DIFFERENCES OF EDUCATION SYSTEMS IN DEVELOPED AND DEVELOPING COUNTRIES CURRICULUM, EDUCATORS AND FINANCING IN INDONESIA AND FINLAND

Wahyu Agus Setiawan

Abstract
The education system is a whole component of education that is interrelated with one another. Better education system of a country will have a straightforward impact on the quality of the people in the country. The education system in Indonesia and Finland has differences and similarities. Teachers are both given autonomy to develop their teaching. Finland school is a place to grow and develop and is not a place to play and get scores but in Indonesia it is still score oriented, parents will be proud of their children who get good grades. In terms of educator recruitment, Finland set a minimum standard of S2 while in Indonesia at least S1. On the aspect of financing in Indonesian education, it still gets fund from students, but the government provides a variety of educational assistance at all levels such as BOS funds so that at the elementary and junior high school levels the cost of education is free because it is already covered by government assistance funds. Whereas Finland eliminates all education costs at all levels.

Keywords: Education System, Educators and Financing

*LBB Mojokerto, Email: Pusat.datacenter@gmail.com

Didaktika Religia Volume 6 No 1/2018
منفصل

نظام التعليم هو مكون كامل من التعليم المتراويت مع بعضها البعض، فكان نظام التعليم في بلد ما له تأثير مباشر على جودة الناس في البلاد. نظام التعليم في إندونيسيا وفنلندا لديهما خلافات وأوجه تشابه بينهما. يمنح المعلمين الاستقلالية تطوير تعليمهم. تعد مدرسة فنلندا مكاناً لنمو الطلاب وتطورهم وليس مكاناً للعب والحصول على القيمة، بينما في إندونيسيا لا يزال التوجيه إلى القيمة، فهيصبح الآباء فاخورين بأطفالهم الذين يحصلون على درجات جيدة. من حيث تعين المعلمين في فنلندا الحد الأدنى بمعيار الماجستير S2 وفي إندونيسيا على الأقل S1. وفيما يتعلق بتكلفة التعليم الإندونيسي، فإنه لا يزال بطلب التكلفات من الطلاب، ولكن الحكومة توفر مجموعة متنوعة من المساعدات التعليمية على جميع المستويات مثل المساعدة لعملية التعليم BOS بحيث تكون تكاليف التعليم مجانية في المدارس الإبتدائية والإعدادية لأنها تغطيها بالفعل أعوان المساعدة الحكومية وفي حين أن فنلندا يجعل مجاناً على جميع تكاليف التعليم في جميع المستويات.

مفتاح الكلمات: نظام التعليم، والمعلمون، وتكلفة التعليم

Abstrak


Kata Kunci: Sistem Pendidikan, Pendidik Dan Pembiayaan.

Introduction

Education is a very urgent matter. The quality of human beings in a country can be measured through the quality of their education. The better the quality of education that a country has, the better the quality of human
The function of education is to develop the ability, the formation of dignified character and national civilization in order to educate the nation's life, develop the potential of students to become human beings who are faithful, pious, moral, healthy, knowledgeable, capable, creative, independent, and citizens who are democratic and responsible. Therefore, education must be designed and have the right system. A country having a good, strong and characteristic education system will produce good output as well.

Regarding the education system in Indonesia, it has been regulated in Law No. 20 of 2003 concerning SISDIKNAS (national education system) explaining, “The education system is the whole component of education which is interrelated in an integrated manner to achieve national education goals”.

In Greek, system means regular functional relationships between units or components. The system is a device that is regularly interrelated elements that form a totality, a regular arrangement of views, theories, and principles and so on. The system can also be interpreted as a component that interacts with each other which forms a unity with clear objectives. The system is a way to achieve certain goals in which its use depends on various factors that are closely related to efforts to achieve that goal. Thus, the system is a gathering of various components or parts that have interrelations with each other to achieve the goal.

Indonesia is still considered to be a developing country. This affects the education system it has. Until now, Indonesia is still looking for a form of education system that is truly appropriate to use.

The education system has a characteristic that reflects the culture that exists in a country, therefore the author wants to reveal these differences. Therefore, the author knows the differences that have existed so far, especially the differences in the education system in developed and developing countries, between Indonesia and Finland.

**Portrait of Education in Finland and in Indonesia Today**

The educational portrait between Indonesia and Finland is very different. Of course there are many factors that influence it, one of which is Indonesia is a developing country that is looking for a form of education system while Finland is a developed country that has no longer focused on the search for forms of the education system but on its development. In addition, the internal and external factors of the students themselves also contribute, such as family problems, facilities and infrastructure, socio-economic conditions and culture.\(^8\)

Based on the data I got from the Organization for Economic Co-operation and Development, which has a program called PISA (Program for International Student Assessment and Development) which evaluates the education system in member countries in the world every 3 years. This evaluation is given to students at 15 years of age who are selected from schools throughout the world.\(^9\) This program is useful for providing important data that can be used to improve a country’s education system, and the results are as follows.\(^10\)


So far, PISA has only implemented 6 times in 2000, when Indonesia first participated in it. In this first period, Indonesia was ranked 39 for reading ability, 38 for science and 39 for mathematics. At that time, the participating member countries still numbered 40 countries with an international average score of 500 while Indonesia had a score of 393. In the following period, 2003, the number of participating countries decreased slightly from 41 countries in the previous period to 40 countries in this period. Indonesia ranked 39 for reading, 38 for science and, 38 for mathematics.

The next period, 2006, Indonesia was ranked 48th out of 56 member countries and ranked 50th out of 57 member countries for mathematics and science. In 2009, Indonesia's ranking in terms of reading was 48 out of 56 countries, while science and mathematics were ranked 61 and 60 respectively from 65 member countries. In 2012, Indonesia ranked 61 for reading, 65 for mathematics and 64 for science from 65 member countries. In most recent period, in 2015, from 72 participating countries, they were able to be at 64th place for reading, 63th for mathematics and 62th for science.¹¹

From year to year, Indonesia's ranking has experienced difficulties, compared to the ratings achieved by Finland below.

The ratings obtained by Finland were very good, especially in 2000 to 2006 but began to decline in the years that followed. This proves that Finland is not always the best in terms of education. This is evident in Indonesian international mathematics Olympics competition that outperformed Finland in the achievement of a gold medal of 2 medals while Finland still got 1 gold medal.

Differences in Education Systems in Indonesia and Finland

Curriculum

Ahmad Tafsir explained curriculum means Lesson Plan. There are also those who say the curriculum comes from Arabic, which is translated by the term manhaj, which means the path of light, or the path that is passed by humans in various lives.

Zulaichah Ahmad quoted from the national education system law (UUSPN) No. 20 of 2003 Chapter I Article 1 Paragraph 19 explains that “

---


curriculum is a set of plans and arrangements regarding the objectives, contents, and learning materials and the methods used as guidelines for the implementation of learning activities to achieve certain educational goals.\textsuperscript{16}

Curriculum in the narrowest sense means a set of tools / plans used to achieve goals in education. Curriculum has several components that compose it, namely goals, content / material, learning strategies, and evaluation.\textsuperscript{17} Indonesia and Finland have differences in the four components.

In Indonesia, the goals are formulated based on Pancasila and the 1945 constitution, which aims to "develop the potential of students to become human beings who believe and fear the Almighty God, are noble, healthy, knowledgeable, capable, creative, independent, and being a democratic and responsible citizen.\textsuperscript{18} Whereas Finnish educational goals are determined by students and their parents. The government only makes learning targets, but what students will learn, students themselves determine.

There is no pressure on students; they are free to make choices. The school climate is also relaxed. The class is filled with a maximum of 20 to 25 students. This makes it easy for teachers to control students. The lessons there are also flexible. They study for 45 minutes then take a break for 15 minutes. There is no discrimination against students, both from high and low economic students.\textsuperscript{19} In contrast to those in Indonesia, where each class is filled with more than 35 students, the condition of damaged buildings is directly proportional to the condition of a good building. This indicates that many buildings / classrooms are good in Indonesia but also many that are not good especially in areas that carry 3T status.\textsuperscript{20} The learning hours in Indonesia are also standardized, which is why the author is very long and vulnerable to make students tired and there is no time for social interaction, especially those who apply the full day school system.\textsuperscript{21}

\textsuperscript{16} Zulaichah Ahmad, Perencanaan Pembelajaran PAI (Jember: MC Press, 2008), 15.
\textsuperscript{17} Asep Herry Hernawan dkk., "Pengembangan Kurikulum dan Pembelajaran Kimia," 2007.
\textsuperscript{18} Indonesia, "Undang-undang Republik Indonesia nomor 20 tahun 2003 tentang sistem pendidikan nasional."
\textsuperscript{20} 3 T is the designation for regions in the territory of Indonesia which are outermost, leading and highest conditions, see Indonesia Student, "Understanding the Area 3T and the Problems [Complete]," indonesiastudents.com (blog), August 31, 2017, access on December 8 2018, http://www.indonesiastudents.com/pengertian-daerah-3t-dan-permasalahannya-lengkap/.
\textsuperscript{21} Ririn Septianing Abrianti, “Perbedaan Tingkat Stres Belajar Siswa Full Day School dan Siswa Reguler SMAN Se-Kota Malang,” \textit{SKRIPSI Jurusan Administrasi Didaktika Religia} Volume 6 No 1/ 2018
Education levels in Finland and Indonesian are also different. Finland applies 9-year compulsory basic and secondary education starting at the age of 7 to 16 years. Before entering the age of primary education, children in Finland can attend pre-primary school or equivalent to PAUD in Indonesia. Finnish education level divides it into 3 levels. That is:

1. The first level is basic education (Comprehensive schools)
   a. Elementary School (SD) for 6 years begins when children are from the age of 7-12 years
   b. Middle school for 3 years, starts when children graduate from basic education at the age of 13-15 years

2. The second level is secondary education consisting of 2 types
   a. Upper Secondary School (equivalent to high school) in Indonesia, which starts when students are 16-18 years old. This school is intended for students who want to continue their studies at the university level.
   b. Vocational Schools and Apprenticeship Training are equivalent to Vocational Schools (SMK) in Indonesia. The duration of this education is 3 years starting when students are 16-18 years old? This school is intended for students who want to go straight into work.

3. The third level is higher education which consists of.
   a. University (yliopisto, universitet). The university level is more focused on research and provides more theoretical education. For example, doctors are university graduates. The levels at the university are divided into 3 levels, namely:
      1) Bachelor's Degree (S1) for 3 years.
      2) Master's Degree (S2) for 2 years.
      3) Doctorate Degree (S3)
   b. Polytechnic (ammattikorkeakoulu, yrkeshögskola, or abbreviated as AMK / Yh). Polytechnics focus more on practical skills and rarely do research, but what they do is directly involved in industrial development projects. For example nurses. The levels in the polytechnic are as follows;
      1) Polytechnic Bachelor's Degree (S1) for 3-4 years.
      2) Polytechnic Master's Degree (S2) for 1-2 years.

To be clearer, see picture below because the explanation above is the description of this image.

---


22 Statistics Finland, Education in Finland (Tilastokeskus., 1991).
On the other hand, the level of education in Indonesia is almost the same as those in Finland, only compulsory education in Indonesia is 12 years starting at the elementary school level for 6 years, junior high school for 3 years and high school for 3 years.

Meanwhile, Government Regulation No. 19 of 2005 explained "Educational evaluation is an activity of controlling, guaranteeing, and determining the quality of education for various components of education in each path, level, and type of education as a form of accountability in the implementation of education". Educational evaluation is very necessary to do. This activity aims to measure how far students understand the material that has been studied. Indonesia education evaluations are held every level which is named UAN (National Final Examination). Every 3 years students in Indonesia are evaluated. In the past few years the results of this evaluation determined the continuity of student education. Students who did not pass this evaluation were not permitted to go to the next education level. However, in the end this policy was abolished by the government and the national final examination no longer determines student graduation.

23 PRESIDEN REPUBLIK Indonesia, Peraturan Pemerintah Republik Indonesia nomor 19 tahun 2005 tentang standar nasional pendidikan (Departemen Pendidikan Nasional Republik Indonesia, 2005), 19.
In contrast to what was done in Finland, the education evaluation or test increases were not applied, the test was only applied when it would choose to continue to the high school / vocational level or when going to university or to the polytechnic.

Educators

Teachers in Finland are professionals who are given autonomy to develop, do their own teaching. The government only regulates the targets that must be achieved in the learning but does not regulate further about strategies, materials, and things related to teaching, because this is the right of autonomy of a teacher. Teachers in Finland are at least graduates of master’s degrees. The teaching profession there is considered a prestigious profession equal to lawyers and doctors, because the recruitment process is difficult, namely only 10% of the total accepted and prospective teachers must be fluent and master Finnish and Swedish. The teacher salary in Finland is relatively high at 31 million rupiah per month.

Teachers in Indonesia are at least S1 graduates with the recruitment process through the CPNS selection system. Administrators are given autonomy in the process of learning in terms of learning strategies but in essence these things do not exist. The government has set a standard in all aspects in education. In learning material it has established the curriculum; even learning strategies are set by the state. Teachers are only given the freedom to develop standard strategies imposed by the state. This makes the teacher confused and difficult in carrying out the learning process. Teacher salaries in Indonesia are still relatively low according to rank, class and period of employment. However, lately the government has begun to pay attention to the welfare of teachers through a teacher certification allowance program.

Fund

In order that education runs well in a country, it certainly must be supported by costs. In 2017 Indonesia budgeted 20% of the total state budget (state income and expenditure budget) with a total of 416.1 trillion rupiah. This is used to improve access and quality of education in Indonesia.

---

24 Nauman, “Could It Ever Happen Here?”
Differences of Education Systems in Developed and Developing Countries: Curriculum, Educators, and Financing in Indonesia and Finland

Of the total budget is used to rehabilitate classrooms both at the central and regional levels with details of 54,739 classrooms (centers) and 27,140 classrooms (regions) at the elementary, junior high and senior high school levels in both general and religious backgrounds. In addition it is used to subsidize the cost of education with a program called BOS (school operational assistance) which is given to 8.5 million central level students for 800 thousand rupiah for MI and 1 million rupiah for the MTS level and is given to 46.2 million regional level students each of which is 800 thousand rupiahs, 1 million rupiahs and 1.4 million rupiahs for elementary / elementary school, junior high / MTS and high school / vocational school.

The education budget was also used to provide bidik misi assistance to 362.7 thousand students, for professional allowances of 1.3 million PNSD teachers, 41.6 thousand PNSD special regional teachers and 102.7 thousand lecturers to get certification allowances and finally to provide facilities to 19.7 million students in the form of smart cards.26

On the other hand, in Finland students are not charged. All costs at all levels of education in Finland are paid by the government. Even without paying for more students at school have had a healthy lunch and there is no discrimination between students from the upper and lower classes.27

Conclusion

Education system is the whole component of education that is interrelated. Finland is a developed country that eliminates the cost of education at all levels of education. There is no discrimination to students even in the case of lunch being given free by the same school. There is no difference between students who come from high-economic families and low-economic families. In terms of recruitment of teaching staff, Finnish educators provide a minimum S2 requirement to become an educator, with strict selection and prospective educators required to master Finnish and Swedish language. Educators in Finland are given autonomy to develop teaching methods, strategies, material to be given even in evaluating students. While in Indonesia, the recruitment process is through CPNS selection with the minimum requirement for S1 graduates to become teachers. Finland considers a uniform evaluation model is not the right thing because students' abilities differ from one another. Finland does not apply examinations. Exams are only given when students will continue at the

27 Nauman, “Could It Ever Happen Here?”
school level which is equivalent to high school or vocational school, whereas in Indonesia there is an examination at every level of education. In past exam determines graduation. Students who do not pass the exam are not allowed to continue their education to the next level. However, in the end it was changed, the exam was still carried out but does not determine graduation.

REFERENCES


Arifin, M. Kapita Selekta Pendidikan Islam (Islam dan Umum), Jakarta : Bumi Aksara.


