CURRICULUM DEVELOPMENT MODELS

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Abstract : The aims of this study were to: 1) find out the meaning of curriculum development models, 2) find out various kinds of curriculum development models, 3) analyze the various advantages and disadvantages of curriculum development models. The method used in this research is research and development in the field of education. Curriculum development cannot be separated from various aspects that influence it, such as ways of thinking, value systems (moral, religious, political, cultural, and social values), the development process, the needs of students, community needs and the direction of education programs. These aspects will be materials that need to be considered in a curriculum development. The curriculum development model is an alternative procedure for designing, implementing, and evaluating a curriculum.
Keywords: *Curriculum development model, aspects of curriculum development, alternative curriculum development procedures*

INTRODUCTION

Curriculum development cannot be separated from various aspects that influence it, such as: ways of thinking, value systems (moral, religious, political, cultural and social values), development processes, student needs, community needs and the direction of educational programs. These aspects will be materials that need to be considered in a curriculum development. The curriculum development model is an alternative procedure in order to design, implement, and evaluate a curriculum.

In the practice of curriculum development there is often a tendency to only emphasize the fulfillment of subjects. That is, the content or material that students must learn is only centered on disciplines that are structured, systematic, and logical. Thus ignoring the actual knowledge and abilities needed in line with the development of society.

a. *Definition of Curriculum Development Model*

According to Good and Traver quoted by Wina Sanjaya in the book *Curriculum and Learning* , a model is a real-world abstraction or representation of a complex event or system in the form of narrative, material, graphics and other symbols. The model is not reality, but is a representation of reality that is developed from conditions. Thus, the model is basically related to a design that can be used to translate something into reality, which is more practical in nature. The model functions as a means to facilitate communication or as a perspective guide

Therefore, the curriculum development model must be able to describe a learning planning system process that can meet various needs and standards of educational success. In this article, several existing curriculum development models will be described.

RESEARCH METHODS

This research is a library research. Literature research is research in which data collection techniques are carried out by reading various literature related to information and relevance to the research topic (Sukardi, 2010: 3435). Meanwhile, according to Lexy J. Moleong, literature research with field research uses a qualitative approach, namely research whose procedures produce descriptive data in the form of written or spoken words from the people and actors observed (Lexy J. Moleong in Fandi Ahmad, 2015: 147) .

RESULTS AND DISCUSSION

for making decisions or as a guide for activities and management.

Curriculum development cannot be separated from the various aspects that influence it, such as ways of thinking, value systems (moral, religious, political, cultural and social values), the development process, the needs of students, the needs of society and the direction of educational programs. These aspects will be materials that need to be considered in a curriculum development. The curriculum development model is an alternative procedure for designing , implementing , and evaluating *a* curriculum.

In curriculum development, it should be as much as possible based on constant factors so that reviews of the things discussed can be done consistently. The constant factors in question are that curriculum development needs to be based on objectives, learning materials, teaching and learning processes, and evaluations that describe the development.

The constant factors, which consist of several components, must be closely related to each other. For example, evaluation must be in accordance with the objectives to be achieved, as well as teaching materials must be in accordance with the objectives to be achieved, as well as teaching materials and teaching and learning processes.

When you have found a curriculum design, you can develop a curriculum according to the models. If the curriculum is a building, then the curriculum development model is like the model or type of building.

So what is meant by the curriculum development model is systematic steps or procedures in the process of compiling a curriculum. By understanding the essence of the curriculum development model and a number of alternative curriculum development models, curriculum developers are expected to be able to work systematically and optimally in various interests, theory and practice can be realized.

b. *Various Models of Curriculum Development*

1. **Model Robert Zais**

Robert S. Zais is a curriculum expert who put forward many of his ideas around 1976. Zais put forward eight models of curriculum development. The theoretical basis is intuition or the person who organizes the development, decision makers, setting the scope, the activities contained in the curriculum, the reality of its implementation, the approach to the problem by implementing it, and the use of technology in curriculum development. These models are as follows:

a) **Administrative Model (centralized)**

This model of curriculum development is also known as top- *down* or line -*staff procedure,* meaning that the development of this curriculum is the initial idea and its implementation starts from top-level officials who make educational decisions and policies, then structurally it is carried out in lower level.

The process of developing this model curriculum is carried out in four steps, namely:

1) Starting from the formation of a steering team by education officials. Team members usually consist of officials under them, such as: education supervisors, curriculum experts, disciplinary experts, and can also be added from world leaders. The task of this steering team is to formulate basic concepts, outline policies, prepare philosophical formulations, and general educational goals.

2) Form a team or working group to outline the policies or formulations that have been prepared by the steering team. The members of this working group are: curriculum experts, experts in scientific disciplines from tertiary institutions, plus senior teachers who are considered experienced. Its main task is to formulate goals that are more operational than general goals, select and compile learning materials, choose teaching strategies and evaluation tools, and develop guidelines for implementing the curriculum for teachers.

3) When the curriculum has been completed, the results are submitted to the drafting team to be reviewed and given notes or revised. If deemed necessary, the curriculum is tested and needs to be tested and evaluated for its feasibility by a team appointed by administrators. The trial results are used as a refinement material.

4) The administrators then ordered each school to implement the curriculum that had been arranged.

After getting several improvements, and considered good enough, the assigning administrator determines the validity of the curriculum and orders schools to implement the curriculum. Because of its nature that comes from above, this curriculum development model is also called the "top down" or "line staff" model. Curriculum development from above does not always work immediately, because it demands readiness from its implementation, especially teachers. They need to get instructions and explanations or maybe increase their knowledge and skills.

In implementing the curriculum, during the initial years it is also necessary to have monitoring, observation and supervision as well as guidance in its implementation. After running for a while it is also necessary to carry out an evaluation, to assess both the

validity of its components, the implementation procedure and its success. A comprehensive assessment can be carried out by a special team from the central or regional level, while a school assessment can be carried out by a special team for the school concerned. The results of the assessment are feedback, both for educational institutions at the central, regional and school levels.

b) The Grass Roots Model (Decentralized)

The grass root model of curriculum development is the opposite of the administrative model. Curriculum development initiatives in this model are in the hands of teachers as curriculum implementers in schools, both at the classroom level and at the school level. This is due to the teacher's anxiety or uncertainty about the current curriculum. Furthermore, the teachers try to innovate on the ongoing curriculum.

In this curriculum development model, administrators are not dominant. Administrators are more prominent as motivators and facilitators, if indeed the administrators agree with the movements of the teachers. However, if teachers' reform efforts are not approved then administrators can become a barrier to teachers' innovation efforts.

There are several provisions that must be considered in implementing this *grass roots development model* , namely:
1) Teachers must have professional skills
2) Teachers must be fully involved in curriculum improvement and solving curriculum problems
3) Teachers must be directly involved in the formulation of objectives, selection of materials, determination of evaluation
4) Frequent group meetings in curriculum discussions will have an impact on teacher understanding and will produce goals, principles and plans.

This development or refinement can relate to a curriculum component, one or several fields of study or all fields of study and all curriculum components. If the conditions allow, both in terms of the ability of the teachers, facilities, costs and library materials, the development of a *grass roots model curriculum* will be better. This is based on the consideration that the teacher is a planner, executor, and also completes the teaching in his class. Because the teacher knows best the needs of his class, he is therefore the most competent in compiling the curriculum for his class. The development of a decentralized curriculum with its grass roots model allows for competition in improving the quality and education system, which in turn will give birth to more independent and creative human beings.

c) The Reversed Model (Taba's Inverted Model)

This curriculum development model by Hilda Taba is different from the usual or most of the other models adopted are deductive in nature, while Taba's model is inductive. Therefore it is often called the "inverted model" or "inverted model".

According to Nana Syaodih Sukmadinata in the *Curriculum Development book* , curriculum development is carried out deductively, in the following order:
1) Determination of basic principles and policies
2) Formulate a comprehensive curriculum design based on certain commitments.
3) Develop parallel curriculum units with an overall design
4) Implementing the curriculum in the classroom.

Taba believes that this deductive model is not suitable, because it does not stimulate the emergence of innovations. According to him, curriculum development that encourages innovation and creativity of teachers is inductive in nature, which is an inversion or reverse direction from the traditional model.

According to Taba, teachers should start the process by creating special teaching and learning units for their students at school and not be involved in general curriculum design. Because of that Taba adheres to an inductive approach that starts with the specifics and builds into a general design.

Taba models (converted models):
Step 1: Diagnose needs
Step 2: Formulate learning objectives
Step 3: Material selection
Step 4: Material organization
Step 5: Selection of learning experiences
Step 6: Organization of the learning experience
Step 7: Determine ways and tools to find out activity results
Taba lists five steps in order to achieve curriculum change, as follows:

1. Create pilot units that represent class or subject ratings. Taba sees this step as a link between theory and practice.
   a) Needs diagnosis. Curriculum development begins by determining the needs of the students for whom the curriculum is planned.
   b) Planning goals. Once student needs have been diagnosed, the curriculum planner details the goals to be achieved
   c) Content selection. The topics to be learned stem directly from the objectives
   d) Content organization. After the content/discussion is selected, the next task is to determine at which level and sequence the subjects are assigned.
   e) Selection of learning experiences. The methodology and strategy used in the discussion must be selected by the curriculum planner.
   f) Organization of learning activities. The teacher decides how to package the learning activities and in what combination or sequence the activities will be used.
   g) Determination of what will be evaluated and the tools used to carry out the evaluation. The curriculum planner must decide whether the objectives have been achieved. Teachers must choose the right tools and techniques to assess student success and determine whether curriculum objectives have been achieved.
   h) Check balance and order. Taba asked for opinions from curriculum workers to see consistency between the various parts of the teaching-learning unit, to see a good flow of learning, for a balance between different kinds of learning and expression.
2. Testing experimental units. This test is needed to check the validity and whether the material can be taught to determine the upper and lower limits of the expected abilities.
3. Revision and consolidation. Learning units are modified according to the varying needs and abilities of students, available resources, and various teaching styles so that the curriculum can suit all types of classes.
4. Framework development. After the number of units is designed, the curriculum planner must check that the scope is sufficient and the sequence is correct.
5. Install and deploy new units. Organize training so that teachers can effectively operate teaching and learning units in their classrooms. (seminars, upgrading, training, and so on).

d) **Problem Solving Model/The Systematic Action-Research Model**

This curriculum model is based on the assumption that curriculum development is social change. It includes a process that involves the personality of parents, students, teachers, the structure of the school system, patterns of personal and group relationships from schools and society. In accordance with these assumptions, this model emphasizes these three things: human relations, schools and community organizations, as well as the authority of professional knowledge. The curriculum is developed in the context of the expectations of community members, parents, community leaders, entrepreneurs, students, teachers, and others, who have views on how education is, how children learn, and what is the role of the curriculum in education and learning, and what is the role of the curriculum. in education and teaching.

Curriculum development must include the views and expectations of the community, and one way to achieve this is through action research procedures.

The first step is conducting a thorough study of curriculum issues, in the form of comprehensive data collection, and identifying the factors, strengths and conditions that influence the problem. From the results of this study, a comprehensive plan can be drawn up on how to deal with the problem, as well as the first steps to be taken.

The data or information collected should be valid and reliable so that it can be used as a strong basis for making decisions on curriculum development. Weak data will result in errors in decision making. Based on this decision, a comprehensive/overall plan was prepared on ways to overcome the existing problems.

The second step , the implementation of the decisions taken in the first action. This action was immediately followed by data and facts collection activities. This data collection activity has several functions: (1) preparing data for action evaluation, (2) as material for understanding the problems encountered, (3) as material for reassessing and making modifications, (4) as material for determining further actions .

According to Zainal Arifin in his book *Curriculum Development Concepts and Models* , there are three main factors taken into consideration in this model, namely human relations, school organizations, and society, as well as scientific authority.

The steps in this model are:
a) Feeling that there is a problem in the classroom or school that needs to be investigated in depth,
b) Identify what factors influence it,
c) Planning in depth about how to solve the problem,
d) Determine what decisions need to be taken in relation to the problem,
e) Extensive fact-finding and
f) Assess about its strengths and weaknesses.

2. Roger's Interpersonal Relations Model

This model comes from a psychologist *Carl Rogers.* He assumed that "a curriculum is needed in order to develop individuals who are open, flexible and adaptive to changing situations." For this reason, group experience is needed in training sensitive matters. Each group consists of 10-15 people with a facilitator or leader. The group should not be structured, but must provide an environment that allows one person to express freely and there is also the possibility of broad interpersonal communication.

There are four steps to Roger's model of curriculum development:
1) Target selection of the education system. In determining this target, the only criterion that becomes a guideline is the willingness of education officials to participate in intensive group activities. For one week education officials or administrators carry out group activities in a *relaxed* , informal atmosphere.
2) In Roger's model curriculum development is teacher participation in intensive group experiences. Just as education officials do, teachers also participate in group activities.

3) Development of intensive group experiences for one class or unit of study. For five full days students take part in group activities, with teachers facilitating or outside administrators or facilitators.
4) Parental participation in group activities. This activity can be coordinated by the BP3 of each school. The duration of this group activity can be three hours each afternoon for a week or 24 hours continuously. This activity aims to enrich people in their relationships with fellow parents, with children, and with teachers. Rogers also suggested that there might be a mixed experience of group activities. Activities are an accumulation of all the group activities above.

This model of curriculum development and Rogers is different from other models, it seems that there is no written curriculum plan, only a series of group activities.

c. Analysis of Curriculum Development Models
There are three factors used to analyze these development models, namely: a) the emphasis on a particular point of view, b) the advantages obtained through the model, c) the drawbacks.

1. Administrative Models
a) Emphasis is given to the people involved in curriculum development with descriptions of their respective duties and functions, in addition to directing activities that are characterized *from top to bottom.*
b) The advantage of this model is that it is basically easy to implement in countries with a centralized system in curriculum development and also in countries where the professional skills of teachers are still weak.
c) The drawbacks: 1) lies in the lack of impact of curriculum changes, because the results of the activities seem to be carried out from above without regard to *people change.* 2) the results are applied uniformly to the needs and specificities of the region, requiring variations according to each situation and condition.

2. The Grass Roots Model
a) The point of view of the model from below is placed on the development of a democratically organized curriculum, namely from below.

b) The advantage is that the decision-making process lies with the executors, involving many grassroots parties, namely teachers. Based on that, the *broken front curtain unfolds* as is usually found when curriculum reform is presented from above.

c) The most prominent drawback is ignoring the professional technical aspects of the curriculum.

3. **Hilda Taba's Reverse Model**
a) Bringing the curriculum closer to the reality of its implementation through prior testing by professional teachers.
b) The advantage is that this model truly integrates theory and practice.
c) The drawback is that it is difficult to organize because it requires high theoretical and professional skills from teachers or implementing administrators.

4. **Action Research Models**
a) Prioritizing systematic research by field people on curriculum issues. Bringing curriculum problems closer to the reality of their implementation.
b) The advantage of this model is that it is not only interpersonal relationships that are important, but also attention to the relationship between the school and the community and the existence of scientific authority.
c) The difficulty of this model is that its application requires special professional staff who are trained in research and in itself the implementation requires high costs.

5. **Roger's Interpersonal Relations Model**
a) Prioritizing interpersonal relationships with the hope of resulting in better and successful implementation of the curriculum, due to the lack of pressure and hierarchy.
b) The advantage is that this model brings the problem closer to its implementers, making it easier to solve.
c) The drawback of this model is that it is difficult to implement and difficult to organize because it is expensive and requires a relatively long time.

Closing

The point of view that has been put by the model developers is that it varies with the various models. We cannot say that one model is more effective and better applied to this school and the other is not better to be applied in this school, because each each model has its advantages and disadvantages. If we want to apply a model, we should first study it according to the existing situation and conditions and our interests, then determine which model can be applied by taking advantage of the advantages of several models.

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