

THE NETHERLANDS EDUCATION SYSTEM

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Abstract

The education system in the Netherlands is known as the "mixed education system", which means that there are many types of schools with different teaching methods and philosophies. Nonetheless, there are some basic best practices that characterize education in the Netherlands, the aims of this article are: History of Dutch education, Politics and Educational Objectives, Structure and types of Education, Education Management: Authority, funding, personnel, curriculum and teaching methods, exams, grade increases and certification and evaluation, the method in writing this article uses a literature review where the literature is taken according to the subject matter and is analyzed in depth so that conclusions can be drawn and then the results of writing this article are the education system in The Netherlands uses a collaborative approach, where students in the Netherlands are encouraged to study and work together in groups. Collaboration systems are often an important part of classroom teaching. Schools in the Netherlands are very open and encourage parents to participate in school activities. They also provide various facilities to facilitate the relationship between students, teachers and parents. The curriculum in the Netherlands is very flexible and allows students to adapt their learning experience according to their needs. Students are given many choices and are directed to choose subjects and study programs that suit their interests and inclinations. Education in the Netherlands is highly inclusive, with a wide range of services and support provided for students with special needs or learning challenges. In addition, in the Netherlands there is also free and equal education for everyone, regardless of economic or social status.

Keywords: Education ; The Netherlands

INTRODUCTION

Education as mandated by the 1945 Constitution no regardless from objective For educate life nation (Aslan, 2018a); (Hifza & Aslan, 2019, in princess 2022); (Maesarah et al ., 2020 in princess 2022); Education is proper means _ For advance a country. Because the State has great wealth _ or SDA (source Power nature) which is very abundant No will beneficial No can taken and beneficial for life If No have science For take and use source Power natural the . So a developed country naturally must own Source Power quality human . _ Whereas method print source Power quality human _ naturally with education . Because of education is means For educate , nurture , foster , and develop human nature as well as source Power human to be human become fully human (human _ camil). Man of course born by fitrah (holy) will but man Actually own potentials certain can _ developed through trainings and education in a manner intensive . (Syakhrani , 2022) .

Education is one _ component most urgent life . Since man interact with activity education This since that's man has succeed realize various development and progress in all line life them . Even education is something natural _ in development civilization human . kindly parallel educational process also experienced very fast progress , good in form method , means as well as the target to be achieved . Because p This is one _ properties and privileges from education , that is always characteristic forward . And when A education No experience as well as No cause something progress or rather raises decline so no called Education, (Putra, 2017)

Become advanced nation _ Of course is the wish you want achieved by every country in the world. It is common knowledge that the progress or not of a country is influenced by the educational factor. The importance of education is so important that a nation can be measured whether the nation is advancing or backward, because as we know that education will certainly produce good quality human resources in terms of spiritual, intelligence and skill, and education is the process of creating the next generation of the nation. If the output of this educational process fails, it is difficult to imagine how progress can be made (Novita, 2017).

The education system in the Netherlands is known as the "mixed education system", which means that there are many types of schools with different teaching methods and philosophies. Nonetheless, there are some basic best practices that characterize education in the Netherlands, one of which is education that focuses on independence and creativity. Education in the Netherlands encourages student For become independent , creative , and thinking critical . They taught For think about solution alternative and solve problem with different ways _ (Princess, et al 2021) .

The education system in the Netherlands uses a collaborative approach, where students in the Netherlands are encouraged to study and work together in groups. Collaborative systems are often an important part of classroom teaching. Schools in the Netherlands are very open and encourage parents to participate in school activities. They also provide various facilities to facilitate the relationship between students, teachers and parents. The curriculum in the Netherlands is very flexible and allows students to adapt their learning experience according to their needs. Student given Lots choice and directed For choose eye appropriate subjects and study programs with interests and inclinations student .

Education in the Netherlands is very inclusive , with various service and support provided _ For students who have need special or challenge learn . In addition, in the Netherlands there is also free and equal education for everyone, regardless of economic or social status. Students do not need to pay tuition fees, although they may need to pay for books and school supplies only.

From the background above, this article examines the education system in the Netherlands and is accompanied by a comparison of the education system in Indonesia

RESEARCH METHODS

The study of this study used a literature review in which the literature was taken in accordance with the subject matter and was analyzed in depth so that conclusions and findings in the study could be drawn. Literature taken from books, journal articles both nationally and internationally analyzes data on the problems studied. Then data analysis techniques use data reduction, data presentation, drawing conclusions and data validation.

RESULT AND DISCUSSION

History Education Country Dutch

Netherlands by geographical is a landlocked country low , with approximately 20% territory And 21% population is at in lower surface sea , And 50% the land not enough from one meter above surface sea . Unique fact _ This immortalized in name : Netherlands (Dutch) which means "country- country land low ". Name This even used with a number of variation in Language Europe other. Part big land below sea level is the result of human intervention, it is caused by the widespread extraction of peat And not enough controlled

during centuries And lowered the surface as high as a number of meters. Even in region flood extraction peat the next through dredging , (Septiana,2022)

Dutch as Wrong One country in European area own history Which deep length world education, And enter into the ranks country Which has own good education system for its citizens. Since the Kingdom of the Netherlands was founded in 1815, the government of the Kingdom of the Netherlands was responsible for ensuring that all Dutch children get education Which worthy. However No means monopolize schools or dictate What just Which taught in there. Under constitution year 1848 some group person allowed For establish schools Which based on religion, belief philosophical or principles education others, (Horohiung , V. 2016), Along walk time, the education system in Dutch even the more fixed, proven from seriousness government Dutch in allocating budget his country For field education, as well as guaranteed right children Dutch For go to school free until they aged 16 year.

On era 1980s structure education tall Also experience change. Period Study in level bachelor, S1 (undergraduate) shortened become 4 year And on levels This student follow lectures in a manner general. Autonomy Which more big also awarded to institutions of higher education. Two-tier system in college (undergraduate-graduate) run, And education professional (diploma) it seems more Lots interested so that more selling. Merger various school Also done with consideration efficiency. As much 350 fruit institution education that has existed so far combined into 51 large and characteristic fruit multisectoral, temporary 34 Which other still independent. Most Which combined This is institution education Teacher school base. Merger or merger This considered need For get autonomy Which more big And For necessity innovations as well as repair curriculum. Moment This every institution must own at least 600 person student.

Between year 1982 And 1986 happen two renewal level education university. Which First intended For cut budget big 317 million guilders (US\$158 million), temporary on time Which The same done also review return tasks teaching And study, And How both of them held between university. As result, as much 53 program fruit studies closed, number of faculties Dentistry is pursed from 3 to be 1 fruit, 2 fruit faculty pharmacy And 4 fruit major philosophy closed, And Also happen shrinkage on institution sciences social, humanities, And medical. Sixty _ million guilders (US\$30 million) must provided For innovation . Reform Which second happen year 1986. Minister education And Knowledge Knowledge forced do pressure Because university Still No enter the proposal . Amount Money Which must saved is 129 million guilders (US\$64 million) Which 70 million guilders (US\$35 million) must channeled return to university For necessity innovation .

Politics and Educational Goals

There are 3 freedoms outlined by the constitution ; (1) freedom For establish institution education . (2) organize and (3) determine Alone religion (belief). System Dutch education aims ; (1) carry out justice to various existing ideology _ in society . (2) increase equality chance Study for various group different societies . _ (3) increase exchange cultural . (4) improve mobility and integration social . (5) maintain and develop prosperity and well-being society . (6) educate experts and develop skills at different levels . (7) increase democratization and emancipation . (8) increase decentralization administration and management and (9) improve innovation culture , (septiana,2022)

Structure and type of Education

level formal education in the Netherlands from three level namely : education base ; education medium first , middle vocational and secondary on general , academy vocational and university. Higher education consists of three types, namely Professional Colleges, Universities, and Open Universities.

There are quite a lot of schools for children with disabilities, namely 20 types, ranging from schools for children with learning disabilities to children with multiple disabilities. The number of boys with disabilities is larger than the number of girls with disabilities. The school curriculum for children with multiple disabilities must cover the same subjects as regular elementary school subjects, although it may need to be modified. The student-teacher ratio for children with disabilities is 6:1. Adult education is organized especially for vocational schools with the aim of enabling them to prepare themselves for employment.

Education Management

1. Authority

The education system in the Netherlands is centralized. The central government is responsible for matters related to organization, funding, inspection, testing, and promotion innovation. Provincial leadership is responsible for supervisory, planning and advisory tasks. Executive officials at the municipal level are responsible for public schools and foundations/private in terms of supervision, implementing compulsory education, and paying for the necessary facilities , (Septiana, 2022)

2. Funding

All formal education is funded by the government through the Ministry of Education and Science except agricultural education which is funded by the Ministry of Agriculture and Fisheries. The constitution stipulates that if a municipality spends more than the stipulated amount, then the concerned municipality must also issue funds equal to the excess to private schools, because there is a provision for financial equality between public and private schools. (Septiana, 2022). The disbursement of funds from the Ministry of Education and Science in 1992 was: 21% (basic education), 5% (special education), 20% (general secondary education, pre-university education and junior secondary vocational education), 9% (secondary education). vocational and other adults), 24% (for higher education), 18% (scholarships), and 3.4% (teacher education) (septiana, 2022),

3. Personnel

Teacher education is organized by a university. For elementary school teachers the course lasts 4 years. Elementary schools still use a class teacher system, not subject teachers. Middle school teachers must have a Grade sat or Grade two qualification . Elementary school teachers are educated in professional colleges for 4 years. Secondary school teachers must have both grade 1 and grade 2 qualifications. Grade 1 qualifications can teach all age groups in all types of secondary schools, and grade 2 can teach at the first year 3 level in VWO, HAVO, MAVO, VBO, and MBO. (Septiana ,202)

4. Curriculum and teaching methods

Students in all types of secondary education receive 15 subjects from the core curriculum *which* weighs equal to 3000 hours of lessons each year. About 20% of the school curriculum can be selected and determined by *the school board* (Fadhillah , 2018)

5. Exam , ascension class and certification

At the elementary school level, students go up automatically from one grade to a higher grade. Diplomas are given to those who are 12 years old based on test results compiled by a central testing institution (CITO) , (Kepner, 1991)

For secondary schools, exams are conducted which consist of school exams and national exams. At the tertiary level, an end-of-year examination called *the propaedeutic examination is carried out* to find out whether the student in question can attend the next three years of study or not.

6. Evaluation

At the elementary school level each subject is evaluated every 8 years. There are indications of an increase in the number of children attending special schools. This is partly

due to an inflexible curriculum, teachers lacking motivation in teaching, and an imbalance between the potential and abilities of children.

The Netherlands prioritizes its youth in terms of education. Young people have proven success in math and science with low unemployment rates. This, along with more successes, places education in the Netherlands at the top of the list compared to other countries. Other countries can learn from the Netherlands on how they prioritize education for their young people. (Putri, et al, 2021)

7. The author's findings, good practice from developed country education, one of which is the Netherlands, should be emulated for improving the education system in Indonesia.

- Basically, these developed countries are able to provide education funding that is borne by the government, and I think our country is also a big country and has abundant natural resources (SDA), if the government can raise the cost of education, this is a form of revival of the world of education. who will be able to eradicate the need for letters and will be able to make people's lives more prosperous by having good academic skills.
- Furthermore, it is also very good for the example of developed countries, students have a high desire to go to school in the Netherlands, school attendance is very high, almost all of them always come to school and fill empty activities with positive activities, such as they really like to attend meetings. so scientific that almost none of them stayed in class.
- Furthermore, the government's attention to the quality of teaching staff, teachers and lecturers are given the opportunity to develop professionalism, of course by providing free education funds, and also by providing allowances that will improve the quality of education itself.
- They have a curriculum system that is flexible and carries local cultures which of course greatly affect their abilities and skills after completing their studies, and in general those who have graduated can immediately enter the world of national and international markets.

Ethical and moral education and respect for seniors, respect for others and a sense of love for the country and a sense of pride in one's own culture also really need to be emulated, so that the younger generation is not easily influenced by foreign cultures.

CONCLUSION

The religious factor plays a large role in the world of education in the Netherlands. Religious schools are growing rapidly, especially Catholic and Protestant religious schools. Board of education (*school board*) given rights and responsibilities very important answer in determine various policies education . With thereby can control and enforce rules with ok . The Board of Education and the Advisory Board for Education make recommendation about policy education in a manner common. Really so should the Board of Education convey results policy That especially formerly to Parliament before regulation or policy That carried out . System This show that handling problem education done very carefully and programmed _ with ok . The government's attention in terms of funds has a balance between public schools and private schools and this is regulated in the Dutch state constitution. Thus there is no disparity in the implementation of education between public and private schools

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