

The Comparison of Education System in The World

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ABSTRACT

Each country has a different educational system with an emphasis on certain variables in education. In the variable contained goals that will be achieved both long and short term. So that will provide direction for the country to create the human and the shape of the State they want based on the human resources they plan based on the education system. The author tries to compare the three countries of Indonesia, Malaysia, and Finland with the hope that eventually the author will know what things to consider when determining an education system. This is in line with Kendall and Nicholas Hanc's suggestion that the purpose of comparative education is to know what principles actually underlie the regulatory development of the national education system. The progress of a State is certainly accompanied by progress in education. The better of education quality of course it makes the better of quality of human resources that produces. Otherwise, if only the low quality of education Human Resources produced is also low. Once the importance of educational role in advancing a State, it takes a variety of ways to advance education. For a nation that wants to move forward, education must be seen as inseparable from the role of progress of a nation. Of course a nation's education has different educational conditions, both within the scope of history, education system and policy. Three countries namely Indonesia, Malaysia, and Finland as a country that always follow the development of education issues in advancing a nation. In line with that, of course, each country has similarities and differences in education model in developing the quality of education is getting better.

Keywords: *Comparison, Education System, Indonesia, Malaysia, Finland*

1. INTRODUCTION

Education is a conscious effort to prepare learners to play an active and positive role in their present and future lives, and Indonesia's national education is education rooted in the achievement of Indonesia's national development goals. The type of education is education that is grouped according to the nature and specificity of its purpose and the program which includes the school education path consists of general education, hereditary education and other education. And its renewal efforts include the juridical foundation, curriculum and supporting tools, educational structure and educational staff.

The progress of a nation can be seen from the quality of its human resources. The intelligent nation is a nation capable of using all resources owned by the nation. One of the things that need attention is to improve education of all human resources. Inevitably, education is one aspect that plays an important role for human life. Moreover, education is one of the pillars pernting for civilization a nation. Education and progress of the nation are like two sides of a coin. Its existence is interrelated and inseparable. Therefore, the progress of a nation, actually never separated from the role of education.

Being a developed nation is certainly an ideal to be achieved by every State in the world. It has become a common secret that the advent of a country is influenced by educational factors. Once the importance of education, so a nation can be measured whether the nation forward or backward, because as we know that an education will certainly print quality human resources both in terms of spiritual, intelligence and skill, and education is the process of printing the next generation of the nation. If the output of this educational process fails, it is hard to imagine how it can progress. For a nation that wants to move forward, education must be viewed as a necessity as well as other needs. Then of course the quality of education is also influential to the development of a nation.

Once the importance of education for the advancement of a nation, in 1972 The International Comission for Education Development of Unesco has reminded the nations, if want to build and try to improve the state of a nation, must begin with education because education is the key. Without that key any effort will be in vain. Awareness of the importance of education is what makes developed countries give high priority to education, hold modernization and improvement of educational

institutions, do not hesitate to make assimilation, including increasing the education budget in a progressive manner.

Developing and developed countries have different educational systems by emphasizing certain objects in education. In the object contained goals that will be achieved both long and short term. So it can provide a direction for the country to create the human and the form of state they want based on the education system. Education in Indonesia now seems to need a lot to learn from other countries in the world, so to see and compare the country of Indonesia with other countries in the world can improve our education system is still very far from the good word in general at this time.¹ One of the countries that we need to consider to be a comparative study for the advancement of education in Indonesia is a country that has the best education system in the world namely Finland.

What do citizens need from an education system? For the layperson would know that what is needed is at least a good curriculum, good teachers, adequate facilities, and low cost. if possible. Then the rest may be a conducive environment, high competitiveness, and all other aspects that exist outside the school room. For that we need a study that can be used as a picture of the direction of concepts and good education policy. One way is to compare education in Indonesia with education in countries with better quality of education.²

In this paper the author tries to discuss about the general picture of education in Malaysia and Finland. The author is interested to study the two countries because it has such a rapid ability in the world of education. Malaysia is one of the new countries that holds the Asian economy. Similarly, Malaysian education, classified as more superior to several levels than Indonesia. For that, we should study the Malaysian state system, especially the education system. Because we as educators, the holders of the revolution of mankind, especially the nation of Indonesia, are responsible for the advancement of education in Indonesia with high quality. While Finland has the best education system in the world. This progress can not be separated from the progress of education in this country, especially in the mastery of industrial technology. For that, need to

¹Ali, Mohammad dan Rekan. 2007. Ilmu Dan Aplikasi Pendidikan. Bandung: Pedagogiana Press.

²Mudjono dan Dimiyati. 2002. Belajar Dan Pembelajaran. Jakarta: Rineka Cipta.

study the state of education of other countries as a comparison and input in realizing quality education.

Education in Finland is also very good. In this place, Finland supposedly has a high quality of education, and even the best internationally. In addition, the cost of education in Finland is cheap and affordable when compared with the UK or America, even the government gives permission for students from outside Finland to work both fulltime and partime to meet their educational costs. Finland also offers a very diverse course of study, both majors and jenjangnya. This makes it easier for students to find a school that suits their needs. With so many Finnish advantages in the field of education, it is better for Indonesia to look a little bit in the mirror than the education system in Finland itself. Therefore, the authors want to compare the education system in Finland is supposedly the best of the world and Indonesia, in order to be taken advantage of good for the progress of the Indonesian nation.

2. DISCUSSION

The word system comes from the Greek word *systema* meaning "way, strategy". In English system means "system, order, network, way". System also means "a strategy, a way of thinking or a model of thinking". The traditional definition states that the system is a set of components or elements that interact to achieve a goal. Modern definitions are also not much different from the traditional definition of what is expressed by experts, among others:

1. Immegart defines the system is a whole that has parts arranged in a systematic, the parts are related to each other, and care about the context of the environment.
2. Roger A Kanfman defines a system with a totality composed of parts that work independently or work together to achieve desired outcomes or goals based on need.
3. Zahara Idris suggests that the system is an entity consisting of components or elements, or elements as sources that have a regular functional relationship to achieve a result.

While the word education comes from the word "Pedagogy", the word comes from the ancient Greek language, which if spelled into 2 words of Paid which means child and Agagos which means to guide. Thus Education can be interpreted as a conscious and planned effort to realize the learning process and the atmosphere of learning so that students are actively educated in

developing the self-potential needed for himself and the community.

Education is essentially a conscious and deliberate and responsible activity that adults do to their children so that interactions arise from both of them in order for the child to reach maturity. According to the Ministry of Education and Culture each system must have characteristics, among others:

1. Components, Components are parts of a system that performs a function to support the effort to achieve the purpose of the system.
2. Interaction or interconnected, all components in sustu system must mutually affect and interconnect with each other.
3. The process of transformation, all systems in achieving its goals must require a process.
4. Correction, to find out if everything is going well and in accordance with the desired goals, then it is necessary for a correction of all that.

Based on the above notions, we may conclude that the education system is a system consisting of components that exist in the educational process, where between one component with the other components are interconnected and interact to achieve educational goals.

Education System in Indonesia

Education in Indonesia is all education held in Indonesia, either structured or unstructured. Structurally, education in Indonesia is the responsibility of the Ministry of National Education of the Republic of Indonesia (Kemdiknas), formerly named the Ministry of Education and Culture of the Republic of Indonesia (Depdikbud). In Indonesia, all residents are required to attend the compulsory primary education program for nine years, six years in primary school / madrasah ibtdaiyah and three years in junior high school / madrasah tsanawiyah.³ Currently, education in Indonesia is regulated through Law Number 20 Year 2003 regarding National Education System. Education in Indonesia is divided into three main lines, namely formal, nonformal, and informal.

³Farida Anna, Rois Suhud, Ahmad Edi S. 2011. *Sekolah Yang Menyenangkan (metode kreatif mengajar dan pengembangan karakter siswa.)* Bandung: Nuansa Cendekia.

Education is also divided into four levels, namely early childhood, primary, secondary, and high.⁴

Educational level

a. early childhood education programs

Referring to Law Number 20 Year 2003, Article 1 Item 14 on National Education System, Early Childhood Education (PAUD) is a coaching effort aimed at children from birth up to the age of six that is done through the provision of educational stimuli to assist growth and physical and spiritual development so that children have readiness in entering further education.

b. Basic education

Basic education is the initial level of education during the first 9 (nine) years of schooling of children underlying the secondary education level.

c. Middle education

Secondary education is the level of continuing education of basic education.

d. Higher education

Higher education is the level of education after secondary education which includes diploma education programs, undergraduate, master, doctorate, and specialists organized by universities.

Educational Path

Education path is a vehicle through which learners to develop their own potential in an educational process that is in line with educational goals.

a. formal education

Formal education is an education held in schools in general. This educational path has a clear level of education, ranging from primary education, secondary education, to higher education.

b. Non-formal education

Nonformal education is most prevalent at an early age, as well as primary education, is a TPA, or Quran Educational Park, which is present in every mosque and Sunday School, located in all

⁴Mulyasa. 2009. *Menjadi Guru Professional.* Bandung : Remaja Rosda.

churches. In addition, there are also various courses, including music courses, tutoring and so forth.

c. Informal education

Informal education is a path of family and environmental education in the form of self-learning activities that are conducted consciously and responsibly.

Type of Education

Type of education is a group based on the specificity of the educational objectives of an educational unit.

a. Public education

Public education is primary and secondary education prioritizing the extension of knowledge required by learners to continue their education to a higher level. The form: elementary school (SD), junior high school (junior high), and high school (high school).

b. Vocational education

Vocational education is a secondary education that prepares learners primarily to work in a particular field. The form of educational unit is vocational high school (SMK).

c. Academic education

Academic education is a higher education of graduate and postgraduate programs directed primarily at the mastery of certain scientific disciplines.

d. Professional education

Professional education is a higher education after a degree program that prepares students to enter a profession or become a professional.

e. Vocational education

Vocational education is a higher education that prepares students to have a job with a certain applied expertise maximal in diploma level 4 equivalent to undergraduate program (strata 1).

f. Religious education

Religious education is a basic, medium, and high education that prepares students to be able to run a role that requires mastery of knowledge and experience of religious teachings and / or become a religious scholar.

g. Special education

Special education is the provision of education for students with special needs or learners who have exceptional intelligence held inclusively (joining regular schools) or in the form of special education units at the primary and secondary education level (in the form of special schools / SLB).

Level

a. Preschool

From birth to 3 years of age, Indonesian children generally do not have access to formal education. From the age of 3 to 4 or 5 years, they enter kindergarten. This education is not mandatory for Indonesian citizens, the main purpose is to prepare students to enter elementary school. Of 49,000 kindergartens in Indonesia, 99.35% are held by private parties. The kindergarten period is usually divided into "Class A" (or Small Zero) and "Class B" (or Big Zero), each for a period of one year.

b. Primary school

Boys aged 6-11 years into elementary school (SD) or madrasah ibtidaiyah (MI). This level of education is mandatory for all Indonesian citizens under the national constitution. Unlike most kindergartens in private, most of the primary schools are run by public schools provided by the state (called "public elementary schools" or "madrasah ibtidaiyah negeri"), accounting for 93% of all primary schools / madrasah ibtidaiyah in Indonesia. As with the education system in the United States and Australia, students must study for six years to complete this stage. Some schools provide accelerated learning programs, where well-performing students can complete primary school for only five years.

c. Junior high school

Junior high schools and madrasah tsanawiyah (MTs) are part of basic education in Indonesia. After graduation from SD / MI, students may choose to enter junior high school or MTs for three years in the 12-14 age range. After three years and graduation, students can continue their education to high school (SMA), vocational high school (SMK), or madrasah aliyah (MA).

d. Senior High School

In Indonesia, at this level there are three types of schools, namely high school (SMA), vocational high school (SMK), and madrasah aliyah (MA).

High school students are prepared to continue their education in college, while students of SMK are prepared to be able to enter the work world without continuing to the next stage of education. Madrasah aliyah is basically the same as high school, but the portion of its religious curriculum (in this case Islam) is greater than that of high school. The number of senior secondary schools in Indonesia is slightly smaller than 9,000

e. Higher education

After graduation from high school or madrasah aliyah, students can enter college. Higher education in Indonesia is divided into two categories: the country and the private sector. Both are guided by the Ministry of National Education. There are several types of higher education institutions; such as universities, colleges, institutes, academies, and polytechnics. There are several degrees that can be achieved in higher education, namely Diploma 3 (D3), Diploma 4 (D4), Strata 1 (S1), Strata 2 (S2), and Strata 3 (S3).

Education System in Malaysia

Malaysian education can be obtained from government dependent schools, private schools or on their own. The Malaysian government disburses nearly 30% of the Malaysian education budget. Another policy which is the Malaysian government's financial support through student loan for students studying at state universities. Payment of this loan can be repaid after the student graduated from college within 5 to 20 years. This facility is also provided for students who are interested in studying abroad.

Regarding the cost of basic education parents are only required to pay school tuition at the beginning of the new school year. The cost of fees collected by the school ranges from RM 50 to RM 75 (Rp.125,000 - 187,500) per year per student, the contribution is exclusively for the benefit of a private child. Particularly for PIBG donations (Persatuan Ibu Bapak and Guru) only collected one fee for one family. Families who send more than one child, are charged only RM 25 per family. And for grade VI students plus UPSR cost of RM 70.

1. Education in Country Malaysia Before Colonial Period

Malaysia is a multi-ethnic and multi-racial country. Consists of the Malay race as the main race, the Chinese race, and India. Given the Malay race as the main race, the Malay language is defined as the national language. However mandarin and tamil language are also used

extensively in everyday conversations.⁵ Prior to the colonization of education in Malaysia based on cottage systems held in madrasah and in religious schools. For example in Pondok Langgar, Pondok Sena in Kedah, Pondok Bukit Mertajam, Madrasah Al Masyhur. Religious or madrasah schools are more systematic than cottage schools in terms of the curriculum, the learning time is relatively fixed and the equipment is more complete. These schools are meant to give birth to high moral students.

Malaysian Education in Colonial Period

The country of Malaysia became a colony of European nations starting from the arrival of the Portuguese in 1511, followed by the Dutch and the last England. The European nations not only colonized the economy but also politics and culture. This then affects the pattern of education in Malaysia.

Vernacular schools (primary schools) refer to schools that use mother tongue in the conduct of investigations and building in schools. There are three types of vernacular namely: Malay, Chinese and Tamil. The first established Malay Vernacular School was in 1855 in Bayan off, Pulau Pinang. Gelugor Malay School, Pulau Pinang uses Malay language as the language of instruction.

In 1815 the Chinese vernacular school was founded by a group of new preachers of the Union of Preachers of London. There are also Chinese schools opened by individuals. Chinese schools use Chinese or Mandarin as the introduction. Chinese vernacular school teachers and textbooks are imported from China. Examples of Chinese vernacular schools include: SJK (C) Huan Lian Tanjung Perak, SJK (C) Chung Hwa Kelantan. Chinese Language Classes are held in all "Free Schools". But the development of these schools failed and eventually stopped or closed.

While vultured tamil schools are held in Tamil as the language of instruction. Teachers, curriculum and textbooks are imported from India. For example SJK (T) Manikavasagam Tanjung malim and Perak. In 1854, the East Indies Government issued a directive to the Governors of the Straits countries to report on the status and state of education in their respective countries for further action to be taken. In 1872 began to be introduced to school with two sessions. The opening of a two-session school

⁵Dianawati Ajen. 2006. *RPUL Dunia*. Jakarta: Wahyu Media.

was conducted by an AM education educator. Skinner. Schooling two sessions are: morning school and evening school. Morning school with Malay language, Mathematics, Natural Science plus vocational learning materials. While the afternoon school with the subjects of Arabic and Al Qur'an, an. The most important problem at that time was the shortage of teachers. The consequences of such a shortage of teachers have been a factor in the absence of Malay high school at that time. This has led to the establishment of the Maktab Perguruan Sultan Idris (MPSI) in Tanjung Malim in 1922 and the Maktab Perguruan Perempuan Melayu (MPPM) in Malacca in 1935.

In the days of British rule in the Malay lands, English schools were introduced. For example King Edward VII in Perak, Clifford School in Pahang. Although the cottage schools are still settled by the Malay population. Malay vocational schools have also been organized to train a collection of workers. Although there are different kinds of schools with their specificity, the British schools controlled by Christian missionaries are open to all children regardless of race and religion. In the British colonial period, teachers were given professional job training and sent to Raffles College located in the United Kingdom. Beginning in the 1920s, two institutions for teacher training sites were established.

Malaysia education in the colonial era has certain characteristics that are different from before. The British Colonial Age education is characterized by:

- a. Each type of special school follows the people
- b. School curriculum one with other schools is different
- c. The school location for each people is separate
- d. The introductory language is different from each other, for example Chinese-language Chinese-language schools, Tamil-language schools.

2. Malaysian Education In Independence Period-Year 2007

a. Education Curriculum in Malaysia

The educational curriculum, set by the Malaysian Ministry of Lessons. School curriculum in Malaysia is relatively stable. The curriculum used in Malaysian low schools is called the New School's Low Curriculum (KBSR). From the data of the Malay Ministry of Lessons, KBSR began to be piloted in 1982 in 302 low schools. Since 1988, the implementation of KBSR has been achieved and until 2007 is still in use. A revision

was made in 2003, where subjects of Science used the English language of instruction and in 2005 the use of English-language introductory language was extended to science and mathematics lessons.

b. Types of Schools in Malaysia

There are several types of schools in Malaysia, among others:

- 1) School of Nationality
- 2) School of Insights
- 3) Islamic Religious School
- 4) Mubaligh School
- 5) School bestari
- 6) Full boarding school

c. Student or Student

Students in Malaysia strongly uphold the insights of Malaysian nationhood. Students in Malaysia highly uphold discipline and wisdom. Discipline is nurtured with direction from the government through regulations and legislation. Schools also have policies to make regulations to improve student discipline. However, there are still many students in Malaysia who are not obeying the established rules.

Classroom management also affects learners in doing teaching and learning activities. Classroom capacity is considered to be comfortable for learning and learning activities. This greatly affects the level of learning motivation as well as student achievement. Student achievement is greatly influenced by the quality of teachers as educators and student leaders in the classroom.⁶

d. Teacher and Headmaster

The role of teachers is basically the same in all countries as teachers, facilitators, leaders, and motivators for students. Teachers play a role in the development of students. Students can develop well if taught by teachers who have good quality. In Malaysia teachers are equipped with good skills to manage students' emotional states. Teachers can be said to have an achievement if the students who taught have quality and success look at the future. This is because the success of a student is influenced by the teacher.

The school principal (school principal) has a very important role for school progress. The right of the schoolteacher is to create a school policy. The policies of the school principals are aimed at school progress. Achieving educational progress in Malaysia the Malaysian ministry enforces training for principals as assessed by principals as

⁶Law, S and Glower,D. 2000. Educational leadership and learning. Buckingham : Open University Press.

school leaders is very influential on school development and education in Malaysia.

With regard to teachers 'welfare, teachers' salaries in Malaysia range from RM 1000 (> Rp 2,500,000), which is almost equivalent to the salary of professors (group IV / e) in the Indonesian state. Although there are also many complaints from the Malaysian teachers who feel their salary is still low. But in reality, low school teachers in Malaysia are already able to apply for car loans from their salaries, while elementary teachers in Indonesia are just at the stage of applying for motorcycle loans. And that's only a small percentage of teachers alone, while most others try to pay it off by relying on side jobs.⁷

4. General Development of Malaysian Education In Independence Period-Year 2007

After experiencing independence, Malaysia built its education. With an education-based system in the UK, Malaysia implements basic education for six years, followed by a five-year secondary education (three years of low or middle secondary and two upper secondary years). All of them are accessible to Malaysian children with free. Students are required to take state exams at the end of each level of primary, secondary and secondary education.

Education low or primary 9 Primary Education) in Malaysia lasted 6 years which must be followed by children aged 7-12 years. Compulsory study in Malaysia was proclaimed and implemented starting in the 2003 school year. Compulsory education is a regulation requiring every parent who has a 6 year old child to enroll in a low school. New student enrollment is usually done 1 year before school. Parental neglect to include their children following compulsory education is considered a mistake by law. If this proves to be in court, then the parent will be fined a maximum of RM 5000 or sentenced to a maximum of 6 years.

Regarding the cost of basic education parents are only required to pay school tuition at the beginning of the new school year. The cost of fees collected by the school ranges from RM 50 to RM 75 (Rp.125,000 - 187,500) per year per student. The fee is eligible for insurance payments, semester exam fees, semester exams, special fees, LKS costs, computer praxes, test cards, student data files and raor. (Griya Maya

Faiq, 2007). Particularly for PIBG donations (Persatuan Ibu Bapak and Guru) only collected one fee for one family. Families who send more than one child, are charged only RM 25 per family. And for grade 6 students plus UPSR cost of RM 70. In addition there are no other levies, including no levies donations of development funds. Building and renovating the building is entirely the responsibility of the government.

The textbooks students use are relatively unchanged each year. If the old orant students buy all textbooks, the price ranges from RM 80 to RM 125 per student per year. Books that have been purchased for the firstborn can be worn by her sister for generations. Specific families with incomes of less than RM 2000 per month, may apply to the government for borrowing textbooks provided from schools. Beginning in the 2008 school year, all low school students received textbook lending assistance from government assistance through their respective schools.

The secondary school in Malaysia is a continuation school after the child takes 6 years of primary school. This high school lasts for 5 years. At the end of grade 3, students take the exam to determine the high school graduation, called the Secondary Middle Scoring (PMR) or formerly known as the Lower License Sijil (SPR) in English called Lower Certificate Education (LCE) or Lower Secondary Education . The test must be followed by all 3rd graders. After that, students will be directed to enter the next class with a choice of science or arts majors. Students can choose according to their own choice. Generally IPA majors are preferred by students. Despite the journey, students are still given the opportunity to switch from science major to Art majors.

Co-curricular activity is compulsory for secondary school, where all students must take part in at least 2 activities. There are many co-curricular activities offered in secondary schools. Co-curricular activity is often classified into several titles, including the following: Uniformed Groups, Performing Arts, Clubs & Societies, Sports & Games. Students may also participate in more than two co-curricular activities. At the end of the 5th grade students are required to take a final examination called Malaysian Certificate of Education (Sijil Pelajaran Malaysia-SPM).

In March of 2006, the Ministry of Education announced it was considering a refurbishment of the SPM system, as it was still not perfect. Some teachers also admit it. Comments from one of the professors from the University of Malaya who deplore the students who can not write papers,

⁷Snider, J. 2011. Keys To Finnish Educational Success: Intensive Teacher-Training, Union Collaboration. dari Huffington Post Blog:http://www.huffingtonpost.com/justin-snider/keys-to-finnish-education_b_836802.html

debates, or understand footnotes in every writing. He also complained that his students could not understand what he was saying. Whereas in the past many schoolgirls are good at debates, shrewd play drama, sports and others. Today the progress of schools in Malaysia is not only owned by state schools but also private schools are growing rapidly. The first recognized private school

Education System in Finland

Finland or the Republic of Finland is a Nordic country located in the Fennoscandian region of northern Europe. To the west is bordered by Sweden, to the east is bordered by Russia, and to the north is bordered by Norway, while Estoniana is located in the southern Gulf of Finland. The capital of Finland is Helsinki.⁸

Finland is famous for the best education in the world. This is evident from the rating of PISA (Program for International Student Assessment) in 2003 Finnish students ranked first and achieved the highest score in the world consistently.⁹ The tests conducted by PISA tested 15-year-old students in 40 industrialized countries around the world, measurement of tests in PISA, literacy in reading, mathematics, and science. Compared to Indonesia at the bottom of the list. This means that Finland is the country with the best quality education in the world with a good education system as well.

The ultimate goal of the Finnish education system is to realize high-level education for all. The goal seeks to allow all Finnish people to reach the highest level of education, evenly, with the best skills, skills and competencies. Finland builds an education system with consistently performed characteristics, ie, free education, free school meals, and special needs education by sticking to the principle of inclusiveness. Finish basic education is developed in such a way as to ensure equality of opportunity for all people to enjoy education regardless of gender, social strata, ethnic background and class. The main focus of the education system is the equality of education in order to support the people's level of competence in supporting the national development based on innovation.

All Finnish people have the basic right to education free of charge. Governments shall provide equal opportunities for all citizens to

⁸<http://id.wikipedia.org/wiki/Finlandia>

⁹Organisation for Economic Co-operation and Development. 2012. About Pisa. dari PISA: <http://www.oecd.org/pisa/aboutpisa/>

enjoy free education services, at every level of education, in accordance with their abilities and needs, regardless of their economic background, for the personal development, skills, competence and capacity of all citizens. The right is guaranteed and stated in the Finnish Constitution.

The education system in Finland is a Nordic egalitarian system, with no money for full-time students. By law all students are required to learn nine years starting at the age of seven and they get free meals. The regulation applies at the primary and secondary levels. In the field of educational education, the World Economic Forum put the Finnish quality on the first rank in and ranked second in mathematics and science education.

One of the factors driving the success of Finland to transform into a modern and industrialized country is the high quality and competence of human resources (HR) it has. The high quality and competence of Finnish human resources is the result of a long journey of strong commitment of the government and people of Finland in developing and developing its national education system.¹⁰

The Government and the people of Finland recognize that a strong commitment to build and develop a national education system is the key determinant of the success of his country to continue to exist as a small, resource-limited nation living in extreme and less friendly conditions. The development of Finnish countries and nations stands on innovation-based education and research pillars and is fully supported by all components of the nation.

The education system in Finland has 3 levels, namely:

1. Compulsory national basic education 9 years (consisting of 6 years of primary education and 3 years of junior secondary education);
2. Upper secondary education and / or vocational training;
3. Higher education (higher education).

Pre-school education is available for children who are not yet entering school age (under 7 years of age). Basic education is the level of general basic education provided comprehensively within a period of 9 years. Senior secondary education consists of vocational education and training and basic education. Higher education is provided at universities and polytechnics. Youth education and training are

¹⁰Darling-Hammond, L. 2012. What we can learn from Finland's successful school reform.

available at every level of education. In addition, adult education offers a variety of educational and recreational lessons that are expected to build the competence and expertise of the population.

a. Pre-school Education

In Finland, the child is subject to compulsory education when he enters the seventh age. However, for children who have not reached the age of 7 years, they may enjoy pre-school education provided by the Local Government under the administrative supervision of the Ministry of Social Affairs. Children under 7 years of age who attend pre-school education in public schools are free of charge. Aside from that, pre-school students are also provided meals (school meals), health services, and transportation (if their homes are more than 5 km) for free.

However, for a child under 7 years of age who attends a pre-school education in a daycare center will be charged according to the income of his or her parents. At the pre-school level there is the concept of "educational partnership" which emphasizes the importance of parent roles in supporting the child's learning process provided by his teacher at school or at the daycare center. Parents are also actively involved in the preparation of the local curriculum that remains true to the national core curriculum.

b. basic education

The Finnish education system is no longer familiar with the junior secondary education system, or equivalent to education at the Junior High School level in Indonesia. Parents or guardians of compulsory school age must send their children to attend compulsory education programs. Local governments have an obligation to provide basic education free of charge for all children living in their administrative power. After the child completes the entire basic education syllabus, the child will receive a certificate stating that the child has completed 9 years compulsory basic education and is eligible to proceed to a general upper secondary school or vocational education and training). In 9 years of basic education, there are no national examinations for class level upgrades, nor a national exam for 9-year compulsory basic education graduation. The child will only get an assessment given by the teacher at the end of the school year and at the end of the elementary level.

c. Middle education

Upper Secondary School and Vocational After a student has received all 9-year compulsory basic education curriculum, the student can continue his education to the upper

secondary education level. There are two kinds of advanced education, namely the level of Secondary Education and the level of Vocational education and training. The level of vocational school education is divided into two levels, namely vocational education and vocational education and training (further vocational education and training). Students can choose which educational path they will go through. The curriculum of senior secondary education and vocational education is taken over 3 years. However, after a student completes one of the two educational pathways, he is entitled to continue his education to the college level at the University or Polytechnic.

d. higher education

Finnish higher education system (Dikti) consists of 2 sectors, namely polytechnic, and university. Polytechnic's mission is to print and train experts to support the world of work and to carry out research and development that is capable of supporting education and regional development. The University conducts scientific research and provides postgraduate instruction and education. The core goal of Finnish dictatorship policy is to meet the educational needs of the community and to print educated experts to meet the needs of the world of work, particularly in business and industry. Even Finland is noted as the country with the learning time *terseingkat* in the world compared to other developed countries that is 4-5 hours per day. In addition, teachers who accompany in 1 class there are 3 people. 2 teachers of subject matter and 1 teacher again to assist the children individually if experiencing obstacles during the learning process took place.¹¹

Currently, education in Indonesia is still at a level of concern and the quality of education is still low. Based on the results of the PISA (Program for International Student Assessment) PISA conducted by OECD (Organization for Economic Cooperation & Development), Indonesia is at the bottom of the 65 countries that take the PISA test for Finland's math, science and reading category, the country that dominates the first rank since the first PISA test was performed in 2000 and managed to maintain its position as number one through 2009. The 2009 test results showed Finland ranked second for reading, second place for math and the first rank for

¹¹Lopez, A. 2012. How Finish schools shine, dari The Guardian Teacher Network Blog: <http://www.guardian.co.uk/teacher-network/teacher-blog/2012/apr/09/finish-school-system>

science. Overall, Newsweek reports that Finland is # 1 in the world in education, citizenship and community quality.

The Program for International Student Assessment (PISA) is a three-year international survey aimed at evaluating the education system in the world by conducting skills and knowledge tests of 15-year-olds. PISA was first performed in 2000. Thus, PISA has been done four times, all of which the first rank is generally won by Finland. And the 2012 test results will be issued on December 3, 2013.¹²

According to Pasi Sahlberg, an expert in education in Finland, success

Finland is in contrast to the direction of the Global Education Reform Movement (GERM), which emphasizes competition, standardization, accountability based on test scores and the freedom of choice of government or private schools.

1. In Finland, the profession of teachers is considered very popular not because of high salaries but because of a very respectable social status in society.
2. Selection to become highly competitive teachers. Only the best students apply to the teacher education program, and only 10% are accepted. Applicants are assessed based on high school grades, extra curricular activities and Matriculation Exam scores (if in Indonesia the name is UN). After passing the test, then they are observed in terms of teaching-like activity and interviews, because the main requirement of being an educator in Finland is to have an educational or pedagogical soul.
3. Every teacher in Finland must have a master master alias S2. Only 11 universities have teacher education programs, so it makes it easy to control the quality and consistency of education programs. To earn a master's degree, students must complete 5 years of research-based education that emphasizes pedagogic knowledge. Before graduating students must also attend an internship for a full year of teaching at a school in collaboration with the university where they are studying. These schools are model schools, where teachers and researchers develop new methods and complete research on teaching and learning.
4. Teacher salary is not the highest paid profession, but the amount is not so much

different from the income of doctors, lawyers, or other professionals. First-year secondary school teachers minimum salary \$ 34,707; and the highest salary of \$ 54,181. OECD average for first year high school teachers paid \$ 31,687; and the highest salary of \$ 51,317. And the amount of salary is lower than the salaries of professionals in Finland.

5. In the case of curriculum, the government only makes general guidance in the form of targets (goals). And teachers are given the freedom of how to achieve those targets. Teachers are free to use any teaching method or textbook.
6. Teachers teach the same group of students for several years. Thus, teachers can better familiarize their students and monitor their academic, social and emotional development. And every teacher must make an evaluation of the learning progress of each student. And one class maximum number of students only 12 people so that teachers can more easily monitor all students.
7. There is no standardized education in Finland as opposed to creativity. They believe the standardization is emphasized, the narrower the space of creativity. According to teachers in Finland, the most popular subjects among students are art & craft especially woodwork. In addition, teachers in Finland emphasize the importance of playing time, which is believed to improve students' academic performance, fostering cognitive, affective and social development. Principally in 1 hour lesson, 45 minutes are allocated for study and 15 minutes to play free according to the will of the students. Therefore, the rest time is very much in Finnish schools even up to high school. Teachers reduce teaching by lecture method with a percentage of 40% of teachers and 60% of students.
8. Teachers time in Finland 4 hours a day and 2 hours per week for "professional development". PISA results show teacher teaching time in Finland is lower than that of teachers in other countries in general.
9. Compulsory study is 9 years. Not enforcing the separation of primary and secondary education so there is no need to change schools at the age of 13. This policy is undertaken to avoid the transition period that students need to experience, which is thought to interfere with their education. Pasi Sahlberg said "The first six years of education is not about academic success. We do not measure children at all. It's about being ready to learn and finding your passion." (During the first six years, Finnish children are not required to be academically smart (to master a lesson or to be smart in a field.) There is absolutely no

¹²Organisation for Economic Co-operation and Development. 2009. PISA 2009 ranking. Diambil kembali dari PISA 2009 key findings: <http://www.oecd.org/pisa/46643496.pdf>

- test. it's important for them to learn anything and decide for themselves what they want to do.)
10. At school there are no homework and tests. PR and tests are only given to teens and that is rare. Too many tests make teachers tend to teach students only to pass the exam, whereas many aspects of education can not be measured only by examination. The teachers are very avoid criticism of their students' work. Every student is allowed to make mistakes. They are only asked to compare their results with the previous value, and not with the value of other students.
 11. Finland embraces automatic promotion, automatic grade up. Teachers are ready to give more attention to assisting students who are left behind, in the form of private lessons, so that all the classes go up.
 12. In Finnish schools there are no report cards and rankings because they are seen as making teachers focus on the best students, not all students. Every student is expected to be proud of themselves.
 13. There is no classification of students in different classes (core classes, regular classes, Indonesian language classes, bilingual classes), nor school clothing (national standard schools, plus national schools, international standard schools). Even private schools get the same amount of funds as public schools. Thus, there is no gap.
 14. In Finland there is no standardized test because the ability of each student is not the same. Making a standard test for all students does not result in a good quality of education.
 15. The Government makes a policy to foster interest in reading by making it a culture. The ways in which the government pursues are to open libraries together with shopping centers and mobile libraries for hard-to-reach areas and broadcast foreign language programs with Finnish text translation on TV stations so children can even read while watching TV. In addition, for each baby born to his family was given a maternity package containing 3 books reading for mother, father and baby itself.
 16. Education in Finland is purely public good, which means that investment comes from the public through taxes, and the benefits of educational outcomes are enjoyed by the public as well. Education in Finland is free from elementary school to doctoral program. Only 4% of all educational institutions in Finland are not funded by the government through taxes. Although free, the Finnish government is also committed to ensuring high quality in all schools without exception. This applies to students from poor or wealthy families, both in rural and urban areas, in sparsely populated or densely populated areas. Finnish schools do not sell names because the quality of all schools is the same. Parents can easily choose any school for their children without having to doubt the quality of the school. What distinguishes only two things, namely each school has a different foreign language lessons and special sports.
 17. The educational curriculum in Finland has never changed. The commitment to continue to implement this high quality education system is well maintained despite more than 20 education ministers shifted since Finland's education reforms have been launched since 1970.
- Finland is a country that lacks sufficient natural resources and less favorable geographic conditions. But they realize that the real resource is 'brain', that is, the human child.¹³ All walks of life with all kinds of professions whether teachers, principals, politicians, doctors, lawyers, agree to make and be consistent with a high standard of education. From the points outlined, education in Finland is good because it has full support from the government, flexible education system and not burdensome students and educators are reliable (both in developing curriculum and as a researcher).

3. CLOSING

a. Conclusions

Education is the most profitable humanitarian investment. If you want triumph in the field of education, Indonesia must want to mirror the country in advanced field of education, as well as Finland. It should remain positioned that education is a social and humanitarian institution, not a political and business institution. We can remember and dare to slightly turn the wheel back when the victorious Indonesia in the field of education, which is marked by the acquisition of Avicena Medal (Medal of appreciation) from UNESCO which eventually many ASEAN countries on the direction of Indonesia and borrow Indonesian teachers to teach in the country.

Overall, it can be said that the education system that is used in Indonesia is still low if viewed in terms of quality. A good education system is an appropriate and flexible education system for the conditions of society. Indonesia

¹³Siina, V. 2012. News & Events. dari University of Helsinki: <http://www.helsinki.fi/news/archive/1-2012/25-16-58-02.html>

must be able to rise and catch up with improving its current education system. In this case, improving does not mean to imitate the educational system adopted by a successful country with its education system. Educational systems conducted in Malaysia and Finland that are known to be very successful in their country may not necessarily be successfully implemented in Indonesia. A good country is a country that can recognize its weakness and optimize its advantages. For that Indonesia should always improve the quality of education by way of comparing the educational aspect with developed countries in the field of education.

4. SUGGESTIONS

In general, the education system in Indonesia is good if it's implemented in accordance with the ideal rules that apply. For example in curriculum 2013 that emphasizes the existence of learning centered on learners. But the fact that the learning process that took place not in accordance with ideally. This is due to inhibiting factors such as the lack of teacher readiness, inadequate educational facilities, and less supportive Indonesian characters. Another disadvantage is the evaluation system that still emphasizes quantity not quality.

The important thing that can be an input for the advancement of education in Indonesia is the emphasis on the quality of education not quantity. For example, by reducing the subject matter at each level of education, the reduction of the lesson adjusted to the stage of development of learners, and the educational evaluation system that does not emphasize the assessment of a certain quantity (certain value). In addition the government needs to improve the professionalism of teachers with quality programs. For example with a teacher recruitment program with a tightened qualification and restrictions on the university's teacher program so that the teachers produced are more professional and qualified.

The development of the world in this era of globalization is much demanded changes in the national education system better and able to compete healthily in all fields. One way that must be done by the Indonesian people not to be left behind with other countries is to improve the quality of education first. With the increased quality of education means human resources are born will be better quality and will be able to bring this nation to compete healthily in all fields in the international world.

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