Curriculum Model Development, George A. Beauchamp

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His book titled *Curriculum Theory*, which discusses curriculum theory that adheres to the results of research. The entire contents of this book are divided into three parts. The first part discusses curriculum theory which is a sub-theory of education: curriculum theory as an educational problem, theory formation, theory in education, curriculum theory. The next section outlines an analysis of theoretical issues, problems, and alternative solutions to problems in curriculum development. The last section presents curriculum theory as a result of the writer's own development/thinking, mainly focused on the curriculum as a field of study of curriculum theory.

Curriculum according to Beauchamp (1975) is an education or teaching plan. Implementation of the plan has entered the teaching. The curriculum as a field of study forms a theory, namely curriculum theory. Curriculum theory is "a set of related statements that give meaning to a school's curriculum by pointing up the relationships between its elements and by directing its development, its use, and its evaluation".

Areas of theoretical scope or field of curriculum study include curriculum concepts, curriculum determination, curriculum development, curriculum design, curriculum implementation, and evaluation. Apart from being a field of study, the curriculum as a teaching plan and as a system (curriculum system) which is part of the school system. As a teaching plan, the curriculum contains objectives to be achieved, materials to be presented, teaching activities, teaching tools, and teaching time schedules. As a system, the curriculum is part or subsystem of the overall framework of the school organization or school system. The curriculum as a system concerns the determination of all policies regarding the curriculum, its application, evaluation, and completion. The main function of the curriculum system is in developing, implementing, evaluating, and perfecting it, both as a written document and its application, and to keep the curriculum dynamic. Beauchamp (1975, p. 60) explains the function of the curriculum system

(1) The choice of the arena for curriculum decision making, (2) the selection and involvement of people in curriculum planning, (3) organization for and teaching techniques used in curriculum planning, (4) actual writing of a curriculum, (5) implementing the curriculum. (6) evaluation of the curriculum, and (7) providing or feedback and modification of the curriculum.

The curriculum not only shows the function but also the structure of a curriculum system, which is broadly concerned with the development, implementation, and evaluation of the curriculum.

Beauchamp identified the existence of six curriculum components as fields of study, namely: curriculum foundation, curriculum content, curriculum design, curriculum engineering, evaluation and research, and theory development. From all the descriptions of matters relating to

curriculum theory, Beauchamp put forward five principles in the development of curriculum theory, namely:

1. Every curriculum theory must begin with the formulation (definition) of the sequences that explain the events it covers
2. Every curriculum theory must have clarity about the values and sources of its origin
3. Each curriculum theory must describe the characteristics of the curriculum design
4. Every curriculum theory must describe all the processes of determining the curriculum and also the interactions between these processes
5. Every curriculum theory should prepare itself for the refinement process

Beauchamp's system. This development model was developed by Beauchamp, a curriculum expert who put forward five things in developing a curriculum.

1. Establish a scope of territory to be used by the curriculum. These include schools, districts, provinces, sub-districts, and the state. The stages of the formation of this arena or scope were determined by those who had the authority, in this case, the policymakers in the curriculum development process, as well as by the objectives of curriculum development.
2. Establish personnel, this determination is done to be able to regulate who will be involved in curriculum development. There are several categories of people who can participate.
 - a. educational experts or curriculum experts at the center of curriculum development as well as experts in the field of science from outside the discussion.
 - b. education experts from various universities and schools as well as teachers who are of course selected with professional criteria in the education system. Beauchamp tries to involve as many and as many experts and educational figures as possible. However, usually, their influence is less direct on curriculum development, compared to other figures, say the authors.

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