

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

Aim to the importance of education today. The research contents by multi-case as two various Curriculum of education as Laos and Indonesia. To develop the young population Lao PDR, need to devote significant effort and resources to improved education system. These included increasing access to lower and upper secondary schools, while improving quality of schooling overall. The Indonesia's school system is the fourth largest in the world, private school account 8% all of primary enrolment, 19% all of lower secondary enrolment and 32% of upper enrolment.

The formal education in Laos is provided 5 levels: Kindergarten, Primary education, lower secondary education, upper secondary education and college or university. The education system is administered by the Ministry of Education and Sport (MoES) and Indonesia's public-school structure conforms to a 6-3-3 patten, which is six years of primary, three years in lower secondary and three years of upper secondary study.

In education, a curriculum is broadly definition as the totality of student experience that occurs in the education process. Curriculum may incorporate the planned interaction of pupils with the content, materials, resources, and process for evaluating the attainment of education object.

This research was designed qualitative methods as multi-case research that includes two cases, the first in Laos and second in Indonesia. The result of multi-case research is often considered more compelling and they are more likely to lend themselves to valid generalization. It allowed the research to in order to gain information about compare of mathematics education between in Laos and Indonesia on mathematics teaching and learning in all grades and all levels (K-12) in difference area.

In this research were two schools in Laos and Indonesia. One school in Laos as first case and one school in Indonesia as the other case were research. In order

to select the school, convenient sampling was employed: 1) in Laos, due to Veunkham Secondary School, Saythany District, Vientiane Capital, Lao PDR; 2) in Indonesia, due to Lower Secondary School State 9 (Sekolah Menengah Pertama Negeri 9: SMP N 9), Jl. Semar No. 5 Tle. (022) 6014886, Bandung, 40172. Website: www.smpn9bandung.sch.id Email: smpnsembilanbandung@gmail.com

To collection the data, the research followed the procedure as: 1) to made an appointment with the teacher and student group collect data; 2) the observation approximately was taken 40 minutes per time; and 3) the interview approximately was taken 10 - 20 minutes per group per time (one group had 5 - 6 people).

1. The difference of education system in Laos and Indonesia are:
 - a. Compare kindergarten education: in Laos, the Crèches accept children aged from three months to three years, and kindergartens accept children aged from two to five years. The gross enrolment rate was 33% in 2012/13; and in Indonesia has designed ECED, for children aged 3 to 6 years of age. ECED is provided by kindergartens, playgroups and integrated care centers. The gross enrolment increasing from 20.2% in 2005 to 43% in 2010.
 - b. Compare primary education: in Laos, in 2012/13, there were 8,927 primary schools, 878,283 students, girl (48%). 10% of all villages do not yet have a primary school and 70% of primary schools in the poorest districts; and in Indonesia primary school education is mainly provided by the public sector. It is of six years in duration, at the end of primary school education, all children sit for a national examination to proceed to lower secondary education.
 - c. Compare lower secondary education: in Laos, the participation rates growth in lower secondary education. The Lao Government, with the support of Official Development Assistance (ODA), has invested significantly in infrastructure for secondary schools; and in Indonesia, lower secondary school spans 3 years. The transition rate from primary to lower secondary school was only 88.2%.

- d. Compare upper secondary education: in Laos, in 2012/13, the gross enrolment rate was 37% - 39.3% for girls and 40.7% for boys; and in Indonesia, in 2011 the net enrolment rate dropped from 77.71% in lower secondary education to 57.74% in upper secondary education.
- e. Compare technical and vocational education and training: in Laos, students may commence TVET courses from grade 9 or grade 12. The students undertake a three-year training program to acquire basic vocational skills; and in Indonesia, vocational education is offered through both formal and non-formal programmed.
- f. Compare special needs education: in Laos, this is a relatively new field within the education sector in Indonesia Significant progress has been made in establishing a more inclusive approach to the provision of special needs educational opportunities and Provincial governments are now required to provide at least one special needs school for each form of major disability.
- g. Compare non-formal education: in Laos, the target for children and young adults aged 15 to 40 who were unable to attend primary school and are willing to take literacy courses and Indonesia provided via school equivalency programmed at the primary, lower secondary and upper secondary levels.
- h. Compare Religious Education: in Laos, Theravada Buddhism is by far the most prominent organized religion in the country, with more than 4,000 temples serving as the focus of religious practice and the center of community life in rural areas. In most lowland Lao villages, religious tradition remains strong; in Indonesia, Islamic schools account for about 13% of all school students, located in poorer rural areas, provided through Islamic boarding schools and have responded to the modernization of Indonesia.
- i. Compare higher education: in Laos, have five public universities; the focus is mainly on the award of undergraduate diplomas. Over two-thirds of all academic staff members employed by universities have at least a

bachelor's degree; and in Indonesia, higher education institutions in Indonesia currently enroll over 5.4 million students. The four types of higher education institutions are: universities, institutes, academies and polytechnic.

2. The difference of curriculum system in Laos and Indonesia are:
 - a. Compare curriculum kindergarten education: the curriculum educations of two countries are similarities and differences as the similarities the target aimed to child development with knowledge, skills and progressive. The difference is the child in Laos take Kindergarten younger than Indonesia.
 - b. Compare curriculum primary school: the similarities, both education systems are compulsory, continue to develop child knowledge and skills to prepare for secondary school. The difference is age of student that starting school, the courses Laos has to separate mathematics class and Indonesia still mix and also the number of subject for study.
 - c. Compare curriculum lower secondary school: through the curriculum education of lower secondary school, both similarities and difference following: the system of education is compulsory course, each course is continuing skills, knowledge from primary school, the course is separated all both Laos and Indonesia curriculum. The difference is age of starting school, period to study (Laos take 4 years and Indonesia take 3 years) and number of subject.
 - d. Compare curriculum upper secondary school: according to the study and curriculum at upper secondary education mentioned that both Laos and Indonesia have the similarities and difference. The similarities upper secondary system is the last education, develop the knowledge and skills of the student to prepare learning college level and professional, period also take 3 years. The difference is age of student, number of hours the spent per week and subject in school class.

e. Compare curriculum vocational high education: Indonesia has two dimensions of curriculum: first is the planed and the other is arrangement of the object. The curriculum is developed based on the internal challenge, external challenge, improving the mildest, strengthening of curriculum governance and reinforcement of material. The curriculum characteristics are developing a balance of spiritual and social, the objective aimed to prepare Indonesia people to have ability as individual and citizens. The philosophical foundation in curriculum developed to determine the quality of learner that curriculum will archive. For the theoretical is developed on the theory of “standard-based education” and competency-based curriculum theory. The core competences are designed along with the increasing age of learner on particular class. For the subject accommodated concept of equality of charge between upper secondary school and vocational high school. Curriculum vocational high school is designed with the view that upper secondary school and vocational high school.

3. The difference content mathematics education in Laos and Indonesia are:
 - a. Compare content mathematics kindergarten school: from the two contents of primary education the above that the contents, contents of the textbook in the Lao curriculum is each the content into topic and can be seen clearly in the talk about anything. For contents in Indonesia curriculum is not yet information.
 - b. Compare content mathematics primary school: from the two contents, the two books of curriculums above are the differences which can be seen from contents above. In Lao’s curriculum is each the content into chapters and can be seen clearly in the talk about anything. In Indonesia’s curriculum is find that no information about mathematics, but when we read or watching content the book to see those mathematics mixing with the contents of other subject details are not shown in the contents.

- c. Compare content mathematics lower secondary school: the contents of the Lao curriculum are each content be separated into chapters and can be seen clearly on each content for the contents of the Indonesia curriculum is each content be separated into chapters and can be seen clearly on each content too.
 - d. Compare content mathematics upper secondary school: from contents of upper secondary education, the contents of the Lao curriculum is each content be separated into chapters and can be seen clearly on each content for the contents of the Indonesia curriculum is each content be separated into chapters and can be seen clearly on each content too.
4. The difference between teaching and learning process of mathematics education in Laos and Indonesia are:
- a. The difference of theory with theory in mathematics education in lower secondary school in Laos and Indonesia such as: from comparison lesson from the triangle the above shows that the content is similar find of side triangle. For lessons on creating a triangle, telling the type of triangle, finding area triangle and finding the perimeter of the triangle is which similar each lesson is in the other chapter or other topics of the textbook that define each country.
 - b. The difference of process teaching and learning of mathematics in lower secondary school in Laos and Indonesia such as: 1) compare observation in the class in Laos and Indonesia: results observed teaching and learning of teachers and students at Veunkham secondary school grade 6 to grade 9. The arrangements student center can't be grouped together; the cause may come from a background dislike learned of the group and this study not to observe method teaching. 2) the compare interview: the interview is followed by question and answer. It has interviewed both the teachers and students.

B. Recommendation

According to the conclusion of the research had been mentioned above, just compare the courses of education between Laos and Indonesia; especially is focused on comparison curricula teaching mathematics as a subject among subjects are important and mostly using in daily, In this project we study to compared education systems of the two countries based on the collected information theory is the principle which will not experiment as much as possible, and it is cannot be avoid the uncompleted. Thus, to meet the demands and response of this complete worse than suggested further research update by using data experiment much greater use data to study specific particular time in education sufficient and the suitability data as much as response. The other case for updating the course education of mathematic course is must be add the hour of learning - teaching more than four hours per week in each course, use the specific knowledge that suitable to develop the student as fast as possible with the advanced skill and education.