Detecting Teacher Difficulties in Implementing

**Teachers’ difficulties in terms of product marketing**

The products obtained from students’ practice learning are still difficult to market. Teachers and students can only market products at school and they are sold directly to teachers or students. Government support to market student products is weak. Governments should collaborate with entrepreneurs to market products from local cultural training, so schools can make practical learning a source of school economy and even the economic resources of students. Poor students can take advantage of local cultural learning as a source of family economic improvement.

**Conclusion**

Decentralization of education through the local curriculum does not get a positive response from teachers because the policy is not addressed with adequate resources and training. The teacher is confused about the implementation of the local curriculum developed by the local government. Teachers who should teach exact sciences such as mathematics, physics, chemistry, and biology are assigned by the principal to teach regional culture. The task of teaching local culture multiplies complications and confusion in many aspects, such as the difficulty in understanding the material to be taught, the lack of facilities to apply practical learning, difficulty in implementing the local curriculum, difficulty in assessing affective and psychomotor aspects, and difficulty in marketing products which result from students’ practice learning.

**References**


Samsul Hadi, Dedek Andrian


