

CHARACTERISTICS AND MODELS OF EDUCATION SERVICES FOR THE GIFTED CHILDREN

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ABSTRACT

The research carried out aims to determine the characteristics and models of educational services that can be developed so that gifted children obtain their right to education. This research was motivated by various cases that occurred related to the limitations of the education that gifted children received, not even a few of these children experienced discriminatory treatment. The research method is descriptive with data collection techniques in the form of literature studies from various references that are relevant to the observed symptoms. The collected data were analyzed in a qualitative descriptive manner so that a variety of characteristics and models of education services for gifted children could be seen. The results showed that the characteristics of gifted children were viewed from 3 aspects including: academic, social/emotional, and physical/health aspects. Recognizing the characteristics of each child is also very important, because the characteristics of different children also require different methods and approaches used in the process of mentoring learning activities. Characteristics of services that suit the needs of gifted children include: adaptation of the learning environment, program adaptation, enrichment, sophistication of subject matter, updating of lesson content, and modification of the curriculum as an alternative. Models of educational services suitable for gifted children include: cognitive-affective service models, moral development service models, value development models, services in various special fields including: leadership and arts and performing groups. The educational service model that is designed must be able to facilitate the various needs inherent in gifted children

Keywords: *education service model, gifted children*

1. INTRODUCTION

According to National Education System Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves and society. All citizens have the right to education, including children with special needs (Widiastuti, 2020).

Gifted children are one type of child with special needs. Gifted children have high abilities in various fields such as academics, creativity, and task commitment compared to children in general. However, this situation has not been fully seen in gifted children (Novianti, 2014).

In addition, in the field gifted children often receive discriminatory treatment from those around them, including in the education environment. Even education services for gifted children are currently only limited to discourse, or have only been implemented in a few schools. Some regular schools do not want to accept gifted children on the grounds that they do not have adequate facilities and teacher qualifications so that the child's potential does not develop.

Based on these problems, so that gifted children can develop their potential, special educational programs and services are needed. Based on UUSPN No. 2 of 1989

states that students who have extraordinary abilities and intelligence are entitled to special education to optimally develop these children's potential (Syafwan, et al., 2021). This article is very influential because in this article gifted children get a legal basis (Ummal, 2017). This fact is encouraging news for citizens who have special talents and special levels of intelligence to get the best possible educational services (Pribadi, et.al., 2015)

With the UUSPN No. 2 of 1989, gifted children need special education services so that their potential can develop as optimally as possible. Formal education for gifted children is a form of appreciation for the more potential that not every child has. Education specifically for gifted children as a strategic support to further optimize intelligence and talents can develop better. In practice, this facilitation develops through various efforts, challenges and models around the world, as well as in Indonesia. The education of gifted children must of course be oriented towards the students themselves, namely always paying attention to the potential and characteristics of these children.

2. RESEARCH METODOLOGY

The research carried out is descriptive in nature with data collection techniques in the form of literature studies from various references that are relevant to the observed symptoms, namely on the subject of gifted children. The collected data were analyzed descriptively qualitatively so that it could be seen the variations in the characteristics and models of education services for gifted children. So by knowing the characteristics and variations, appropriate educational services can be carried out for each symptom experienced.

3. RESULTS AND DISCUSSION

Gifted Children Concept

Many terms can be used to refer to gifted children, including: intelligent, brilliant, superior, supernormal, gifted, genius, gifted, gifted and talented, and super (warnandi, 2008) in Ummal, (2017). The general limitation of gifted children is "those who have superior abilities are able to provide high achievements". Martison in SC. Munandar (1982; 7) in Supriyanto (2012) provides the following limitations for gifted children; "Gifted children are those who are identified by professionals as having very outstanding abilities, thus giving high achievements. They stand out consistently in one or several fields, including the general intellectual field, the creative field, the artistic/kinetic field, and the psychosocial/leadership field. They need differentiated educational programs and/or services beyond the reach of regular school programs, in order to be able to realize their contributions to society and to themselves (Munandar, 1996). Talent is an ability that is owned or carried by someone since he was born (Ummal, 2017).

In UUSPN No. 2 of 1989, what is called a gifted child is: "a citizen who has extraordinary abilities and intelligence". Intelligence is related to the development of intellectual abilities, while extraordinary abilities are not only limited to intellectual abilities. The types of extraordinary abilities and intelligence referred to in this definition include (a) general intellectual and special academic abilities, (b) creative-productive thinking, (c) psychosocial/leadership, (d) artistic/kinesthetic, and (e) psychomotor. Furthermore, according to the USOE (United States Office of Education) definition, gifted children are children who can prove their high achievement abilities in areas such as intellectual, creative, artistic, leadership capacity or specific academics and those who need services or activities that are not the same as provided at school in connection with the discovery of its abilities, (Churnia, Ildil Ildil, & Erwinda, 2018).

Based on some of the definitions above, it can be concluded that gifted children are children who have superior abilities to average/normal children both in intellectual and non-intellectual abilities so that they need special educational services

(Wardani, et al., 2021). Amka, et al., (2021) concluded that gifted children apart from having high intellectual abilities also show a prominence of special skills whose fields vary from one child to another.

Characteristics of Gifted Children

Gifted children have basic characteristics, some of which were revealed from the results of research on gifted children in America by MR Sumption in Amka et al., (2021) entitled "Three Hundred Gifted Children". The characteristics of these gifted children, among others, can be described as follows:

1. Have a developed sense of personality as well as a sense of responsibility in the leadership group.
2. Likes and takes more opportunities to increase knowledge and read fictional, innovative and creative books, magazines,
3. Take the opportunity to develop personal attitudes and self-expression,
4. Have a very critical way of thinking,
5. Have good intellectual development and skills so that heavy tasks and work are not too disturbing.

According to Wardani et al., (2021), the characteristics of gifted children are viewed from an academic, social/emotional, and physical/health perspective.

1. Academic Characteristics

Roe, as quoted by Akimin (1996) identifies the characteristics of academic giftedness as follows:

- a) Have the right persistence and curiosity,
- b) Avid reading, and
- c) Enjoy school and study.

Kitano and Kirby (1986) quoted by Abdurrahman (1994) stated the following characteristics of giftedness in the academic field:

- a) Have a long interest in a particular academic field,
- b) Have a highly developed understanding of the concepts, methods and terminology of a specialized academic field,
- c) Able to apply various concepts from specific academic fields studied in other field activities,
- d) A willingness to devote a great deal of attention and effort to achieving higher standards in an academic field,
- e) Having high competitiveness in an academic field and high motivation to do the best, and
- f) Learn quickly in a particular academic field.

2. Social/Emotional Characteristics

There are several characteristics of individuals who have social giftedness, namely:

- a) Accepted by the majority of peers and adults,
- b) Their involvement in various social activities, they make a positive and constructive contribution,
- c) The tendency to be seen as a separator in arguments and policy makers by peers,
- d) Have faith in the equality of all people and be honest,
- e) The behaviour is non-defensive and considerate,
- f) Free from emotional pressure and able to control emotional expression so that it is relevant to the situation,
- g) Able to maintain enduring relationships with peers and adults,
- h) Able to stimulate productive behaviour for others, and
- i) Has an extraordinary capacity to cope with social situations with wit, and humour.

3. Physical/Health Characteristics

In terms of physical, gifted children show (a) have an attractive and neat appearance, (b) their health is better or above average, (Terman's longitudinal

study in Kirk, (1986). Characteristics of gifted children in general, as shown stated by Renzulli (1981) (in Sisk, 1987) states that giftedness shows a relationship between 3 groups of characteristics, namely (a) intelligence ability far above average, (b) high creativity and (c) responsibility or commitment to the task (task commitment) Each characteristic has a decisive role.

Gifted Children Education Service

A. Characteristics of Services that Fit the Needs of Gifted Children

According to Wardani, et al., (2021) there are characteristics of services that suit the needs of gifted children as follows:

1. Learning Environment Adaptation

There are several reasons for adapting the learning environment, namely (a) to provide opportunities for gifted children to interact with peers of the same age, (b) to make it easier for teachers to teach because of reduced student diversity, and (c) to place gifted students with teachers who have special expertise in dealing with gifted children.

In connection with the adaptation of this learning environment Gallagher, et al. (1983) suggests there are several ways as follows.

- a) Enrichment class, the class teacher implements a program without the help of outside officers
- b) Consultant teachers, implementing teaching programs in ordinary classes with the help of specially trained consultants.
- c) Learning resource room, gifted students leave the regular classroom to the resource room to receive teaching from trained teachers.
- d) Independent study, students choose projects and work on them under the supervision of an authorized teacher.
- e) Special classes, gifted students are grouped together in schools and taught by specially trained teachers.
- f) Special schools, gifted students receive instruction in special schools with specially trained teaching staff.

Furthermore, Munandar (1996) in Wardani et al., (2021) suggests that an alternative learning environment/place for learning for gifted children can be in the form of superior schools that can accommodate high-achieving children from the surrounding area. At the flagship school they are faced with a program that allows acceleration and enrichment.

2. Program Adaptation

Program adaptation is carried out in several ways, including the following.

a) Acceleration / Acceleration of Students

Stanley (1979) in Wardani et al., (2021) suggests several ways of accelerating, namely

- (1) *Entry* into school at an early age, children who show social and intellectual maturity are allowed to enter Kindergarten at a younger age than children in general;
- (2) *Level/class jump*, the child quickly moves up to the next class/level even though it is not yet time for a grade increase;
- (3) *accelerated material*, children follow standard material in a shorter time, for example studying at junior high school for only two years;
- (4) *Advanced placement*, the student takes lessons at the College while he is still in Senior High School; and
- (5) *Early admission to Higher Education*, a highly advanced student may enter Higher Education at the age of 13, 14 or 15 years.

b) Enrichment

Content enrichment (subjects) provides opportunities for students to study material broadly, such as using special illustrations, making examples, enriching views, and finding things.

c) Sophistication of Study Materials

Subject matter must challenge gifted children to use high-level thinking to understand ideas, and have high abstractions. This sophistication material is not contained in the usual educational curriculum/program.

d) *Updating Lesson Content*

Renewal of lesson content is the introduction of material that normally would not appear in the general curriculum due to time constraints or the abstract nature of the lesson content. The goal of this update is to help gifted children master the ideas that matter. This type of renewal of subject matter, for example the teacher invites students to think about the consequences of technological progress.

e) *Curriculum modification as an alternative*

(1) Curriculum Plus

Widyastono (1996) suggests that the plus curriculum is developed from the general (national) curriculum which is expanded and deepened (horizontal and vertical enrichment), so that students are able to manifest (realize) the potential of high-level thinking processes (analysis, synthesis, evaluation, and problem solving) that owned, not just low-level thinking processes (memory/knowledge, understanding, and application), like other children of his age.

(2) Differentiated Curriculum

According to Amka, et al., (2021) a differentiated curriculum for gifted children refers to increasing mental life through various programs that will foster their creativity and include various intellectual learning experiences at a high level. Viewed from the developmental needs of gifted children, the curriculum is differentiated by paying attention to the qualitative differences of gifted individuals from other human beings. In a differentiated curriculum there is material fattening, meaning that the curriculum material is expanded or deepened without becoming more numerous.

Furthermore, Wardani, et al., (2021) stated that this curriculum does not require special schools for gifted children. In this model, gifted children who stand out in certain fields can get more material so that their talents stand out. In enrichment, it is not the material and lesson hours that are added quantitatively, but what is most important is a design that is qualitatively different from normal children. This curriculum allows teachers to differentiate the curriculum without disrupting the smooth learning in the classroom.

B. Education Service Models

Models of educational services lead to the development of gifted children including cognitive development services, values, morals, creativity and special fields. The following will explain what and how to implement these models (adaptation from Conny Semiawan, 1995 in Wardani, et al., (2021):

a) Cognitive-Affective Service Model

The ultimate goal of this model is talent development. In the learning process, creativity and affective cognitive aspects are taken into account, which are the dynamics of the talent development process. The method or way of carrying out this model is by giving a direct stimulus to the right hemisphere, and the indirect method is by living a particular learning experience or conversation in depth.

b) Moral Development Service Model

The goal of this model is the attainment of moral independence or moral responsibility obtained through socialization and individualization in relation to humans as individual beings and social beings. The effort to implement this model is that schools must create an atmosphere with reference to thinking skills, which are carried out in accordance with principles and concern for others. Therefore, Vare in Khatana, 1992 suggests strategies for developing morals are: holding discussions with peers regarding dilemmas or value clarifications, reading research results on morals, role playing, simulations, creative drama and games,

group or class research on legal provisions. (jurisprudential strategy), and discussions with the community about school issues.

c) Value Development

Model This model pays attention to the role of everyday affective (emotional) life, such as feelings of joy, sadness, fear, pride, shame, guilt, and boredom. These feelings shape a person's attitude and vice versa the development of values is closely related to the development of attitudes and is a framework for forming one's morals. Therefore, the value development strategy is closely related to the moral development strategy.

d) Various Special Field Services

These specialty areas are leadership, fine arts and performing arts.

(a) Leadership

Leadership according to Stogdill (1977) in Wardani, et al., (2021) is ability, learning outcomes, responsibility, participation, status, and situations.

- 1) Leadership ability related to intelligence, sensitivity and judgement.
- 2) Learning outcomes; related to knowledge, school progress or authentic data. This can be trained at school through various learning experiences and can be seen from the performance of the participants.
- 3) Responsibility; associated with initiative, confidence and desire to exceed his friends. It can be trained through group assignments, and certain construction tasks that can display a desire to exceed, and can easily be created.
- 4) Participation refers to liveliness, flexibility, sociability, cooperation, adaptability and humor. This ability can be trained through various games, such as assignments to write essays about yourself that can display these leadership traits.
- 5) Status; related to socio-economic potential and popularity. This can be observed in everyday interactions.
- 6) Situation; related to mental levels, skills, needs, and interests. Usually this information about the quality of the situation is obtained through sociometric analysis.

(b) Arts and Performance Group

Fine and performing arts are special personal traits and productivity. Approach is usually done through observation and special services through performance or show. Musical behavior services can be provided by completing musical melodies according to one's own fantasy, directly imitating musical notes without punctuation on certain musical instruments, practicing rhythm, remembering certain songs or melodies.

C. Learning Design

Renzulli in Wardani, et al., (2021) suggests that the important steps to consider in designing learning are as follows: Teacher selection and training, curriculum development to meet learning needs in both academic and artistic terms, multiple identification procedures, program target setting, orientation of cooperation between personnel, evaluation plan and administrative improvement.

These things can be grouped into the characteristics and learning needs of children, preparation of teachers, development of a curriculum that fits the needs of children, the existence of cooperation between personnel, administrative patterns, and the evaluation plan used.

Furthermore, in determining learning alternatives M. Soleh (1996) suggests that there are specific choices, such as (1) packaging material for certain fields of study to suit the learning needs of gifted children, then gradually moving on to other fields of study; (2) training certain teaching techniques for subject teachers such as learning techniques for developing creativity; and (3) trying out several learning models in certain schools or regions and if good results are obtained, then spreading them to other schools.

4. CONCLUSION

Based on the research results, it can be concluded several things. First, the characteristics of gifted children are viewed from 3 aspects including: academic, social/emotional, and physical/health aspects. Recognizing the characteristics of each child is also very important, because the characteristics of different children also require different methods and approaches used in the process of mentoring learning activities. Second, the characteristics of services that suit the needs of gifted children include: adaptation of the learning environment, program adaptation, enrichment, sophistication of subject matter, updating of lesson content, and modification of the curriculum as an alternative. Third, models of educational services for gifted children include: cognitive-affective service models, moral development service models, value development models, services for various special fields including: leadership and arts and performing groups.

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