

Solutions for barriers in curriculum implementation

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ABSTRACT

Achieving the desired level through education in society, conducting a planned and effective training in schools, reaching determined educational objectives depend on the elimination of problems in an educational environment. Research often focuses on problems experienced in education, shortcomings, and responsibilities of schools and educators. Although schools constantly make curriculum changes to be more successful in education, these changes and reforms, which are not fully understood and internalized by teachers, often remain only written documents that are tried to be adapted with half practices. For this reason, it is necessary to minimize the problems and increase efficiency in education by producing permanent solutions. As a result, in this study, the roles of teachers in the curriculum implementation process are presented. And the effects of their differences, ideas and beliefs, are underlined as well. Moreover, examples of problems and some solution suggestions about curriculum implementation are focused on. Teachers need motivation, self-confidence, participation in curriculum development studies, training for curriculum implementation, and professional development. I have suggested few strategies in this paper for the effective implementation of the curriculum.

Keywords: Curriculum, curriculum implementation, problems on curriculum implementation.

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INTRODUCTION

Curriculum is one of the most important elements of education. Each curriculum should be prepared following the characteristics of the course, the student and the educational environment. However, although a curriculum has all the features it should have, reasons such as unexpected problems in the classroom, student and teacher characteristics, and technical problems may prevent the curriculum from reaching its intended purpose. In this case, it should be determined why there is a problem between the curriculum and the implementation. For example, is the curriculum incompatible with the teacher's characteristics? Or is there a compatibility problem caused by a sudden change? The measures that can be taken to minimize these problems and the solution proposals for these problems have been examined within the scope of the issues mentioned in the literature.

TEACHER AND CURRICULUM

Since the teacher turns the written curriculum document into practice, focusing on teachers, their needs, expectations, and problems will be helpful. Most of the time teachers make the best for successful curriculum implementation with their knowledge, experience, and competence. The influence of teachers in the success of curriculum cannot be denied, regardless of the educational philosophy, that document is based on. In recent years, teachers' responsibility has increased even more in curriculums moving from the behaviorist approach to the constructivist approach. With these changes, teachers have many responsibilities which can be sometimes a burden for them. As a result of these, they have problems (Akkoç et al., 2008). Some of them are ineffective methods, crowdedness of classes, and

student's unwillingness to learn or lack of materials. These problems may interfere with curriculum implementation (Mkandawire, 2010). Unfortunately, teachers are left alone in dealing with problems (Park and Sung, 2013). Teachers make some attempts to solve these problems. For example, they try to use opportunities offered to them, cooperate with other teachers, participate in various training, search for solutions on the internet, read different resources, examine practices of other schools (Apsari, 2018). However, this effort is often unnoticed and ignored, there is a need to be appreciated, and perhaps they can even be financially supported for these efforts (Cobbold, 2017).

Is curriculum reform enough?

Although a curriculum reform is often thought of as a solution for education, it is not enough for qualified education. The important thing is that there must be good implementors which means teachers who carry theoretical knowledge to the classroom environment, should be qualified for curriculum implementation (Chisholm, 2000; Mkandawire, 2010). For this reason, any change to be made in the field of education requires first of all a change in teacher's beliefs and understanding (Department of Education and Science, 2005). Only in this way can curriculum reform and improvement be achieved in teaching activities.

The curriculum will not be successful if a teacher does not agree to implement it exactly as specified. This is because a teacher has to agree to make anticipated changes in line with the curriculum. A change of method, material change, the difference in classroom practices can sometimes be difficult for a teacher. Teachers need to be convinced that a curriculum should be implemented fully as planned (Hickey, 2005).

Curriculum implementation needs coherence. Teachers' implementing curriculum individually leads to differences in resources and teaching methods since their opinions about curriculum differ (Department of Education and Science, 2005). Some teachers focus on discipline; others focus on classroom management. So they implement curriculum by changing it in line with their thoughts and beliefs. Therefore, experts who develop curriculum can prepare an easily understandable application guide for teachers or organize training about curriculums. Teachers should be consulted and be taken on board regarding curriculum reforms. If teachers understand the logic of the curriculum, they try to implement it as specified (Cronin-Jones, 1991). The better teachers understand a curriculum, the better they can implement it, they know what to do (Cheung and Wong, 2012) and they will try harder to implement it properly (Ekawati, 2017).

Providing professional development education for teachers

The literary review indicates that many types of research emphasize teachers have the most crucial role in the curriculum implementation (Mabusela, 2018; Cobbold, 2017; Wang, 2010; Rahman et al., 2018) and they should be supported with training before and during curriculum implementation (Chapman, 2019; Oktafiani and Hernawan, 2018; Mabusela, 2018). Teachers are at the top of educational innovations for adoption, restructuring, or rejection of a new curriculum (Carless, 1997; Hickey, 2005; Sinnema, 2010) since their full understanding of curriculum and its elements will facilitate effective implementation. For a curriculum to be implemented effectively, teachers must know all components of the curriculum and stick to the whole (Rahman, 2013). For example, unless they know curriculum goals, they cannot implement the curriculum as intended. Thus, teachers' having trained for curriculum, curriculum elements and implementation will make it easier for them to go through implementation successfully (Suyanto, 2017). There are many advantages of providing training about curriculum, and its implementation for teachers. For instance, the difficulties, limitations, applicability, concerns, and disadvantages encountered in the curriculum can be identified in this training (Chapman, 2019). In a study conducted by Palobo et al. (2018) some teachers stated that during a curriculum implementation ongoing guidance helped them. They also stated with the help of professional support, they could prepare their worksheets suitable for their educational environment instead of using worksheets prepared by others.

Providing teachers with training will be useful for socializing teachers (Ekawati, 2017; Cobbold, 2017). In this training, they can communicate with each other. Communication and collaboration between teachers and sharing their efforts to solve problems they encounter in curriculum implementation will have a positive effect on their motivation (Cobbold, 2017; Ali and Baig, 2012). It also provides reviewing curriculum constantly (Mandukwini, 2016). In addition, if a beginner teacher works with an experienced teacher for a while, he/she observes an experienced teacher, examines what he/she has done while teaching, can benefit from his/her experiences, and have fewer problems in curriculum implementation. Cheung and Wong (2012) indicate that collaboration between teachers is really necessary. In this way, a team spirit is formed and solutions to problems can be discussed and concluded. A teacher communicates better with other teachers who have the same problems during the curriculum implementation. A teacher in trouble trusts other teachers. He can predict exactly what happens in the classroom at the time of problems, how students will react, and what problems may be encountered. It is more comforting for a teacher

to seek help from another colleague because he knows that his colleague will not evaluate or judge him, therefore, will not hesitate to get support (Carey, 2013). Cooperative implementation of a curriculum supports the formation of culture among teachers in that school.

Moreover, during this training teachers can learn how to improve student's critical thinking and self-regulation skills and how to provide education for individual differences and they can learn details of the curriculum (Cheung and Wong, 2012; Retnawati et al., 2016). Teachers who know the curriculum in detail and apply it with a common understanding and adaptation solve difficulties more easily (Department of Education and Science, 2005; Ali and Baig, 2012). For example, Winarno (2016) states that the handicraft skills of teachers are not sufficient for activities in the curriculum so they have problems with these activities as they can not demonstrate to students. They can learn these skills with training.

In a study conducted by Penuel et al. (2007), it was stated that such training for curriculum would also be useful for professional development and enable teachers to implement curriculum more effectively, teachers begin lessons feeling more ready. Similarly, Perry et al. (1990) indicate that when teachers are given pre-curriculum training, their commitment to curriculum increases. As Ali and Baig (2012) and Mkandawire (2010) state, the success of a curriculum depends on individually dedicated teachers.

Professional development means the development of instructional skills. It is difficult to implement a curriculum successfully in an environment where the implementer's basic knowledge, skills, and experiences are insufficient (Mokhele, 2012; Olamo et al., 2019). Supporting training and professional development education for teachers should continue for a long time and it is not easy (Palobo et al., 2018). For professional development, teachers should be supported to attend regular conferences, workshops, and seminars. With these seminars, differences between in-service training and real classroom environment can be minimized (Magoma, 2016). Teachers can have a common understanding. Following a common path in the curriculum implementation, reduces differences arising from the practices of teachers (Lumadi, 2014). The harmonious curriculum implementation in school with all teachers provides a positive effect. Teachers know what other teachers are teaching. In such an atmosphere, they freely exchange ideas (Datnow et al., 2000).

Moreover, Nevenglosky (2018), Ekawati (2017), and Rahman et al. (2018) state that providing professional training for teachers helps them to fully understand the curriculum. This will support students' learning and teaching. For instance, during these professional development studies, some discussion sections can be held. Teachers can express problems they encounter in

class and educators can support solutions for these problems (Vasconcelos et al., 2015). In that case, other teachers realize what they can do if they encounter such a problem (Nevenglosky, 2018).

Professional training also increases teachers' content knowledge and teaching skills and by using these, teachers can offer richer content to students. Providing teachers with information about important curriculum implementation strategies including concrete examples will encourage them to use these strategies in implementation (Sy and Glanz, 2008). For example, teachers may be suggested to describe the Grand Canyon from Google Earth (Carey, 2013) not only by showing pictures or reading text in the book. Thus, even if a curriculum is complex, they will be more inclined to implement this curriculum with an innovative approach.

Teachers themselves also expect professional development, collaboration with colleagues, and easy access to resources with a new curriculum (Nevenglosky, 2018; Carless, 1997). In a study conducted by Bennett (2007), teachers state that professional development enables them to be more successful in curriculum implementation. This development education increases teachers' knowledge and skills, improves their teaching practices, keeps them dynamic, and as a result, improves student learning. Moreover, it also helps a teacher to implement a curriculum in a more effective and evolving way.

Professional development studies will be useful for a teacher who believes that change is necessary to increase the effectiveness of teaching, teachers will both gain self-confidence and their individual development will be easier (Datnow et al., 2000). However, education and training activities for teachers should be in a feasible structure, suitable for teachers' needs and skills, and provide opportunities to develop themselves professionally (Oktafiani and Hernawan, 2018).

Increasing teachers' motivation

Another way for effective curriculum implementation is increasing teachers' motivation (Cobbold, 2017; Muskin, 2015). For their intrinsic motivation, it would be valuable to increase their professional knowledge, professional competence, interest, and self-confidence for the teaching profession. Nevenglosky (2018) states that if a teacher implements a curriculum with confidence, student gain also increases. For an effective curriculum implementation. Teacher's morale should be high, working conditions should be improved (Mokhele, 2012). If teachers' motivation is high, they apply the curriculum more effectively. Yet, teachers with low motivation think that school administration and society do not support them, they think their efforts go unnoticed and they feel limited (Badugela, 2012).

Unfortunately, high motivation of teachers may not be possible due to excessive workload and financial concerns (Cobbold, 2017; Bohn, 2014). Teachers should be given time to rest, unlike the general belief of society, a teacher's work does not end at 3 o'clock, most teachers work 10-12 hours a day. Therefore, they should be given time to relieve stress and rest. Giving teachers too many tasks causes them to feel overwhelmed and work less productively. A teacher who does not have time to have a rest cannot follow innovations, develop himself or contribute to the development of the school as a community. Thus, teaching quality and motivation decrease (Cheung and Wong, 2012). It must be remembered that a motivated teacher overcomes all difficulties (Mokhele, 2012; Chisholm, 2000).

Including teachers in curriculum development studies

A teacher should be involved in the curriculum process from the beginning to the last stage. Thus, both teacher adopts curriculum more and makes more effort in implementation (Walters and Harris, 1984; Cobbold, 2017). Including teachers in curriculum development studies reduces problems that may be encountered in practice. Teachers can foresee what can go wrong in the classroom. In curriculum development studies teachers can revise their implementation. They need to review and revise their teaching, by doing so they can see their mistakes deficiencies and develop themselves (Vasconcelos et al., 2015; Datnow et al., 2000), they can have a chance to use their content and pedagogical knowledge (Oktafiani and Hernawan, 2018). As implementers, they must participate in decisions taken during the preparation phase of the curriculum (Rahman et al., 2018; Badugela, 2012). To solve problems encountered during curriculum implementation, a connection should be established by teachers between development and implementation, and problems encountered during implementation can also shed light on constantly renewed curriculum development (Mojkowski, 2000).

DETERMINING REASONS FOR NOT ADOPTING THE NEW CURRICULUM

Teachers generally do not implement the curriculum as intended in the classroom. As cited in Cronin-Jones (1991), Brophy and Good (1974) state that, teachers decide what is more important in curriculum and what is more appropriate and then they implement the curriculum accordingly. Or some teachers intentionally may not want to implement the curriculum as specified. Mandukwini (2016) states reasons for not adopting a new curriculum

can be teachers' adherence to old practices, not being open to innovation, insufficient knowledge about curriculum implementation, lack of a guide on how to implement curriculum, and a complicated curriculum document. These all can negatively affect implementation. To have a supportive environment for curriculum implementation, breaking teachers' resistance to change, focusing on curriculum implementation in a way that includes all curriculum components, providing a strong school environment will be useful (Bohn, 2014; Cobbold, 2017).

Experienced teachers can sometimes show more resistance to new applications of curriculum and think that traditional methods are better. Malinga (2005) states that they can solve problems related to curriculum implementation based on their experiences. These teachers rely more on methods and strategies that they used for a long time and achieve successful results. Therefore, a difference or change is unnecessary for them. They believe that a curriculum innovation is temporary and will eventually return to traditional. Only on the condition that the goals of the curriculum are clearly explained to teachers who think in this way, then strong support can be obtained from these teachers. Furthermore, experienced teachers pioneering new curriculum implementations can be role models for other teachers and a comprehensive application can be achieved throughout the school. Thus, experienced teachers can move away from traditional and adopt new curriculum implementations when they clearly understand the aim of innovation (Bohn, 2014).

Badugela (2012) focuses that today, many teachers still use traditional teaching methods. In such an environment, the teacher is seen as the only source of knowledge, and the student is seen as an empty scheme to be filled with information. Teachers should move away from traditional methods and be willing to learn and use new methods. Mabusela (2018) recommends encouraging teachers to use different teaching methods and techniques apart from traditional methods. Although school administrations are often criticized for not following innovations, in some schools, school administrations make all kinds of efforts for curriculum implementation. Yet, teachers prefer not to use these innovations and practices (Marques and Xavier, 2020), or some teachers do not implement some parts of curriculums depending on their personal preferences and idea that student does not need it. Some teachers, for example, choose not to do the activities in the curriculum such as listening and speaking since they are not measured in exams (Rahman et al., 2018).

Ekawati (2017) states teachers still teach according to teacher-centered education. They hesitate to use student-centered practices. They think the reason for this is that student needs a teacher. However, teachers should implement a curriculum with commitment and not

add or subtract anything in line with his/her own belief or predictions. There must be fidelity to the curriculum. Fidelity to curriculum means implementing curriculum following the pre-determined purpose of the curriculum is necessary (Nevenglosky, 2018; Cooper, 1998). For example, if the observation is required for the assessment process, teachers' observation should be done correctly and reflect reality even in the assessment. Teachers should learn how to observe and grade students according to these observations (Ekawati, 2017). The details of assessment and evaluation should be clarified to avoid any problems (Muskin, 2015). Not knowing what to do during the evaluation process causes teachers to fear and worry (Ball and Bowe, 1992). The purpose, level, scope, nature and impact of evaluations should be specified in the curriculum. Furthermore, if the curriculum aims to teach all content, evaluation should be directed towards all content. What is taught, and what is evaluated must be compatible and teachers should be qualified enough to do all of these (Muskin, 2015).

When a teacher places more emphasis on discipline, he or she can avoid situations where students need to communicate. The reason can be fear of losing control. Focusing on appropriate behavior in the learning process may hinder effective learning in that case (Cronin-Jones, 1991). Due to disciplinary concerns, students cannot communicate and reach curriculum goals. Behavior control prevents learning, and a strict learning environment limits the curriculum. When a student is expected to discuss or to do oral group work in the curriculum, the fact that these activities cannot be done due to noise or control problems leads to a conclusion of not implementing the curriculum. In another example, if a teacher who does not care about student behavior focuses only on teaching and planning, the effect of the curriculum is again reduced. For example, this teacher thinks that behavior is not important, but what matters is practice and teaching. However, the curriculum is a whole and it is not effective to make changes and corrections according to his/her right (Wang, 2010).

Some teachers may be uninterested in curriculum implementation. These teachers need tighter direction, measurable goals, and serious results. For example, teachers can be evaluated according to a certain criterion. And ultimately it may be a question of whether or not to stay in school. A reluctant teacher, who does not work as expected, does not show any effort, also depresses hardworking teachers. Accordingly, a diligent teacher wants the school administration to see this difference and make a decision. School management is an important element that creates school culture. School administration should constantly review the curriculum implementation (Sinnema, 2010; Lumadi, 2014; Mandukwini, 2016). It is essential to restructure curriculum implementation habits, re-evaluate ideas, and

understand educational methodologies of practitioners (Paykoç et al., 2004). There should be a central control for teacher and student (Mabale, 2013). School management should monitor teachers' work to distinguish between working and non-working teachers (Mojkowski, 2000).

The attitude of school management against a teacher who does not adapt to innovation and change affects the culture and morale of the school and other teachers (Bohn, 2014). It is important for school administration to be close to the teacher, to understand his concerns, meet his needs, and support the development and success of the teacher for an effective curriculum implementation (Carey, 2013).

In curriculum implementation, both individual and environmental factors are effective. For example, each teacher affects the implementation of his/her unique experiences, beliefs, and thoughts (Akkoç et al., 2008; Rahman et al., 2018; Erden, 2010; Cronin-Jones, 1991). Teacher's beliefs, points of view, and opinions can prevent effective curriculum implementation (Cronin-Jones, 1991). When there is a fixed belief in a teacher's mind about how to teach, this also affects the teaching style of that teacher and he/she teaches in that way, in this case, he/she moves far away from curriculum objectives. The teacher considers students' level of knowledge, learning styles, and more important parts of a subject, they conduct curriculum implementation in this way. The teacher teaches in a way that he/she perceives curriculum and this perception passes on to students in the same way. For example, when a teacher describes wild animals similar to humans without giving their most important features, a lower grade student perceives wild nature as a normal way of life. However, wild nature is not described in the curriculum in a similar way to humans.

To understand and implement curriculum fully and to have fidelity to curriculum, some guidance can be helpful for teachers (Park and Sung, 2013) such as lesson plans. Teachers can be trained to make lesson plans suitable for the curriculum. Thus, they feel more confident and can reach curriculum objectives more easily. With a lesson plan, the teacher organizes lessons, chooses appropriate tools or media, prepares examples and evaluation questions for students (Ekawati, 2017). Although teachers know that preparing a lesson plan is very important, they generally implement a curriculum without preparing a lesson plan. Apsari (2018) indicates that a lesson plan enables teachers to use methods such as sampling, monitoring, research, cooperation, sharing ideas, observation, questioning, research, connection, and communication in the teaching process, to achieve curriculum goals. The lesson plan must be prepared before the curriculum is implemented so that teaching becomes more effective and the lesson plan guides the teacher.

School administration

The curriculum cannot be implemented effectively unless administrators and educators are fully committed to and prepared for implementation (Olamo et al., 2019). First of all, school administration should examine whether school facilities are suitable for the curriculum or not (Hickey, 2005). Before a new curriculum can be implemented in a school, the conditions of that school must also be improved. A curriculum will be even more effective in a better physical environment, with more resource support and good facilities available to teachers.

Moreover, administrators should have the knowledge to support teachers. This provides a systematic social structuring and curriculum can be implemented more easily (Nevenglosky, 2018). The implementation should be structured within a plan, similar to planning made while curriculum development. Management and planning of the implementation process may be under the control of the school principal since the school principal is responsible for the organization of the school's vision, and knowledge, skills and attitudes that are all essential for effective curriculum management (Mandukwini, 2016). If the school follows curriculum implementation with a plan, the monitoring process extends to a wider area, a balance can be established between application and document (Department of Education and Science, 2005).

Secondly, school administration should be trained about curriculum implementation (Oakes, 2001), such as informative policies regarding curriculum implementation can be sent to schools (Magoma, 2016). Thus, the administration becomes aware of what they have to do in this process. Some researchers suggest a need to increase the financial support of the state, reducing the number of students in crowded classes (with an average of 30 students) and providing necessary resources and materials with computers and the internet (Eraslan, 2013; Oakes, 2001). Some others propose to recruit more teachers and thus reduce the number of crowded classrooms, provide more teaching material, and more guidance to teachers (Salahuddin et al., 2013).

Thirdly school administration can support using technology more in the classroom for effective curriculum implementation. With e-learning, teachers who could not do anything to improve themselves in an educational environment due to lack of skills or financial difficulties in the past can now easily and simply do what they want to do with many simple products (Christensen et al., 2002). With e-learning, the educational environment can be revised to create an educational environment that provides dialogic, democratic, and experimental learning suggested.

Furthermore, using virtual learning environments enables curriculum to be implemented more effectively. Moodle, for example, can be used for this purpose

(Modular Object-Oriented Dynamic Learning Environment). Moodle is a free and open-source distance education system. With this and similar applications, the curriculum can be adopted more easily to the digital learning and teaching environment (Blin and Munro, 2008).

School administration should have an active role in reviewing, monitoring, and improving implementation. In this context, the administration can for instance examine the process by assigning teams. Thus, a more systematic monitoring and evaluation process can be managed (Department of Education and Science, 2005). Leadership and management skills of school are effective in implementation. If a strong administrative structure is not established, educators will face greater difficulties in curriculum implementation. Leaders need to embrace, control, and handle change properly. Otherwise, it will be very difficult for teachers to overcome difficulties. For example, short visits by school principals to classes, supporting teachers verbally and behaviorally, taking their opinions, will facilitate monitoring of curriculum implementation (Badugela, 2012). During these visits, school principals can get information from teachers with a checklist to determine problems experienced in implementation. However, these lists should be filled anonymously for answers to be correct and sincere (Mojkowski, 2000).

Finally, to implement curriculum successfully, ensuring a clear distribution of tasks by school administration for coordination, ensuring a shared control between curriculum experts and implementers, insisting on doing everything correctly and providing necessary support, adequate and sustainable personnel development and in-service training, meeting teachers' needs, reducing their burden and rewarding their success is required (Cobbold, 2017). Moreover, adult-to-adult relationships are also important in the implementation of the curriculum. For example, the fact that the school principal and teachers respect each other and work in cooperation enables the curriculum to be implemented more effectively (Lieber et al., 2009). It is obvious that inadequate school management affects curriculum negatively (Chaudhary, 2015) and teachers need support from school administration and society (Chisholm, 2000; Lam et al., 2013).

Textbook

Textbooks should be efficacious so as not to lead teachers to seek different resources (Apsari, 2018). For a successful implementation, the textbook and the curriculum must be compatible with each other. For example, if a curriculum has a skill-based structure and the textbook focuses on remembering knowledge, this creates incompatibility. To be in line textbook should also

lead to skill-based practices such as problem-solving and analytical thinking (Muskin, 2015).

A qualified textbook can sometimes enable a teacher who is not ready enough to implement a curriculum effectively (Mokhele, 2012). However, an incompatible and insufficient textbook with curriculum forces teachers to download worksheets from the internet, and the reliability of these worksheets can be a problem. In addition, photocopies, distribution and collection of these assignments are time-consuming (Vasconcelos et al., 2015).

The book can support curriculum in the following ways; it determines the content of the curriculum and evaluation process, provides knowledge and skills to be presented and interpreted. Moreover, it enables teachers to plan topics on a yearly and daily basis and can be used as a source for preparing questions for exams (Mokhele, 2012).

MATERIALS

Another important component for curriculum implementation is material. During implementation ensuring all necessary materials in the curriculum will be helpful (Bohn, 2014; Oktafiani and Hernawan, 2018; Muskin, 2015; Chaudhary, 2015; Mokhele, 2012). Materials that cannot be used or resources that cannot be accessed due to financial limitation results in the curriculum not being fully implemented. For example, as a result of the lack of necessary material for an experiment that should be done in science class, a teacher will pass this experiment without doing this. Or, due to the lack of reading material in a language lesson, teachers may consider this skill to be performed later and move on to the next level (Mkandawire, 2010). Unfortunately, there is no shortage of materials in most of the classroom environments that support the curriculum implementation, for example, easy access to materials in activities and high printing opportunity facilitate implementation (Department of Education and Science, 2015).

Therefore, governments should provide schools with necessary materials (Kurniawan, 2015). Yet, materials used by teachers during implementation should be easy to use. Since teachers do not want to have problems while using these materials, it is not possible to continue the flow of the course during lessons with difficult material to use. Moreover, a teacher should be able to use technological facilities in the school. School administration should move away from an overprotective attitude and allow teachers to use materials for even entertainment at the appropriate times (Carey, 2013). It is clear that when there is a lack of material in a classroom, there will be difficulties in implementation, no matter how talented the teacher is (Muskin, 2015).

Features of curriculum

For successful implementation, the curriculum should have some features. First of all, it must be suitable for different individual characteristics of students (Pak et al., 2020; Boyraz and Altinsoy, 2017; Chaudhary, 2015; Marques and Xavier, 2020), it must be child-centered, heuristic and teacher-facilitated methods should be used, it should be suitable for nature and developmental characteristics of children (Hickey, 2005), it should be appropriate for student-level which makes implementation easier (Badugela, 2012). Student achievement reflects the success or failure of the curriculum. Their prior knowledge, skills and motivation are important in curriculum implementation (Olamo et al., 2019). Targeted curriculum goals and achieved results may not always coincide. The reason is that students' schema and their prior knowledge are not the same. This difference results in different understanding and also the different effects of curriculum implementation. Since students have different prior knowledge, although the same curriculum is implemented, training has a different impact for students (Hugerat et al., 2014), to diminish these differences curriculum should be student-centered. The fact that the curriculum is flexible, fun for students, and includes flexible applications facilitates implementation. An extensive, complex, ambiguous and abstract curriculum is difficult to understand, a curriculum with clear, understandable and concrete applications as much as possible is easier to implement (Vasconcelos et al., 2015; Ogar and Opoh, 2015; Lam et al., 2013; Badugela, 2012). Clarity and comprehensibility of curriculum objectives suggest an understanding of what is expecting to teach and also facilitate implementation (Datnow et al., 2000). The curriculum should be a simple as a document.

Secondly, the curriculum's complying with social, cultural, material and local conditions and its meeting needs of society affect implementation positively (Mandukwini, 2016). The fact that a curriculum is a social curriculum rather than a standard or a mechanical one makes it easier to apply. A curriculum must be compatible with the values and culture of society. In this way, that curriculum can be adopted (Mokhele, 2012).

Moreover, the predominance of exam-oriented curriculum disrupts curriculum implementation, a curriculum that focuses only on knowledge and understanding, and exams that do not include skill development negatively affect curriculum implementation (Rahman et al., 2018). However, there must be more than knowledge such as hands-on activities which students enjoy doing (Lam et al., 2013).

Finally, the curriculum should be prepared realistically, especially for timing. Giving enough time for activities in the curriculum is also crucial (Muskin, 2015; Mokhele, 2012). In many schools, there are problems in the

curriculum implementation due to days such as Mother's Day, Teachers' Day, meetings, and health events. Lesson duration is also very important in terms of time. If a teacher comes to class a few minutes late or is absent for any reason, the curriculum will be delayed in terms of time (Mkandawire, 2010). While curriculum developers are planning the time they should take into account all these features and develop curriculum accordingly (Mkandawire, 2010).

CONCLUSION

In this study, some precautions for removing barriers in curriculum implementation are underlined. For educators, there are some indicators of determining whether a curriculum is implemented smoothly such as students being creative, productive, and independent. Learning is of high quality, the environment is active, fun, peaceful, happy, orderly and effective. Facilities are used effectively. Stakeholders are supporting the curriculum. The school is fulfilling its responsibilities. Students' attitudes, skills, and intelligence are at a good level. Assessment is a process, development continues continuously. All these factors interact with each other and should be studied together (Chaudhary, 2015; Mulyasa, 2009).

As a result, in this study, the roles of teachers in the curriculum implementation, the effects of their differences, ideas, and beliefs, examples of problems, and some solution suggestions about curriculum implementation are presented. Teachers need motivation, self-confidence, participation in curriculum development studies, training for curriculum implementation and professional development. For an effective curriculum implementation, it is thought that considering suggestions stated in this study will contribute.

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