Curriculum Analysis Of The Character Education System In Indonesia And Finland

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Informasi Artikel	Abstract
        Keywords: Curriculum Analysis, Character Education System, Indonesia, Finland	*This research aims to analyze the comparison of character education system curricula in Indonesia and Finland. The focus of the research is to identify differences and similarities in the approach, implementation and effectiveness of character education in the two education systems. The research method used is a literature study with a qualitative approach. Data was collected through reviewing curriculum documents, education policies, and scientific articles related to character education in Indonesia and Finland. The research results show that Finland integrates character education holistically in all aspects of learning, while Indonesia still tends to separate character education as a separate subject. Apart from that, Finland emphasizes the formation of values of independence, responsibility and collaboration through a student-centered approach, while Indonesia places more emphasis on religious values and nationalism. The implication of this research is the need to reorient the character education curriculum in Indonesia to better integrate character values in the entire learning process, as well as adopting best practices from Finland which have been proven effective in shaping students' character.*

Abstrak

Penelitian ini bertujuan untuk menganalisis perbandingan kurikulum sistem pendidikan karakter di Indonesia dan Finlandia. Fokus penelitian adalah mengidentifikasi perbedaan dan persamaan dalam pendekatan, implementasi, serta efektivitas pendidikan karakter dalam kedua sistem pendidikan tersebut. Metode penelitian yang digunakan adalah studi literatur dengan pendekatan kualitatif. Data dikumpulkan melalui kajian dokumen kurikulum, kebijakan pendidikan, serta artikel ilmiah terkait pendidikan karakter di Indonesia dan Finlandia. Hasil penelitian menunjukkan bahwa Finlandia mengintegrasikan pendidikan karakter secara holistik dalam seluruh aspek pembelajaran, sementara Indonesia masih cenderung memisahkan pendidikan karakter sebagai mata pelajaran tersendiri. Selain itu, Finlandia menekankan pada pembentukan nilai-nilai kemandirian, tanggung jawab, dan kolaborasi melalui pendekatan student-centered, sedangkan Indonesia lebih menekankan pada nilai-nilai religius dan nasionalisme. Implikasi dari penelitian ini adalah perlunya reorientasi kurikulum pendidikan karakter di Indonesia untuk lebih mengintegrasikan nilai-nilai karakter dalam seluruh proses pembelajaran, serta mengadopsi praktik terbaik dari Finlandia yang telah terbukti efektif dalam membentuk karakter peserta didik.

Kata Kunci : Analisis Kurikulum, Sistem Pendidikan Karakter, Indonesia, Finlandia

INTRODUCTION

The curriculum plays a central role in the education system because it is the main guideline in the learning process (Santika, Suarni and Lasmawan, 2022). As a structured design, the curriculum determines the objectives, materials, methods and evaluation of learning that must be achieved by students. Without a clear curriculum, the educational process can lose direction and be unable to produce graduates who are competent and have character. Thus, the curriculum functions as a map that directs all educational stakeholders, including teachers, students and school officials, to achieve the educational goals that have been set.

The curriculum also plays a role in adapting education to the needs of the times. In the era of globalization and industrial revolution 4.0, the curriculum must be able to integrate 21st century skills, such as critical thinking, creativity, collaboration and communication (Hanipah, 2023). This is important

so that students not only master academic knowledge, but are also ready to face challenges in the world of work and social life. A curriculum that is dynamic and responsive to change will ensure that education remains relevant and beneficial to society. The curriculum is also a tool for instilling character and cultural values in students. Through the curriculum, values such as integrity, tolerance, responsibility and cooperation can be integrated into the learning process. This is very important in forming a generation that is not only intellectually intelligent, but also has good morals and ethics. Character education through the curriculum helps create individuals who contribute positively to society and the nation.

The curriculum also functions as a tool for evaluating educational success. Through the standards set in the curriculum, teachers and schools can measure the extent to which learning objectives have been achieved (Ani, 2013). This evaluation not only covers cognitive aspects, but also affective and psychomotor, thus providing a holistic picture of student development. With structured evaluation, the curriculum allows for continuous improvement and improvement in the quality of education. Overall, the curriculum is the main foundation in the education system which determines the direction and quality of learning. Without a good curriculum, education will lose its meaning and main goal, namely creating a generation that is intelligent, has character and is ready to face future challenges. Therefore, curriculum development must be carried out carefully, inclusively, and oriented towards the needs of students and society at large.

The character education system curriculum in Indonesia has experienced various developments in line with changing times and societal needs. One of the important milestones in character education in Indonesia is the integration of Pancasila values and local culture into the curriculum (Arifin, 2024). This is reflected in the 2013 Curriculum (K-13) which emphasizes strengthening character education (PPK) through five main values, namely religiosity, nationalism, independence, mutual cooperation and integrity. Character education in Indonesia is not only taught as a separate subject, such as Citizenship Education (PKn) or Religious Education, but is also integrated into all school subjects and activities. However, its implementation still faces challenges, such as teachers' lack of understanding of the integrative approach and limited infrastructure in some areas.

Character education in Indonesia also aims to form a generation that is not only academically intelligent, but also has good morals and ethics. Through the curriculum, schools are expected to create an environment that supports the formation of students' character, such as through extracurricular activities, school culture and teacher example. However, in practice, character education is often still theoretical and does not touch practical aspects. For example, values such as honesty and responsibility are still often ignored in everyday life, both at school and in society. This shows that character education is not fully effective in shaping students' positive behavior. To increase the effectiveness of character education, a more holistic and contextual curriculum reorientation is needed. The curriculum must be designed to not only teach character values, but also provide space for students to practice these values in real life (Arifin, 2024). Apart from that, teacher training needs to be improved so that they are able to integrate character education creatively and interestingly in learning. Collaboration between schools, families and communities is also the key to the success of character education, because character formation does not only occur at school, but also in the home and community environment. Thus, the character education curriculum in Indonesia can be a more effective tool in forming a generation that has noble character and contributes positively to the nation. Character education in Finland is known as one of the best systems in the world, because it is integrated holistically into all aspects of learning. Finland does not have specific subjects for character education, but values such as independence, responsibility, cooperation, and respect are taught through a student-centered approach. Teachers are given the freedom to design learning that encourages students to think critically, collaborate, and take responsibility for their own learning process. This creates an educational environment that focuses not only on academic achievement, but also on building a balanced student character.

One of the keys to the success of character education in Finland is a culture of high trust in teachers and students (Laksita and Sasi, 2024). Teachers are considered competent professionals, so they have the autonomy to develop learning methods that suit students' needs. In addition, the Finnish education system avoids excessive standardized tests, so that students do not feel burdened and can

focus on developing themselves as a whole. Character values such as honesty, empathy and cooperation are practiced in everyday life at school, both through group projects, discussions and extracurricular activities. This approach makes character education a natural part of the student's learning experience.

Finland also emphasizes the importance of balance between academics and student well-being. Finnish schools provide a supportive and inclusive environment, where every student feels valued and supported to develop to his or her potential. Character education is not only taught in the classroom, but also through social interactions and practical activities, such as outdoor activities and community projects. Thus, Finland has succeeded in creating an education system that not only produces students who are academically intelligent, but also have strong character, empathy and high social awareness. This approach has become an inspiration for many countries, including Indonesia, in developing an effective and sustainable character education system. This research has great importance because it provides a comparative analysis between the character education system curricula in Indonesia and Finland, two countries with different approaches and cultural contexts. By comparing the two systems, this research can identify the advantages and disadvantages of each, as well as provide recommendations for increasing the effectiveness of character education in Indonesia. Finland, which is known as one of the countries with the best education system in the world, has succeeded in integrating character education holistically and practically, while Indonesia still faces challenges in implementing the character education curriculum which is often theoretical. It is hoped that the findings from this research can become a reference for policy makers, educators and education stakeholders in Indonesia to develop a curriculum that is more innovative, contextual and oriented towards the formation of complete student character, so that it can produce a generation that is not only academically intelligent but also has noble character and is ready to face global challenges.

METHOD

This research uses qualitative research methods with a comparative study approach to analyze the character education system curriculum in Indonesia and Finland. Data was collected through literature studies which include official curriculum documents, education policies, scientific articles and research reports related to character education in both countries. This secondary data source was analyzed to identify similarities, differences, and strengths and weaknesses in the approach, implementation, and effectiveness of character education in Indonesia and Finland. In addition, this research also utilizes data from relevant international and national journals to deepen understanding of the cultural context and educational philosophy that underlies the curriculum in both countries.

Data analysis was carried out using content analysis techniques to categorize and compare the main themes that appear in the character education curriculum in Indonesia and Finland. The focus of the analysis includes aspects of the objectives of character education, methods of integrating character values in learning, the role of the teacher, as well as the evaluation and impact of character education on student development. The results of the analysis are then presented descriptively to provide a comprehensive picture of how the two countries implement character education in their education systems. With this approach, it is hoped that this research can provide in-depth insight into best practices that can be adopted or adapted by Indonesia to improve the quality of character education.

RESULTS AND DISCUSSION
Character Education System in Indonesia

The character education system in Indonesia is an integral part of efforts to form a generation that is not only intellectually intelligent, but also has moral integrity, ethics and social responsibility (Santika, Suarni and Lasmawan, 2022). Character education is seen as an effort to instill positive values related to attitudes, behavior and character in students. This concept includes the development of the affective aspects of students, which focuses on the formation of individuals who are virtuous and have a sense of love for their country, religious awareness, and mutual respect for each other.

Character education in Indonesia is often implemented through an integrated curriculum in general subjects, such as Pancasila and Citizenship Education (PPKn), as well as religious studies. This subject provides an opportunity to introduce moral values which are expected to be a guide in everyday life. Not only in the classroom, character education is also implemented through extracurricular activities that focus on forming students' personalities, such as Scouts, OSIS organizations, or social activities that involve community service.

The role of teachers is very important in realizing character education. Apart from being a teacher in terms of knowledge, teachers are also tasked with being role models for students (Salsabilah, Dewi and Furnamasari, 2021). In this context, teachers must be able to show a good and responsible attitude in interacting with students, as well as motivating them to apply the character values taught in their lives. Therefore, developing teacher competence in this matter is very necessary, so that they can understand and implement character education more effectively. Apart from that, the family also has a very big role in children's character education. The family environment is the first place a child receives basic education regarding moral and ethical values. Parents must be a good example for their children, provide positive direction, and teach the values of honesty, responsibility and respect for others. Parental involvement in the child's education process has a great influence on the formation of the child's character, especially in building a positive mindset and attitude.

Character education is also very relevant to the cultural and religious diversity that exists in Indonesia. In Indonesia's pluralistic society, teaching about tolerance, respect for differences and mutual respect is very important to build a harmonious society. Therefore, character education not only teaches universal moral values, but also values that are relevant to local culture and traditions, such as mutual cooperation, deliberation, and mutual assistance.

Character education cannot be separated from the implementation of Pancasila values as the basis of the state. Pancasila as the Indonesian state ideology contains noble values that must be maintained and implemented by every citizen, especially the younger generation. In the context of education, Pancasila is the basis for developing attitudes of patriotism, justice, humanity and unity. Therefore, every element of education in Indonesia must always instill and internalize Pancasila values in students' daily lives. On the other hand, the biggest challenge in the character education system in Indonesia is the gap between theory and practice. Even though character education is often taught in schools, the reality is that many students are still unable to apply these values in their lives. This shows that character education must be carried out consistently and integrated, both at school, home and in the community. Character education also needs to involve various parties, such as the government, educational institutions and the wider community, to create an environment that supports the formation of good character.

Apart from that, the implementation of character education must also be adapted to current developments. With rapid technological advances and social changes, the character education system needs to accommodate new challenges that arise, such as problems related to social media, global cultural influences, and the tendency to individualism. Character education in the digital era must be able to shape students to be wise in using technology, respect other people's privacy, and maintain ethics in interacting in cyberspace. In general, character education in Indonesia aims to form a generation that has high moral integrity, is able to think critically, and has a sense of social responsibility. Therefore, character education is not only the task of formal educational institutions, but also a shared responsibility between the family, community and government. An effective character education system will create individuals who are not only academically intelligent, but also have maturity in behavior and are able to make positive contributions to the nation and state.

The success of character education in Indonesia really depends on the collective efforts of all components of society. If all parties, starting from the government, educators, parents, to the community, work together with strong commitment, then character education can be achieved well (Salsabilah, Dewi and Furnamasari, 2021). The young generation who have good character will become a solid foundation for the nation's progress, because they will not only become leaders in the future, but also become responsible citizens who have a sense of love for their homeland and each other.

Character Education System in Finland

The character education system in Finland is recognized globally as one of the best, not only because of its success in the academic field, but also because of its ability to shape students' holistic character (Rofi'ah *et al.*, 2024). Finland does not have a special subject for character education, but rather integrates character values into all aspects of learning and school life. This approach is based on the philosophy that education is not only about the transfer of knowledge, but also about the formation of individuals who are responsible, independent and have empathy for others. Values such as honesty, cooperation, respect and responsibility are taught through daily interactions at school, both inside and outside the classroom.

One of the keys to the success of character education in Finland is a student-centered approach which places students at the center of the learning process. Teachers not only act as instructors, but also as facilitators who encourage students to think critically, collaborate and take initiative. The learning methods used often involve group projects, discussions, and practical activities that allow students to apply character values in real contexts. For example, students are taught to work together to solve problems, respect other people's opinions, and be responsible for the tasks given. This creates a learning environment that supports students' natural character development.

A culture of high trust between teachers, students and parents is also an important foundation in the Finnish character education system. Teachers are considered competent professionals and are given the freedom to design learning according to students' needs (Khaeruddin Said, 2019). The absence of excessive standardized tests allows teachers to focus on developing students' character and potential as a whole, without the pressure to pursue academic grades alone. Students are also given the confidence to manage their own learning process, which helps them develop independence and responsibility from an early age. Additionally, Finland emphasizes the importance of balance between academics and student well-being. Finnish schools provide a welcoming and inclusive environment, where every student feels valued and supported. Study time at school is relatively short, with plenty of free time for recreational activities and rest. This helps students to stay happy and motivated, which in turn supports positive character formation. Character education in Finland does not only occur in the classroom, but also through extracurricular activities, community projects, and social interactions at school.

Character education in Finland also highly values diversity and inclusiveness. Students are taught to respect differences, both in terms of culture, religion and social background. Finnish schools often organize activities that involve students from various backgrounds, so that they learn to understand and appreciate other people's perspectives. Values such as tolerance, empathy, and social justice become an integral part of the student learning experience.

The role of teachers in character education in Finland is very central. Teachers not only teach, but also become role models for students in terms of character values. They are trained to understand students' emotional and social needs, and to create a safe and supportive learning environment. Teacher training in Finland is of high quality, with a focus on developing the pedagogical and psychological skills necessary to shape students' character. Teachers are also encouraged to continue learning and innovate in their teaching methods.

Finland also emphasizes the importance of collaboration between schools, families and communities in character education. Parents are actively involved in their child's educational process, and schools often hold meetings with parents to discuss student progress. Apart from that, the community also plays a role in supporting character education through community activities that involve students. For example, students are invited to participate in social projects or environmental activities, which helps them develop a sense of responsibility and concern for society.

Evaluation of character education in Finland is not carried out through tests or exams, but through observation and reflection. Teachers observe students' character development through daily interactions and provide constructive feedback. Students are also encouraged to reflect on the behavior and values they apply in their daily lives. This approach helps students become more aware of the importance of character and how these values can influence their lives and those of others.

The success of character education in Finland is also supported by educational policies that are progressive and oriented towards student welfare. The Finnish government provides full support for character education through adequate funding, a flexible curriculum, and policies that support innovation in education. Additionally, Finland also has an egalitarian education system, where every student, regardless of their social or economic background, has equal access to quality education. Overall, the character education system in Finland is successful because of its holistic, integrative approach and focus on student well-being. Character values are not taught theoretically, but are practiced in everyday life in schools and society. Teachers, parents and the community work together to create an environment that supports the formation of student character. As a result, Finland not only produces students who are academically intelligent, but also individuals who have strong character, empathy and high social awareness. This approach has become an inspiration for many countries, including Indonesia, in developing an effective and sustainable character education system.

Analysis of the Character Education System in Indonesia and Finland

The character education system curricula in Indonesia and Finland have significant differences, even though both aim to form individuals who are not only academically intelligent but also have strong character. In Indonesia, character education is integrated into the national curriculum, especially through the 2013 Curriculum (K-13), which emphasizes five main values: religiosity, nationalism, independence, mutual cooperation, and integrity. These values are taught through special subjects such as Citizenship Education (PKn) and Religious Education, and are integrated into all school subjects and activities. However, its implementation often faces challenges, such as teachers' lack of understanding of the integrative approach and limited infrastructure in some areas. Apart from that, character education in Indonesia still tends to be theoretical, with an emphasis on memorizing moral values rather than real practice in everyday life.

In contrast, Finland integrates character education holistically into all aspects of learning without specific subjects. Values such as independence, responsibility, cooperation and respect are taught through a student-centered approach, where students are the center of the learning process. Teachers in Finland act as facilitators who encourage students to think critically, collaborate and take initiative. The learning methods used often involve group projects, discussions, and practical activities that allow students to apply character values in real contexts. This approach creates a learning environment that supports students' character development naturally and effectively.

One of the main differences between the two systems is Finland's culture of high trust in teachers and students. Teachers are considered competent professionals and are given the freedom to design learning according to student needs. The absence of excessive standardized tests allows teachers to focus on developing students' character and potential as a whole, without the pressure to pursue academic grades alone. In Indonesia, although the curriculum emphasizes the importance of character education, its implementation is often hampered by an evaluation system that still focuses on academic results, such as national exams and graduation standards. This means that character education is often ignored or considered a secondary priority.

In Finland, character education also highly values diversity and inclusiveness. Students are taught to respect differences, both in terms of culture, religion and social background. Finnish schools often organize activities that involve students from various backgrounds, so that they learn to understand and appreciate other people's perspectives. Values such as tolerance, empathy, and social justice become an integral part of the student learning experience. Meanwhile, in Indonesia, character education places more emphasis on religious values and nationalism, which, although important, often

does not touch on aspects of diversity and inclusiveness. This can create gaps in the understanding and application of character values in a pluralistic society.

The role of teachers in character education also differs between the two countries. In Finland, teachers not only teach, but also serve as role models for students in terms of character values. They are trained to understand students' emotional and social needs, and to create a safe and supportive learning environment. Teacher training in Finland is of high quality, with a focus on developing the pedagogical and psychological skills necessary to shape students' character. In Indonesia, although teachers are also expected to be role models, the training and support provided is often inadequate. Many teachers are ill-equipped to integrate character education into learning, primarily due to a lack of adequate training and resources.

Collaboration between schools, families and communities is also an important factor in the success of character education in Finland. Parents are actively involved in their child's educational process, and schools often hold meetings with parents to discuss student progress. Apart from that, the community also plays a role in supporting character education through community activities that involve students. In Indonesia, although there are efforts to involve parents and the community in character education, this collaboration often does not work optimally. Lack of awareness and active participation from parents and the community is a challenge in implementing character education.

Evaluation of character education in Finland is carried out through observation and reflection, not through tests or examinations. Teachers observe students' character development through daily interactions and provide constructive feedback. Students are also encouraged to reflect on the behavior and values they apply in their daily lives. This approach helps students become more aware of the importance of character and how these values can influence their lives and those of others. In Indonesia, evaluation of character education is still often carried out through written assessments, which are less effective in measuring students' character development. This means that character education is often considered an additional burden rather than an integral part of the learning process.

The success of character education in Finland is also supported by educational policies that are progressive and oriented towards student welfare (Laksita and Sasi, 2024). The Finnish government provides full support for character education through adequate funding, a flexible curriculum, and policies that support innovation in education. Additionally, Finland also has an egalitarian education system, where every student, regardless of their social or economic background, has equal access to quality education. In Indonesia, although there are efforts to improve the quality of character education through government policies and programs, implementation is often hampered by limitations in budget, infrastructure and coordination between various parties.

Overall, a comparison between the character education system curricula in Indonesia and Finland shows that Finland is successful because of its approach that is holistic, integrative, and focuses on student welfare. Character values are not taught theoretically, but are practiced in everyday life in schools and society. Teachers, parents and the community work together to create an environment that supports the formation of student character. In Indonesia, although there are efforts to integrate character education into the curriculum, its implementation still faces various challenges, such as a lack of teacher understanding, excessive focus on academic results, and limited resources.

To increase the effectiveness of character education in Indonesia, a more holistic and contextual curriculum reorientation is needed. The curriculum must be designed to not only teach character values, but also provide space for students to practice these values in real life. Apart from that, teacher training needs to be improved so that they are able to integrate character education creatively and interestingly in learning. Collaboration between schools, families and communities is also the key to the success of character education. By adopting best practices from Finland and adapting them to the local context, Indonesia can develop a more effective and sustainable character education system, thereby producing a generation that is not only academically intelligent but also has strong character and noble morals.

CONCLUSION

The conclusion from the analysis of the character education system curricula in Indonesia and Finland shows that although both countries have the same goal, namely forming individuals with strong

character, the approach and implementation are very different. Finland has succeeded in integrating character education holistically through a student-centered approach, a culture of high trust, and collaboration between schools, families and communities, while Indonesia still faces challenges in implementing a character education curriculum which is often theoretical and fragmented. To increase the effectiveness of character education, Indonesia needs to adopt best practices from Finland, such as integrating character values into all aspects of learning, improving teacher training, and strengthening collaboration between schools, families and communities. In this way, Indonesia can develop a character education system that is more holistic, contextual and sustainable, thereby producing a generation that is not only academically intelligent but also has noble character and is ready to face global challenges.

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