

Comparative of Indonesian and Netherlands Education Systems

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Abstract

The Indonesian curriculum changed when the Netherlands colonized Indonesia, called the Netherlands East Indies curriculum, and during the Japanese period, the curriculum was called kokum goku. The use of method in this study is a literature review with a meta-analysis of ten national journal review results based on the Indonesian and Netherlands education systems. The results showed that although the Netherlands had colonized Indonesia, the Indonesian education system could not equate with the Indonesian state. The Indonesian education system refers to curriculum and policies determined by the central government and monitored by local governments. In contrast, the curriculum and policies of the Netherlands education system are centralized in the central government and given authority to each school.

Keywords: *education system, Indonesia, Netherlands*

1. Introduction

Developments in education have problems that need to be more robust to understand. A comparison of education systems can explain the issues that can solve in education, especially in developed and developing countries. The comparison in question can be a reflection of the Indonesian education system. Therefore, this education system studies further to identify educational problems. It can see that the comparison of the Netherlands and Indonesian education systems. In addition, the Netherlands is a country that once colonized the government of Indonesia, so there is a reflection of the Netherlands education system adopted by the Indonesian state education system. Thus, it can revise the Indonesian education system, referred to as the Netherlands education system (Heru et al., 2014).

2. Methodology

This study's method carries out a literature study with meta-analysis to review ten articles in national journals. Then the analysis was carried out with stages, such as (1) the process of identifying using the Google search engine by selecting research that is the same theme as this research, as many as ten articles in national journals; (2) each journal is grouped according to research indicators, namely the comparison of Netherlands and Indonesian education systems; (3) each journal is reviewed through indicators comparing the Netherlands and Indonesian education systems; (4) each result of discussion in the journal is associated with the application in the discussion and conclusion in the journal; (5) The results of the discussion are explained to distinguish this study (Zhang et al., 2019).

3. Result and Discussion

3.1 Indonesian Education Curriculum

Education in Indonesia designs in a structured and unstructured manner. In a structured manner, Indonesian education is authorized by the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud), formerly called the Ministry of National Education of the Republic of Indonesia (Depdiknas). In Indonesia, all residents must participate in compulsory primary education for nine years and six years in elementary school, and the next three years in secondary school. Education in Indonesia refers to Legislation No. 20 of 2003 concerning the national education system. Education in Indonesia divides into three main paths: formal, non-formal, and informal. Education divided into four levels: early childhood, primary, secondary, and higher.

The level of early childhood education is referred to in law number 20 of 2003 concerning the national education system. Early childhood education (PAUD) is an effort to foster newborn children up to the age of six years to provide educational stimulation in supporting physical and spiritual improvement so that children prepare to enter further education. The age in early childhood education includes 1 to 5 years. Basic education is education obtained for 9 (nine) years, namely elementary school (SD) for six years, 2

and junior high school (SMP) for three years. This basic education is mandatory for all

Indonesian children to learn. The age of children entering elementary school starts from 6 years to 11 years, while junior high school is held at 11 to 14 years. Next, secondary education is obtained from the completion of junior high school. Senior high school (SMA) or vocational high school (SMK) is completed during three years of education. The age of children entering this education is 14 years to 17 years. While higher education is an educational level that includes diploma, bachelor, Master, doctoral, and specialty education carried out by universities. For the length of education that must be completed by each level, namely, bachelor completed in 4 years, Master completed in 2 years, and doctorate completed in 3 years.

There are five types of education, namely (1) academic education is undergraduate and postgraduate higher education guide in mastering certain knowledge; (2) professional education is undergraduate higher education preparation to become professional; (3) vocational education prepares to have competence the Diploma 4 level equated with the undergraduate level; (4) religious education is education prepared by teachers to students to acquire knowledge and experience in religious teaching; and (5) special education is education for children with special needs carried out in an inclusive manner that can be equated to education units at the primary, secondary levels (in the form of special schools) (Kumayadi, 2017).

The curriculum in Indonesia has differences from other countries. During the colonial period, the Netherlands and Japanese governments applied the curriculum in Indonesia. The Netherlands created the curriculum based on political interests making it easier for the Netherlands to trade with indigenous Indonesians and spread Christianity in Indonesia. Indonesian citizens teach reading and writing to help in trading. When Japan colonized Indonesia, the curriculum in Indonesia was changed and adapted to Japanese interests. Indonesia's education curriculum has changed 11 eleven times. Since 1947 the Indonesian curriculum was designed by the Netherlands called *leerplan* (learning plan). Pancasila is a defined foundation in the Indonesian curriculum. The nature of education in the Indonesian curriculum is political due to the transition period from Netherlands education to Indonesian education (Supendi, 2016).

In 1947, the curriculum in Indonesia focused on building character. Learning emphasizes personality and awareness of having a state and society—learning materials obtained from related daily life. Physical education and the arts are a concern in this curriculum. The following 1952 curriculum was refined from the 1947 curriculum known as the 1947 Rentjana lesson. Each learning material is formulated in detail when compared to the previous curriculum. Changes to the previous curriculum occurred in one teacher teaching one learning material. The lesson plan was elaborated in 1952, which reflected the national education system, and no longer transferred from the 1947 lesson plan. In the 1964 lesson plan, learning in elementary schools

focused on the pancawardhana program. Pancawardhana is a program whose scope includes physical, emotional, or artistic skills, intelligence, and personality. The government formulated the program in the 1964 curriculum so that every citizen would gain good academic knowledge so that the curriculum could be refined from the previous curriculum.

In 1969, Indonesia entered the New Order era. The 1964 curriculum was the result of the old order, which was changed to the 1968 curriculum. The 1968 curriculum aims to build the human Pancasila, a healthy strength that can increase intelligence and physical competence, morals, morals, and literacy. The theoretical 1968 curriculum material is separate from problems that occur in everyday life. Learning activities are focused on the level of education in order to develop competence and intelligence and make children physically strong and healthy.

MBO (management by objective) is a cornerstone in the management field that impacted the emergence of the 1975 curriculum. This curriculum is carried out so that education becomes more effective and efficient. Maeri, methods, and learning objectives are summarized into instructional system development procedures (PPSI). This curriculum, also called a learning unit, is a learning plan for each discussion unit. Each unit of discussion is explained in the form of general instructional objectives (TIU), special instructional objectives (ICT), the use of learning media, learning materials, learning activities, and assessment of learning outcomes. There are many elements in the curriculum, such as teachers are required to have competence in writing down the most important things and lists achieved from each learning activity (Nasution, 2011).

The 1984 curriculum is a refinement of the 1975 curriculum, often called the 1975 curriculum. The 1975 curriculum focused on a process approach to expertise. However, there is a goal that is the most essential aspect. This curriculum refers to the Active Student Learning (CBSA) learning model. This model is used in the world of education known as SAL (student active learning). This model was pioneered by Professor Dr. Conny R. Semiawan, who occupied the Head of the Curriculum Center of the Ministry of National Education from 1980 to 1986. In CBSA, student status functions as a learning subject, so students have to learn tasks and activities, such as discussions and groups, and convey their learning results. This foundation was piloted in several schools and obtained satisfactory results. However, the difference in using this model is that the teacher needs to teach lay in front of the class (Muryanti, 2022).

Next came the 1994 curriculum, which was refined from the 1984 curriculum. This curriculum refers to the national education system's law no.2 of 1989. A striking change is found in the semester system to quarterly chess. This curriculum has compatibility achievements that are considered necessary for learning

success. The unique characteristics of the 2004 curriculum are learning activities using varied strategies to keep students energized in the classroom; (2) learning resources come from teachers and can come from anywhere. In other words, it still has educational elements; (3) curriculum achievement is the competence of students, individuals, and classics related to variations in learning outcomes; (4) Learning evaluation focuses on computation achievements. Knowledge and skills in each learning group on aspects of subjects; (5) the fundamental aspects of KBK are based on class elements and semester aspects.

Furthermore, KTSP designs national education related to each region, regional situation, education unit, and student. At the KTSP, the government sets competency standards and essential competencies. Meanwhile, teachers in each school developed syllabi and assessments tailored to the conditions of the school; responsible schools design KTSP under the guidance of the local education office. The curriculum was declared unsuccessful and discontinued in 2012. This curriculum assessment has four points: attitude, behavior, competence, and knowledge (Maksum, 2014).

Furthermore, the 2013 curriculum has additional material, namely mathematics, and several simplified materials, such as Indonesian, PPKN, Social Studies, etc. Science and Mathematics learning raise to international standards (TIMSS and PISA). This is done to balance Indonesian education with other countries.

3.2 Indonesian Education Management Standards

Indonesian education management standards refer to Government Regulation No. 19 of 2005 (2), which states that education standards are refined based on planning and development following the needs of citizens' lives as a whole. It is further explained in Government Regulation No. 32 Year 2013 concerning national standards of education. This standard contains content standards, process standards, graduate competency standards, educator and education personnel standards, facilities and infrastructure standards, management standards, financing standards, and educational assessment standards (Kemendiknas, 2013).

The management of education units in primary and secondary education applies school-based management that has elements of independence, partnership, participation, openness, and accountability. The management of higher education units applies the autonomy of universities regulated in the law, which is given freedom in managing academics. Each education unit is regulated and refers to the curriculum, academic calendar, organizational structure of the education unit, the rules of the education unit include education, education personnel, maintenance of facilities and infrastructure, code of ethics for education units and the community, and operational financing of education units; (3) each education unit is managed on the basis of annual work planning in the medium term for 4 years; (4) primary and secondary education levels that take into account the school committee; (5) the management of educational units is carried out independently, efficiently, effectively, and accountably; (6) supervision of education units includes supervision, assessment, reporting, follow-up on the results of supervision; (7) supervision exercised by the school committee; (8) the results of supervision are followed up by reports on the results of supervision in order to improve the quality of education units; (9) the provision of annual work planning in education focuses on (a) compulsory education;

(b) participation in higher and senior education; (c) eradication of illiteracy; (d) quality assurance in education units carried out by the government and the community; (e) improvement of the professional status of teachers and lecturers; (f) educational standards; (g) educational accreditation; (h) improvement of education to local needs; (i) fulfillment of minimum education service standards; (j) national education quality assurance; (k) the implementation of secondary and primary and higher education improves academic units at the international level (Prayudi & Salindri, 2015).

3.3 Netherlands Education Curriculum

The curriculum in the Netherlands contains subjects commonly used in elementary schools intended for children aged 7 years and children with special needs. Children under 7 and over 7 years old get 800 hours of learning, and children over 7 get 100 hours every year; learning is carried out as much as 5.5 hours every day.

The Netherlands curriculum is perfected by an institution known as the Netherlands Institute for curriculum development or SLO. SLO develops through learning, for example, language, science, mathematics, ICT, physical education, and other subjects. If equalized in Indonesia, SLO is called the Center for Curriculum Development under the guidance of the Ministry of Education. Curriculum development in the study of PE PE, SLO has a unique team in the development of PE learning which is combined with SLO, then supported by the Association of Netherlands PE teachers and university academics. SLO is dominated by former physical education teachers who volunteer to devote themselves to SLO and are tasked with developing the curriculum (Putri et al., 2021).

A primary school in the Netherlands takes eight years, from groups 1, 2, and 3 to group 8. There are as many as 7000 primary schools in the Netherlands with 135,000 teachers, 9000 school principals, and 1.5 million students. Student reporting contains 44 educational items; many points must be assessed in elementary schools so that schools can identify students' talents, psychological and cultural, such

as Netherlands language, presentation, world orientation, student psychology, student expression, physical education, student behavior, and homework. Catechesis and counting. From 44 points of grade evaluation in the report card, elementary school students added extra-curricular materials, such as swimming and cycling.

The Netherlands is below sea level, so once a week, students are required to swim to the nearest place to school. The Netherlands government funds all students during primary school until they graduate and have a low-level swimming diploma. Likewise, cycling there are 18 million bicycles. Students are required to cycle to elementary school and learn traffic rules. The cycling test is conducted at the local Police Corps. Students also receive a traffic diploma from the police corps. The Netherlands government finances all costs for obtaining a degree and taking the test.

The school manages art, music, and sports activities, which students attend, in addition to learning mathematics, physics, history, chemistry, earth sciences, English, French, German, Latin, and Greek. Although there is no anti-corruption lesson, the Netherlands basic and medical education system can be clean from corruption. Then continued with further education starting from the age of 12 years and required until the age of 16 years, called the VMBO 4-year program. This program is a combined program of general and vocational education equated with secondary-level education. The 2 levels of education that obtain a direct pathway to the higher education system are HAVO, completed in 5 years, and VWO, completed in 6 years, called selective education. VWO graduates gain a direct pathway to University, and HAVO graduates gain a direct pathway to HBO. Two years at HAVO or three years at VWO is the year of choosing majors in scientific fields that suit interests and talents, such as physics, health sciences, socio-economics, and social and cultural (Rahman, 2017).

Educational institutions in the Netherlands have two institutions, such as hoger beroepsonderwijs (HBO) and wetenschappelijke onderwijs (WO). HBO is also called the University of Applied Science, a high school in English. In Indonesia, HBO equates with a polytechnic. Kedia, this institution is appropriate for students who practically go to the field, while the University gets an education focusing on mini science. The first year HBO/WO implemented filtering known as propedeuse. In the implementation of this stage, students must complete each study within two years. Otherwise, they can be declared failed and expelled from the majors taken.

In 2002, the Netherlands government made the higher education system into three levels, namely bachelor, Master's (BAMA), and Ph.D. degrees. According to the new terms, graduating from HBO and WO earned the same degree. HBO graduates can work directly but usually study at polytechnics, where many are theoretical. Who called a university with a broader scope than HBO, such as art, education, engineering, and science? University can compete in up to 2 years, and to complete the Master it takes as much as three years, while not work glass obtained as much as four years.

Bachelor's degree, completion of the program at homeschoools by completing 240 ECT / European Credit Transfer System (completed over four years). Graduates of this program obtain degrees related to the degree taken, such as a bachelor of Engineering or nursing. The Master's degree is obtained by completing a master's program with a credit score of 50 or 120 ECT (completed in 2 years). Graduates of this program obtain a degree with Master's related to the majors taken, such as a Master's of social work and a Master's of Business. Another case with WO (research university) is almost the same as two degrees, namely a bachelor's degree, completed with the acquisition of credits of 80 ECT (completed in 3 years). Graduates of this program obtain degrees in accordance with the majors taken, such as Bachelor of Science and Bachelor of Arts. Plus, the Master's degree is complete with the acquisition of credits of 60, 90, and 120 (completed over two years). Graduates of this program are entitled to hold a master of Science and Master of Arts glass according to the needs of the majors taken.

Each student is required to have the same HAVO or MBO level 4 diploma. Every prospective student is required to have a VWO diploma. Through limited, inadequate facilities, several majors in WO use a lottery system in conducting student admissions, such as medicine. Then, students who are 21 years old are allowed to enter higher education in the Netherlands and are declared graduates. Bachelor graduates from WO, if interested in entering the Master's program, they are required to take an additional test if the choice is

more than one major. Graduates of the bachelor's program from HBO can enter the Master's program at WO and are required to attend a one-year program at WO and done before following the chosen major. This applies to graduates of HBO's Master's program who request to continue their education at the Ph.D. level at WO.

Since 2002, the Netherlands education system has used the ECTS (European et al.) credit point system applied in Europe. One credit equals 28 hours of work/study (excluding learning from home), and 60 credits represent one full school year. In the same year, higher education accreditation in the Netherlands was called the Netherlands-Flemish Accreditation Organization (NVAO). In this system, accreditation is on an educational program for six years. Programs that receive accreditation from NVAO will receive support from the Netherlands government and have the authority to issue degrees by the Netherlands. Government. NVAO accreditation programs are listed on the Central Register of Higher Education Study Programmer (CROHO). NVAO has revised every program in the Belanada order since 2006 and is recognized by law in the Netherlands.

The Netherlands education system has accreditation that differs from NVAO, a program subsidized by the Netherlands government, while programs recognized by the state are not subsidized. Every Netherlands education is required to be accredited, and NVAO registered. Information about accreditation is required to contain accreditation on the diploma to state accreditation status, so it is recommended that students in the selection of majors can see the accreditation status first (Qurtubi, 2020).

3.4 Comparison of education in Indonesia and the Netherlands

In the colonial period, learning in schools was first established in the Ambon area. At that time, there was no purpose in infiltrating religion in school learning. In 1630, the first school was formed in Jakarta for Indonesian and Netherlands children. Education was formed to spread Christianity through individual learning.

In 1816, the school was founded and intended for children. The curriculum has a change rooted in liberalism by making people believe in the power of knowledge obtained through empiricism. Education no longer fosters fear of God but refers to the enhancement of the intellect. School for Indonesian children is education for blue people with power and authority. Education intends for children who have parents working in plantations, which leads to forced cultivation. Before the reorganization of 1892, it refers to as a simple school; the facilities were inadequate. Elementary schools are allowed to issue teacher school plan programs. Due to the Netherlands crisis, a policy of differentiation issues in education for Indonesian and Netherlands children. Netherlands is included in the curriculum for elementary schools, especially for blue circles. This school is detrimental to the Indonesian side because it needs to provide opportunities to participate in learning. At the same time, Netherlands learn by children from the first grade. The extension of the learning period changed to 7 years. Next, the second grade was carried out because of the inability to equalize education for Indonesian children. The curriculum was given to obscure discrimination to show that the Netherlands did not have an overall plan for education until it was a trial school that could keep up with the times. Education continues to be carried out, which is intended for the community, blue and small circles (Qurtubi, 2020).

Next, village school (volks school) is carried out, as explained below.

1. It is spreading education that does not require high costs and welfare. The government subsidizes obtaining a good education.
2. The curriculum is done by reading, writing, and counting.
3. Prohibition of enforcement of violence and paksanaa
4. Give responsibility to the school to be given education to children

5. The lack of interest of children in school makes educational institutions responsible for community life
6. There is discrimination between people with a weak economy and those with a high. People who have a good economy get a good education, while people who have a weak economy are required to make their schools
7. There are curriculum restrictions due to the inability to work in the office as an administrative job
8. Failure to eradicate the number of letters each year
9. Village schools have a substructure with a second class
10. The distribution of village schools is more out-of-the-line than other schools despite their low quality

ELS (Europese Lagere School) (Riska, 2021)

1. The Netherlands recognizes the ability of Indonesian children to learn to use Netherlands.
2. Education can threaten the Netherlands because it could harm the Netherlands.
3. Education provides for the needs of Netherlands government employees and companies.
4. Provide opportunities for Netherlands children to get the best education
5. ELS dominates by Netherlands children who receive an education

School pattern: 7-year primary school

1. During the Netherlands order, secondary schools that used Indonesian have not to realize
2. Discrimination against the mastery of Netherlands culture and language makes the position of Indonesians depressed.
3. The Netherlands created the ELS curriculum, which is unrelated to Indonesian children's needs.
4. ELS is defending for the benefit of several individuals

HCS (Hollands Chinese School)

1. Schools are a political tool to prevent the Chinese from having loyalty to the Netherlands.
2. The fear of Chinese loyalty allowed the Netherlands to provide natural education in the form of MULO and HBS.
3. The establishment of HCS was motivated by Indonesia's dissatisfaction with education.
4. The inability of the Netherlands to refuse education in Indonesia, especially the birth of Budi Oetomo and the Islamic Union

HIS (Hollanda Inlandse School) (Septiana et al., 2022)

1. HIS's inability to accommodate criticism and the weakness of graduates in getting jobs
2. Netherlands helplessness at the insistence of Budi Oetomo and the Islamic Union in the reorganization of first-class schools
3. Netherlands helplessness that HCS reserves for China
4. Support for the formation of HIS was expanded outside Java, causing the need for workers who had an education.
5. Netherlands concerns over equal rights to the Netherlands position in Indonesia
6. Equalization of the status of Indonesia and the Netherlands on the existence of HIS
7. Procurement of social mobility through HIS
8. HIS is entered by the elite and low
9. The Netherlands did not discriminate against the decision of the king of Indonesia.
10. The inability of the curriculum to accommodate children in getting an education at HIS
11. HIS education produces employees

MULO (Meer uigebreed lager onderwijs)

1. A Chinese child owns the background of the establishment of MULO
2. Mulo can invade the education of Indonesian children

3. Mulo as anti-racial symbolism
4. Milo cultivates new intellectuals
5. Mulo produces good education, such as clerks, laws, doctors

4. Conclusion

Indonesia adheres to a centralized education system centered on governance. Each school has responsibility for the authority and quality of schools under the guidance and supervision of the regional education office. However, there are areas for improvement in the Indonesian education system that have curriculum changes that make it difficult for curriculum implementers to adapt. Meanwhile, the Netherlands is a country whose education system adheres to centralization. Government responsibility is related to the organization; schools give authority in their institutional management. Schools also can make their budgets and the quality of school education.

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