

## Learning From the Advanced Education System in Finland

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### ABSTRACT

The background of writing this article is to see the problem of education in Indonesia that has not been able to fully produce quality human beings, this is due to the quality of education in Indonesia that has not been maximized. For this reason, it is necessary to improve the quality of education in Indonesia by improving the responsive education system to answer the changes and demands of the times, therefore we need to learn from one of the countries that has the best education system in the world, namely Finland. The advancement of the education system in Finland can certainly be used as an example of the implementation of education in Indonesia. The purpose of writing this article is to see the advanced education system in Finland. The method used in compiling this article is a literature study, A literature study is a variety of sources, ranging from books, articles, and various references related to the advancement of the education system in Finland. The results showed that the advanced education system in Finland can be seen from several aspects of the implementation of education in the country, including teachers, learning environment, evaluation, and school curriculum.

*Keywords: Education System, Japan, Developed Countries.*



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### INTRODUCTION

Education is a lifelong human need. Humans will not be able to develop and will become backward without education whenever and wherever humans are. Therefore, education must be directed to create quality and competitive humans. However, if we look at education in Indonesia, it is no longer fully able to produce fully qualified human beings, this is due to the quality of education in Indonesia which has not been maximized. For this reason, it is necessary to improve the quality of education in Indonesia by improving the responsive education system so that it can answer the changes and demands of the times.

The advancement of a country is strongly influenced by the advancement of education in that country, this means that all aspects or components of education must be a top priority in that country.

Speaking of education, all countries certainly have their education system in implementing the education provided to their citizens, for example, we often hear many people discussing the progress of the education system in Finland which is the best education system in the world. Schools in Finland that can produce outstanding young people are very interesting to many people and even the world because Finland has a unique education system when compared to other countries, especially Indonesia.

Finland can achieve first-level rankings as a country with the best schools in the world.

This means that the education system run in the country of Finland is very respectful of students as learners, this makes the value of students no doubt. 93% of students in Finland know how to pass the training that is identical to the school from the lower level to the middle level (Bhakti & Ghiffari, 2018).

According to PISA, Finland is the leading country, because students have very high skills and abilities and the future, this is because people in Finland have a healthy lifestyle through school and daily exercise activities. students in Finland are also allowed to take part in extra-curricular activities (Hatip, 2022). Finland has also been consistently ranked highest in PISA as a result of its literacy scores, its very high scores in each domain, and its excellent achievements in educational equity (Ustun & Eryılmaz, 2018). Finland has also been one of the best-performing countries since the first PISA administration in 2000.

Reflecting on the advancement of the education system in Finland, then to advance the education system in Indonesia there is no harm in learning from the policies of the education system in the country. By learning how the practice of education development in Finland can be new knowledge for the development of education in Indonesia. Based on the description above, the writing of this article aims to review and analyze the advancement of the education system in Finland as seen from the aspects of teachers, learning environment, evaluation, and school curriculum used in Finland.

## **METHODS**

The method used in compiling this article is a literature study, literature study is a variety of sources, ranging from books, articles, various references related to the education system in Finland, the same research review is also conducted so that the author gets a valid and accurate conclusion (Zed, 2008; Aryantie et al., 2023).

## **RESULTS**

### **3.1 Education system in Finland**

Finland implemented Peruskoulu in 1972, this education system was designed to improve the existing problems in the education system (Tucker, 2012). In the Finnish education system, children are divided into two streams, one with an academic orientation and the other with a practical focus. Students have to choose which one to do at the age of 11 (Sarjala, 2013). The education system in Finland aims to realize higher education for all. The purpose of education in the country also aims to ensure that all Finns can get the highest education equally, with ability, and have good skills and competencies. In building an education system implemented with consistent characteristics, namely free education, free school meals, and special needs education by applying the principle of inclusiveness (Hancock, 2011).

In Finland, the government gives a very large education to the education sector compared to other sectors, because the amount of attention to education will make other sectors also develop by themselves (Flinders, 2004).

### **3.2 Teacher aspect**

One of the factors why students in Finland do so well on international exams compared to students in other countries is the selection of teachers, as Finland only selects the best teachers. For example, all students want to be accepted into a university for primary teacher education, but only 700 students are accepted. Graduating students are selected in two stages (Sahlberg, 2021). In Finland, there is no alternative access for teachers, such as online programs. Teachers in Finland are required to choose a minor's education program in another subject, and secondary school teachers are also required to choose a major in the field in which they will study minors in a different subject (Sahlberg, 2021). Teachers are given great autonomy in teaching according to the wishes of the teacher which will benefit students. The autonomy given to teachers makes teaching a pleasant profession, this makes the teaching profession one of the most satisfying professions in Finland. In addition, the teaching profession is also a very important thing for new students and considers the teaching profession to be very important compared to other professions even when compared to the medical or legal profession (Sahlberg, 2011).

Applicants who want to become teachers follow a very strict selection of 1000 people who are competent to take the test for prospective teachers who are selected only 30 people. And those selected are teachers who have insightful intelligence and psychological intelligence. Teachers in Finland are highly trained in the implementation of classroom learning and are also very professional in teaching. Therefore, with the good and increasing competence of teachers in Finland, the quality of education in the country will improve (Utami et al., 2019). Being a teacher in Finland is a very challenging profession, this is because teachers in addition to being a teacher also play a role in the preparation and change of curriculum in the country (Werdayanti, 2008). The curriculum in Finland differs from one school to another but remains under official government guidance (van der Lans et al., 2018).

### **3.3 Learning environment**

Schools in Finland as well as elementary schools facilitate a conducive learning environment and also fun, in the classroom teachers and children are required to be able to innovate and be creative in learning. In addition to the classroom, learning can also be conducted in any environment, including the school environment, in the forest to learn lessons related to habitat or plants and animals in the forest. Occasionally children are also invited to take part in field trip learning activities by what has been programmed by teachers and parents (Muryanti & Herman, 2021). Schools in Finland have a playroom as well as a comfortable sofa for children so that children can use it to rest, discuss, and also study using laptops conducted by children at school. The government is very concerned about the welfare including children's health, in this case, the government provides health clinics for mothers and children starting from the level of children's education at an early age, elementary school, or high school (Muryanti & Herman, 2021).

### **3.4 Evaluation**

One of the evaluations held in Finland is the regular exam, this exam is held for school evaluation information, but this exam is certainly not to compare schools in Finland (Franco, 2019). In Finland there are no children repeating classes, this is because Finland appreciates the differences that exist in each child, because each child has its uniqueness

both in terms of learning methods and also diverse intelligence, this is what causes children, especially in elementary schools, no one repeats classes (Muryanti & Herman, 2021). Teachers in Finland also do not give students a lot of assignments, students are only given homework for a maximum of only 30 minutes per day (Ngaisah, 2017). The education system in Finland believes that good education lies in good results. So standardized is conducted only as a benchmark but not as a foundation. With the standardization conducted, a lot of budget is spent on making exam questions, but only able to produce a few quality individuals (Avalos, 2011).

The Finnish education system guides students with learning difficulties. Finland believes that good results can be achieved when paying attention to students who are lacking rather than paying too much attention to students who excel. That is what makes all children feel cared for and not differentiated and left behind. Finland is also able to produce children who have academic achievement without conventional academic standardization (Absawati, 2020).

### **3.5 School curriculum**

The Finnish National Core Curriculum (FNCC) in 2014 is divided into 2 parts, namely the general part which contains the local curriculum, and the local curriculum process and the general mission and objectives of basic education and assessment (Muryanti & Herman, 2021). In Finland, the implementation of school education is conducted in collaboration with many parties, such as national and local governments, teacher organizations, cooperation with communities, parents, educational institutions, stake holders, government agencies, and industry.

Education in Finland adheres to the principles of humanist education, the Finnish curriculum also prioritizes the integration of theory and practice, such as science lessons which of course students can learn about problem-solving. The student learning load in Finland is only 190 days of learning in one year, of course, this is a little compared to Indonesia where the student learning load is 230 days per year (Suardipa, 2019).

The Finnish government is fully responsible for the implementation of education in the country, where students are given the security of supporting facilities starting from the basic level, namely Pre-primary to higher education. The purpose of Pre-primary is to prepare prospective students for education at the basic education level. At this stage, education is focused on fostering children's skills with learning activities while playing. The minimum age for learners to enter primary education is 7 years old. The body in charge of preparing the curriculum in Finland is The Nation Board of Education. (Finnish National Agency For Education, 2018). The purpose of the curriculum in Finland is to present content standards and has a guiding function for educational institutions. The subjects taught in Finland are tailored to the needs of students and are implemented by local governments, parents, and schools. Parents are even involved in developing the curriculum and curriculum objectives.

The curriculum used in Finland uses a single-structure system. Primary education is conducted for nine years, the first six years will be conducted by teachers in implementing learning (Anggoro, 2017). This single curriculum system is implemented with the aim that the implementation of learning can be more focused on improving skills and can develop the potential of students. In the first three years, teachers educate students by introducing basic knowledge ranging from math, history, social studies, English, religious studies,

Italian, German, and other basic sciences. In conducting learning always use international languages with the aim that students can get used to using international languages, and one of the concerns of Finland is character education. In addition, Finland also focuses more on students to be able to master language and literature, including foreign languages (Anggoro, 2017).

## CONCLUSIONS

Based on the above explanation, it can be concluded that the advancement of education in Finland can be seen from several aspects, namely 1) Teachers, the autonomy given to teachers makes teachers a pleasant profession, this makes the teaching profession one of the most satisfying professions in Finland; 2) Learning environment, schools in Finland as well as elementary schools facilitate a conducive learning environment and also fun, in the classroom teachers and children are required to be able to innovate and be creative in learning; 3) Evaluation, One of the evaluations held in Finland is a regular exam, this exam is held aimed as school evaluation information, but this exam is certainly not to compare existing schools; and 4) The school curriculum, in the preparation of the Finnish curriculum involves various parties, including involving parents in the preparation of the curriculum.

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