

**TRANSFORMATION IN EDUCATION:
TEACHER PERSPECTIVES ON THE NEW
EDUCATION MODEL**



Dr. Mehmet DEMİRHAN

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MODEL**

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PREFACE

The Turkish Century Education Model has emerged with a vision of transformation and aims to improve the quality of education and implement skills and activity-based teaching approaches. In this context, a common text and updated curricula for 26 courses have been published. When the courses for which curricula were prepared are examined according to the levels, it is seen that the curricula of one pre-school, seven primary schools, eight secondary schools and fourteen high schools were prepared. For this reason, the evaluation of the preparation of the curriculum of 7 courses at primary school level by classroom teachers working in primary schools makes this study very important. In this context, I believe that the results of this study will contribute to the literature and will be useful for researchers, parents, teachers and the Ministry of National Education.

18/04/2025

Dr. Mehmet DEMİRHAN

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TRANSFORMATION IN EDUCATION: TEACHER PERSPECTIVES ON THE NEW EDUCATION MODEL

Dr. Mehmet DEMİRHAN

1. INTRODUCTION

The information age differs from other ages especially in that universal changes affect state structures and the nations living within the state more. The dizzying change/development of technology in the information age affects all phenomena. In this process, the change of curricula, which are at an important point in the implementation of education and training activities, has also become inevitable. As a matter of fact, taking these developments into consideration, the Ministry of National Education (MoNE) has updated the pre-school, primary, secondary and secondary education programs under the name of Turkey Century Education Model as of April 2024. In the process, the draft programs were first presented to the public and feedback was received. After the feedback, the programs were approved in May 2024 (Yurdakal, 2024).

The educational approaches determined by each country encourage innovations in education systems with the aim of responding to the needs of society, improving the quality of services provided in education, and establishing stronger relationships between students, teachers, and parents (Kuzu et al., 2019). The Turkish Century Education Model has emerged as a general framework underpinning Turkey's vision of change/transformation in education. This model is

designed to address the challenges facing our education system and to make our students successful in a global competitive environment. However, it is not only limited to these goals, but also aims to help students discover, develop and maximize their individual potential (Ülçay, 2024).

Curriculum can be expressed as linking education to a program. Education, on the other hand, is the process of intentionally bringing about a desired change in an individual's behavior through his/her own experiences. The curriculum is basically the systematic organization of the content that emerges in the light of the answers given to the question 'In line with which needs; what kind of individuals with which knowledge, skills and competencies do we want to raise and with which content can we achieve this?' (Mil Maarif Sen, 2024). In its main outlines, New Education Model is a curriculum based on the constructivist approach. Although some parts of the Common Text seem to conflict with the basic principles of the constructivist approach, it can be said that there is no innovation in terms of basic approach and philosophy in this revision, as in all curriculum development studies since the transition from the behaviorist approach to the constructivist approach in 2004 (Karataş, 2024).

In the New Education Model, which is being implemented gradually throughout the country starting from the 2024-2025 academic year, the student profile to be raised is clearly defined. It is seen that "human" is at the center of the program, which emphasizes the characteristics that students should have in terms of virtue and

competence (Ateş, 2024). The model adopts an approach that aims at the all-round development of individuals based on national and spiritual values (Hayat, 2024). As a comprehensive framework, the New Education Model is a holistic and broad framework project that includes curricula, textbooks, teaching environments and materials, assessment and evaluation, teacher development and auxiliary resources (Akpınar & Köksalan, 2024). Social-emotional learning skills also occupy an important place in the Turkish Century Education Model. These skills are defined as “the skills necessary for establishing positive relationships with oneself and one's environment, managing emotions, empathizing and thus developing a healthy self” (MoNE, 2024).

One of the main elements underlying the model is to identify the current challenges and deficiencies in the education system and to provide effective solutions to these problems. However, when the infrastructure preparations for the model are examined, it is seen that needs analyses were not conducted and the results of long-term pilot implementations were not examined. Putting a curriculum into practice and getting the results requires long-term observations, determinations and measurements. As a matter of fact, a student who started primary school in 2017, when the curriculum was changed, has not yet graduated from the primary education level of compulsory education. The outcomes/results of this curriculum have not yet been fully achieved. In addition, after the changes made to the curricula in

2017, there is no field research on these programs shared with the public (Imam Hatipliler Association [ÖNDER], 2024).

Another important issue that stands out in the new program is the simplification of the learning outcomes. More precisely, the scope of the courses was reduced by 30% (Karataş, 2024). In country-based comparisons, it was determined that the previous curriculum was nearly twice as heavy as its counterparts. Learning outcomes, on the other hand, were found to be 50 percent higher than in the countries examined and a dilution was made in the new curriculum (Özdemir, 2024).

The New Education Model emphasizes a broadened and deepened teaching-learning process. This elaboration of the teaching-learning process not only weakens the applicability of the programs in different opportunities, environments and conditions, but also makes processes such as preparing books based on the programs challenging. It also undermines authenticity as it restricts teachers' ability to shape the teaching-learning process according to their own contexts (Center for Values Education [DEM], 2024).

The importance of curriculum in education stems from its power to help students prepare for the future as free and productive citizens. A comprehensive and well-designed curriculum acts as a catalyst for the development of individuals, society and the state (Mil Maarif Sen, 2024). In order for the system to be successful, the educational environment and processes, and the basic mechanisms that control education must be compatible with the curriculum. At this point, it is

of great importance that the new model is internalized and implemented by teachers. If teachers do not understand the program and do not volunteer to implement it, it is very difficult to achieve the goal (Dinç, 2024). The suspended New Education Model includes a common text and updated curricula for 26 courses. When the courses for which curricula were prepared are analyzed according to levels, it is seen that the curricula of 1 pre-school, 7 primary school, 8 secondary school and 14 high school level courses were prepared. For this reason, the evaluation of the preparation of the curriculum of seven courses at the primary school level by classroom teachers working in primary schools makes this study important.

2. METHOD

In this study, phenomenology (phenomenology), one of the qualitative research method designs, was used. Phenomenological studies are studies that can provide experiences, explanations, situations and examples that will enable us to better understand a phenomenon/event (Yıldırım & Şimşek, 2021). Phenomenological design allows the researcher to collect detailed data on the subject and to reveal the individual experiences of the participants in depth (Patton, 2014). In this framework, the opinions of classroom teachers on the New Education Model were analyzed and presented from a holistic and detailed perspective through their own discourses.

2.1. Working Group

The study group of the research consists of 37 classroom teachers, 22 female and 15 male, working in the center of Malatya in the 2024-2025 academic year. Purposive sampling, one of the non-random sampling methods, was preferred in the study. In purposive sampling method, information-rich situations that are compatible with the purpose of the study are selected in order to conduct detailed research. In this respect, purposive sampling allows in-depth study of situations with rich information/data (Yıldırım & Şimşek, 2016).

Table 1. Demographic Information on the Teachers Participating in the Study

		N
Gender	Woman	22
	Male	15
Professional Seniority	1-10 years	6
	10-20 years	23
	20 years and above	8
Age	25 to 35	10
	35 to 45	20
	45 and above	7
Your Region of Duty	Province Center	23
	District Center	11
	Village	3

Title	Teacher	5
	Expert Teacher	32
Total		37

When Table 1 is analyzed, it is seen that 22 of the classroom teachers participating in the study were female and 15 were male. It was determined that 6 of the teachers had a seniority of 1-10 years, 23 had a seniority of 10-20 years and 8 had a seniority of 20 years or more. It was determined that 10 of the classroom teachers participating in the study were between the ages of 25-35, 20 were between the ages of 35-45 and 7 were between the ages of 45 and above. 23 teachers were working in the provincial center, 11 in the district center and 3 in the village. It was also seen that 31 of them had the title of expert teacher and 5 of them had the title of teacher.

2.2. Data Collection

The data in the study were collected with semi-structured interview questions in the second half of the 2024-2025 academic year. Before the interview, the participants were informed about the interview and the subject. The semi-structured interview form consisted of two parts: interview questions and personal information of the participants. While preparing the semi-structured interview form, the relevant literature was reviewed in detail. Then, considering the purpose of the study, interview questions were prepared for this purpose. All questions were clearly and explicitly stated. The prepared form was

submitted to the evaluation of three experts. The form was finalized by taking the suggestions and opinions of the experts into consideration. Before the semi-structured interview form was used in the actual implementation, a pilot study was conducted with four classroom teachers currently working in public schools affiliated to the Ministry of National Education. After the feedback from the participants revealed that the questions served the purpose and were clearly understood, they were used in the actual application.

2.3. Analysis of Data

The data obtained from the interviews conducted for the research were analyzed by content analysis method. In the content analysis method, similar data are brought together within the framework of certain themes and concepts and are organized and interpreted in a way that readers can understand (Yıldırım & Şimşek, 2016). For this purpose, the opinions of the participants in the study were presented in tables.

2.4. Validity and Reliability

In qualitative research, “expert opinion” and “expert review” are among the specific methods applied to ensure validity and reliability (Merriam, 2015). The draft interview form was presented to three experts in the field. The interview form was finalized by making the necessary corrections in line with the feedback. In qualitative research, presenting quotations/opinions in their most natural form and making direct quotations from the participants in the study group increase the reliability of the studies (Büyüköztürk et al., 2009). In this

study, the researcher reported the collected data as it was in order to increase the reliability of the study. In order for the participants to give comfortable, sincere and sincere answers, they were informed that their information such as identity, school, etc. would not be shared under any circumstances and approval was obtained from the participants. In this context, the participants were coded as T1, T2, T3. In addition, the research process was explained in detail.

3. FINDINGS

In this section of the study, the data obtained are analyzed.

Classroom Teachers' Thoughts on Whether They Received Training on the New Education Model

The classroom teachers who participated in the study were first asked the question “Have you received any training on the New Education Model?”. When the responses were analyzed, it was seen that the teacher responses differed. The opinions of the teachers are presented in Table 2.

Table 2. Classroom Teachers' Opinions on Whether They Received Training on the New Education Model

Categories	Participants	f
Yes	1, 2, 3, 4, 5, 7, 8, 9, 11, 12, 13, 18, 19, 20, 22, 23, 24, 26, 27, 29, 30, 31, 32, 33, 34, 36, 37	27
No.	6,10, 14, 15, 16, 17, 21, 25, 28, 35	10
Total		37

When Table 2 is analyzed, the majority of classroom teachers (27 teachers) reported that they received training on the New Education Model. 10 teachers answered no and stated that they did not receive any training.

Classroom Teachers' Views on the New Education Model

The classroom teachers participating in the study were asked the second question, “What are your views on the New Education Model?”. When the responses were analyzed, it was seen that the teacher responses differed. Teachers' opinions are presented in Table 3.

Table 3. Classroom Teachers' Opinions on the New Education Model

Categories	Participants	f
Positive	1, 3, 8, 9, 10, 13, 17, 18, 23, 19, 20, 22, 24, 26, 29, 30, 31, 33, 34, 36	20
Negative	2, 4, 11, 14, 15, 16, 21, 27, 28, 32, 37	11
No Information	5, 6, 7, 12, 25, 35	6
Total		37

When Table 3 is analyzed, 10 classroom teachers stated that they found New Education Model positive, while 11 classroom teachers stated that they did not view the new model positively or that it was no different from the previous ones. 6 teachers stated that they did not have enough information about New Education Model. The opinions of some classroom teachers on the subject are as follows:

“I think that the new education model pays more attention to both using technology effectively in education and raising students as individuals with social cultural values outside of technology.” T23

“It is a student-centered and process-oriented model. The textbooks have been simplified and a system in which listening texts and interactive applications are predominant has been formed. Therefore, I like the new model.” T36

“Any education model that does not ask teachers will not be successful. Therefore, I think the new education model is not a successful model.” T2

“It is good that the program has been simplified, but it is far away from the reality of the exam. It is well prepared as a philosophy, but it is difficult to implement in an exam-oriented country. Besides, basic life skills practice is good.” T1

Classroom Teachers' Views on the Advantages and Disadvantages of the New Education Model

The third question asked to the classroom teachers participating in the study was “What do you think are the advantages and disadvantages of the education model compared to previous models?”. When the responses were analyzed, it was seen that the teacher responses differed. Teachers' opinions are presented in Table 4.

Table 4. Classroom Teachers' Opinions on the Advantages and Disadvantages of the New Education Model

Categories	Codes	Participants	f
Advantages			
	Program Simplification	1, 8, 10, 21, 24, 26, 36	7
	Activity/Skills Based	3, 4, 7, 9, 17, 23, 26, 27, 36, 37	10
	Being Student Centered	13, 16, 17, 18, 22, 30, 35, 37,	8
	Cultural Relevance	19	1
	Process Oriented Evaluation	20, 27, 34	3
	Virtue-Morality	12	1
	Technology Relevance	27	1
	More Comprehensive	33	1
	Letter Order Change	3, 21	2
Total			34
Disadvantages			
	Not Suitable for Crowded Classrooms	10, 22, 27, 36, 37	5
	Time-consuming Implementation	16, 26, 29, 34	4
	Increasing Stationery	29, 34	2
	Constant Changes in the Program	21, 28	2
	Lack of Teachers' Readiness	19, 27	2

When Table 4 is examined, 10 classroom teachers stated that they found New Education Model advantageous because it is activity/skill-centered, 8 classroom teachers because it is student-centered, 7 classroom teachers because it simplifies the curriculum, 3 teachers because it includes process-oriented evaluation, 2 teachers because there is a change in the order of letters, and 1 teacher each because it is suitable for our culture, it observes the principles of virtue-morality, it is more comprehensive and it is suitable for technology. Teachers who found New Education Model disadvantageous stated that they found it disadvantageous because it was not suitable for crowded classrooms (5 teachers), it took time to implement (4 teachers), it was a workload for teachers by increasing stationery (2 teachers), teachers were not yet ready for the new model (2 teachers), and programs were constantly changing. The opinions of some classroom teachers on the subject are as follows:

“It is difficult for students to adapt to the fact that the assessment with the Maarif model is not the same as the result-oriented exams across Turkey. The fact that it is process-oriented is also very important in determining the information used in the process, even if the result is wrong. Preparing a separate rating scale for each activity is quite difficult for teachers and also requires time. Transcribing the activities prepared for the process on paper, preparing separate forms and scales for each activity is a waste of paper.” T34

“As a classroom teacher, the change of letters and the decrease in achievements have made the program a little simpler. This is seen as an advantage. As for the disadvantages, the program that changes every year puts the teacher in a more difficult situation.” T21

“Advantages are that it targets student learning through skills-based and simplified content. The disadvantages are that it takes time to see and analyze the results as it needs to be implemented over a large period of time.” T26

“The advantages are that the subjects are more simplified. The disadvantage is that especially process assessments are difficult to implement in crowded classes.” T10

Classroom Teachers' Opinions on the Effect of the New Education Model on Teaching Activities in the Classroom

The second question asked to the classroom teachers participating in the study was “How do you think the new model will affect your teaching activities in the classroom?”. When the responses were analyzed, it was seen that the teacher responses differed. Teachers' opinions are presented in Table 5.

Table 5. Classroom Teachers' Opinions on the Impact New Education Model on Teaching Activities

Categories	Codes	Participants	f
	Active Learning	1, 7, 8, 9, 12, 13, 18, 16, 22, 23, 24, 25, 27, 30,	19

			32, 33, 34, 35, 36	
	Holistic Education Opportunity		8	1
Positive	Process Oriented Evaluation		3, 20, 26	3
	Reduced Course Load		21, 31	2
	Efficient Learning		32, 37	2
	Learning with Fun		10, 19	2
	Permanent Learning		17	1
Total				30
	Program Confusion		5	1
Negative	Failure to Cover Subjects		5	1
	Making Learning Difficult		14	1
	Making Class Domination Difficult		11	1
Total				4
No Difference	Same as Previous		1, 2, 4, 6, 15, 28, 29	7
Total				41

When Table 5 is analyzed, it is seen that classroom teachers generally believe that New Education Model will have a positive effect on

teaching activities in the classroom. 19 teachers stated that with the new model, activities will come to the forefront in the classroom and provide active learning, 3 teachers stated that process-oriented assessment will be better for students, 2 teachers each stated that learning with fun, efficient learning and course load will decrease. Again, 1 teacher each stated that permanent learning would be provided and holistic education would be possible. While 7 teachers stated that the new model would not make any difference in the teaching activities in the classroom compared to the old model, 1 teacher stated that it would have negative effects due to reasons such as causing curriculum confusion, not being able to catch up with the subjects, making learning and classroom dominance difficult. The opinions of some classroom teachers on the subject are as follows:

“I think there will be more activities and applications will increase. There will be a teaching environment where children's reactions or decisions to events in life will come to the fore a little more.” T12

“I think that we can have more reliable data about the outcomes because it emphasizes students' individual differences and requires process-oriented assessment.” T26

“Emphasizing the process evaluation approach in measurement and evaluation and providing feedback about the behavior immediately had a positive effect on the teaching activities in the classroom.” T3

“I do not think that the New Education Model has a positive effect on the classroom. The model causes the teacher to lose control of the classroom.” T11

Classroom Teachers' Views on the Effect of the New Education Model on Students' Social and Academic Development Levels

The fifth question asked to the classroom teachers participating in the research was “How do you think the effect of the education model on students' social and academic development levels is or will be?”. When the responses were analyzed, it was seen that the teacher responses differed. Teachers' opinions are presented in Table 6.

Table 6. Classroom Teachers' Opinions on the Effect of the New Education Model on Students' Social and Academic Development

Categories	Codes	Participants	f
Positive			
	Increase in Academic Success	1, 3, 4, 7, 17, 19, 20, 18, 24, 25, 30, 36, 37	13
	Active Learning	10, 16, 21, 34	4
	More Social Activities	1, 12, 17, 26, 30, 31, 37	7
	Holistic Development	22, 26	2
	Creative and Critical Perspective	32	1
	Creating a level playing field	8	1
Total			28

Negative		
Everything on Paper	27	1
Homework/Activity More	5	1
Total		2
No Different		
No Change	6, 15, 23, 27, 29	5
Results Must Be Seen	6, 15, 23, 29,	4
Total		9

When Table 6 is analyzed, 13 classroom teachers stated that New Education Model would increase academic achievement, 4 classroom teachers stated that it would provide active learning, 7 classroom teachers stated that it would include more social activities, 2 teachers stated that it would provide holistic development in students, 1 teacher stated that it would contribute to creative and critical perspective, and 1 teacher stated that it would contribute positively to students' social and academic development because it created equal conditions for all students. 1 teacher stated that the New Education Model changes would not contribute to the academic and social development of the students because they only included changes on paper, and 1 teacher stated that they would not contribute to the academic and social development of the students because the intensity of homework and activities was too high. 5 teachers stated that New Education Model

did not reveal anything different from the previous models, while 4 teachers stated that they did not see any change for now, but that they would see whether it contributed to success and social development by examining its results in a few years. The opinions of some classroom teachers on the subject are as follows:

“I think that it will contribute positively to their academic development, especially the dilutions made in the content will have a great impact. I think a more detailed learning will be provided. Again, positive effects will be observed in terms of social aspects as it is suitable for our culture.” T19

“Since it is an educational approach that sees the student as a whole in terms of mental, affective, physical and moral aspects, it will positively affect the academic and social development levels of students.” T26

“I don't believe that much will change with the New Education Model because everything changes on paper. “ T27

“Students have difficulties due to the program and homework brought by the New Education Model. For this reason, I do not think that it will contribute to students' social and academic development.” T5

Classroom Teachers' Opinions on the Difficulties They Face While Implementing the New Education Model

Sixthly, the classroom teachers participating in the study were asked the question “What are the difficulties you face while implementing the model?”. When the responses were analyzed, it was seen that the

teacher responses differed. Teachers' opinions are presented in Table 7.

Table 7. Classroom Teachers' Opinions on the Difficulties They Encountered While Implementing the New Education Model

Categories	Participants	f
Crowded Classrooms	10, 22, 32, 34	4
Infrastructure Deficiencies	11, 24, 26	3
Paperwork/Workload	4, 5, 29, 34	4
Technological Inadequacies	9, 36	2
Inadequacy of Textbooks	12, 31	2
Lack of time/duration	23, 35	2
Lack of Activities	36	1
Lack of Material	17	1
Physical Structure	27	1
Teacher Attitudes	27	1
Failure of the System	2	1
Failure to Promote the Model	3	1
Student Engagement	37	1
Topic Density	16	1
No Problems	1, 6, 7, 8, 13, 14, 15, 18, 19, 20, 21, 25, 28, 30, 33	15
Total		40

When Table 7 is analyzed, 15 classroom teachers stated that they did not encounter any problems while implementing New Education Model. 4 teachers stated that they encountered difficulties while implementing the new model due to overcrowded classrooms, 4 teachers stated that the new model involves excessive paperwork and workload, 3 teachers stated that they encountered difficulties while implementing the new model due to infrastructure deficiencies, 2 teachers stated that they encountered difficulties while implementing the new model due to technological inadequacies, insufficient time, insufficient textbooks. In addition, 1 teacher each stated that they experienced difficulties due to factors such as the inaccuracy of the system, subject intensity, low student participation, insufficient introduction of the model, teachers' attitudes, lack of physical structure and materials, and lack of activities. The opinions of some classroom teachers on the subject are as follows:

“The insufficiency of materials in schools causes me to have difficulties in implementing the new model because students come without doing any preliminary research.” T17

“The physical structure of schools and teachers' attitudes are the main challenges. The physical structure should be prepared but teachers should be reassured that the system will not change again.” T27

“I face different difficulties while implementing the new model. I have difficulty in implementation because classes are held in overcrowded

classes, preparing evaluation forms for each activity is another difficulty. We struggle with excessive need and waste of paper.” T34

“The New Education Model includes plenty of activities. Course hours are insufficient for these activities to be completed and implemented. For this reason, I do not think that the course duration should be increased.” T35

Classroom Teachers' Views on the Success of the New Education Model

The seventh question “What are your opinions and suggestions for the model to be successful?” was asked to the classroom teachers participating in the study. When the responses were analyzed, it was seen that the teacher responses differed. Teachers' opinions are presented in Table 8.

Table 8. Classroom Teachers' Opinions and Suggestions for the New Education Model to be Successful

Categories	Participants	f
Teacher Trainings	2, 3, 5, 7, 16, 19, 26, 33	8
Infrastructure should be improved	9, 13, 17, 27, 29, 34, 36	7
Activities Should be Increased	12, 31, 32, 36	4
Curriculum Continuity	14, 15, 20, 27, 28	5
Gains Should be Reduced	29, 37	2

Class sizes should be reduced	22, 37	2
Exams must be abolished	21	1
Teachers Should Be Consulted	10	1
Parent-Student Cooperation	22	1
Planning	23, 35	2
Parent Trainings	17	1
The Program Should Be Flexible	8	1
Monitoring and Audit	27	1
Return to the Old System	11	1
Model Adequate	1, 4, 6, 18, 24, 25, 30	7
Total		44

When Table 8 is analyzed, 7 classroom teachers stated that they found the New Education Model very good and sufficient and did not make any suggestions. 8 classroom teachers stated that the model should be introduced better through teacher trainings, 7 teachers stated that infrastructure problems should be eliminated, 5 teachers stated that the curriculum and programs are constantly changing and that continuity should be ensured in the program. 4 teachers suggested that activities should be increased, 2 teachers suggested that learning outcomes should be reduced, 2 teachers suggested that class size should be reduced, 2 teachers suggested that class size should be reduced, 2 teachers suggested that better planning should be done and 1 teacher suggested that exams should be abolished, there should be follow-up

and supervision, the program should be flexible, parents should be trained and teachers should be consulted. 1 teacher responded that the old system should be returned to and expressed that he/she did not like the model. The opinions of some classroom teachers on the subject are as follows:

“Regardless of the education model, the teacher and the student need to be the guides of the process. Only in this way will success come. In addition, the parent factor should also be very important. The parent discourages the teacher and causes a decrease in success.” T10

“The facilities and conditions of the school should be increased, access to facilities should be facilitated, the documents prepared by the Ministry of National Education should be made available to teachers, the training given to teachers by trainers should be effective.” T34

“I think teachers should be given more information about this subject in seminars. We will see the practical outcomes in the following years. I find the program positive at the moment.” T33

“First of all, teachers should be reassured that the curriculum will not change again. In addition, the physical infrastructure needs to be prepared, and there should be follow-up and supervision to see to what extent the program is being implemented.” T27

4. CONCLUSION, DISCUSSION AND RECOMMENDATIONS

According to the findings, it is seen that the majority of classroom teachers have knowledge about the New Education Model and have received training on the model. Again, it is seen that the number of classroom teachers who view the new model positively is much higher than those who view it negatively. It is seen that classroom teachers like the new model for reasons such as simplification in the curriculum, basing on technology, caring about social and cultural values, and basing on process-oriented assessment. Baz (2024) obtained similar results in his study in which the new model was evaluated according to teachers' views and concluded that teachers liked the process-oriented evaluation and the importance of cultural values. However, it is also seen that there are those who find the new model negative due to reasons such as insufficient infrastructure, lack of field studies, lack of teacher opinions, crowded class sizes, and the constant change of education programs and system. It is also noteworthy that these criticisms were also made by those who liked the new model and found it positive.

According to the findings, the simplification of the curriculum is welcomed by teachers. However, there are also criticisms that the new model burdens teachers with a lot of paperwork and stationery. It is also seen that the model is difficult to implement in crowded classrooms and requires significant time and effort. The New Education Model emphasizes a broadened and deepened teaching-learning process. This elaboration of the teaching-learning process not

only weakens the applicability of the programs in different opportunities, environments and conditions, but also makes processes such as preparing books based on the programs challenging. It also undermines authenticity as it restricts teachers' ability to shape the teaching-learning process according to their own contexts (Center for Values Education [DEM], 2024).

Classroom teachers stated that compared to the old curriculum, the new curriculum is much more activity-centered, provides more opportunities for active learning, and enables permanent, efficient and fun learning. The increase in activities will be reflected in the program and textbooks. This is a sign that the number of pages in the textbooks will also increase. For example, while the 9th grade history book was at least 10 and at most 14 forms, it was increased to at least 17 and at most 19 forms in the new curriculum, while the primary school reading and writing book was at most 13 forms, it was increased to at least 28 forms in the new curriculum, while the primary school 1st grade Turkish book was at most 10 forms, it was increased to at least 20 forms in the new curriculum, and while the primary school Religious Culture and Ethics textbook was at most 10 forms, it was increased to at least 10 and at most 12 forms in the new curriculum (ÖNDER, 2024).

Teachers emphasize the need to improve the physical-technical infrastructure for the new model to be successful. This situation is also expressed by trade unions and the lack of explanations on how the new program will be implemented in schools with different

disadvantages in different regions of our country and in various settlements is seen as a negative situation (Eğitim Gücü Sen, 2024). Again, it is seen that teachers expressed the opinion that they should be informed about the new model in more detail and receive various trainings. Duyul et al. (2025) obtained similar findings in their study and emphasized the necessity of teacher trainings for the effective implementation of the model. The implementation dimension of the program and the issue of educating and training teachers according to the model should be addressed very urgently. It is important to make the necessary legislative changes to make schools suitable for skills-based teaching and to prepare the infrastructure and equipment accordingly (Center for Values Education [DEM], 2024).

It has been determined that teachers want continuity in the curriculum and emphasize that frequently changing curricula damage the education system. Changes are made too often in the system and there is no persistence in implementation. However, it takes years to get the results of an application in education. The duration of a school is 4 years, but it is seen that there is no method applied for 4 years in Turkey. In other words, every student who enters a school graduates without being exposed to a change that will affect them. Moreover, since each change is a rejection of the previous one, the Ministry is in a state of constant self-denial. It is impossible for a system that is changed so frequently to be successful. In order to get the right results, the implementation should be given sufficient time and perseverance (Özdemir, 2024).

Uygun and Akgül (2024) emphasized that such studies shed light on the development of educational policies and that it is very important to take teachers' feedback into consideration. In line with the results obtained;

- In order for New Education Model to be successful, technical, physical and infrastructure deficiencies should be eliminated.
- It is recommended that teachers who are not yet informed about the model and who have not received any in-service training should urgently receive training and be informed about the model.
- Considering the criticisms that the new model burdens teachers with paperwork and paperwork, it may be suggested to carry out studies to reduce the paperwork burden.
- It is obvious that frequently changing programs and curricula cause serious discomfort among teachers and damage our education system. The Ministry is expected to put the education system, which has turned into a jigsaw puzzle, in order and take the necessary steps to ensure its continuity.
- This study was designed to reveal the views of classroom teachers working in Malatya province with a qualitative method. It may be recommended to conduct more comprehensive quantitative and qualitative studies on the effectiveness of the new curriculum and what it meets in the field.

- One of the weakest points of the New Education Model curriculum is the lack of a needs analysis. However, when the literature is examined, the first criterion for the scientificity of curricula is the need analysis. It is recommended that the Ministry should act according to scientific criteria in future changes.
- It should not be forgotten that no matter how much the curriculum changes. Teachers are the implementers of the program in the field. Necessary field studies should be carried out and teachers' opinions should be consulted in the changes to be made. Teachers should be informed in detail about the changes made/to be made, their opinions should be taken and they should be convinced.

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