
State Finland Education System and Finland Education Best Practice

Ayu Mustika Sari ^{1*)}, Abdulah²⁾, Wiwik Maladerita ³⁾, Azwar Ananda ⁴⁾, Rusdinal⁵⁾, Nurhizrah Gistituati⁶⁾

¹⁾ STITNU Sakinah Dharmasraya, Indonesia

²⁾ STKIP Muhammadiyah Muara Bungo, Indonesia

³⁾ SDN 05 Alang Rabah, Indonesia

^{4,5,6)} Universitas Negeri Padang, Indonesia

Corresponding Author

Email : ayumustikasari10@gmail.com

Abstract

In the study of theory and literacy described, it can be seen about the education system in Finland, namely the following reasons: 1. The education system in Finland is flexible, making it easier for all components of education to develop teaching methods and techniques. And encourage students to be more flexible in understanding knowledge. 2. Comprehensive education for all. Financial education assistance by the government and free of charge in learning to answer the problems of people who need education as a way to improve their standard of living. 3. Inclusion-based education. Students with special needs continue to receive the same education and the same assistance from the government as well as the components of education. 4. A job as an educator who is highly valued and has a good selection makes teaching performance considered good. 5. Famous for the results of research conducted by many students and other components, making knowledge always developing

Keywords: Finland, Educational System, Best Practice

INTRODUCTION

Finland is one of the countries on the European continent with a total area of 338,424 km² and a population of about 5,477,359 million people. Finland is a Scandinavian country. Nokia mobile phones come from this country. Finland is a country in northern Europe and a member of the European Union. Finland is also a Nordic country. The currency of this country is the euro, which previously used a currency called a marker. The capital city of Finland is Helsinki. Other important cities are Espoo, Tampere, Vantaa, Turku, Oulu, Lahti, Kuopio, and Jyväskylä. Finland is also a welfare state which means big taxes for everyone. In exchange, welfare is quite guaranteed there. The form of this country is a parliamentary republic with an area of 338,145 km² which is inhabited by about 5,211,311 million people.

The local government of Finland consists of 12 provinces. Finland has the official languages Finnish and Swedish. The country's historic date is December 6, 1917. Finland was ruled by Sweden for 700 years followed by Russia for 100 years. The country is a stable multiparty democracy. The Finnish government has established a flexible education system with the principle of teaching less, learning more. This makes education in Finland print quality graduates and have high competitiveness. One of the famous graduates from Finland is Linus Torvalds as a software engineer for creating Linux kernel open source operating system.

In higher education in Finland as many as 30% of students continue in the field of science, in the form of forest improvement, materials research, environmental science, neural networks, low temperature physics, brain research, biotechnology and genetics. This is what makes Finland famous for the results of research in the field of science. Therefore, this paper was made with the aim of knowing the education system applied at the education level in Finland

RESEARCH METHODS

The method used in this study uses a library method or approach (library research), Literature study or literature can be interpreted as a series of activities that regarding the methods of collecting library data, reading and recording and processing materials research (Zed, 2003:3).

In literature research, there are at least four main characteristics that the author need to pay attention to, among others: First, that the author or researcher is dealing directly with the text or numerical data, not with direct knowledge from the field. Second, library data is "ready to use" means that the researcher does not go directly to the field because the researcher is dealing directly with data sources in the library. Third, that library data is generally a source of secondary, in the sense that the researcher obtains material or data from second hands and not data original from the first data in the field. Fourth, that the condition of the library data is not limited by space and time (Zed, 2003:4-5).

Based on the foregoing, the data collection in the research This is done by reviewing and/or exploring several journals, books, and documents (either in the form of print or electronic) as well as other sources of data and/or information considered relevant to the research or study.

RESULTS AND DISCUSSION

A. Philosophy and Educational Goals of Finland

Finland or the Republic of Finland is a Nordic country located in the Fennoscandian region of northern Europe. It is bordered by Sweden to the west, by Russia, and to the north by Norway, while Estonia lies in the southern part of the Gulf of Finland. The capital city of Finland is Helsinki. In 2000, the results of the first Program for International Student Assessment (PISA) report, a standardized test administered to 15-year-olds in more than 40 global educational establishments, identified Finnish youth as the best young readers in the world. Three years later Finland took the lead in mathematics. In 2006, Finland was ranked first in the field of science. In 2009, PISA scores were released showing Finland second in science, third in reading and sixth in mathematics among half a million students worldwide.

Finland uses a philosophy of education that holds that everyone has something to contribute and those who have difficulty in certain subjects should not be left out. A tactic employed in almost every subject is the deployment of auxiliary teachers assigned to assist students who are experiencing difficulties in a particular subject. However, students are placed in the same classroom, regardless of their ability in the lesson.

Finland implements a lifelong education education system where every resident is given the opportunity to study for free from kindergarten to university. This is as explained by Prof. Erno Lehtinen, professor of education from the University of Turku Finland. "In Finland education is free from basic to doctoral. It's for Finnish citizens and EU citizens, and it's also free for outsiders." The Finnish education system offers individual freedom. There is no standardized examination until high school, no ranking system, no competition between students, schools, or ranking competition between regions.

The main goal of the Finnish education system is to achieve high-level education for all. The aim is to ensure that all Finnish people can receive education to the highest level, equitably, with the best abilities, skills and competencies. Finland builds an education system with consistently implemented characteristics, namely free education, free school meals, and special needs education by adhering to the principle of inclusiveness.

B. The structure and type of education in Finland

Overall in terms of education, Finland makes education an important factor to improve the quality of the Finnish population. The education system in Finland offers equal opportunities for everyone in Finland to get an education. Things such as gender, economic conditions, place of residence, language skills, and even cultural background will not affect the provision of opportunities to study in Finland. In essence, the Finnish government strongly encourages all its citizens to get as much education as possible in order to achieve the goals of the existing education system.

The education system in Finland has 3 levels, namely:

1. Primary Education / 9 years of compulsory national basic education (consisting of 6 years of basic education and 3 years of junior secondary education),
2. Secondary Education / Senior secondary education and/or vocational training (vocational training),
3. Higher Education / Higher education.

C. Finnish State Education Management

1. Authority

The majority of schools in Finland are public schools. Private schools are not much different in quality and teaching-learning process compared to public schools. The Finnish government decided to decentralize education in 1985. National education is no longer the exclusive territory of the Government. Local governments are given broad powers to implement and organize the administration of education within their administrative jurisdiction.

The Finnish Ministry of Education is responsible for formulating the policy framework for the education system and implementation in Finland, while the implementation itself is the responsibility of the Finnish National Education Agency. The two institutions work together in formulating learning objectives, as well as content and learning methods for preschool to high school levels and andragogy education. The administration of each school is the responsibility of the local government which determines the allocation of funds, local curriculum, and recruitment of education staff.

2. Funding

Financing education in Finland is strongly supported by the government where private and individual funding is very low. In 2015, the average total expenditure on education in The Organization for Economic Cooperation and Development (OECD) countries measured from the proportion of total government spending, was 11%. The Finnish state allocated 15% of the total state expenditure on education. Finland successfully provided support and educational facilities for all its citizens and become a country that provides equality in the field of education.

The education system in Finland has high achievements in education for all and literacy outcomes are at an extraordinary level (OECD 2016; Ustun and Eryilmaz 2018; and Halinen 2018). One form of support provided is that schools in Finland are given subsidies from basic education to tertiary education, so that every citizen without exception can enjoy free education in Finnish schools. Based on the 2019 human development report by the United Nations development program released on December 9, 2019, it is known that the Human Development Index (HDI) in Finland is ranked 12th out of 189 countries.

Compared to Indonesia, it is known that Indonesia allocates an education budget of 20% of total state spending, but the results are not directly proportional to the low human development index (IPM) of Indonesia. In 2019, Indonesia's HDI was ranked 111 out of 189 countries. (Source: <https://id.wikipedia.org/wiki/>)

3. Wages/Salary

Finland does not offer high salaries for teachers, based on the latest OECD data the average teacher salary in Finland is US \$ 44,180 or Rp 630 million per year or equivalent to 52.5 million per month. This salary is relatively small because the average salary for high school graduates in Finland is 40 million per month and the salary for undergraduates is 50 million per month. Teachers in Finland spend 80% of their salary on renting a house, but while they don't offer high salaries, the teaching profession is a highly sought after and respected profession in Finland. (source: <https://www.cnbcindonesia.com/>).

According to Muhammad Nur Rizal (UGM lecturer and founder of the Fun School Movement) compared to Indonesia, the salaries and allowances for Indonesian teachers are much higher than Finland. In Indonesia on average 86% of the government's budget allocation, while Finland only 55%. However, all teachers in Finland are civil servants, so all teachers are paid the same. (source: <https://www.jpnn.com/>)

4. Personnel

Since 1979, in Finland a teacher teaching at the 9-year compulsory basic education level must be a bachelor's degree (master) in education (Master of Arts on Education). The teacher selection screen is tightened in order to obtain reliable and competent teachers and educators in providing knowledge to all students. Teachers and educators as well as teachers are given the freedom and autonomy in applying teaching methods in delivering subject matter to students. To become a teacher, students will go through three stages to ensure they can become professional teachers or not. In the first stage, students will carry out competency exams related to problem solving 12 Education. In the second stage, students will conduct an interview stage and perform a problem-solving simulation. Cooperation, communication, and creativity are the main components in the assessment. The third stage, is a determinant of whether a person can be accepted as a teacher or not. A student will be assessed on all aspects of his education including a resume of test results in the previous stage. The development of the potential of the teaching profession is carried out through many methods, one of which is requiring prospective teachers to carry out learning at the university level through research and professional development training. The results of the research in the form of a thesis can be used as the basis for a teacher in managing their students.

Teachers' efforts to develop abilities are always fully supported by the government. Research and training are considered capable of directing teachers to be able to recognize shortcomings and find solutions to their own shortcomings so that they can provide good education for their students. Teachers in Finland are always directed to have religious competence. This is proven by another concept of teacher education, namely through deepening of faith who is educated by their respective religious leaders (Goodill, 2017).

5. Curriculum and Learning Methodology

In general, the Finnish government is very responsible for the implementation of education in the country. Students will be provided with comfort and supporting facilities starting from pre-primary to higher education. Pre-primary curriculum aims to prepare prospective students to receive education at the basic education level. At this stage, education is emphasized on efforts to raise children's skills through learning while playing. Finland stipulates that the minimum age for students to enter basic education is 7 years.

One of the principles of the curriculum in Finland is Non-discrimination and equal treatment, which means that there is no discrimination and equal treatment. In Finland there are no private schools. Since all schools are funded by the government, there are generally no gaps between schools. There are no favorite schools here. The education system in Finland believes that the key to success is collaboration, not competition. So that the curriculum used is uniform. Finland has a body called The National Board of Education. This agency has the task

of preparing a national core curriculum (Finnish National Agency For Education, 2018). The Finnish curriculum is designed to provide a standard of content and serve as a guide for educational institutions.

The subjects taught are adjusted based on the needs of students, which is carried out by the local government, schools and even parents can participate in compiling the educational curriculum and its objectives. Education in Finland uses a single structure curriculum system. Basic education is taken for 9 years. The first 6 years of education will be taught by the same teacher in carrying out learning (Anggoro 2017). This system is carried out with the aim that learning can be focused on honing skills and exploring the potential of each student. Entering the last three years of the learning period, students will be educated by subject teachers to introduce basic sciences such as mathematics, history, social sciences, religious studies, English, Italian, German and other basic sciences.

International language is always used in the implementation of learning which aims to familiarize students. One of their main concerns is the formation of the character of students. The curriculum in Indonesia also contains 14 main subjects, namely language, religious education, citizenship education, social sciences, mathematics, natural sciences, physical education and sports, skills or vocational, arts and culture, as well as local content. A very visible difference between the two curricula is that Finland places more emphasis on mastering language and literature, including foreign languages, on its students.

A Finnish education expert and practitioner named Petri Vuorinen who serves as Principal of The English School in Helsinki revealed, the national curriculum that has been set in Finland will be valid for 10 years and will not change even though the government and policies change. Even if you want to keep up with the times, what can be changed is the school curriculum. However, these changes must remain based on the national curriculum. That is what makes the consistency in education there so as to produce good quality students. Comparing the Indonesian education system, of course this is quite different. In Indonesia, the most striking difference is that the effective school days in Finland are 190 days/year, while the effective school days in Indonesia are 230 days/year. Learning activities are only about 3-4 hours for elementary and junior high schools, and the lecture system for senior high schools.

6. Advancement and Certification Exams

In Finland, students no longer pursue numbers and rankings during compulsory basic education, but pursue the understanding and application of the knowledge provided in accordance with the national basic education curriculum. The ranking system, both student and school rankings, as well as the 15 national exam evaluation system for grade promotion at each level of compulsory basic education in the year have been abolished. Basic education is focused on building the character and capacity of each student.

The Finnish government does not implement a class stay system. Equality and mental preservation of students are the main reasons for the implementation of this system. In addition, a structured assessment system in each meeting, distribution of report cards, and assignment of assignments to students are not included in the Finnish curriculum. A learning achievement will be known through matriculation activities held before entering college. Students make their own competencies to be achieved in learning and are assisted by their parents. Learning activities prioritize a good and gradual process. To improve the ability of students to recognize the surrounding environment, Finnish Education always provides an understanding of theory through problem solving activities, especially in science (Kasihadi 2016).

Certification for teachers in Finland is carried out through a rigorous selection process. Initially, to become a teacher in Finland, the requirements that must be met are a master's degree or master's degree, while for lower education teachers, a bachelor's degree or bachelor's

degree must be met. According to Pasi Shalberg in [8] All teachers in Finland for primary, first, and secondary education must hold a master's degree, for preschool and kindergarten education, they must have a bachelor's degree. This is coupled with other requirements and other skills. Thus, to become a professional teacher, the standards required are very high.

To graduate and become a competent teacher, prospective teachers need to take approximately 180 credits to get an undergraduate degree (Bachelor Degree) and 120 for a master degree [7]. In addition, not only theory but in Finland also balance it with practice and training to hone the ability of prospective teachers in teaching. The courses taught in professional education are more balanced between theory and practice. This is done to balance the understanding of the prospective teacher with his ability to teach.

7. Facilities and Infrastructure

The physical quality of school buildings cannot be described as the quality of education, Finland has proven it. This is because students do not study in classes, they may study in the corners of the room by studying any subject matter in the sense that the use of the room is carried out freely. The teacher advises students to play if students are bored or tired of learning in class. Almost all of the teaching and learning process is held in the classroom, students sit in their chairs and the teacher lectures in front of the class.

Guidance and counseling facilities for students are required by the Finnish government. Great attention is paid to students who have psychological disorders. The physical quality of the school buildings cannot be described as the quality of education, Finland has proven it. This is because students do not study in classes, they may study in the corners of the room by studying any subject matter in the sense that the use of the room is carried out freely.

The teacher advises students to play if students are bored or tired of learning in class. Almost all of the teaching and learning process is held in the classroom, students sit in their chairs and the teacher lectures in front of the class. Guidance and counseling facilities for students are required by the Finnish government. Extraordinary attention is paid to students who have psychological disorders and are mentally weak. Students with special needs are mentally weak. Most of the students with special needs in Indonesia do not attend public schools, but instead attend Extraordinary Schools (SLB). Students in Finland get free lunches with highly nutritious food from the Finnish government, this is because students' intelligence is believed to be influenced by good nutritional intake. The majority of educational institutions in Indonesia do not provide these facilities for free.

A school bus shuttle for students is also provided free of charge by the Finnish government. Learning text books have also been provided by schools supported by an adequate internet network in school libraries, while what happened in Indonesia, although in carrying out its operational activities, the government budgeted a number of aids, one of which was BOS funds, but in its implementation there were still many irregularities that occurred such as delays. the arrival of books provided by the government at schools so that student learning activities are hampered. The majority of libraries in Indonesia are also not equipped with WIFI facilities or internet access, even in disadvantaged areas, they cannot function properly. The next generation of the nation in Finland is highly considered by the government, in contrast to Indonesia (Kasihadi 2016) in Indonesia, good quality schools can only be enjoyed by children who have high-income parents. Schools that have good quality are synonymous with high educational costs, so that access to quality education for people with low incomes is considered quite burdensome for parents (Widodo 2016). Access to quality education is also what causes disparities between communities.

8. Accreditation

In Finland there is no accreditation from the government. The school is assessed directly by its users, namely the people who use the school. Will their children who are educated at the school become more ethical, intelligent, or vice versa? The government functions as a consultant for schools in developing the school system. Furthermore, the government registers quality schools and assists the development of schools that are not yet qualified.

D. Finnish Education Best Practice

1. Finland handles preschool and even prenatal education well.

The Finnish government believes that the important period of brain growth at the age of toddlers must be filled with the best learning process, and the perpetrators must be the parents of the child. Therefore, the state issued several policies, for example:

- a. All couples who want to get married are required to take a one-year marriage preparation course, with one of the main modules being child education at the age of toddlers. 19
- b. After marriage, to handle the prenatal period, the state provides subsidies to pregnant women so that during pregnancy the fetus gets the best nutritional intake.
- c. For working mothers, when giving birth, she receives six months of leave (excluding holidays), with full salary. Father also gets 18 days of work leave.
- d. For every baby born, the government gives three titles of books that must be read, each by mother, father and child (read).
- e. Education at the age of toddlers should be the responsibility of parents. The state prohibits toddlers from entering formal school before the age of seven.
- f. Children are prepared to enter formal school by their parents, not by Early Childhood Education (PAUD), not by Playgrounds and Kindergartens.

2. The Finnish government implements a school-based curriculum. There is no single curriculum. Each school is given the freedom to develop its own curriculum according to the potential and advantages of their respective regions. The Finnish government does not impose a minimum standard of completeness for each field of study, because each student has a different pace of learning, talents and interests. There is no national graduation standard, not even a national exam. The national exam is only available at the high school level, and even then, it is only a matriculation examination to enter college. There is no ranking system. The purpose of education is to make the best child according to the field of interest. Because the purpose of education is to educate all students. The standards applied are national moral ethical standards. So every school is obliged to educate students to meet national moral ethical standards as the foundation for forming a strong nation.

3. Finland focuses on implementing a quality learning process. Among these, students' love of reading in Finland is strongly encouraged. Students are required to read one book a week. Finland is the country that publishes the most children's books. Another policy is that the government strongly encourages active learning. Teachers try to facilitate students to find information on their own. They believe students will learn more with this pattern. Students don't learn anything if they just write what the teacher says. Even students are taught to evaluate themselves. This habit helps students to learn to be responsible for their own work. Students are encouraged to be more independent. Students work more freely and responsibly, even without too much teacher control.

4. Finland implements a lifelong education education system where every resident is given the opportunity to study for free from kindergarten to university. The competent authority ensures equal education guarantees for every resident to get special education based on their physical

and psychological abilities and those with special needs to develop for those who have economic constraints outside of basic education.

5. Finland implements a policy of no UN and little homework. For Finland, the National Examination is not a determinant of student success, it has many negatives, as well as homework. Homework is considered old-fashioned, students can do more what they enjoy outside of school hours such as gathering with friends or family, exercising, reading, music, dance, or studying which can further hone their brain abilities.

6. For students with special needs, Finland provides special teachers to students who experience learning difficulties such as problems in understanding themes, language, reading, listening, and mathematics. This policy was taken so that students with special needs do not lag behind other students and to avoid bullying which can occur at any time.

7. In Finland there is no acceleration class but an inclusive class. This is done so that there is no gap between smart and less intelligent students. Finland also uses the mother language as the language of instruction in the learning process which is intended to make it easier for students to understand the material provided.

8. Finland has maintained a consistent education policy for more than four decades, despite changing governments. In Finland education is really for the development of human resources. Because of the awareness that their only wealth is human resources.

9. In Finland students get quite a lot of rest breaks. A day they get as much as 75 minutes of rest time. Every 45 minutes of study, students will get 15 minutes of rest. With this method students can have better performance and can do assignments.

E. Advantages of the Finnish Education System

Advantages of the Finnish Education System

- a. Minimum master's degree (S2) teacher for basic education level
- b. Free tuition fees up to college
- c. No national exam
- d. The number of students is limited by the rules of one class a maximum of 20 students
- e. The curriculum is flexible so that schools can innovate to implement the best system according to the potential of the school
- f. The ratio of the number of teachers and students is balanced
- g. 10% of teachers in Finland are selected from the best graduates from 10 top universities
- h. 66% of Finns have education up to college 21
- i. The science class is filled with a maximum of 16 people to carry out practice and research to the fullest.

CONCLUSION

Based on the theoretical study that has been described, it can be concluded about the education system in Finland, namely as follows:

The education system in Finland is flexible, making it easy for all components of education to develop teaching methods and techniques. And encourage students to be more flexible in understanding knowledge. Comprehensive education for all. Financial education assistance by the government and free of charge in learning to answer the problems of people who need education as a way to improve their standard of living. Inclusion-based education. Students with special needs continue to receive the same education and the same assistance from the government as well as educational components. Work as educators is highly valued and has a

good selection, making teaching performance considered good. Famous for the results of research carried out by students and other components, making knowledge always developing.

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