

Comparison of Indonesian and Finnish Education Curriculum

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Abstract

Purpose: This study aims at describing the planning of the education system that will be adapted that it is necessary to make comparisons in order to improve the quality of the education system and contribute to the government in considering making policies to improve the Indonesian education system.

Research methodology: The research design is used a case study to compare the education system between Indonesia and Finnish and literature review to collect relevant research.

Results: The results of the study indicated that the Indonesian education curriculum is classified as low because it is based on five curriculum components, namely objectives, contents-materials, media, learning strategies, and learning process.

Limitations: This study focuses on the five curriculum components in the Indonesian education system generally, so that there is a gap that can be filled by future researchers by discussing more deeply along with examples from other countries.

Contribution: This research contributes to curriculum policyholders in the Indonesian education system because it can be a reference for improving the quality of the Indonesian education system.

Keywords: Curriculum, Indonesia, Finnish

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1. Introduction

Based on the problem of education, especially the state curriculum, Indonesia can be categorized as a low education curriculum country if it is compared with a country with an advanced education system. The evidence comes from the Organization for Economic Co-operation and Development (OECD) conducting international surveys using tests called Programs for International Student Assessment (PISA). The survey results state that Finland is in the top three with China and Korea. Meanwhile, Indonesia's education is ranked 57th out of 65 countries ([Suprpto, 2016](#)). The PISA test in 2009 stated that the top three positions were obtained by the three countries, and Indonesia was ranked in the top 10 out of 65 PISA participating countries in 2009. Other results showed that the International Mathematics and Science Survey in 2007 stated that 5 percent of Indonesian students had not been able to solve high-categorized reasoning problems, while Korean students could reach 71 percent.

In addition, Indonesian education has been in the dynamics of curriculum changes since 1947 along with the time and development of technology. Other evidence sourced from the Global Talent Competitiveness Index (2014) stated that Indonesia was ranked 86th out of 93 countries in terms of worker competitiveness. Finland has a good world education system because of the consistency of the education curriculum and policy for more than 40 years despite the country's changing government. Education Curriculums and policies in China, Korea, and Singapore also have consistency as Finland does. It is in contrast to Indonesia which tends to be tentative and capricious in terms of spontaneous

public comments stating 'change the Minister, change the curriculum such comments are inevitable because of the fact that the Indonesian Education curriculum even in pandemic often changes over time and such changes occur when there is a change of Minister in Indonesia ([Hossain and Khan, 2021](#)). Curriculum policy managed by the Ministry of Education and Culture seeks to improve the quality of Indonesian Education through the renewal of the Education Unit Level Curriculum (KTSP). This reform was done to destroy the new curriculum called the 2013 curriculum. On November 8, 2013, The Circular of The Minister of Education and Culture, Mohammad Nuh, on the Implementation of the 2013 curriculum was established.

The basic education used by Indonesia refers to the 2013 curriculum that focuses on scientific approaches with the meaning that information can come from anywhere including behavior, knowledge, and proficiency. Thematic learning is integrated learning by using themes based on the student experience. Thematic learning focuses on engaging students in the learning process. Thematic learning advantages are (1) learning experiences and activities in accordance with the level and development and needs of students; (2) learning outcomes which are easier to remember and understand; and (3) improvement in social skills, such as working together, toleration, communicating, and responding to ideas from others. Meanwhile, Finnish primary education implements a system called peruskoulu, which is a revision of the old system. This old system required a nine-year primary education. Students take the University's national entrance exam when they have completed their upper secondary education.

Learning in the 2013 curriculum uses integrated model thematic learning. An integrative thematic learning model is a learning model designed based on a specific theme. This learning model has been implemented in KTSP conducted in elementary schools for low grades. Integrative thematic learning in the 2013 curriculum is gradual and limited. It is gradual because it is not applied to all classes, and it is limited because it is not applied to all schools. At the moment, it is now applied to 1st and 4th grades in elementary schools. Finland has a good quality of education. This is due to the country with the number of population as many as 5 million people and the same occupation. Finnish has been around for over a hundred years. In contrast, Indonesia has a population of more than 220 million people, diverse from ethnic, religious, cultural, and social aspects. Indonesia is already 75 years old. Other opinions came from figures and observers of education in the United States, England, France, and Japan. The US has an education budget well above Finnish with students ranked 17th and 24th in PISA tests. Meanwhile, China is ranked 1st, Finland is 2nd, and South Korea is 3rd.

Primary education in Finland is based on the 2004 national primary education curriculum legalized by the Finnish National Education Agency. Special education assistance is provided to those who experience mental (family, social, etc.) and physical (disability or illness) problems that hinder the implementation of primary education. It aims to provide assistance to students, so that they improve good relations between the school and the teachers in the school. The purpose of the implementation of basic education is based on the national core curriculum in Indonesia ([Fitriyanti, Hariri, Rini, Sowiyah, 2021](#)). This implementation is financed by the central government based on the number of subject hours given by the school and the number of residents in an area.

Table 1. Comparison of basic education systems between Finland and Indonesia

Aspect	Finland	Indonesia
School age	7 years	6 years
Cost of education	Free from primary education to university	School Operational Assistance (BOS), education funds in every semester (SPP), books, exams, and operational maintenance costs
Teacher	Teacher competition based on grades	CPNS national exam
Teacher's salary	IDR27 million/year	IDR2 million to IDR5 million/month

Math curriculum	Mathematical concepts	Competence, knowledge, and skills
Subject details mathematics	There is no classification by class.	Materials are provided according to the class level
Use of methods	Student activities and teacher interactions as well as learning environments	Observe, question, try, socialize, and communicate
Role of teacher	Facilitator	Facilitator
Teacher in class	There are three teachers in one class: 2 people with master qualification and 1 undergraduate	1 undergraduate
Lessons to be learned	6 problem-solving-oriented subjects	Mathematics, Indonesian, religious education, physical and health education, Pancasila and Civic Education (PPKn), Natural Science (IPA), and Social Science (IPS)
Mathematics learning	Thinking of practicing with remembering	Integrative thematic learning

Source: [\(Efendi, 2019\)](#)

Finland's Education Policy adheres without tests. There is no national exam until students complete secondary school Education following the materials for the entrance exam to college. Education in Indonesia always uses evaluation exams, such as daily exams, block exams, midterm exams, general/grade promotion exams, and national exams. Finland tends to implement promotion policies. Teachers always tell students who cannot follow the lessons and are left behind, so that all students can be promoted to the next grade properly. On the contrary, Indonesia implements minimum completion criteria (KKM) which causes students to often fail to follow remedial examination and still be in the same grade or not be promoted to the next grade. Homework in Indonesia is considered to play an important role in providing students with diligent learning. In contrast, homework in Finland can be tolerated to the maximum given time of half an hour during the child's study at home. Indonesian teacher qualifications require a bachelor's degree with a sufficient score while Finland accepts prospective teachers from the top ten graduates of the University of Finland. Indonesia imposes teachers to make syllabus and answering plan (RPP) following the model of the central government and using electronic school book (BSE), while in Finland, teachers are free to choose the form or model of teaching preparation and choose method and textbook according to their needs and considerations. Teachers in Indonesia provide a pleasant atmosphere of the learning process through the application of active learning using one-way teaching methods, for example, lecture methods which tend to be boring for students.

Indonesia develops regular classes, smart children's class, slow learner's class, and monolingual (Indonesian) class and bilingual class classifications as well as school classification, such as national school, international-standard school, and public school ([Miftahurrohman, Hariri, Rini, Rohmatillah, 2021](#)). Flagship, private schools do not get much attention from the government. Meanwhile, Finland does not adhere to the grouping of students and classification of schools. Private schools get the same treatment as public schools. English learning in Finland starts from the 3rd grade of elementary school. This policy was taken to win the economic competition in Europe by opening up a wide variety of jobs for graduates, in addition to improving knowledge and respecting cultural differences. Indonesia has so many school days, which are 220 days a year. It is unlike Finland which has 190 school days a year. There are more holidays in Finland than in Indonesia. Indonesia thinks that the more children go to school, the more they will be cut short. This assumption is inversely proportional to Finland which applies many holidays even to the smarter children. A comparison of the Finnish and Indonesian education systems can be seen from the following table.

Table 2. Comparison of education systems between Finland and Indonesia

Aspects of Education	Finland	Indonesia
Test	University entry	Tests as proof of success
Class system	No student fails	Student fails to follow remedial examination
Homework	Maximizing 30-minute learning at home	Disciplining students
Method	Free teaching	Strict with methods
Classroom Atmosphere	Fun	Boring
Classification of teachers and students	No qualification	Students qualification
Foreign language	Grade 3 elementary school	since junior high school
Number of school days	190 days	220 days

In addition, Indonesian education has had a dynamic change in the curriculum since 1947 along with the time and development of technology. Other evidence comes from The Global Talent Competitiveness Index (2014), which stated that Indonesia was ranked 86 out of 93 countries in terms of worker competitiveness.

Another difference in the learning system in Finland is that it focuses on a dialogical, reflective, and expressive approach, while the Indonesian education system prioritizes a behavioristic approach with stimulus and response methods and places students as passive individuals. Finnish students are given learning using active asking while Indonesia uses lecture methods, in other words, Indonesian students are given little space to ask questions. Indonesian education uses a test called the national exam, while Finland prioritizes the mastery of skills and knowledge. Finland does not know the ranking system, which is inversely proportional to Indonesia. On school days, students in Finland are not required to wear school uniforms, while in Indonesia, students are characterized by school uniforms. Finland provides special counseling assistance to students with special needs, while Indonesia does not provide counseling services. Schools in Finland provide food at school for free, while in Indonesia, if given a break, students can have the opportunity to buy snacks in the school cafeteria. There is equalization in every community which wants to get an education in Finland, while in Indonesia, it requires a higher tuition fee if you want a better education. English is taught since the 3rd grade in elementary school in Finland, while in Indonesia, it is taught since the 1st grade of junior high school or the 7th grade. In Finland, teachers are given authority in the planning of teaching materials, while Indonesian learning models are given by the government. In Finland, teachers must have a master's degree, while Indonesian teachers are enough with a bachelor's degree. The time given to do homework at home in Finland is 30 minutes, while in Indonesia, students are burdened with tasks and homework.

Another difference is seen in the teacher professional education model (Bhakti dan Ghiffari, 2018) which is a part of the education systems in Indonesia and Finland. The purpose of this research is to describe the comparison of teacher professional education models in Indonesia and Finland. The method used in this research is literature studies. The results show that teacher professional education is useful to improve the competence and quality of teachers through the implementation of teacher professional education in Finland that can be adapted in Indonesia.

The comparative study discussed in this study is to examine the education system, both in one country and between countries (Pfeffer, 2015; Reynolds et al., 2015). This is done to explore the comparison of education from one country to another to improve the quality of education (Siregar, 2016). Through this comparative study, it can describe the planning of the education system to be adapted, and for that, it is necessary to make comparisons in order to improve the quality of the education system and contribute to the government in considering making policies to improve the Indonesian education system.

Finland is one of the best countries when compared to other countries ([Andere, 2015](#)). This is due to the results of a research conducted by the Organization for Economic Cooperation and Development (2015) in the form of the PISA (Program for International Student Assessment) test in Finland which is in the top rank based on the quality of education from science, reading, and mathematics, while Indonesia is in the lowest rank in terms of the quality of education ([OECD, 2015](#); [Marjudki and Potradinata, 2017](#)).

One of the reasons why Indonesia has a low quality of education is the dynamic changes in the national education curriculum ([Kartanidata et al., 2010](#)). Since 1947 until now, Indonesia has made 10 changes to the curriculum ([Suratno, 2014](#)). These changes were made to improve the quality of Indonesian education. Meanwhile, the Finland education system is in the top rank because it is based on equality, responsibility, culture, and cooperation that can create an adequate mix ([Putra, 2015](#); [Raytivaara et al., 2019](#)). The success of Finland can be a reference for Indonesia to improve the quality of the education system.

This study focuses on the education system, especially the curriculum because the success rate of a curriculum can be seen from the success of its application in schools. It is necessary to study the improvement of the Indonesian education curriculum in comparison with the country, particularly Finland. The components studied in the curriculum are objectives, contents/materials, media (suggestions and infrastructure), strategies, and the teaching and learning process.

2. Literature review and hypothesis development

The literature review is taken from several journals on the curriculum which discuss the objectives, contents/materials, media, strategies, and teaching and learning processes. The finding stated that there were seven indicators to determine the quality of education in Indonesia and Finland ([Adha et al., 2019](#)). Their results of the research show that (a) the Indonesian education system is characterized by competition, while Finland prioritizes equality, (b) Indonesia uses the class system, while on the other hand, Finland does not use a class residence system, (c) the study load of Indonesian students requires +/- 40 hours, while the study load of Finnish students requires 30 hours per week. (d) Indonesian students are burdened with many tasks and homework, while on the other hand, Finland does not adhere to the system. The results of the research on these seven indicators give consideration to the Indonesian government in order to adapt the Finland curriculum in order to improve the quality of the Indonesian education system ([Efendi, 2019](#)).

The results of a research by [Leni \(2019\)](#) show that the quality of the Finland education system is categorized as good because it is affected by a reduction in teaching hours for teachers with high salaries obtained from the government, a reduction in student's study load, and homework, and student assessments using international standard calculations in 2001 where students start school until they are teenagers, while Indonesian students are assessed on their assignments and homework ([Psacharopoulos and Arriagada, 1986](#)).

The results of a research by [Setiawan \(2018\)](#) show that there are differences in the education systems in Indonesia and Finland, namely: (a) Finland prioritizes the aspect of playing at school because it is a place to grow and develop, while Indonesia is values-oriented; (b) in the recruitment of educators, Finland sets a minimum standard of master's degree as a qualification for teachers, while Indonesia has a minimum teacher qualification of bachelor's degree; and (c) in the funding aspect in Indonesia, schools are given BOS (School Operational Assistance) funding from elementary to junior high schools, while Finland eliminates all education costs (Juusola and Raiha, 2020).

The results of a research by [Suardipa \(2019\)](#) show that there are five components that make the Finnish education system better than Indonesia's, such as (a) flexible teaching methods and techniques, so that students easily understand the lesson; (b) all education costs that are financed by the government; (c) education based on inclusion, so that students with special needs get a proper education; (d) the fact

that teachers are given high appreciation because they are considered good; and (e) the results of a lot of researchers so as to adapt to the development of technology and knowledge ([Frederick, 2020](#)).

[Efendi \(2019\)](#) examined the comparison of basic education curriculums between Indonesia and Finland. The problems discussed in this research are that the equalization program to improve the quality of Indonesian education has not been spread evenly, as well as students who belong to the number of basic education in the national education system, and Indonesian education environment that is difficult to overcome. The results show that Indonesian education system still has a lot to learn from the Finnish education system in terms of Indonesian education habits developed by the government based on the situation and conditions with the diversity of the community so that it can be used as a reference in ensuring Indonesian education in the future.

[Munirah \(2015\)](#) stated that there were weaknesses in the Indonesian education system, namely aspects of management, effectiveness, and efficiency of learning, educational resources, and learning evaluation standards. This requires the reconstruction of the curriculum and political, economic, social, and cultural factors ([Zahro, 2019](#)).

[Rama, Adegbuyi, and Ani \(2021\)](#) obtained research results, namely the mathematics learning curriculum in Nigeria with the application of 46.2% to 86.5% on 54 topics. The application of this learning has increased by as much as 45.55% with 9 different categories, namely assistance in material retrieval, gaps in knowledge, students learning more from their learning experiences, producing knowledge organization, increasing knowledge into new contexts, facilitating retrieval of untested materials, improving meta-cognitive, providing feedback, and encouraging students to learn.

[Mardjuki et al. \(2017\)](#) analyzed about Secret to Finland's Education Success: a Reflection for Education in Indonesia (A Literature Review). There are some suggestions for applying some of the ways adopted by Indonesian teachers from Finnish teachers, such as (1) student achievement and progress; (2) the comfort of students in the learning process; (3) not giving too much homework to students; (4) the student's assessment based on progress; (5) students' being actively involved in collecting information from the materials studied; and (6) readiness of students in independence to achieve learning goals. Based on the literature review above, it might have hypothesis statement is the quality of Finnish education is categorized as better than Indonesia because Finland's education system is not colored by competition, teacher welfare through reduced teaching hours and high salaries, flexible teaching techniques, Indonesian government policies on education, and curriculum.

3. Research methodology

The research design method used in this study is a case study to compare the education system of Finland and Indonesia. The curriculum components question in the education system are the objectives, contents/materials, media, strategies, and teaching and learning process. The data collection method is related to the topic of this paper and the literature review in question is a comparison of the educational curriculums between Indonesia and Finland sourced from magazines, newspapers, the internet, journals, documentation books, and libraries. This comparative study is used to examine the components discussed in the Indonesian education curriculum.

4. Results and discussions

The following are the results of a comparative study of Indonesian and Finnish curriculums based on five curriculum components, namely objectives, contents/materials, media, strategies, and teaching and learning process.

Curriculum objectives

The objectives of Indonesian education are contained in Law no. 20 of 2013 concerning Indonesian education that it can educate the nation's life with democracy, justice, non-discrimination, upholding human rights, religious values, cultural values, and national diversity in accordance with the times during the industrial revolution 4.0 to become social education 5.0. Furthermore, Article 5 paragraphs

(1) and (2) of the SISDIKNAS Law state that equality is for all people to experience quality education and people who have physical, emotional, mental, intellectual, social disabilities or live in remote or underdeveloped areas are entitled to education. In contrast, Finland education objectives focus on strategic targets by prioritizing educational and cultural equality and are contained in the Finnish Ministry of Education Strategy 2015. In addition, it focuses on justice, rejects competition, and builds trust, responsibility supported by the values of professionalism, self-confidence, honesty, cooperation, and collaboration (Putra, 2017). This is done to avoid global competition. Education in Indonesia focuses on providing learning materials and curriculum education lacks practice and has many exams, while assessments are based on authentic assessments and do not pay attention to No Child Left Behind (NCLB). There are rankings and differences in students' abilities. At least, institutions are community organizations which help provide education and skills to students and channels for communities. Education in Finland does not emphasize the learning materials and the education curriculum exists and all citizens are willing to get it. All education costs are borne by the government including transportation to schools. The objective of the Finnish education system is to create a higher level of education for all by achieving the highest level, equitable, skills, and competence at its best. Finland built an education system with consistent characteristics, such as free education, free school meals, and education for students with special needs with the principle of inclusivity. Basic Finnish education was developed to secure equality and was obtained for everyone to enjoy the prosperity of opportunity regardless of gender, social strata, and ethnic background. The main focus of education is to help people's lives. It can be seen in the following table an explanation of the differences in the objectives of the Indonesian and Finnish curriculum.

Table 3. Differences curriculum objective between Indonesian and Finnish

Curriculum Objectives	
Indonesian	Finland
(a) Law no. 20 of 2013 concerning Indonesian education that it can educate the nation's life	(a) Finnish Ministry of Education Strategy 2015
(b) Law state that equality is for all people to experience quality education	(b) The objective of the Finnish education system is to create a higher level of education for all by achieving the highest level, equitable, skills, and competence at its best

Curriculum contents/materials

The content of the curriculum material contains learning materials that are structured logically and systematically using teacher-oriented learning strategies. This has led to various variations in the contents/materials of the curriculum called curriculum organization. Then, it proceeds with an evaluation of the curriculum used to check the level of achievement targets against the objectives of Indonesian education. Indonesian curriculum material is different from Finland's because it prioritizes integration between theory and practice. Students are educated to be independent according to the information needed. Finland implements peruskoulu, a new education system designed to revise the old problematic system. In the old system, children were classified into two schools, academic orientation, and practical focus, and students needed to make choice decisions by the time they were 11 years old (Sarjala, 2013). This system reaped a lot of inequality and overlap. A number of schools were given resources and learning opportunities compared to other schools. The old system based on beliefs and talents in society was uneven because a soul had a great potential to be more educated than others (Sahlberg, 2012). The peruskoulu system was in place for nine years to replace the two-lane system in 1970. There were practices and beliefs that stopped the progress of this system from being continued. Currently, more than 99 percent of students complete their three subjects. After that, they continue non-compulsory secondary education and choose vocational education. Students who do not commit to secondary school education will stay from general to vocational. After that, students are helped to

complete their secondary education and can take the university entrance exam. It can be seen the following table below.

Table 4. Differences curriculum contents/materials between Indonesian and Finnish

Curriculum Contents/Materials	
Indonesian	Finland
Integration between theory and practice	Finland implements peruskoulu, a new education system designed to revise the old problematic system

Learning media (facilities and infrastructure)

The media used in learning in Indonesia by students at school is class. Likewise, Finland also uses the class as a forum for transferring knowledge. The existence of BOS funds is in the form of government assistance to schools in providing books and WIFI facilities. Furthermore, schools that have adequate facilities are for high-income students. This has resulted in inequality for the less fortunate. Another difference in facilities lies in the government policy implemented in Finland because the government requires students for counseling and students with special needs to attend special schools as well as providing free school lunches because nutritional adequacy greatly affects the level of intelligence of students and the availability of school shuttle internet-supported instructional textbooks in the school library.

Table 5. Differences learning media (facilities and infrastructure) between Indonesian and Finnish

Learning Media (Facilities and Infrastructure)	
Indonesian	Finland
BOS funds is in the form of government assistance to schools in providing books and WIFI facilities.	All facilities are free from government free school lunches, the availability of school shuttle internet-supported instructional textbooks in the school library.

Curriculum strategy

Indonesian education system recognizes the ranking system so that it creates competence for every child. The existence of a target value that must be achieved results in a class residence system. This has an impact on the psychology of children against other children to compete for the value that must be achieved by the child. It is different from the Finnish education system implementing an equality system by prioritizing structured assessment in every meeting, distributing report cards, and giving assignments to students. Students make their own learning achievement targets assisted by their parents. School reform embodies and helps Finland become a country with strong academic achievements (Sahlberg, 2012), including school guidance and counseling. This school counseling is designed to help students learn at the secondary school level by continuing the school with vocational education, starting secondary education in the country. This counseling program contributes to the graduation rate of students in the country. Students are helped by bridging a relationship between school and work. Another condition is that school reform is needed to find a new type of teacher. In the old system, many types of schools were prepared to create a peruskoulu system, so that all students began attending one type of school. That way, teachers need to have more skills to teach more students. The problem-solving in question is shown in Table 1 below, which describes the differences between the Indonesian and Finnish education systems.

Table 6. Differences between Indonesian and Finnish basic education systems

Indonesia	Finland
The education system is subject to a lot of competitions	Prioritizing the principle of equality
There are class residency and ranking system	There is no system of class residency and ranking
Study load is +/- 40 hours every week	30 hours/week of lessons
Learning more in class	Problem solving method
Implementing scientific methods through observation, questioning, negotiating, and communicating	School affective learning, digital technology, and group work, creativity, and problem solving skills
Giving assignments is almost a routine agenda every face to face	Not overloading students with multiple tasks
Minimum teacher qualification is bachelor's degree	Minimum teacher qualification is master's degree
School affective learning, teacher admission process uses CPNS national exam	Teacher acceptance goes through objective grades
Average teacher salary is a maximum of IDR6 million/month	The average teacher salary is IDR27 million/month
Qualification for students to enter basic education is at least 6 years old (can be 5.5 years old if the student is accompanied by a written recommendation from a professional psychologist)	The qualification for students to enter basic education is at least 7 years old
Implementing cooperative learning, discussion, Q&A, and integrative thematic methods	Mathematics learning for primary schools applies concentration, listening, communicating to formulate mathematical concepts and structures, and developing logical thinking patterns

Source: [Adha et al., \(2019\)](#)

Teaching and learning process

In its implementation, in accordance with the Basic Education Law No. 628 of 1998, all children living in Finland and entering the age of 7 years old are entitled to a basic education of 9 years and end up completing the 9-year basic syllabus. Parents are obliged to provide education to their children to follow compulsory learning. The government is obliged to provide basic education for all children living in its administrative area. In Finland, there is no obligation to attend compulsory 9-year education in formal school institutions, so that it will still be allowed to be followed by studying outside the institution of formal schoolings, such as studying at home independently.

The government has an obligation to supervise the development of children's learning. Parents and guardians of compulsory learning of children have an impact on the completion of compulsory learning programs. The number of children attending primary schools outside of school is minimal. Tuition, teaching, textbooks, school transportation, and meals for 9-year education levels in public schools are provided free of charge. The implementation of Finnish primary education is governed by the national core curriculum of primary education in 2004 established by the Finnish national education agency. The core curriculum of this basic education can meet and complete all syllabus lessons.

Special Education Assistance is provided during primary education. The assistance is given to the students in order to prevent the occurrence of mental and physical barriers that can hinder the implementation of basic education. This purpose is given to help students complete the entire basic

education syllabus. The assistance is in the form of tutoring, medical assistance, or assistance for students with special needs to attend an outstanding school. The basis of this objective is for the implementation of basic education set by the national core curriculum. This curriculum contains the teaching of nine arts, namely music, dance, literature, performances (circus and theater), fine arts (architecture, audiovisual art, and fine arts). The basic art syllabus curriculum is given at the level of basic and advanced education, such as music art, literary arts, dance art, performing arts (circus and theater), and fine arts (architecture and fine arts).

Finnish National Board of Education provides an understanding of the purpose and content of the teaching of each type of art knowledge at the basic and advanced levels. The local government stipulates that basic arts education will receive grants from the central government in accordance with the population. The establishment of public and private arts education receives funding from the central government based on the number of hours given. The arts education organizing network in Finland receives funding from 87 music arts institutions and 36 other schools.

In Indonesia, based on the 2013 curriculum, teachers are required to design effective and meaningful learning, integrate learning, choose the right learning approach, determine effective learning procedures, establish competencies, and set criteria for success. The application of the 2013 curriculum is the actualization of the curriculum in learning and the formation of competencies and characters of students, thus it is necessary to actively enable teachers in realizing and growing activities in accordance with the programmed plan. Teachers are required to provide comprehensive learning by engaging pedagogic, psychological, and didactic aspects simultaneously. Teachers are required to create effective learning. There are five factors that need to be in the implementation of the 2013 curriculum, namely the implementation of learning, procurement and coaching of experts, the utilization of environment and community resources, as well as the development and structuring of policies.

Learning in the application of the 2013 curriculum is all of the learning process and the formation of competencies and characters of students programmatically. Thus, the core competencies, competencies of material standard, learning outcomes, and time are adjusted to the student's learning interests. It is expected to gain the opportunity of learning experience. In this case, learning is a process of student and environmental interaction that leads to better changes in behavior including opening, formation of competence and characters, and closing. This application is effective when the results of the interaction and implementation strategy, curriculum structure, education objectives, and leadership of the head of the school meet the standards. This effort is integrated to connect all of the components involved, especially teachers, principals, curriculum culture.

This curriculum is applied through a school culture that reflects the values, norms, and beliefs of school residents and other education. In the teaching and learning process, Indonesia adheres to an achievement target system based on national education standards. Students are required to achieve predetermined targets with the help of teachers at school. This results in competition between students in schools. Then, the learning textbooks have been determined by the government with methods that are commonly used by teachers in the classroom. There is no playing time during the teaching and learning process because in school, students are only given a break time while playing time is only allowed at home. One class has a total of 30 students who are taught by 1 teacher in the class and burdened with a lot of tasks and homework at home by the teacher. Finland makes general guidelines, such as objectives. All teaching methods are left entirely to the teacher using methods and textbooks that are free to choose. This has an impact on the teacher's evaluation of students, which can monitor the academic, social, and emotional development of children. In 1 class, the maximum number of students taught by the teacher is 12 people, so that the teacher can recognize the students. The country does not recognize educational standards because it prioritizes student creativity in class. If students are bored in class, the teacher allows students to play outside the classroom because it can improve their academic, cognitive, affective, and social development. Break time and playing time are more of a study and teachers do not overwhelm students with many assignments and homework at home. Then, they do not impose a separation of school levels because it can interfere with student education.

Table 7. Differences teaching and learning process in Indonesian and Finnish

Teaching and Learning Process	
Indonesian	Finland
the implementation of learning, procurement and coaching of experts, the utilization of environment and community resources, as well as the development and structuring of policies in the 2013 curriculum	All teaching methods are left entirely to the teacher using methods and textbooks that are free to chose

5. Conclusion

Based on the results of this study, it shows that the Indonesian education curriculum when compared to Finland's is still categorized as low because there are five curriculum components that are studied, namely curriculum objectives, contents/materials, learning media (facilities and infrastructure), learning strategies, and learning process. There are some suggestions for applying some of the ways adopted by Indonesian teachers from Finnish teachers, such as (1) student achievement and progress; (2) the comfort of students in the learning process; (3) not giving too much homework to students; (4) the student's assessment based on progress; (5) students' being actively involved in collecting information from the materials studied; and (6) readiness of students in independence to achieve learning goals

Limitations and study forward

All components in the Indonesian education curriculum are discussed in general, there is still a gap for further research to examine more deeply the five components.

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