



An Analysis of Early Childhood Education Curriculum Development in Singapore and Finland

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Abstract

The curriculum is an important factor in organizing the teaching and learning process to achieve goals. One way to improve educational standards is to implement an effective and innovative curriculum in early childhood education institutions. This research aims to analyze the early childhood education curriculum in Singapore and Finland. The author uses a type of library research. In this research, the author used the data collection instrument by reviewing documents from several books, articles, journals, laws of the Republic of Indonesia, and the Singapore and Finnish curriculum frameworks as literature that supports this research. Data analysis starts with data collection, reduction, presentation, and conclusion. The results of the research show that the education curriculum in Singapore and Finland is included in the category of an advanced education system in terms of the welfare of society or its population (education and economy), the quality of educators or teachers, and the focus on children's future development. The novelty of the analysis results is that in terms of review, it relates to curriculum objectives, content/material, learning media (facilities and infrastructure), learning strategies, and evaluation.

INTRODUCTION

In this world, many countries are also experiencing curriculum changes. One of them is Indonesia. In the history of Indonesia, the curriculum has undergone several changes. In Indonesia, curriculum changes often occur. Curriculum development is not haphazard but is also based on the results of analysis, evaluation, predictions, and various internal and external challenges that are constantly changing. In line with research (Oos M. Anwas, 2013; I Gusti Ngurah Santika, Ni Ketut Suarni, 2022; Aprillia et al., 2023) stated that in the course of history, Indonesia experienced several curriculum changes, namely in 1947, 1952, 1968, 1975, 1984, 1994, 2004, 2006, and 2013. The most recent was the implementation of the Prototype Curriculum in 2500 driving schools throughout Indonesia. The Prototype Curriculum was later renamed the Merdeka Curriculum, which will take effect in the 2022/2023 academic year (I Gusti Ngurah Santika, Ni Ketut Suarni, 2022).

Research (Alawiyah, 2013; I Gusti Ngurah Santika, Ni Ketut Suarni, 2022) states that the history of Indonesian education records that curriculum changes often occur in line with the rapid pace of development of the existing education system if, in the view of the general public, the impression of the curriculum rollout process in Indonesia is "change of ministers change curriculum." Curriculum development is also based on the results of analysis,

evaluation, predictions, and various challenges faced both internally and externally, which are constantly changing (Machali & Hidayat, 2016; Desti Nurholis, Nyayu Khodijah, 2022; Firdaus et al., 2022).

However, this differs from Singapore and Finland, which are consistent in their education policies. Singapore and Finland rarely change their education curriculum. They seemed unwilling to try the new curriculum. In this way, there will be no confusion between teachers and students, and the focus on educational goals is achieved so that the results develop rapidly. Research (Sa'adah, 2020; Abdul Wahab Syakrani, Abd. Malik, Hasbullah, Muhammad Budi, 2022; Mohamad Usman, Muhamad Iqbal, Alfian Fahmi Salam, 2022) revealed that in its development, Singapore has consistently been able to achieve superior quality in the field of education. For more than forty years, Singapore has gone through several stages of development, namely survival (1959-1978), efficiency (1979-1996), capability (1997-2011), and student-centric, values-driven (2012) (Ministry of Education, Singapore, 2012 in Mok). In preparing for a new era, the Singapore government has openly stated the importance of educational reform to prepare its citizens to be more competitive and competent in the global era (Miftahus Sa'adah, 2020).

Finland is one of the best countries in the world because its education policies have been consistent for more than forty years, even though the ruling party has changed. In general, the educational policies of China and South Korea (and Singapore) are also consistent, and the results are also developing rapidly. Before 1990, the Finnish executive wanted Finland to advance in technology. For this reason, in 1990, the Finnish government decentralized education and implemented several main educational policies, such as changing the strict national curriculum to become more flexible. The National Council of Education develops the national core curriculum and qualification guidelines, determining objectives, content, and assessment indicators. The core curriculum is handled by a tripartite training committee (government, industry, and education and training providers), a body of experts under the Ministry of Education to advise on planning and developing education. Finland is the country with the number one education in the world (Daud, 2020).

According to the National Association for the Education of Young Children (NAEYC), early childhood is between zero and eight years (Susianty Selaras Ndari, 2018). Early childhood education, on the other hand, is described as guidance intended to prepare children from birth to six years of age by providing educational stimuli to assist physical and spiritual growth and development so that children are ready to enter further education (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, n.d.). Early childhood needs appropriate education according to the child's developmental age. One way to improve educational standards is to implement an effective and innovative curriculum in early childhood education institutions. Hamalik stated that the curriculum is an educational program provided by educational institutions (schools) for students. Based on this educational program, students carry out various learning activities to encourage their growth and development per the educational goals created (Toni Nasution, Nadiyah Khoiri, Dara Wahyu Firmani, 2022).

Explained in (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, n.d.) curriculum as a set of plans and agreements regarding objectives, content, and learning materials, as well as procedures used as guidelines for carrying out educational activities. And the curriculum is also an important component in education. The curriculum is a framework for developing all aspects of a child's development so that children are ready for success in school and at the next level (Direktorat Pembinaan PAUD, 2018). The curriculum will direct the child and what the child will become so that

children experience optimal growth and development. The Early Childhood Education Curriculum cannot be developed haphazardly, especially for ages (0-6 years) (Susianty Selaras Ndari, 2018). Therefore, on this occasion, the author tries to analyze the early childhood education curriculum in Singapore and Finland.

Based on this background, this research aims to dig up information and analyze the PAUD curriculum in Singapore and Finland more deeply. Apart from being able to be used as a lesson, it can also be used to find out why the curriculum system implemented in Indonesia is different and to dig deeper into why the curriculum systems in Finland and Singapore have been adopted for other countries, including Indonesia. Therefore, some things need to be analyzed by educators, especially evaluation material and new knowledge. The reason for conducting this research is that few who have studied, more specifically, the PAUD curriculum in Finland and Singapore as reference material for the PAUD curriculum in Indonesia have been found. As previous research states, the education system in Indonesia is heavily influenced by various developed countries, including Singapore and Finland (Wahyudi & Lutfi, 2019; Mohamad Usman, Muhamad Iqbal, Alfian Fahmi Salam, 2022). Therefore, it is hoped that this research can provide insight into the existing PAUD curriculum in Singapore and Finland and how it differs from the curriculum in Indonesia. The novelty of this research is in terms of reviewing curriculum objectives, content/material, learning media (facilities and infrastructure), learning strategies, and evaluation.

METHOD

This research employed the library methods to analyze the early childhood education curriculum in Singapore and Finland. In collecting the data, the author took sources from literature studies by reviewing readings from various sources, such as books, articles, journals, the Republic of Indonesia laws, and the Singapore and Finland curriculum frameworks as literature supporting this research. The data analysis technique used was the interactive analysis developed by Miles and Huberman (Rijali, 2018). Data analysis starts with data collection, reduction, presentation, and conclusion. This research was conducted in approximately one month to analyze various sources used as references for the research, namely regarding the development of the early childhood curriculum in Finland and Singapore.

RESULTS AND DISCUSSION

Based on the research that has been carried out, it was found that there are many differences between the curricula in Indonesia, Singapore, and Finland. The early childhood curriculum in Singapore is designed according to the goals and character of the child. Therefore, its implementation pays attention to the developmental conditions of early childhood, especially their interests and talents, so that not all education is based on one thing. Still, each individual has the freedom to determine their interests and talents. Apart from that, Singapore also pays attention to the quality of the main educators. Because if you only focus on children and neglect educators, it's not balanced. Therefore, teacher quality is the first factor in creating and implementing a quality and quantity curriculum for early childhood. With the maturation of the teacher's mindset and knowledge, what will be applied to children automatically becomes something that is expected. Education for children becomes easier to implement and is appropriate according to the age stages of their growth and development so that they will be born into mature individuals and be able to develop their talents and interests well and appropriately.

Apart from Singapore, Finland is one of the countries with the best education system in the world. Because they pay attention to the welfare of the people, not only the elite or those with titles. But all population members, without exception, strive to be given the best education, from children to even the elderly. Every community is given the same rights and opportunities to learn and pursue education. Education in Finland is provided from birth. This country pays attention to literacy or reading culture. Because reading is the key to the door or window to the world, it is not wrong if this country was chosen as the country with the best education system. All residents are provided with welfare without exception. Everything is given for the country's progress with a clear vision and mission set since the beginning of education reform. Finland is aware of the importance of education for the country's progress. Therefore, all citizens are given prosperity and prosperity for the progress of the Finnish Nation.

Development of the Singapore Curriculum

Singapore is one of the most developed countries in Southeast Asia. It is only about forty kilometers from west to east. According to population estimates, Singapore has a population of about 5 million people. No explanation exists for a country's lack of progress because of its small population or territory. Singapore can compete with its more developed brothers on the Malay peninsula. In line with what was stated by Sudrajat in research ([Djunaidi, 2015](#)), Singapore's education system is superior to other Southeast Asian countries, even several countries in the world. Education graduates in Singapore are declared the best, so they receive world awards. This happened because of the progress of the education system. The excellence of the education system in Singapore lies in two policies, namely English/Malay/Mandarin/Tamil, and a complete curriculum where innovation and the spirit of entrepreneurship are highly prioritized. ([Toni Nasution, Nadiah Khoiri, Dara Wahyu Firmani, 2022](#)). People demonstrate complementary skills and abilities to thrive in a competitive environment for a better future.

Education in Singapore is very adaptable to children's development. This means that during a student's development stages, he or she experiences a process of psychological formation from stage to stage, so each student's psychology will not always be the same. So, students from 3-7 years old should not be exposed to hard lessons like mathematics. Because this will affect their way of thinking, those who should still be at playing age are faced with a tough educational process so that when they enter the middle and upper education process, they easily get bored and don't want to stay in class for long.

Singapore is starting to develop its fundamental strength with capital in the education sector. The foundation of Singapore's education system is that each student has special talents and interests. Singapore has a flexible strategy to develop student potential. Singapore's education system has changed from the traditional British education model to one that focuses on developing talent and meeting individual needs. Community foundations, religious associations, social organizations, and businesses run kindergartens in Singapore. They are registered with the Ministry of Education. The Ministry of Community Development and Sports has granted the child care center permission. Most kindergartens conduct two training sessions daily, each lasting 2.5 to 4 hours, five days per week.

In Singapore, the curriculum for early childhood is NEL, namely Nurturing Early Learners. This curriculum was published by the Ministry of Education (MOE) to guide teachers in creating a quality curriculum to educate children aged 4-6 years. In this curriculum, teachers must know who they will teach and what they like. Additionally,

teachers can create and support more engaging learning environments for children if they better understand how children grow and learn.

In line with research ([Maria Qori'ah, 2019](#)), Nurturing Early Learners, or NEL, is an early childhood curriculum in Singapore. The Ministry of Education (MOE) released this curriculum in 2012 to assist instructors in developing high-quality curricula for teaching children between the ages of 4 and 6. Teachers must plan for this curriculum by deciding who and what they will teach. Generally, children like observing; they are very curious. Children like to make direct observations. They pick up new knowledge through observation, which is how they learn. Exploring, children learn from their observations and dig as far as possible. Have conversations with friends or teachers. Imagining in whatever way they want, children will act out their imagination. Children enjoy making simple scientific discoveries that can be tested with easy experiments. Investigating this is not the same as looking at adults. However, children develop creative ways to do questions or studies they enjoy. Collecting, children investigate and get what they can. They base their assumptions on personal beliefs. Sharing knowledge, children ask questions and then share what they have. Be it with the instructor or his friends.

Additionally, teachers can create and support more engaging learning environments for children if they better understand how children grow and learn. NEL believes ([Maria Qori'ah, 2019](#)) that children learn and develop holistically. Thus, children gain knowledge in various learning themes. Whatever they learn is very meaningful for a child. When children are actively interested in learning, they learn well. According to research, children are better at remembering things. Every child can learn, and every child learns uniquely. Each child is an individual with unique abilities and limitations. Children build new knowledge from old knowledge and previous experiences, and their thinking and reasoning develop over time. The various social and cultural circumstances in which children live impact how they develop. Due to the many families, cultures, and communities in which they are raised, children have a variety of social and cultural experiences. When children feel safe and given attention, they learn and develop best. Thanks to this support, they will be able to act spontaneously and with confidence. Therefore, it is very important to create a safe atmosphere for children to play, including Being supported and appreciated during the educational process. Feel motivated and successful when learning new things.

A set of learning objectives for each learning area has been defined, reflecting widely held expectations about what children should know and be able to do after kindergarten. Some children will exceed expectations by the end of kindergarten, while others, depending on their developmental needs, will continue to work to achieve some of these goals. Parents should not overemphasize certain areas of learning. We must be careful not to focus solely on children's academic performance at this important pre-school stage. Instead, we must develop in children the knowledge, skills, and dispositions that will equip them for lifelong learning. Indeed, we must remember that education is a lifelong journey, not a sprint. Pre-school education focuses on the holistic development of the child. This involves nurturing children's curiosity, teaching them social skills so they can work and play with their peers, and building their self-esteem and self-confidence. Children eager to learn are ready for the next stage of learning in elementary school ([Ministry of Education Singapore, 2012](#)).

Singapore uses a curriculum in six areas of child development. All six fields are available at all times. In Singapore, teachers prioritize not requiring children to learn to read, write, and count but rather stimulating their sensitive periods. As stated by ([Ministry of Education Singapore, 2012](#)), Singapore uses a curriculum in six areas of child development. All six fields are available at all times. The six fields/areas include Aesthetics and Creative

Expression in education, where creativity is appropriate to the subject matter. Discovery of the World: children learn by prioritizing science activities. For example, tissue dipped in dye will absorb the color. Language and Literacy This learning refers to introducing letters, especially pronunciation, for spelling. Letter Land is a learning tool used in Singapore that teaches children how to spell and pronounce the alphabet. Motor Skills Development Through play activities, children's gross and fine motor skills are developed in this learning process. Numeracy, number recognition, and children's counting skills are developed through this learning. Social and Emotional Development: children are taught through this education to develop an understanding of how to interact with other people.

In Singapore, teachers must first know what children like because the habits children like the most are the most important. So, we can understand the learning philosophy, which emphasizes development starting with child-friendly activities. According to this explanation, there are several concepts that teachers must understand and apply in the teaching and learning process to produce quality children who are good at reading, writing, and arithmetic. The learning strategy for early childhood students in Singapore, an effective pedagogical approach teachers can use to maintain holistic development, is to motivate and expand children's learning by building their interest and curiosity. This can be facilitated by ([Ministry of Education Republic Of Singapore, 2013](#)): Engage children in learning through purposeful play. Provide opportunities for authentic learning through quality interactions. When choosing strategies to facilitate learning, teachers must pay attention to where children build knowledge and acquire concepts and learning cycles. Learning facilitation should be carried out at each phase of the learning cycle (awareness, exploration, acquisition, and application), and the strategies chosen should enable children to move on to the next learning phase.

According to ([Ministry of Education Republic Of Singapore, 2013](#)), there are four learning strategies: Using purposeful games, Using authentic learning contexts, Using cooperative learning strategies, and Using questions. In early childhood education, assessing children's learning involves the continuous and systematic observation and documentation of children in action. Evidence gathered about children will help teachers understand the child's likes and dislikes and strengths and weaknesses. When combined with information gathered from children's parents/families and fellow teachers who have worked with them, a holistic view emerges to inform curriculum decisions and planning. Using this information, teachers can plan to maximize their children's learning and development and ensure that they progress in all learning areas. ([Ministry of Education Republic Of Singapore, 2013](#)), Observation methods in early childhood may include Anecdotal notes, Checklists and questionnaires, Time sampling, Event/Frequency sampling, Photographs, artifacts and work samples, and Information and Communication Technology (ICT) resources.

Development of the Finnish Curriculum

The Finnish government is generally largely responsible for the country's education system. Students can access supportive infrastructure and comfortable accommodation from early childhood to higher education. The Pre-primary curriculum aims to prepare prospective students to receive education at the basic education level. Early Childhood Education is comprehensive education consisting of care, education, and teaching to toddlers to educate them to have basic life and academic skills (numeracy and reading) as well as ensure development per their respective age standards. This education can occur in a kindergarten or private daycare group, which often uses private homes.

([Adha et al., 2019](#)) that the pre-primary curriculum in Finland aims to prepare incoming children for school at the primary level. At this point, educational efforts are

focused on developing children's skills through play-based learning activities. Finland has a body called The National Board of Education. The task of creating a national core curriculum fell to this organization. The Finnish curriculum aims to set content standards and act as a roadmap for educational institutions. Local governments, schools, and even parents can be involved in creating the educational curriculum and its objectives. The subjects taught are modified based on student needs (Adha et al., 2019). In Finland, the teaching and learning process prioritizes the "learning by playing" method. In Finland, the main types of student assessment are continuous assessment during the study period and final assessment. Continuous assessment is provided to guide and assist students in their learning process. Every student receives a report at least once each school year (Finnish National Agency For Education, 2018). Assessment supports students as lifelong learners (Board, 2016).

National evaluation of learning outcomes is carried out without the slightest government intervention. Because each school and even teachers have full power to develop their curriculum according to school needs and create their tests. Less responsive students will receive more intensive guidance. Teachers in the classroom carry out more assessments of student learning outcomes. This is done because the class teacher is the one who knows more about their child's abilities in detail and comprehensively (Daud, 2020). Regardless of their age, place of residence, financial condition, gender, or parental status, all residents of Finland should have equal access to educational possibilities. One of the basic rights of every citizen is access to education. First, basic education provisions, including compulsory education requirements, ensure everyone has the right to free basic education. Second, public officials must ensure everyone has an equal opportunity to pursue postsecondary education according to their unique needs and abilities and to grow personally to prevent financial hardship.

As stated by (Putra, 2017), The main goal of Finland's education policy is that all citizens have equal opportunities in terms of receiving an education, without considering age, place of residence, financial situation, gender, or parents. Education is considered one of the basic rights of all citizens. Finland's Education levels include pre-, primary and secondary, tertiary, higher, and adult education (Putra, 2017). The Finnish education system requires a reading program for parents and children wishing to enroll in school. Finland has had a clear goal for its country since the beginning of education reform: a knowledge-based society. According to this vision, everyone must have a good education to contribute to the nation's growth. For the entire Finnish nation, including in the field of education, a clear vision provides clear direction (Wathoni, 2020).

Finland has the world's best education system. In the PISA (Program for International Student Assessment) tests, Finnish students have the highest reading, mathematics, and science test scores in OECD (Organization for Economic Cooperation and Development) countries and worldwide. For each baby born, the family is given a birth package of three reading books for the mother, father, and the baby himself (Wathoni, 2020). Thanks to its strong passion for reading, Finland publishes more children's books than any other country in the world. The government curriculum is implemented by teachers with complete freedom to choose their teaching strategies and textbooks. TV stations broadcast foreign language programs with subtitles to encourage children to read while watching TV. Every teacher uses active learning. They all have a master's degree and were selected from the "top ten graduates of the teaching faculty." Being a teacher is considered more honorable than being a doctor or engineer. As much as 25% of the increase in Finnish national income was contributed by improving the quality of education (Setiawan, 2019; Daud, 2020; Absawati, 2020).

Finally, all OECD members agree that Finland has the best education system in the world because its education policies have been consistent for more than 40 years, even though the governing party has changed. Accompanying students with learning disabilities is highly valued in the Finnish education system. Finland believes that focusing more on students who need improvement rather than placing too much emphasis on goals for students who excel will produce the best results. This way, no child will feel left out. Finland has demonstrated its ability to raise academically talented children without adhering to conventional academic standards (Daud, 2020).

Except in Finland, children are exposed to reading in Japan and other affluent countries as early as pre-kindergarten, and we feel that the Japanese would never sacrifice their current children for the sake of their future children. Dedi Supriadi, a Professor at Bandung Education University, firmly emphasized that young children can be taught to read, write, and count. In fact, according to him, small children can be taught about geography, history, and others (Wathoni, 2020). Early childhood education, a component of the Finnish education system, emphasizes learning through play and the development of positive social interactions with others and the environment. The Finnish education system dictates that students have unique skills (Agustyaningrum & Himmi, 2022).

The Finnish basic education curriculum emphasizes children's ability to play and learn, and a gradual learning approach is prioritized in its implementation. In this case, the curriculum, facilities, and level of teacher preparation all contribute to the quality of education, which is a key issue for the Finnish government. "Learning communities," or cooperation between society, teachers, and students participating in the educational process, are emphasized in the Finnish education system. The Finnish government is very concerned that all students receive a high-quality education because it considers education an important national asset (Muryanti & Herman, 2022).

The top educational country in the world has been developing its curriculum for a long time. The Finnish education system rarely changes its curriculum. They didn't seem eager to try the new curriculum. In this way, there will be no confusion between teachers and students, and educational goals will become the main focus. According to Finnish education authorities, 90% of brain development occurs during toddlerhood, which is important for maximizing brain function. Finland continues to prepare children's education to be better. Finland's education system is centered on early childhood education (Dofir, 2020).

According to them, a country's growth can be measured by the character of its population (Daud, 2020). The only way to encourage this is through education. Education programs in Finland are not as dense as in other countries, especially in Asia. Less time is spent at school by children in Finland. Compared to countries like America, where school breaks are only allowed for 30 minutes, school breaks in Finland are 75 minutes. Plus, they get fewer assignments. Furthermore, unlike most other countries, Finnish children begin their academic education at seven; in other countries, this begins at a younger age.

Finland's education system is extraordinary for a country with Helsinki as its capital. Amazingly, Finland excels not only in academics but also in teaching young people with mental disabilities. In essence, Finland can make all its students intelligent. Finland does not subject its students to extra study time, extra homework, military-style discipline, or bombards students with tests. In contrast, students in Finland start school slightly later than other countries, at age 7, and they attend fewer classes each week, only 30 hours. Compare this with Korea, ranked second after Finland, where students spend 50 hours per week studying (Dofir, 2020).

Differences in the Curricula of Indonesia, Singapore, and Finland

As the analysis and presentations above show, many things are different from Indonesia, as Singapore knows, with a curriculum that focuses on interests, talents, and development according to the child's age. As well as paying attention to the teaching staff/educators' (teachers) quality. They are aware that if they want to give birth to a generation of intelligent people, their educators must be intelligent, too, and before children are required, educators must first know what their students' needs are. There will be a balance between the two. Meanwhile, in Finland, the entire population is prosperous without exception for the sake of the nation's progress. It doesn't differentiate between castes; it doesn't even differentiate between backgrounds, rich, poor, and so on. All are considered equal and given the same rights.

This is different from Indonesia, where the ruler is in power. This means that whoever has wealth is the one who has the qualifications in terms of education and terms of life. Many Indonesian citizens are far from prosperous. Not all of the nation's children can experience sitting in a school chair (education). Many of the nation's generation of children are still very far behind and live in remote areas where it is difficult to access the education they receive. How can a country progress if many of its people are still left behind? Also, many children in the city have complete and adequate facilities and even a decent life. Still, they are lazy and reluctant to get an education because they are too comfortable with the facilities they get from their parents.

If we look deeper and analyze it, people from remote areas are struggling and have high enthusiasm to pursue education and achieve their dreams but are hindered by circumstances and the economy. However, children with fully adequate facilities act spoiled and do not have a fighting spirit. However, we must not be lulled and focused on these two things alone; there are also many children of the nation's generation, regardless of their condition, whether they are able or unable, still have the enthusiasm to receive an education and try as hard as possible because there are also many assistance routes from the government such as scholarships and others.

The thing that is becoming a dilemma for Indonesia is the word that seems to be firmly embedded in the minds of people throughout the country, namely "change minister, change curriculum." To be honest, this is a dilemma for all audiences, especially for PAUD educators. Because the system and curriculum have changed, the vision and mission have also changed, and the goals have also changed. It becomes a problem that creates a dilemma and is confusing. Ultimately, the burden piled up by educators results in less than optimal implementation of learning for students. Children's education should be given great attention because it is the first step in determining their further education and how their development can be properly stimulated.

In line with previous research, the curriculum in Indonesia, as it is known, often changes so that it lags. This is influenced by the existence of each minister of education in a country, and also, the system that regulates education itself is usually different and has its policies. Apart from the government influencing the existing education system, the curriculum is also influenced by the community's language, religion, and social and cultural backgrounds. Therefore, education in Indonesia is different from abroad. Apart from that, it can also be seen from the range of years of education. In Indonesia, basic education takes nine years (6 years for elementary and three years for middle school); in Singapore, it only takes six years. The next difference is secondary education. Singapore takes 4 to 5 years, while Indonesia takes three years. However, Singapore shows students' ability to be fast, academically normal, and

technically normal. Meanwhile, Indonesia only uses acceleration programs in certain schools (Toni Nasution, Nadiah Khoiri, Dara Wahyu Firmani, 2022).

Compared with Finland, Indonesia is still in the low category regarding curriculum objectives, content/material, learning media (facilities and infrastructure), learning strategies, and learning processes. (Epria et al., 2023). The following are several ways that Indonesian teachers can adopt from Finnish teachers, namely student achievement and progress, student comfort in the learning process, not giving too much homework to students, student assessment based on progress, students being actively involved in collecting information from the material being studied, and students' readiness to be independent to achieve learning goals.

CONCLUSION

This research shows that Singapore and Finland are among the countries with the best education systems in the world. Singapore's education policies are generally consistent, and results are improving rapidly. Apart from Singapore, the Finnish educational system's success has been recognized globally, as Finnish educational policy has remained consistent for over forty years despite changes in the ruling party. The education curriculum in Singapore and Finland is included in the category of an advanced education system, both in terms of the welfare of society or its population (education and economy), the quality of educators or teachers, and the focus on children's future development is very much considered. The novelty of the research analysis results found is that in terms of review, it relates to curriculum objectives, content/material, learning media (facilities and infrastructure), learning strategies, and evaluation.

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