



Comparison Analysis of the Implementation of Indonesia and Finland Education Policies

Rizki Ananda¹, Natasya Nazirah², Dea Rona Sapitri³, Elsa Riani⁴

¹ primary teacher education, Tuanku Tambusai University of Heroes

E-mail: ¹rizkiananda@universitaspahlawan.ac.id, ²natasyanazirah0410@gmail.com

Receive: 10/01/2023

Accepted: 10/02/2023

Published: 01/03/2023

Abstract

This study aims to find out how to compare the application of education in Indonesia with education in Finland. Education in Indonesia is very far behind compared to education in other countries. Finland as one of the countries with the best education system has become a reference for the implementation of education in countries in the world. In contrast to Indonesia, the comparison of education looks very much different. The research method used is a literature review, where data is collected from various sources such as journals or books that have been analyzed based on existing problems. There are several differences regarding education between the two countries, namely, 1) Indonesian education is more widely used for competency events, whereas Finland prioritizes the principle of equality, 2) there is a class-resident system for students whose abilities are below average and student rankings, Finland does not use a system like this, 3) Indonesia has a weekly study load of +/- 40 hours, Finland studies +/- 30 hours per week, 4) in Indonesia, learning is mostly done in classrooms, while Finland uses problem-solving methods, 5) assignments will always be there every time they meet face to face for students in Indonesia but not for Finland, this country does not burden students to do the task. And finally, 6) teachers in Indonesia can be at least D4, in Finland the teacher qualifications are at least a master's (S2). With an increase in the quality of teachers,

Keywords: Education System, Comparative Analysis, Indonesia, Finland, Quality of Education

Introduction

Professions that require special skills possessed by someone, one of which is called a teacher, every educator must have skills in conveying material. Education is a lifelong need for humans. Every human being in this world needs education, anytime and anywhere, because, without this education, human life will be difficult if it experiences improvement and progress. (Absawati, 2020)

In the world of education, the teacher acts as a leader in providing subject matter and as an educator so that children become smart and also have good morals. So educators must be able to move their students to want to learn and want to do the job well. other than that, according to (Andriana. FA & Eliza, 2021) At present, the teacher does not have to appear as a teacher as seen so far but instead switches as a

learning guide or manager, the main position occupied by humans, namely education. In Indonesia, the problem of education is still very much, not only because it is in the country but also from outside. This problem is caused by many changes in the field of education, for example, such as advances in science and technology, cultural differences, and social values in society, so from an educational perspective, there are changes that have an impact on the progress of education. Educational progress is also influenced by culture. Society must also change by relying on education.

(Agustyaningrum & Himmi, 2022) implies that the purpose of education will always be to empower and impart skills and knowledge to learners. So education is very important if someone gets it, it must be of

quality because the quality of education reminds us that what a person learns will influence their mindset and can make decisions they make about the problems they face in life. The development of the times provides a way for educators to assemble an education system that is by Pancasila. Designing an education takes a very long time and must also be considered to improve the quality, the quality contained in society. Every component that is made must have a purpose, to be the best in the world in terms of education, Finland changed its education system to make it more flexible and easy for students to digest. The OECD (Organization for Economic Cooperation & Development) 2015 held the PISA (Program for International Student Assessment) test, Finland became a country with good quality and got the highest position with the best education, both in terms of science, reading, and mathematics. In contrast to the country of Indonesia, getting results with the lowest quality education position.

In understanding quality education (Muslim et al., 2021) have the opinion that three perspectives can be used, namely micro, meso, and macro perspectives. Parents, children, youth, and adult learners are the most relevant people in policy discourse supported by benchmarks and indicators, and they are expected to acquire high levels of knowledge and skills to participate in the global economy.

According to Ki Hadjar Dewantara, education is an illustration of a cultural effort that intends to guide the growth of the body and soul of students so that along the lines of their nature they have environmental influences, get progress in life physically and spiritually. (Dan & In, 2022). Heard from the statement of Mr. Anies Baswedan (Andriana. FA & Eliza, 2021) Education in Finland in the last few decades has progressed very rapidly, even though initially the quality of education in this country was no better than the condition of education in Indonesia. Ki Hadjar Dewantara was an Indonesian education figure, but it was Finland that succeeded in implementing the figure's writings so that it has succeeded to this day. Unlike in Indonesia, educators are still focused only on the vision and mission of education and teaching, but the scientific vision and mission related to the form of writing and publication of scientific papers are often neglected. (Faradiba & Lumbantobing, 2020)

The replacement of the national education curriculum is a long history in Indonesian education. As of 1947, Indonesia has changed its learning curriculum too often, the effect is that when educators have not fully implemented this curriculum a new curriculum has emerged, this is what caused the fall of the education system in Indonesia. This form of education is of course a big warning to the whole nation to find the right actions and the character of the nation's children. Not so with education in Finland which has managed to occupy the best position as an education system of great quality. (Andriana. FA & Eliza, 2021) Implies that education must be based on balance, responsibility, and culture and be able to produce satisfactory quality. So that the success of this Finnish country can certainly be used as an example or role model for the Indonesian state to be able to provide a good education for its people. The purpose of this writing is to reveal the details of learning in Finland and how it is possible to apply it in Indonesia, with the main reference to essays (Mathematics, 2016).

Method

The research method used is a literature review. The literature review is the method used in this research. Literature review studying various reference books, reviewing various literature or similar previous research results is useful for obtaining and gathering all information relevant to the problem under study. (مقتناني, 2020). Some of the main types of reference used are books, journals that are analyzed based on existing problems, as well as methods of processing materials from various literature, without the need for direct field investigations.

Comparative education directs its research objectives to describe current educational theory and practice. So by using a qualitative approach, this research is expected to be able to provide comprehensive facts about the comparison of the Indonesian education system with Finnish education. Sources of data and information were obtained from various literature and were compiled based on the study results from the information obtained. The conclusions are drawn from the description of the main language of the paper and are supported by practical suggestions as further recommendations.

Results and Discussion

A. Principles of the Education System in Indonesia

Indonesia has collaborated its educational activities with the law. In the 1945 Constitution, paragraph 4 says that Indonesian education must be able to provide the best for the intellectual life of the nation. In detail, it is stated in Law No. 20 of 2003 concerning the national education system concerning Indonesian education. An explanation of the principles of education in Indonesia is written in Article 4 paragraphs 1 to 6. Research (Adha et al., 2019) states that education in Indonesia is developing from the era of the industrial revolution 4.0 to Social Education 5.0 which implies that the implementation of education must be carried out democratically and fairly and not discriminatory by upholding human rights, religious values, cultural values, and national pluralism. Not only that, Article 5 paragraph 1 of the SISDIKNAS Law states that all human beings have the authority to attend good quality education. However, in reality, this is very contrary to Article 5 paragraphs 2 to 4 of the SISDIKNAS Law, which states that everyone who has physical, emotional, mental, and similar disabilities has the right to receive an education.

The Industrial Revolution 4.0 is commonly called the era of disruption that is happening right now, which cannot be separated from the production of innovation. Therefore it is listed in a book called Disruption (Kosturos, 2012) argues that disruption can be interpreted as "innovation" or a threat to the incumbent because he is not ready for the changes that will occur.

B. Principles of the Education System in Finland

(Andriana. FA & Eliza, 2021) Developing the economy and civilization requires a good education. Cultural harmony with education is the main target

to be obtained by the Finnish government. This can be seen in the strategy of the Ministry of Education of Finland in 2015. The government of this country will take care of intellectual, physical, and economic welfare through broad access to education for its citizens. Finland will be right in its position and believe in its fair principles (equity). They adhere to the principles of equality and equity and will never agree to the management of education that smells of competition. (Andriana. FA & Eliza, 2021). Finnish citizens have the opportunity to get an education. Access to education is a basic principle in making regulations in the field of education. This policy is an advantage to providing free education for the community, by building responsibility and confidence in every form of interaction put forward by the Finnish public (Andriana. FA & Eliza, 2021). In general, the goal of teachers in Finland in the future is to produce teachers who are strong in theory, knowledgeable, and have strong abilities in educational research and teaching practice. (Putra Bhakti et al., 2018).

In optimizing education in this country principals and teachers work together with parents to prepare maximum education to grow a sense of trust in managing education. This sense of confidence is upheld by the values of professionalism, honesty, and responsibility and strengthened by the values of cooperation and collaboration (Andriana. FA & Eliza, 2021). The method used to be able to compete is to design an economy that is at an international level, here schools must reduce competition between students and schools. This country has its predictions in facing global competition or vice versa, schools can increase cooperation. This shows that there are differences between Finnish and Indonesian education.

C. Basic Education Curriculum in Indonesia and Finland

The one responsible for organizing education in this country is the government.

Students will be provided with comfort and equipped with adequate facilities starting from the beginning of school to tertiary institutions. This aims to prepare students to be given materialization aimed at preparing prospective students to receive basic-level education. At this stage, educators must be able to build skills in children through playing activities while learning. The Ministry of Education in Finland states that education is the most influential development sector in the country's economy (Suardipa, 2019).

Seven years is the age for entering school in Finland. The National Board of Education is the body that compiles the core curriculum nationally. According to Finnish (Adha et al., 2019) The curriculum in this country is structured so that educational institutions have guidelines for teaching and meeting educational content standards. The subjects given are what is needed by the child. Parents also play a role in the preparation of these subjects. 9 years for primary education. For 6 years children will be taught by the same teacher. by using a single structured curriculum system (Biology et al., 2022). It is intended that students focus on honing skills and knowing what potential exists in children.

Mathematics, history, social studies, foreign languages, religious studies, and others will be introduced within the last three years of education. But the international language will always be honed so that children get used to it. One of the main things they do is to shape the character of students. If in Indonesia the teacher will teach a lot of learning material in one day some material must be mastered by children, this is burdensome for children coupled with additional assignments to be done at home.

In this case, there is a fundamental difference, Finland places more emphasis on mastering foreign languages and literature for its students. In this country, there is no such thing as class and ranking in education. It's different from what

educators do in Indonesia. Finland also does not use the distribution of report cards and does not give discussion assignments to their students because this is not included in the Finnish curriculum. Every learning achieved will be conveyed through matriculation activities held before entering college. Students make and plan for themselves what they will compete in but are still assisted by their parents. The activities are carried out in stages and are well-processed.

To strengthen the intelligence of their students in analyzing their environment, educators provide a good understanding by providing theory through problem-solving activities such as conducting science experiments. (Mathematics, 2016), this is of course different from Indonesian education which is too busy with the division of rankings and cases of not going to class. So many children are depressed and think that they are not smart. Not only that, in Finland there are 190 days of schooling per year while in Indonesia it is 230 days/per year. The learning atmosphere in Finland is more relaxed and flexible by compiling concepts that can develop students' skills with an interesting learning process. Curriculum planners in primary or secondary schools must take into account the fact that stress is very negative in teaching (Mathematics, 2016), the main effects of pressure on teacher productivity are lack of commitment to work, transfer of aggression to students, and distraction in the workplace (Mathematics, 2016).

D. Indonesian and Finnish Educational Facilities and Infrastructure

Education nowadays cannot be described by the physical quality of school buildings, Finland has proven, students do not have to study which focuses on sitting in class, they are free to use the study room from any angle but still follow the lessons given by their teacher. The educators provide flexibility for students if they feel bored learning to play in the classroom. Counseling guidance is also something that must be done in this country.

The teacher will pay more attention to students who have mental problems, both psychological disorders and mental weakness. In Indonesia, if there are children like this, they will not be sent to ordinary schools but will attend special schools (SLB). Schools in Finland provide free, highly nutritious lunches for children so that children's intelligence is maintained and children get good nutrition. In this country, there is also a shuttle bus available for students. Provision of learning books is also provided as well as an internet network that is sufficient for the school library. In contrast to Indonesia, even though there was assistance from BOS funds,

WIFI facilities are also still not good enough, why is that in Indonesia WIFI is used for less important things, unlike in Finland which uses WIFI networks as well as possible. This is one of the factors that make this learning system difficult to implement in Indonesia (Sari & Taufina, 2020). According to (Muryanti & Herman, 2021) the Finnish government is very concerned about the next generation of its nation, but it is very different from Indonesia. If parents have a high income, children will get good quality facilities. Good schools are synonymous with high costs, so students whose parents have low incomes will not get the facilities they expect (Muryanti & Herman, 2021) therefore there is a gap in quality education.

In improving the quality of education Finland will always be at the forefront. They will improve quality by providing international standard skills training and bringing in competent speakers from various developed countries and conducting a Student Exchange Program. The Indonesian state has also implemented it but it is still not fully implemented.

In 1995 Finland built international relations with countries in Europe. Educational institutions will offer high-quality education that focuses on the expertise of these students, learning will be provided in a foreign language (Ministry of Education Finland, 2015), not only higher education brings opportunities for international cooperation, especially in EU and Nordic countries. In Indonesia, international cooperation is carried out in the form of student exchanges between universities.

Conclusion

Based on the explanation above, it can be concluded that there are still many deficiencies in education in Indonesia. get educational knowledge. As a role model, the Indonesian state can emulate the education system of foreign countries not far from Finland, they uphold education and can produce students who are of great quality and are active in all fields. In other ways, maybe the Indonesian government can receive good suggestions from various countries. to improve the quality of good education. Each country has characteristics in its education,

Suggestion

As for suggestions that can be conveyed by researchers to further researchers, it is hoped that they can develop and modify this research by presenting several other supports.

Bibliography

- Absawati, H. (2020). Study of the Education System in Finland: The Best Practices of the Education System. *Elementary Journal*, 3(2), 64–70. <http://journal.ummat.ac.id/index.php/elementary>
- Adha, MA, Gordisona, S., Ulfatin, N., & Supriyanto, A. (2019). Comparative Analysis of Indonesian and Finnish Education Systems. *Administration: Journal of Education Management Studies*, 3(2), 145. <https://doi.org/10.29240/jsmp.v3i2.1102>
- Agustyaningrum, N., & Himmi, N. (2022). Best Practices of the Education System in Finland as a Reflection of the Education System in Indonesia. *Educative: Journal of Educational Sciences*, 4(2), 2100–2109. <https://doi.org/10.31004/edukatif.v4i2.2234>
- Andriana, FA, A., & Eliza, D. (2021). Comparison of Education in Indonesia and Education in Finland. *Jiip - Scientific Journal of Education*, 4(8), 828–833. <https://doi.org/10.54371/jiip.v4i8.354>
- Biology, JP, Teacher Training, F., Science,

- AND, & Tarakan, UB (2022). Department of Biology Education Faculty of Teaching and Education, University of Borneo Tarakan 2022.
- Dan, K., & Di, P. (2022). COMPARATIVE ANALYSIS OF EDUCATIONAL EVALUATION SYSTEMS IN. 7(1991).
- Faradiba, F., & Lumbantobing, SS (2020). Comparison of the Implementation of Education Policy in Indonesia and Finland. School Education Journal Pgsd Fip Unimed, 10(1), 65. <https://doi.org/10.24114/sejpgsd.v10i1.18067>
- Kosturos, N. (2012). What Drives Russia's Unrelenting Position on Syria? Center for American Progress, 1. https://www.academia.edu/38353914/Analisis_Pendidikan_Indonesia_di_Era_Revolution_Industri_4.0.pdf
- Mathematics, A. (2016). 濟無No Title No Title No Title. 7(2), 1–23.
- Muryanti, E., & Herman, Y. (2021). Comparative Study of Basic Education Systems in Indonesia and Finland. Journal of Obsession: Journal of Early Childhood Education, 6(3), 1146–1156. <https://doi.org/10.31004/obsession.v6i3.1696>
- Muslim, AQ, Suci, IGS, & Pratama, MR (2021). Analysis of Education Policy in Japan, Finland, China, and Indonesia in Supporting Sustainable Development Goals. Adi Widya: Journal of Basic Education, 6(2), 170. <https://doi.org/10.25078/aw.v6i2.2827>
- Putra Bhakti, C., Alfarizqi, DM, & Ghiffari, N. (2018). Model of teacher professional education: a comparison between Indonesia and Finland. Quantum: National Seminar on Physics, and Physics Education, 0(0), 454–463. <http://seminar.uad.ac.id/index.php/quantum/article/view/298>
- Sari, KP, & Taufina. (2020). SEJ (School Education Journal) Vol. 10 No. 1 June 2020. Validity of RME-Based Lkpd For Elementary School Students, 10(1), 37–42.
- Suardipa, IP (2019). The Diversity of the Education System in Finland and Its Relevance to the Education System in Indonesia. Maha Widya Bhuwana, 2(2), 68–77. <http://jurnal.stahnmpukuturan.ac.id/index.php/bhuwana/article/view/386>
- مقناني, ص. (2020). الواقع المهني لأخصائي المعلومات بالمكتبات الجامعية لجامعتي قسنطينة 1 و 2 في ظل تكنولوجيا المعلومات الحديثة. مجلة العلوم الإنسانية والاجتماعية, June 2022, 275. <https://doi.org/10.35393/1730-006-002-014>