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The Comparison of Elementary Educational Curriculum between Indonesia and Finland

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Abstract

Indonesia's education system is still not able to fully answer the needs and global challenges for the future. The program of equity and improvement of education quality is a prominent problem in Indonesia. Meanwhile, the number of people at the age of primary education not included in the national education system is still very high. The education environment in Indonesia is still faced with a variety of internal problems that are fundamental and complex. In addition, the Indonesian people still face a number of problems from the basic education to higher education. The quality of education in Indonesia is still far from being expected. It is different from Finland. The government and people realize that a strong commitment to build and develop a national education system is a key determinant of the success of the state to maintain its survival as a small, resource-limited nation living in extreme and less friendly conditions. The development of the nation and nation stands on the pillars of innovation-based education and research and is fully supported by all components of the nation. This paper is expected to be an inspiration for readers to improve the quality of education in Indonesia.The method used is to use a comparative method with a literature review in which the literature related to the topics of the problem is collected, grouped, analyzed and formulated to obtain the differences that are then selected for development into the education curriculum in Indonesia. From the comparative methodology, there are several findings and can be applied in the curriculum of primary schools in Indonesia such as the education system, the implemented curriculum, and the teaching innovation and teachers.

Keywords: *Indonesia, Finland, elementary school, education system, teaching evaluation*

1. INTRODUCTION

Finland is one country that is very concerned about education for its citizens. In 2003 the Organization for Economic Cooperation (OECD) conducted an international survey using a test known as the Program for International Student Assessment (PISA), based on the survey it was determined that Finland was in the top three with China and Korea. The PISA test in 2009 also stated that the top three positions are still occupied by the three countries. While Indonesia is still in position under the top 10 of 65 participating countries PISA in 2009.

In addition, the Trends in International Math and Science survey

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results in 2007 showed that only five percent of Indonesian students are able to work on reasoning problems categorized high, whereas students from Korea can reach 71 percent. And 78 percent of Indonesian students can work on the problem of low categorization.

Finland is said to have the best education system in the world because the curriculum and education policies in Finland are consistent for more than 40 years even though the country's governance changes. Curriculum and educational policies in China, Korea, and Singapore are also consistent as applied in Finland. In contrast to Indonesia tend to be tentative and often changing so that spontaneous public comments arise stating "Change the minister, change the curriculum". Such comments are inevitable, because the fact that the curriculum of education in Indonesia is constantly changing over a period of time and that change occurs when Indonesia has a new education minister.

The Government of Indonesia through the Ministry of Education and Culture has tried to improve the quality of education in Indonesia through the Renewal of Education Unit Level Curriculum (KTSP). The renewal was done by launching a new curriculum called the Curriculum 2013. On November 8, 2013, a circular letter from education and culture minister Mohammad Nuh about the implementation of the 2013 curriculum has been issued.

Learning in the 2013 curriculum uses an integrative thematic learning model. The integrative thematic learning model is a learning model that is designed based on certain themes. Previously, this thematic teaching model has been implemented in KTSP, where its implementation is implemented in elementary school with lower class like class I, II, and III.

Integrative thematic learning in the 2013 curriculum is implemented in stages and limited. Staged means not implemented in all classes, while limited means not all schools apply it. So for now the implementation is done on primary school class I and class IV first.

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2. EDUCATIONAL SYSTEM IN INDONESIA

Finland has a good quality in education. This is not surprising because the country is very small with a population of about 5 million people and homogeneous inhabitants. Finland has existed for a hundred years. In contrast, Indonesia has a population of over 220 million people, very diverse with different ethnic, religious, cultural, and social backgrounds. Indonesia is only 73 years old. Similar opinion was also raised by figures and educational observers United States, England, France, Japan. The US has a unit cost of education budget far exceeding Finland but its students reach rank 17 and 24 in the PISA test. While the students of Shanghai China ranked 1, Finland 2, and South Korea 3. If Finland as a small country can be a champion

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why small established countries such as Iceland, Norway, New Zealand cannot?

Finally, all recognize that Finland's finest educational system in the world because of consistent education policies for more than 40 years even though the governing party has changed. Generally speaking, Chinese and South Korean and Singapore education policies are also consistent and the results are visible now. Indonesia's education policies tend to be tentative, like to try, and change frequently.

Finland adheres to a policy of reducing the test to a minimum. There is no national examination until students completing high school education follow a matriculation examination for college admission. Education in Indonesia is filled with evaluation tests such as daily exams, exam blocks, mid-semester exams, general exams/ classroom upgrades, and national examinations.

Finland tends to apply automatic promotion policy. Teachers are ready to help students who are left behind so that all classes are level up. In contrast, Indonesia implements the Minimum Exhaustiveness Criteria (KKM) causing students who fail the exam to take remedial exams and there are still classes not leveling up.

The provision of homework (PR) in an Indonesian school is considered important to discipline students diligently learn. On the contrary, in Finland the PR is still tolerable but maximum only takes half an hour while the child is studying at home.

Qualifications Indonesian elementary school teachers are still pursuing the equivalent of undergraduate, in Finland all master graduate. Indonesia still receives a graduate candidate with a mediocre grade, while in Finland the top ten university graduates are accepted to be teachers.

Indonesia is still busy forcing teachers to make a syllabus and lesson plan (RPP) following the model from the Central Government and forcing teachers to use Electronic School Book (BSE) textbooks, in Finland teachers are free to choose forms or models of teaching preparation and select appropriate methods and textbooks with his consideration.

It is rare for teachers in Indonesia who create an atmosphere of learning process that is fun through the application of active learning. Even more dominated by one-way teaching methods such as boring lectures. In Finland most teachers create a pleasant learning atmosphere through active learning implementation and students learn in small groups. Student intrinsic motivation is the key to success in learning.

In Indonesia a classification system developed in the regular classroom, smart children classes, slow child classes, Indonesian language classes and bilingual classes and classification of schools such as national schools, plus national schools, international standard schools, public schools preferred and private schools less attention. On the contrary in Finland, there are no student groupings and school classifications. Private schools get the same amount of funds as public schools.

Finnish English lessons start from third grade elementary school. The reason for this policy is to win the

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economic competition in Europe, to open up wider employment opportunities for graduates, to develop insights on appreciating cultural diversity.

Indonesia has a very long school day of 220 days a year (including countries that apply the highest number of effective study days in a year in the world). In contrast to Finland, students to school are only 190 days a year. The number of holidays amounted to 30 days more than in Indonesia. We still think that the more children to school will get smarter, they even look more and more children on vacation will be smarter. In fact, sometimes teachers still provide school assignments during the holidays so school is an unpleasant thing.

Table 1. Comparison of education system between Finland and Indonesia

Aspect of Education	**Finland**	**Indonesia**
Testing Rrequirement	University admission	Test as evidence of success in mastery of the lesson
Grade system	No failed student	Failed student take remedial test
Homework	Maximum takes half an hour study at home	Considered important to discipline students
Teacher qualification	Post-graduate	Undergraduate
Teaching method	Free teaching method	Strictly to the teaching method from the government
Class room atmosphere	Happy and enjoy	Boring Lecture
Classification	No Student and class classification	Student and class classified into some criteria
Foreign language course	Since third grade elementary school	Since junior high school
School day Duration	190 days a year	220 days a year

3. ELEMENTARY CURRICULUM IN INDONESIA

Indonesia has made various changes and improvements in curriculum policies. The curriculum can be categorized as a dynamic, contextual, and relative policy product. Dynamic because it continues to grow and adjust with the times and open to criticism. Contextual as it is needed and based on the context of its time. And relative because the outcome of the curriculum policy is considered good or perfect in its day and will become irrelevant in later ages. Therefore, the basic principle in curriculum policy is change and continuity that is the change which is done continuously

Learning in the 2013 curriculum emphasizes the modern pedagogic dimension of using a scientific approach. The thematic learning

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process using a scientific approach according to Kemendikbud (2013) is intended to provide understanding to students in knowing, understanding various materials using a scientific approach, that information can come from anywhere, anytime, not dependent on the teacher's online information. This is because the learning process must touch the three domains of attitude, knowledge, and skills.

According to Depdiknas (in Trianto, 2010: 79) thematic learning as a model of learning including one type/type of integrated learning model. The term thematic learning is basically an integrated learning model that uses themes to link some subjects so that it can provide meaningful experiences to students. Sutirjo & Mamik (in Suryosubroto, 2009: 133) suggests that thematic learning is an attempt to integrate knowledge, skills, values or learning attitudes and creative thinking using themes. Meanwhile, according to Rusman (2012: 254), thematic learning is one integrated learning model (integrated instruction) which is a learning system that allows students both individually and actively groups to explore and find the concept and principles of science holistically, meaningful and authentic.

Thematic lesson places more emphasis on student involvement in the learning process and directs students actively involved in the learning process. In the implementation of thematic learning has several advantages and disadvantages.

According to Suryosubroto (2009: 136-137), there are several advantages and disadvantages of thematic learning are:

The advantages of thematic learning

a. Fun because it departs from the interests and needs of students.
b. Experience and learning activities relevant to the level of development and needs of students.
c. Learning outcomes will last longer because they are memorable and meaningful.
d. Growing social skills such as working together, tolerating, communicating and responding to the ideas of others.

4. ELEMENTARY CURRICULUM IN FINDLAND

In 1972, Finland implemented peruskoulu, a new educational system designed to improve its long-standing system of problems. In the old system, children are divided into two streams: academic orientation and practical focus and students need to decide which option to take at the age of 11 (Sarjala, 2013). This system generates a lot of inequality. Some schools provide students with more resources and learning opportunities compared to other schools. The old system is also based on the belief that talent in society is not evenly distributed and therefore some students have a greater potential to be educated than others (Sahlberg, 2012).

When peruskoulu-a compulsory nine-year system-replaced a two-lane system in the 1970s, many destructive practices and beliefs ended and progress continued thereafter. Today, over 99% of students complete

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peruskoulu. They generally receive the first subjects during their last three years (Sarjala, 2013).

Upon completion of peruskoulu, 95% of students pursue non-compulsory secondary education and have the option to choose between general or vocational education. Upperschary vocational education prepares students between the ages of 16 and 19 for a full range of jobs and at least 6 months of on-the-job learning in real work settings.

Students are not committed to high school education, but can move from public to vocational or vice versa. After student complete senior secondary education, they can take a national exam to enter university. The school reformation created several conditions that helped Finland become a country of strong academic performances (Sahlberg, 2012), including mandatory school counseling and guidance. School counseling is designed to help learn about continuing to high school. 1) continuing vocational secondary education, 2) initiating public senior secondary education, or 3) seeking employment.

The counseling program in Finland contributes to high graduation rates of the country and helps students make connections between school and work. Another important condition that school reform is the need for new types of teachers. In the old system, different types of schools were prepared in different ways. When the reformers created peruskoulu, all the students started attending one type of school; Thus, teachers need to have more skills because they will teach more variations of students. Teachers under the new system are required to learn how to differentiate instruction and offer alternative teaching methods. In order for teachers to be ready, teacher education must be reformed. This hope led to a rigorous teacher education program that contributed strongly to Finnish success in education.

5. CURRICULUM AND 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 shall be eligible for 9 years of basic education and ending when all 9-year basic syllabus has been completed or 10 years from the mandatory start learn. 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 areas.

In Finland there is no obligation to attend education only at formal school institutions. Compulsory 9-year study can be followed through studying outside formal school institutions such as home study independently. If so, local governments have an obligation to monitor the development of children's learning. Parents and guardians of affected child compulsory education must ensure that their child will complete the compulsory education program. The number of children who attended elementary school outside school was minimal.

Tuition fees, teaching, textbooks, school transportation and student meals at the 9-year compulsory

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education level in public schools are provided free of charge.

The implementation of the Finnish primary education is regulated by the National Core Curriculum for Basic Education 2004 issued by the Finnish National Education Agency. The core curriculum of basic education states that students of basic education must meet and complete the entire syllabus lesson.

Specialized education assistance will be provided to the students at the time the student undergoes basic education. The assistance is provided to students with mental barriers (family problems, social problems, etc.) and physical (disability or illness) that prevent students from carrying out basic education. The purpose of providing assistance for students aims to support students following all basic education syllabuses. Special assistance is in the form of tutoring, medical, or assistance for students with special needs into special schools.

The basic purpose of the implementation of basic education of art is determined by the national core curriculum. The curriculum provides the teaching content of 9 art types: music, literature, dance, shows (circus and theater), as well as visual arts (architecture, audiovisual art, visual arts, and fine arts). The curriculum for basic arts syllabus provided at the level of basic and advanced education is music, literary arts, dance, performing arts (circus and theater), and visual arts (architecture, visual arts, and fine arts).

The Finnish National Education Agency defines the goals and teaching content of every type of art knowledge at both the basic and advanced levels. Local governments providing basic art education will receive grants from the central government in accordance with the population. Public and private art education providers also receive central government funding based on the number of hours given. The network of arts education providers in Finland that received the funding assistance were 87 musical arts institutions and 36 other art schools.

In the 2013 curriculum, teachers are required to professionally design affective and meaningful learning, organize learning, choose appropriate learning approaches, define effective learning procedures and formation of competencies, and define success criteria.

Implementation of curriculum 2013 is the actualization of curriculum, in learning and the formation of competence and character of learners. It requires the activeness of teachers in creating and growing various activities in accordance with the plan that has been programmed.

Teachers must realize that learning has a very complex nature because it involves pedagogical, psychological, and didactic aspects simultaneously.

Teachers are required to organize learning effectively. There are at least five things to note concerning the implementation of learning in the implementation of the 2013 curriculum, namely the implementation of learning, procurement and coaching experts, utilization of experts and community resources, and development and structuring policies.

Implementation of competency-based 2013 curriculum in learning can be done with various approaches. Such

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approaches include contextual teaching and learning, role playing, participative teaching and learning, mastery learning, and constructivism teaching and learning.

Learning in the success of the implementation of the 2013 curriculum is the whole learning process, the formation of competence and the character of the learners are planned. For those purposes, core competencies, basic competencies, standard materials, learning outcomes, and time should be set in accordance with the interests of learning so that learners are expected to gain opportunities and optical learning experiences. In this case, learning is essentially a process of interaction between participants educated with the environment, resulting in behavior changes to a better direction. In general, learning activities include the initial activity or opening, core activities or the formation of competence and character, as well as end or closing activities.

Effective implementation is the result of the interaction between implementation strategy, curriculum structure, educational objectives, and principal leadership. Therefore, optimizing the implementation of the 2013 curriculum requires a strategic effort to synergize these components, especially teachers and principals in civilizing the curriculum.

Cultivating the curriculum can be interpreted that the implementation of the curriculum is included in the school culture, which reflects the dominant values, norms, and beliefs of all school residents, whether learners, teachers, principals, and other education personnel

Table 2. Comparison of Elementary Educational System Between Finland and Indonesia

Aspect	**Finland**	**Indonesia**
School age	At the age of 7 years.	At the age of 6 years
Financing education	Tuition fees in Finland are all free, from primary education to university. The government even provides bus pick-up for elementary school students. If there is no bus pickup, the government provides subsidized transportation money for students. Beyond that, the government provides complete books and libraries. Roughly speaking, students in Finland just come to school to study without thinking about the costs for lunch, fare, and	The existence of School Operational Cost (BOS) fund to finance all activities in order to receive new students, education funding contribution (SPP), purchase of text book lesson, daily exam cost and examination, and school operational maintenance cost so that the exemption of tuition fee
Teacher recruitment process	A candidate teacher must have excellent grades and must combat fierce opposition to become a teacher. Only	The process of recruitment of teachers in Indonesia using the national exam CPNS or if

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	about 10% of applicants for a particular program succeed.	needed urgently in areas requiring teachers, held the CPNS test at the local level.
Teacher salary	The average teacher salaried USD28.780 or Rp321 million per year or about Rp 27 million per month.	Teacher salaries in Indonesia range from Rp 2 million to Rp 5 million per month.
Mathematics curriculum	The task of the curriculum in mathematics is to offer opportunities for the development of mathematical thinking, and to study mathematical concepts.	The curriculum of current mathematics education is: 1. Developed based on certain competencies. 2. Child centered as knowledge developer. 3. There is an emphasis on developing problem-solving skills, logical, critical, and creative thinking skills as well as the ability to communicate mathematics.
Subject course	• Numbers and Calculations: number symbols, number operations, decimal numbers, multiplication, division, fractional, function, combinatory, mathematical history. • Algebra: comparison, ratio, sequence of simple numbers, ratio, ratio, number sequence, equations and inequality, exponential, linear equations. • Function: line equation, function concept. • Geometry: basic geometrical concepts, flat drawing and space wake, simple reflection and reflection. dilation, reflection, circle, angle, congress, angular relationship dilation, Pythagoras, polygon. • Measurement: the measurement principle, area, length, distance, weight, measurement principle, area, length, distance, weight. • Opportunities and Statistics: searching, collecting, and presenting data, reading tables and diagrams, searching, collecting, and presenting data, reading tables and diagrams, searching for averages, coordinate systems, concept opportunities,	1. Coverage of primary school materials include: number, geometry and measurement, data processing, problem solving, as well as reasoning and communication. 2. The scope of the material for junior high schools includes: numbers, algebra, geometry and measurement, opportunities and statistics, problem solving, and reasoning and communication 3. Material coverage for high school includes algebra, geometry and measurement, trigonometry, probabilities and statistics, calculus, mathematical logic, problem solving and reasoning and communication

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	frequency, searching, collecting, and presenting data, reading tables and diagrams, searching for averages, coordinate systems.	
Teaching method	1. Active Learning-Oriented Learning Concept School and educational organizations are based on learning concepts that focus on student activities and interactions with teachers, students and the learning environment. 2. Use of digital technology in learning 3. Emphasize the importance of learning through doing and putting special emphasis on group work, creativity, and problem-solving skills.	Using the scientific method (Observing, asking, trying, associating, communicating)
Role of teacher	As a facilitator. In one class there are three teachers, one teacher as a master teacher with a master qualification and two bachelor-qualified homeroom teachers.	As Facilitator
Compulsory subjects	The subjects in Finland consist of 6 core subjects that are all wrapped up in the word orientation. It is said that orientation because the curriculum in Finland has the concept of the idea that these 6 subjects are not necessitating students to learn the contents of all these lessons but invite students to begin gaining the ability to explore and understand the natural phenomena that exist around them. then if you see there are three words used here that is examine, understand, & experience.	• Mathematics • Indonesian • Religious education • Physical education and Health Sciences • Pancasila and civic education, • Art • IPA and IPS to be thematic in other lessons.
Mathematic learning	More use problem solving method. The purpose of learning mathematics in elementary education (elementary and junior high) is to practice concentration, listening and communicating; and acquisition experience as a basis for formulating mathematical concepts and structures, developing mathematical thinking, introducing learning mathematical models of thinking,	1. Using various methods such as cooperative learning, discussion, and question and answer. 2. Using props. 3. Engaging students actively. 4. Using integrative thematic methods.

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	strengthening basic calculations and sum concepts and providing experience as a basis for assimilating concepts and mathematical structures, deepening understanding of mathematical concepts and giving Sufficient basic skills include modeling everyday math problems, learning mathematical models of thinking and practicing with remembering, proper focus and expression.

6. THE MAIN PURPOSE OF ELEMENTARY EDUCATIONAL CURRICULUM BETWEEN INDONESIA AND FINLAND

The concept of compulsory 9 years basic education is the initial foundation in the further development of science. Where the ability of learners at that time developed very quickly which we often refer to as golden age. Seeing this condition then the system and curriculum of education must always be designed systematically.

Education in Indonesia prioritizes the delivery of subject matter and educational curriculum less practice and many exams, assessments based on authentic assessment, and not paying attention to Not Child Left Behind (NCLB). There are ratings and differences in students' abilities. There are not many institutions of community organizations are helping to educate students' skills and channel for work.

Education in Finland put aside the delivery of lesson materials and educational curricula for the right of citizens to get education and skills to be able to long life education

Taking precautionary practice aimed at an unforgettable experience and there is no exam, the test is held once that is when going into college. The assessment is done based on the authentic assessment very concerned about Not Child Left Behind (NCLB)

It does not distinguish students' disparity to enable students to grow parallel, because every citizen has the same right to get educational services.

All education costs and skills are financed by the government, including for the convenience of transportation to schools. The study is using tecnologi (ITC).

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.

Finnish 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

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

Having seen the elaboration of both the basic education curriculum of Indonesia and Finland, it can be compiled as follows:

7. CONCLUSION AND IMPLICATIONS

a. Conclusion

In Finland, the role of government is very dominant in providing educational cost to every learner starting from elementary school level to university level, while in Indonesia free education is only for students in elementary and secondary education level.

There is no schooling like in Indonesia there are elementary, junior or senior high school, there they only learn 12 years and will get a high school equivalent diploma.

Every child is required to learn English and must read one book every week, but in Indonesia children learn English when grade 4 elementary school and in Indonesia also not at all advisable to read a lot, one book per week.

The system of education is free from kindergarten to university level, whereas in Indonesia free education is only limited to elementary school until high school, and even then it is not completely free and not all schools that organize it.

During the duration of the education, the teacher accompanies the learning process of each student, especially accompanying students who are somewhat sluggish or weak in learning. Even against weak students, the school prepares auxiliary teachers to assist the students as well as to them are given private lessons. Unlike Indonesia who knows the system of staying in class, if there is a weak student then the student must stay class or repeat.

The teacher who enters the class consists of 3 people, 2 teachers of study and 1 assistant teacher and the number of students is only about 20 students per class. Unlike in Indonesia who has 1 teacher with the number of students 30-40 students per class.

All teaching and learning facilities are paid and prepared by the state. While in Indonesia only part of the facilities is financed.

School meals and child transport to schools are all handled by the government. Conversely in Indonesia, the cost is borne entirely by the parents of the students.

Regarding the prospects of career and welfare in Finland, each teacher receives an average salary of 3400 euros per month equivalent to 42 million rupiahs. Teachers are prepared not only to be a professor or a teacher, but to be especially prepared to be an educational expert. Therefore, to become a teacher in primary school or kindergarten, the teacher must have a university education level. However, in

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Indonesia, the welfare of teachers is less so in particular especially honorary teachers who earn only Rp 250,000 per month.

There are two institutional options of higher education in Finland namely University and Polytechnic (University of Applied Science / UAS). The University is an institution that promotes research, science, arts and education for the country and society, while the University of Applied Science (UAS) is an educational institution that places emphasis on local business, industry and service sectors, especially at the regional level. While in Indonesia there are several forms of Higher Education such as Academy, Polytechnic, High School, Institute and University

The core curriculum is published by the National Board of Education nationally, local government and schools can make adjustments to the subjects to be taught, based on the needs of learners. Even parents of learners are also given the opportunity to participate in the preparation of school curriculum and also the purpose of education. While in Indonesia the national education curriculum reference is made by MoNE and its development is submitted to schools as KTSP is implemented. But in practice, not all educators have the competence to develop KTSP because it is familiar with the centralized curriculum patterns

It does not recognize the existence of 'class living' system does not know rank, because the rank or value is considered not important by educators, what matters is how learners can master the subject matter. While in Indonesia Knowing the existence of 'live class' for learners whose value is less and considered inappropriate to continue to the next class in addition to always rank the students in the assessment of the end of the semester or the end of the year.

There is no national examination until the students completing secondary education follow the matriculation examination to enter PT. While in Indonesia Education policies tend to be tentative, like trial and error, and are often replaced & filled with evaluation tests such as daily tests, block replays, mid-semester repeat, general repetition / classroom upgrades, and national examinations

All Master (S2) graduate teachers, the best ten university graduates are accepted as teachers and teachers are free to choose the form or model of teaching preparation and choose the method and textbook according to their consideration. Meanwhile, the qualification of Indonesian elementary school teachers is still pursuing the equivalent of S1, still receiving the prospective teacher who graduated with a mediocre value besides the teacher preoccupied with making syllabus and RPP follow the model of the Center and force the teacher to use BSE textbooks (Electronic School Book).

There are 4 factors that became the key to success in Education in Finland: politics, teachers, learning process and Culture.

Finland's achievement in education is the best in the world for reading, science and math category Based on the results of a comprehensive international survey from 2000-2009 by the OECD (Organization for Economic Cooperation and Development) with the

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PISA (Program for International Student Assessment)

b. Implication

1. The superiority of the Finnish education system can be used as a study material for educational observers and especially the Government in developing and determining the education system policy in Indonesia by not forgetting the condition and potential of the region and the strata of the existing community.
2. The advantages of the Finnish elementary education system can be an alternative reference and study material in providing bright future of education in Indonesia.

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