century can be considered as an official sign that education is the responsibility of the state. Since then, the influence of the church in general has begun to wane. So the problem of education from then on lies mainly in political forces, teachers, parents of students as a group that is directly involved in determining the state of education and changes in the education system (Pratiwi, 2019).

State governments (State) The Social Democrats tend to place education as a right of choice with an emphasis on: education efforts are on their own initiative, equality and rewarding actions, while conservative Christian Democrats want the goals and activities of education to be collective for the benefit of society such as the preparation of qualified graduates. Therefore, in the (new) state constitution and in the preamble to the

law on special schools and universities, the general purpose of education is set with an emphasis on the development of individuality and participation in community life (Saud et al., 2019).

Educational politics and goal formulation are hot topics in the democratic republic group. In 1949 the administration passed a law on the establishment: "School of Democratic Union". With the intention of preventing the monopoly of education of the upper class of society, and also ensuring the opening of opportunities for the poor. More than two-thirds of teachers serving under the nationalist socialist party are replaced by teachers who have received short-term education. In accordance with communist regulations, the Soviet model such as the principle of "polytechnic teaching" was carried out with the aim of forming a social person (Girsang, 2020).

2. Educational Goals of Germany

The objectives of education in Germany stated in the law are:

- 1) To form physically and morally and intellectually advanced individuals
- 2) To form socially creative human beings who have an interest in rhyme, mathematics and economics.

3. Structure and Types of Education in Germany

The structure of education in formal Germany includes: Basic Education (*Primary education*), secondary education (*lower secondary education*), and higher education dependent on the State. Compulsory schooling in Germany is valid for nine or ten years, with normal school children at the age of six. However, some German children attend pre-school education (*Kindergarten*) voluntarily at the age of 3-6 years. Germany's education system can be classified as follows (Sugiarta et al., 2019):

Education from the first stage, namely preschool called *Kindergarten* (kindergarten), starts from the age of 3-6 years. This education is called "Vorschulische Einrichtungen", which means "preparation before education". The concept of kindergartens in Germany is widely imitated by other countries. Therefore, this school level in several countries still adopts the German name '*Kindergarten*'. The most common organizers of kindergartens are churches, social organizations and communes, sometimes also enterprises and societies.

After *Kindergarten* began the second stage of basic education (*Primary School*). This education is called "*Grundschule*", which means "elementary school" with a general length of education of 4 years (age 6-9 years) unless the capital of the State (Berlin) implements a 6-year system, while some other states carry out an additional 2 years of instruction in grades 5 and 6 in an intermediary institution that provides various types of lessons in preparation for admission to secondary school programs (Wenno & Karuna, 2021).

Furthermore, from *the Grundschule*, which is a secondary school (*lower secondary education*) in Germany, it can be divided into 4 types, namely: 1. *Hauptschule* (grades 5-9/10), 2. *Realschule* (grades 5-10), 3. *Gesamatschule* (grades 5-13), 4. *Gymnasium* (grades 5-13). To enter *the Hauptschule*, *Realschule* or *Gymnasium*, one must go through the "Orientierungsstufe" (orientation stage). At this stage, the talents and abilities of the child are examined, and this stage determines where a child will go next.

Hauptschule is a type of high school that provides instruction directed to enter aspirants/apprenticeships after students receive a certificate of completion. The program provides special lessons to prepare students for their future careers, and also teaches a foreign language

(United Kingdom). The *houptschule* program is categorized as the least academically demanding program in Germany at grades 7 to 9.

Realschule is a school program that prepares students to enter a career as a middle-class employee or laborer. The program has higher academic demands than *Hauptschule*. Since the 1970s, graduation from this school has been a requirement to enter apprenticeship programs. A certificate from this school is also the key to entering various higher education paths.

Gesamatschule is a school that emphasizes a comprehensive program for all children in a field, and children will obtain different certificates according to their chosen field. However, because there are many controversies in this type of school program, the point of all regions that open this school is only opened in areas under the *lander* that are social democratic).

Gymnasium is a school that aims to prepare students for higher education, although not all graduates continue to college. In grades 5-10, the content of the curriculum varies according to the type of school entered, starting in grade 11 students can choose a specialization in a rather complicated arrangement. Upon successful completion of the exam in grade 13, students are eligible to enter college (Mohle, 1992).

Based on the explanation above, *Hauptstchule* and *Realschule* are more emphasized on children who want to work immediately after completing school. Of course, after going through education in the "Berufsfachschule" or Fachoberschule". For those who want to continue to the University, the fastest way is through the *Gymnasium*.

In general, schools in Germany only provide education five days a week. Monday to Friday the students go to school, while on Saturday and Sunday they study at home with their parents or peers in order to do school assignments

and study deepening. Especially advanced schools teach many subjects. The subjects taught in advanced schools are cultural subjects (including, art, ethics, music, national languages and foreign languages), natural sciences (astronomy, chemistry, physics, and biology), social sciences (history, economics, geography), mathematics, physical education, and also religion (Mohle, 1992).

Furthermore, Higher Education, in Germany is known to have two main types of higher education, namely *Fachhochschule* and *University*. *Fachhochschule* which is often called FH, is similar to polytechnics in Indonesia, which is an educational institution that emphasizes the field of application. There are fewer theoretical fields compared to their practice or application. Study in *Fachhochschule* cannot achieve a doctorate and education here is intended for those who want to jump into the industry directly, other types of education are *Musikhochschule* (for the field of music), *pedagogische hochschule* (for the field of education, similar to the former IKIP) and *Kunsthochschule* (for the field of art). The university system (universities in Germany) is different from that in Indonesia, there are no strict "guidelines" per semester, and the order of courses A, B, C and so on. This means that students are required to be able to determine for themselves, lectures, exercises, seminars, exams that they will take, and so on (Mohle, 1992).

The lecture model consists of *Vorlesung* (study), seminar (a kind of discussion in a small size or in a small group), and *Ubung* (practice). The exam is conducted directly with the professor concerned. On average, the exam is oral, although some are given in writing. The exam system also varies, some are allowed to repeat (for courses that do not pass),

but often only allowed once (can be repeated the following year, not the next semester) (Saifullah, 2015).

3. Educational Management in Germany

The education system in Germany is decentralized, from elementary to high school levels. Some landers (regional rulers) make various provisions of their own constitutions regarding the regulation of education, and entirely through the legislative process. This arrangement includes the determination of educational objectives, structures, teaching content, and procedures in their respective regional systems. The person responsible for the implementation of education in the State is the cabinet ministry or the ministry of culture (*Cultministerium*). In the vast states, schools are not directly controlled by the State ministries, but through regional administrative bodies that are part of the executive body. Local communities usually also have the necessary infrastructure responsibilities (Saifullah, 2015).

a. Tuition Fees

The financing allocation is fully sourced from *Lander* (Region) and local communities, except for higher education. It is the responsibility of the federal government. Almost all educational programs in Germany are free (including tuition fee waivers in higher education). The federal government also provides financial assistance to some high school students and college students. Most private schools are small, about 90% of the school's operating costs are subsidized by the federal government (Saifullah, 2015).

b. Curriculum

The curriculum in Germany is prepared by state education ministers in accordance with the applicable laws and regulations, and they do that through three types of instruments, namely (Mohle, 1992):

- 1). A table that outlines the number of hours of study per week, as well as subjects according to the "grade" and type of school.
- 2). Curriculum guidelines
- 3). Granting authority to write and procure textbooks.

In general, the educational curriculum of Germany can be formulated as follows (Mohle, 1992):

- 1) The general purpose of the curriculum is determined by school regulations/is often stated in *the mukaddimah* of a decision, while the specific purpose is published in relation to the curriculum guidelines.
- 2) Syllabus, recommendations for teaching methods and model lesson plans are decided by the state ministry.
- 3) Regarding textbooks, nothing can be used without the approval of the state ministry and teachers may use them as long as they are on the list of valid book recommendations.
- 4) The teaching method is

not "*teacher-centered*" but "*student-centered*" which is "*open instruction*" (students learn on their own initiative).

Most of Germany's state governments require the following subjects in primary schools: *German; mathematics; social studies; history; geography; biology; physics; science; chemistry; art; music; sport; religion; and modern foreign languages*. As for advanced schools, the curriculum has different emphasis, according to the type of school as explained earlier. However, at least each type of secondary school contains the following subject matter: *German; mathematics; one foreign language (usually English); natural and social sciences; music; art; and sport*.

If the average number of years of schooling for children in Indonesia was designed through a compulsory education program of nine (9) years and is now directed to compulsory education for 12 years, then in Germany the average number is actually compulsory for thirteen years of education. The 13-year compulsory program in the context of education in Germany, is implemented in a very structured manner with careful planning, even with very harsh sanctions for parents/guardians.

c. Learning Methods

The learning method in Germany, since kindergarten, has been designed in such a way, with careful planning. At the elementary level, students only focus on playing. Children are encouraged to enjoy fun education according to the moment of their celebration as a park. So, in addition to education, there is also habituation or to borrow the term of the Indonesian Consul General in Frankfurt, crystallization. At this level, children have not been taught any subjects, they are only required to behave in good manners (Saifullah, 2015).

d. School and Exam System

The State Examination (UN) is also implemented in Germany and the test focuses on only four subjects: Germany, Mathematics, Physics, and two language subjects to choose from, Spanish and French (Musfah, 2016). Many prospective students are forced to cancel their intention to study in Germany because they are constrained by the need to master Germany. These obstacles seem to be easier to overcome for prospective students. In the last 5 years, many universities in Germany have innovated by opening programs (S-2). In the international program, lectures are carried out in 2 languages, namely Germany and United Kingdom. Usually in the first semester lectures use United Kingdom, only in the last semester use Germany. This kind of composition will make it easier for students to complete their studies (Musfah, 2016).

The language problem will be a little more complicated if you want to study in Germany. In addition to the excellent United Kingdom language requirements with a TOEFL of at least 550, it is also required to have a certificate of German language courses for the basic level (Grunstufe) and the Gothe Institute (Susantoputra, 2014).

There is something very different from the school in our place for elementary school children, they take a break every 45 minutes. Lessons start at 08.00, walk 45 minutes, rest 5 minutes, walk again 45 minutes, second break 10 minutes, lesson again 45 minutes, rest again 15 minutes and enter again 45 minutes. Why do they take breaks every 45 minutes? because elementary school students cannot be forced to concentrate for a long time, they have a short concentration power (Susantoputra, 2014).

Students do not wear uniforms, nor do teachers and principals. because it is late summer and early autumn, the weather is quite cold, the temperature ranges from 6 to 15 degrees Celsius, children go to school in jeans or canvas, or coudories with colorful T-shirts, red, green pink, black and sweaters (Susantoputra, 2014).

Germany in its development is among the countries that have openly accepted to allow Islamic religious lessons for Muslim students in public schools. This is certainly different from most other states in Europe. Previously, mosques were used as centers for non-formal

education or for community groups, as a means for German Muslims to receive religious lessons. In addition, religious studies today are not only limited to the school level, but have also been introduced at the academic level with the presence of Islamic Theology majors in universities. and in several universities in Germany have opened the education of teachers of Islamic religious studies, such as the one at the University of Münster, has opened a department of Islamic pedagogy (Fawaid & Hasanah, 2020).

The government in Germany pays great attention to the qualifications of teachers. becoming a teacher in Germany may be just as difficult as becoming a doctor. The relevance of teachers' expertise to the subjects taught, the quality of teachers and the welfare obtained by teachers are of great concern in policy-making in Germany (Tobroni, 2018).

As for the Germany Human Development Index 1990-2021 published by Olan McEvoy, February 28, 2023, namely Germany increased from 0.829 in 1990 to 0.942 in 2021, showing that Germany has achieved a very high Human Development Rate compared to countries with lower scores. Germany's HDI score implies that Germany consistently has a high Human Development Rate (Tobroni, 2018).

Conclusion

Germany is a country that chooses to design a country based on educational design, because it is aware that the progress of a country on all fronts is highly determined by the education system from which it originates. Education in Germany

consists of public educational institutions that are fully subsidized by the state government, and private educational institutions. If a comparison is made, it will appear that the average advantage of private education over general education will be seen. As for the system policy, both in terms of curriculum, goals, and learning methods in Germany, since kindergarten has been designed in such a way, with careful planning. The government in Germany pays great attention to the qualifications of teachers. becoming a teacher in Germany may be just as difficult as becoming a doctor. The relevance of teachers' expertise to the subjects taught, the quality of teachers and the welfare obtained by teachers are of great concern in policy-making in Germany.

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