Curriculum Planning Model in General Education

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Abstract

The purpose of this study was to establish the appropriateness of a comprehensive model for curriculum planning in the Kingdom of Saudi Arabia, including its processes and procedures. The researcher employed a descriptive approach. The researcher created a curriculum planning model containing the objectives, foundations, procedures, and a visual schematic diagram illustrating the 14 specialists' responses. They demonstrated the model elements' suitability for curriculum development by a very high agreement rate of 100%. The average proportion of procedures for each planning process was 100%, and the average percentage of suitable procedures for each process was 99.4%. The average ratio of procedures incorporated into the planning process was 100%. The research concluded that the curriculum planning methodology is appropriate for the Kingdom of Saudi Arabia's public education planning. The study advises that curriculum planners utilize curriculum planning methods.

Keywords: curriculum planning, the appropriateness, public education curricula, comprehensive model, visual schematic diagram

1. Introduction

The curriculum is critical in achieving the educational goals and objectives. It reflects our institutions' curricular and co-curricular trends, including their courses, educational objectives, teaching approach, instructional aids and evaluation methods. The curriculum is derived from the Latin root currere, translated as "to run". It eventually becomes the "course of Study". Curriculum, i.e., the total of all educational information, experiences, and resources that a school purposefully selects, organizes and implements to fulfil its unique mission as a separate institution of learning and human development. Any topic's planning process is critical to its effectiveness and the primary premise for achieving desired outcomes. It is the first requirement for success in any educational programme or activity. It occurs before the design, implementation, assessment, and development processes.

As a result, allowing sufficient time for completion and initiating it with a mature and clear vision and accurate information would increase the efficacy and efficiency of the work's outcome. The curriculum represents the theories, foundations, philosophies, organizations, and inputs designers believe in and institutionalize via the agencies responsible for curriculum development.

Numerous planning procedures precede the outcome of the curriculum. According to Beauchamp (1981), the primary role of curricular engineering is planning, which involves a variety of premises and models. From an early period, dozens of models for curriculum planning appeared. Taylor introduced his curriculum planning model in 1949, and specialists quickly followed suit by introducing additional models based on various premises and foundations.

Curriculum developers place a premium on curriculum planning procedures due to their influence on curriculum development and building. However, they have varied perspectives on curriculum planning techniques and their link to other implementation, assessment, and development processes. This discrepancy stems from various factors, including the perception of the curriculum and taking it as a book. Is it a school taught to kids, or is it a more comprehensive concept than a book? The distinction is also attributable to the theoretical and philosophical underpinnings of the scheme. Comprehensive and encompasses all curriculum preparation processes, whether at planning for planning, implementation, evaluation, or development. Planning is limited to specific curriculum

preparation processes, most notably constructing the school curriculum with its major components. The perspective on curriculum planning will differ significantly between those who wish to propose a learning plan that includes a package of multiple new curricula for a stage of study and those who want to plan for the preparation of one or more curricula within a study plan and an existing educational system, among other reasons. The curricular planning models showed this variation, indicating diversity. In general, this variety is defined by horizontal rather than vertical diversity. It complements and develops the models of its forerunners.

The diversity of curriculum planning models and the duplication of most curriculum planning procedures in most literature demonstrates numerous inadequacies that shadow the curriculum's final product. This research aims to ascertain the foundations for the curriculum, the educational theory and philosophy adopted, and determine the appropriate relative weights for each field of science and curriculum following the study's plan and stage. The study framework addresses the absence of components of the interaction and integration between curriculum planning processes from planning through implementation, evaluation, and development and the lack of a clearly defined and sequential period for each step of curriculum planning. Due to these numerous omissions, many curriculum planners have solely relegated their preparation to curriculum items. As a result, they engage in the process of omitting critical and significant pillars when developing the curriculum, but perhaps he is unaware of when it will occur? And takes preceding frameworks as postulates and constants!

1.1 Research Problem

The limitations of the models and stages for curriculum design in clarity, stability, and comprehensiveness have led to incorrect practises and less mature trends among those involved in curriculum planning, whether as professionals or practitioners. These problems need curriculum specialists to provide several models compatible with modern global trends while addressing flaws and deficiencies. The researcher was motivated to propose a comprehensive practical model for curriculum planning that addresses previous shortcomings, provides a comprehensive systemic vision of curriculum planning for specialists and practitioners, and establishes a common language for curriculum planning terminology.

The researcher searched the literature and databases for studies that examined curriculum planning models that generally adhere to the needed planning methods and steps but came up empty. As a result, he tried to make a scientific contribution that would, he believed, overcome primary obstacles.

The research aims are as follows:

The research aims to provide curriculum planning specialists in the Kingdom of Saudi Arabia with a clear model and comprehensive steps for curriculum planning in public education, as well as to establish a common language among specialists in terms of recruitment and use of common terms in curriculum planning, as well as to strengthen the role of curriculum planning authorities in bridging gaps and shortcomings in curriculum planning. By responding to the two following questions:

1) What is the proposed model for planning curricula in public education (the Kingdom of Saudi Arabia as a model)?
2) What are the proposed model's appropriateness and comprehensiveness for public education curriculum planning from the perspective of curriculum specialists?

1.2 Research Importance

The research is hoped to improve the final output, the school curriculum, and the reduction of gaps and errors. It may occur due to deficiencies in the planning of its operations. The research is hoped to assist decision-makers in the Saudi Ministry of Education in improving the planning of the new curricula that the Ministry of Education seeks to implement through the Kingdom's vision 2030 by providing curriculum planners in it. The research is also critical in establishing a method for using specialized terminology that minimizes confusion, the chance of misunderstanding, and the displacement of certain meanings due to term similarity.

1.3 Research Limitations

1.3.1 Objective Limits

The model was limited to planning processes and procedures for public education curricula in the Kingdom of Saudi Arabia (primary - intermediate - secondary) without higher education. It was limited to comprehensive planning for preparing the curriculum.

Time limits: The study was conducted in the first semester of 2022.

Spatial limits: Saudi Arabia

Human limits: Faculty members and curriculum specialists in the Kingdom of Saudi Arabia.

2. Theoretical Background

The author approached the literature in the following manner:

An introduction to curriculum planning and a presentation and comparison of models for developing or planning the curriculum based on what was discovered in the educational literature.

2.1 Curriculum Planning Concept

According to Zaytoun (2010, 392), curriculum planning is "an organizational framework that details the stages/procedures for developing the curriculum and their relationships." Salama (2008, 112) defined it as "the process by which decisions are made, and procedures are established for directing human effort to achieve certain goals within a specified time frame." He believes that producing a school curriculum involves four stages: establishing the foundations for curriculum planning, defining the primary procedures utilized in curriculum planning, developing a field trial plan, and generalizing the field application of the produced curriculum (Salama, 2008).

Curriculum planning, according to the author, entails defining the primary actions and procedures for all curriculum production processes (establishing a general framework - developing the curriculum - experimenting - implementing - evaluating - development), as well as identifying and establishing standards, specifications, requirements, and resources for those activities, as well as organizing them chronologically and according to a schedule.

2.2 Curriculum Planning Model Concept

Al-Semiri (1997, p. 10) characterizes the model as "a simplified visual representation that describes, clarifies, and simplifies the curriculum's nature and components. The relationships between those parts and the processes of developing and implementing the curriculum in sequentially structured steps to accomplish the decree's objectives are depicted in language by schematic designs." Oliva (2009) defined it as "a plan that serves as a direction for educational activities and may be an attempt to tackle a particular educational challenge." Graves (1979) stated that a simplified picture of a complicated reality aids in a better understanding of that reality by illustrating the pattern of processes that occur when developing a curriculum, whether public or private. The author defines it as a pie chart that shows the primary processes involved in curriculum development planning and their relationship.

2.3 Curriculum Building Models Classification

According to the classification standard, there are numerous classifications of curriculum design models. Al-Khawaldeh & Abd (2011) state that curriculum models are limited to conceptual and planning types because this enables the curriculum planner to encapsulate the components and elements affecting the curriculum, their relationships, and the processes of developing, implementing, evaluating, and evaluating them as one of the explanatory, descriptive, and guiding models.

The author extrapolated over 24 models for developing and planning the curriculum, which can be divided into two categories, i.e. models that are directed at the curriculum's objectives and content and define the relationship between its elements - whether linear or circular - and models that are required at the systems method and describe the curriculum's four processes, planning, implementation, evaluation, and development.

Theorists in the field of curricula believe there are two fundamental types, i.e. the aims model and the operations model. Then other models emerged that combined the two and may be considered alternatives, and the following is a description of the two types:

• 1- Objectives-based mode

Interest in curricular objectives and content models began in the late 1930s and was pursued by Tyler in 1949; Tyler was the first to organize curriculum elements and establish relationships between them when he launched his model in 1949. Taba (1962), Kerr (1968), Wheeler (1967), Graves (1979), Tanner and Tanner (1995), The Macdonald Model (1977), and Stenhouse (1975), are all examples of this entry.

• 2- Systems-based models

These models are primarily concerned with articulating how to construct and develop curricula and establishing planning, executive, and evaluative requirements for the curriculum to accomplish its objectives and maintain its

continuity as a school education system. Among the models that used a systems approach in developing curricula are Beauchamp (1964), Johnson (1967), Kaufman (1972), Saylor, Alexander and Lewis (1981), Oliva (2009), and Ibrahim (1984), Falatta and Felimban (1985).

The author summarized the most significant models that utilized a systems approach and clarified the four primary processes involved in developing and planning any curriculum, namely planning, implementation, evaluation, and development, or at least the majority of them, so that the author could utilize them in developing the proposed model for curriculum planning as shown in table 1.

Table 1. Curriculum Construction Models

Model name	Description	main advantages	main disadvantages
Beauchamp 1964	The curriculum includes the organization of a component of specialists and the procedures related to its design, implementation, and evaluation to modify or develop it. The model consists of the components of the system's entrance: (incomes - processes - outcomes).	-Regard the curriculum as an inclusive system -Feedback that helps correct the course. -Continuous and final evaluation -Accurate and objective in reaching results. -Give wide and detailed space for planning and identify its mechanisms. -Emphasize the importance of clarity of concepts - Can be applied at schools and at the country level.	-Didn't explain sufficiently the implementation and evaluation stages. -Separate curriculum from teaching and evaluation system, two aspects of the curriculum. Postpone the implementation stage with teaching and the evaluation stage with implementing curriculum activities. -- Did not explain the areas of curriculum planning.
Johnson 1967	-Curriculum consists of learning outcomes - Educational content is chosen from the society's culture in which it will be applied and according to its standards, and the educational experiences are organized and arranged for the learning process.	-Learning outcomes include skills, processes, abilities, and values -Choosing content from the culture of the community and determining the criteria for selection with the philosophy of the community and the ability to learn, including accompanying elements or teaching previous concepts before introducing a new idea, and differentiating between training and education. - Applying the curriculum through interaction between teacher and learner.	-Lack of sources of goal setting, as the student's needs and features and nature of knowledge are neglected. -Didn't specify many influential inputs in constructing curricula, such as the theory and organization of the curriculum, the schooling and learning plan, and others. - Eliminating evaluation to evaluate learning only as part of the curriculum and not to evaluate the curriculum as a whole. Did not explain the areas of curriculum planning.
Kaufman 1972	It consists of six steps: knowing the curriculum's mission, defining the requirements for implementing the curriculum, choosing strategies for different curriculum operations, evaluating the effectiveness of the curriculum, and reviewing and improving the curriculum.	-Determine the mission of the curriculum through the reality of analytical and statistical studies Putting factors that help achieve the curriculum's mission is educational, environmental, social, financial, and technical. - Clarify the role of the calendar in all stages of the model.	-Didn't specify the objectives or the sources for deriving the elements of the curriculum -Didn't explain the curriculum elements or their relationship and influence with each other. -Ignore the needs and tendencies of students. - Didn't explain the main influence in constructing the curriculum. - Did not explain the areas of curriculum planning.

Oliva 1982	The model consists of six main components: formulation of philosophy – formulation of objectives – formulation of objectives – design of the plan – implementation – evaluation.	-A circular model showing the feedback. -Distinguish between educational purpose and educational purpose - Distinguish between the type of needs according to the type of societies	-Follow a complex approach and formulation of simple elements that do not need all this complex and complex structure -There are many important inputs in the curriculum that were not explained in the model, such as the theory and organization of the curriculum and learning plan. It is not clear where the curriculum will be tested. - Did not explain the areas of curriculum planning.
Ibrahim 1984	The model consists of curriculum theory – curriculum planning – (curriculum design, curriculum implementation, educational outcomes) – curriculum evaluation – feedback.	-clear foundations Comprehensive curriculum foundations, elements, and steps -circular model - Combines general curriculum planning with instructional planning.	-There is no stage to pilot the curriculum. -A framework for the curriculum was not defined at the level of theories, organizations, and weights. - The placement of the evaluation component was not clear as part of the curriculum elements and not as a stage of curriculum preparation - Did not explain the areas of curriculum planning.
Falatta and Felimpan 1985	It is considered one of the ring models linking its beginning and end feedback. The general framework of the model is based on five stages: Preparation stage, implementation stage, experimentation stage, evaluation stage - feedback stage.	-Taking into account the characteristics and philosophy of society. -Describe the implementation stage in detail. -Evaluation included all the curriculum elements and came as a constructive interim evaluation. -Emphasize the role of feedback. -Take into account the needs of students and society. -Focus on identifying different needs. -Pay attention to the experimental stage. -The type of sources for deriving goals. - Involve teachers in building the curriculum.	-The relationship between the elements is cyclic, not commutative. -During the preparation stage, he neglected many things, including defining the educational theory. He did not specify the relative weight of the curricula and the type of curriculum organization. - Curriculum planning is limited to building curriculum content. - Did not explain the areas of curriculum planning.

Alsayed 2008	The Curriculum engineering model consists of inputs (technical- scientific - social - physical) and processes (planning - implementation - evaluation) outputs (planning output - goals achieving outcome - evaluation output) feedback.	-Consider the curriculum as an integrated system -Pay attention to feedback clearly for all parts of the model. -Evaluation, in its comprehensive form, is interim and final. -It can be implemented at the state, district, and school levels. Focus on micro and radical development.	-Making curriculum planning part of operations and planning includes inputs, processes, and outputs. The pilot stage of the curriculum did not appear. - The model did not clarify the place of determining the foundations of the curriculum, its theory, organization, and school time. - Did not explain the areas of curriculum planning.
Dmitriy 2008	It depends on linking the curriculum with the labour market, and it consists of seven stages: 1- The inputs (the foundations of building the curriculum) focus on the needs of the active community to prepare the student for the labour market. 2- goals. 3-organizing content. 4-organizing experiences. 5- evaluation. 6-outputs. 7-providing feedback.	-Linking the curriculum to the labour market. -Explain the principles of the curriculum. -Sponsor all kinds of objectives. -Organize the content in a logical and psychological way -Sort in evaluation methods. - There is continuous feedback.	-Limiting the curriculum function to graduation for the labour market only. -Neglected to choose the appropriate curriculum organization. - It did not include all the elements of curriculum planning. - Did not explain the areas of curriculum planning.

Source: Prepared by the researcher

3. Previous Studies

The researcher did not conduct direct studies on the subject of the research, and the primary source of information for informing the theoretical background of the study were the steps of planning curricula mentioned in books and curricula studies, as well as models for building and planning curricula, whether directly from the source or from the model's critical writings. The author did not rely on direct observations of the subject of the study. The primary benefit of informing the theoretical foundation for the research was from studying the steps of curriculum planning mentioned in references and curricula studies and from models for curriculum construction and planning, whether directly from the source or through critical writings about the model.

4. Methodology and Procedures

The author employed a descriptive style. He researched the stages of curriculum design by evaluating curriculum construction models (over 24 models) and curriculum planning literature and studies (more than 20 sources). The author then developed a curriculum planning model, outlining its processes and procedures and ensuring the curriculum parts were complete and appropriate. The author developed a form incorporating planning elements and curriculum planning processes and procedures, then distributed it to a sample of teaching members and specialists in curricula and teaching methods. They were 14 specialists to determine the appropriateness and inclusion of planning elements, the extent of affiliation, appropriateness, and inclusion of curriculum planning processes and procedures.

5. Results

First question: What is the proposed model for planning curricula in public education (the Kingdom of Saudi Arabia as a model)?

The author reviewed educational studies and literature about curriculum planning and methods for curriculum construction and planning. Additionally, he studied the fundamental branches of curriculum science (foundations -

theories - organizations - relative weights - educational plans). He established their respective positions and roles during the curriculum development stages, and in light of this, he recognized the following parameters for the curriculum planning model:

5.1 Objectives of the Model

The model aims to:

1) Adjust the curriculum planning stage from the beginning to the end, according to clear and specific procedure steps.

2) Contribute to planning curricula more capable of responding to future requirements and modern attitudes.

3) Draw a map showing the uses and positioning of the main branches of curricula in the curriculum stages.

4) Approximate the significance and framework of using curriculum planning terms and differentiate them.

5.2 Model Foundations

The most critical of these foundations are as follows:

1) The curriculum's schematic model and detailed steps are inextricably linked and explain one another.

2) Curricular planning is a subset of major curriculum activities (planning - implementation - evaluation - development), but it influences, precedes, and accompanies other phases.

3) Planning considers the stages of curriculum development as a project with a beginning and a conclusion, particular resources, a defined time frame, and coordination. Interconnected steps are repeated periodically, incorporating feedback from previous cycles. It encompasses all stages and is not confined to a subset of them. Planning takes place before starting work, not after it has begun. During labour, plans are modified in response to changing circumstances, variables, and feedback results.

4) The planning field is confined to defining broad standards and specifications, major stages and transitional steps, calculating resource requirements, and developing uptime and operating plans for those resources. It is not concerned with developing the curriculum elements' content and experiences, training, or preparation.

5) Planning does not include the level of lesson planning implementation procedures. However, it does contribute to planning the curriculum elements and establishing the criteria for their relationship to assist the teacher in implementing the curriculum and meeting learning objectives.

6) Collaborative and participatory planning is a critical component of the concept since it requires the involvement and integration of all types of beneficiaries in the curriculum design process at each step.

7) Emphasis will embrace contemporary attitudes while developing standards, specifications, and needs for the planning stages without prescribing a definite path, as they are renewable and change with time.

5.3 Model Components

The model is a reciprocal circular circuit composed of the following components:

1) Model centre, which is the process of planning in collaboration with (educational field partners "teachers - school administration - supervisors -."family partners "parents - students..." curriculum specialists - relevant community partners.

2) The model centre, which is the field of collaborative planning (policies and standards - specifications - requirements - stages and procedures - resources "resources - human - financial - administrative - operational and time plan), is determined and developed following contemporary trends.

3) The curriculum is organized chronologically (drawing the general framework - curriculum constructing - experimentation - implementation - evaluation - development).

4) Ongoing evaluation of all planning processes, Figure 1 summarizes these components.

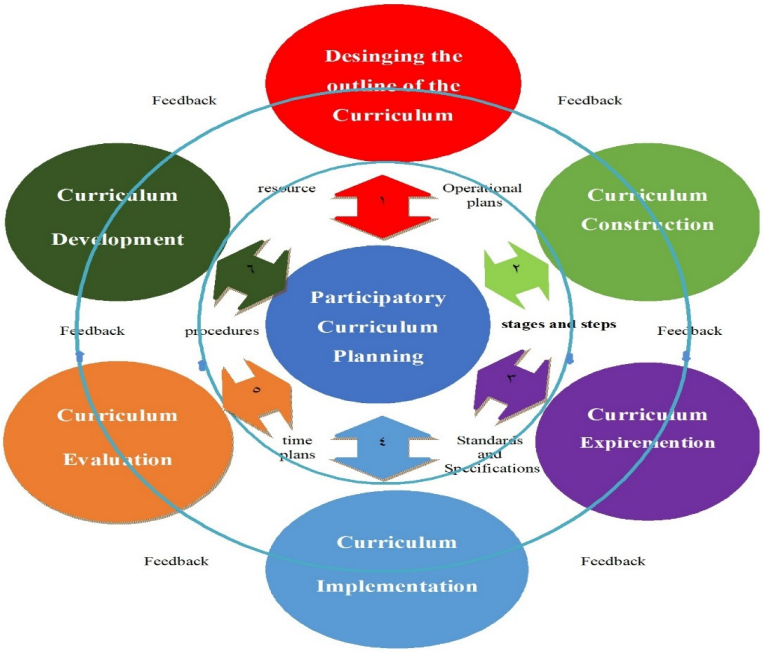

Figure 1. Curriculum Planning Model

5.4 Detailed Curriculum Planning Model Steps

The following Table 2 summarises the phases involved in curriculum development and highlights the most critical actions that should be taken to implement each step, following the results of presenting it to specialists and revising it based on their feedback and suggestions:

Table 2. Curriculum Planning Steps

Stage	Curriculum operations	Planning field	Main procedures
Tribal	Curriculum frame drawing	Setting and preparation**:** - Standards and Policies - Specifications - Requirements (quality assurance - support - accreditation.) - Procedures - Resources (material - human - financial – administrative) - Operational plan and time	Define and choose the following: 1. Rebuilding time workers and their general selection criteria for all planning stages. (Curriculum Council – General Framework Preparation Team – Curriculum Building Team – Technical Production Team – Experimentation and Implementation Team – Evaluation Team – Development Team – Support Services Team(2. Work policies, planning operations management systems, and time and operational plans . 3. Specifications of the framework team and their tasks (multiple experts - partners from the community "media - economists - politicians." partners in educational field" supervisors - teachers - school leaders) 4. The philosophy of the curriculum and the foundations of its construction (intellectual - cognitive - social - psychological - all) and branched from it: -Society's ideology and existential perceptions. -Nature of society, its institutions, problems, and aspirations.

		-Features and needs of the learners. -Future labour market needs. -Subject Nature, its components, and recent trends in it. Recent trends in the educational process. 5. Curriculum-constructing theory (Encyclopedic - Fundamental - Pragmatic - Applied(6. Organizing the appropriate curriculum (subjects - activity - pivotal - units - technological – integrative).. 7. Education mode (attended - distance – integrated) 8. Educational Scale (if not predetermined(9 .School time (session - day - week - semester - year(10. Relative weight of the field/curricula 11. Study plan for the grade and stage.
bilateral stage	Curriculum constructing (industry - design)	**Define and choose:** 1. Curriculum team specifications and tasks (curriculum experts - experts in specialization - partners in the educational field - family partners "students - parents.(2. Final product identity (book - curriculum document – both). 3. Books required type (student - activity - teacher's guide). 4. The National Curriculum Document (for the stage - grade - curriculum) is based on previous results in the framework drawing step and includes (general standards document - curriculum standards document - scope and sequence matrix documents). 5. Standards of educational design for the elements of the curriculum according to modern trends (objectives - content - teaching methods - educational activities - teaching techniques - evaluation) and the sources of their derivation and their relationship to each other, and the method of providing feedback and models of design and presentation. 6. According to modern trends, standards, and specifications for preparing and producing educational materials (educational means and techniques - educational software). 7. Technical and directive curriculum specifications (colours - fonts - primary data - main components). 8. Curriculum printing specifications (measures - paper size and type). 9. Methods of relaying and distributing books to approved outlets.

	Curriculum Workout	**Define and choose**: 1. The specifications and tasks of the work team (evaluators - experimenters - partners in the educational field - partners of the family). 2. Experimentation scope (place - time - duration - mechanism - method and tools for data collection). 3. Experimentation requirements (preparation - training - regular procedures - writing a report on evaluation results). 4. Methodology and path of modifying the curricula according to the experiment results.
	Curriculum Implementation(application)	**Define and choose:** 1. Specifications and requirements of the curriculum implementation environment. 2. Determinants of expansion and generalization of curricula 3. Criteria for selecting teachers and those involved in implementing the curriculum. 4. Standards for training teachers and those involved in implementing the curriculum. 5. Standards and requirements for preparation and information programs
post stage	Curriculum evaluation	**Define and choose:** 1. Evaluation team specifications and tasks (evaluators - experimenters - educational field partners - family partners 2. Scope of curricula evaluation (time - place - duration - procedures - "physical - human" environment(3. Modern evaluation methodology, models, and tools for collecting quantitative and qualitative data. 4. Evaluation field (all or some of the curriculum elements - the technical and directorial aspect of the book - outputs of the curriculum - effectiveness of the curriculum - validity of the curriculum - effects of the curriculum). 5. Process and mechanism for submitting and approving the evaluation results.
	Curriculum development	Define and choose**:** 1. Development team specifications and tasks (curricula experts - educational field partners - family partners(2. Scope of curricula development (time - place - duration - procedures - "physical - human" environment(3. Modern development methodology and models. 4. Development field (total - partial(5. The path and mechanism for approving curriculum development and re-cycle the curriculum.

Feedback	**Define and choose:** 1. Criteria for feedback sources. 2. Scope of feedback (time - place - cycle - procedures - "physical - human" environment). 3. Methodology and models for feedback. 4. The process and mechanism for collecting and receiving feedback, judging, and approving it.

Source: Prepared by the researcher

To address the second question: From the standpoint of curriculum specialists, how appropriate and thorough is the suggested model for curriculum planning in general education?

The author distilled the form's complex phases and procedures into a two-part arbitration form: The first segment assesses the appropriateness and inclusion of the following elements in the curriculum planning field (establishing: standards - specifications - requirements - procedures - resources (material - human - financial - administrative) - operational and temporal plans). The second section begins with a description of the curriculum planning processes, followed by a breakdown of each process's detailed procedures, which correlate to the arbitration axes, namely the extent of the procedure's connection, suitability, and comprehensiveness to the planning process. The arbitration's outcome is summarized in Table No 3.

Table 3. Results of Specialists' Opinions on Curriculum Planning Elements

Element	Appropriateness of the element to the field of curriculum planning		Integration of the aspects of curriculum planning	
	Appropriate	Inappropriate	Comprehensive	incomprehensive
Curriculum planning includes identifying and developing :				
Standards	14%		14	
Specifications	14%			
Requirements	14%			
procedures	14%			
Resources (material - human - financial - administrative)	14%			
Operational plan and time	14%			
Ratio	100%		100%	

The specialists' approval of the curriculum design elements' appropriateness and comprehensiveness was very high, as all of the judges' responses agreed on their appropriateness and comprehensiveness, as shown in Table 4.

According to the results of the specialists' view, the average percentage of procedures corresponding to each planning process is 100%, and the average rate of procedures suited for the planning process is 96.9. The curriculum was prepared by specialists who modified several vocabulary formulations and added explanatory words to what is contained within the brackets. The author made essential modifications and additions, and the average percentage of procedures covering the planning phase was 100%. The specialists' arbitration rates' averages are extremely high, demonstrating the comprehensiveness and applicability of methods and procedures for curriculum preparation. The high approval rate of arbitrators may be attributed to the fact that curriculum specialists familiar with the model's planning and construction models are aware of the model's previous shortcomings and how the new model was able to overcome them while adding new features in terms of planning processes, sequencing, and procedural and action clarity.

Table 4. Results of Specialists' Opinions on the Curriculum Planning Model

Curriculum planning processes	The average percentage of the procedure's affiliation with the planning process		An appropriate average proportion of the procedure for the planning process		The average percentage of the procedures involved in the planning process	
	Belonging	Not belonging	Appropriate	Inappropriate	Comprehensive	incomprehensive
The General framework of the curriculum	14%		12%	2	14%	
Curriculum constructing	14%		14%		14%	
Curriculum experimentation	14%		14%		14%	
Curriculum implementation	14%		14%		14%	
Curriculum evaluation	14%		14%		14%	
Curriculum development	14%		13%	1	14%	
Feedback	14%		14%		14%	
Ratio	100%		96.9	3%	100%	0

6. Conclusion

Curriculum-building models are numerous and varied, not only in terms of incorporating current research into the development of a new model but also in the careful examination of more than 24 previous models for developing and planning curricula of all types, identifying shortcomings in various aspects that affect the efficiency of curriculum planning, and then working to determine A thorough model for structuring the general education curriculum, with explicit objectives, foundations, and components, as well as a graphic outline of the programme. (Quality assurance – support – accreditation), procedures, resources (material – human – financial – administrative), operational and time plans), and a model was added specifying all the processes that should be planned in the curriculum, which are as follows:

(Drawing the general framework of the curriculum – implementation, Experimentation – evaluation – development – feedback) and specifying the specific actions and procedures included in each process so that the processes and procedures are consistent.

7. Recommendations

The study recommends to:

1) Using the research-based curriculum planning paradigm to develop public education curricula in the Kingdom of Saudi Arabia.

2) Adopting the areas, steps, and procedures governing curriculum planning processes as legislation and regulations binding on curriculum planners at the Ministry of Education and other relevant agencies in the Kingdom of Saudi Arabia.

3) Educating curriculum planners at the Ministry of Education and other relevant authorities throughout the Kingdom of Saudi Arabia on how to effectively use and implement the curriculum planning model.

4) A review of the literature and evidence about curricula planning and related topics (curriculum design – curriculum construction–curriculum preparation) and an attempt to establish a systematic control of concepts that eliminate similarities, differences, sequences, and relationships between the concepts of curriculum planning circulated in these topics and adopts Specific and clear concepts

5) University curriculum and instruction departments have benefited from the public school curriculum planning model in developing a description of the curriculum planning course and associated courses delivered to graduate students.

6) The attention of university faculty members and curriculum specialists to providing adequate knowledge content, particularly regarding the first process of curriculum planning, which is developing the general framework for

curricula, as the researcher discovered while collecting data that there is a shortage of knowledge in this field and how to plan to carry it out, such as: Planning for the construction of study plans for the study stages and deterrents

7) Evaluating the appropriateness of applying the general education curriculum planning model discovered in other nations' curricula planning.

8) Conducting a pilot study to develop a general education curriculum based on the suggested model, evaluating the outcomes, and making appropriate adjustments.

9) Researching to provide a model for the development of university curricula and courses.

Statements and Declarations

Conflict of Interest

The author has no conflicts of interest with any individual or organization.

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