

Theories and Concepts of Gifted Children

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ABSTRACT

Many gifted children do not receive the educational services that are appropriate for them. By neglecting to provide them with the proper education that they should receive, will make gifted children unable to grow and develop aspects of their talent. Alferd binet proposed the concept of "Triadic model of giftedness" as an improvement model for the "Three-ring Conception of giftedness" proposed by Renzulli by adding the elements of family, school and peers (environment or neighborhood), to complement Ranzully's concept consisting of creativity, task commitment, and above-average ability. This study uses analytical descriptive qualitative research. The monk concept considers proper education for gifted children to develop their talents, such as special classes, accelerated classes or enrichment classes.

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1. INTRODUCTION

Based on the universal and natural fact that humans are different from one another in various ways, such as in terms of intelligence, talent, personality, physical condition and so on. Historically, giftedness is defined as having high intelligence (IQ). Gifted children naturally have characteristics that are distinctive and different from normal children. In Indonesia, giftedness is a relatively new thing, only a few people understand so that often parents and teachers treat gifted children the same as other children and as a result many childrens giftedness "evaporates" just like that.

The characteristics of intellectually gifted children include several important domains, such as the intellectual-cognitive domain, the perception-emotion domain, the motivation and values domain, the activity domain, and the social relations domain. However, it should be noted that not all gifted children always show or have all these characteristics. Each child has his or her own gifts that are given from the almighty creator to him or her through various ways, one of which is like a gifted child. The grace given is not only in the form of advantages but sometimes even shortcomings include the grace of God given to his people. Every advantage and disadvantage in humans must basically be grateful and the best way to be grateful is to develop shortcomings into an advantage and make advantages as an intermediary to help others in terms of goodness.

Giftedness is still a very interesting discourse, both for those who are directly involved with the issue of giftedness and those who are not. It is even more interesting, because there are

many misconceptions about giftedness. In general, "Giftedness can be defined as a superior ability that allows a person to interact with the environment with a very high level of achievement and creativity." From this statement, it can be understood that firstly, giftedness is a quality brought from birth (in other words, giftedness is natural), and secondly, that the environment of giftedness is the arena in which gifted children play a role.) Therefore, it can be said that high levels of achievement and creativity result from a continuous and functional interaction between the abilities and characteristics that a person is born with and those acquired during his or her life.

Attention to the education of gifted children has actually been recognized since 2000 years ago. For example, Plato once called for gifted children to be gathered and educated specifically because they are expected to become leaders of the country in all fields of government. Therefore, they are equipped with knowledge that can support their duties (Rohman Natawijaya, 1979). Similarly, in Indonesia, their presence has been known for a long time. Many schools implement a grade skipping system or can advance to the next grade faster even though the time for grade promotion is not yet due. More serious and formal attention is expressed in UUSPN No. 2 of 1989 that students who have extraordinary abilities and intelligence are entitled to special education to develop their potential optimally.

Gifted children do not experience disabilities, such as blind, deaf and disabled children. Although among gifted children there are those who have abnormalities, but the abnormality is not in the inhibition of intelligence. In order for gifted children who have superior potential to develop their potential, special education programs and services are needed. They are born with extraordinary potential which means they have brought meaning to life. , the task of education is to develop this meaningfulness optimally so that they can take part in advancing the nation and state.

2. RESEARCH METHODS

In this study, an analytical descriptive qualitative research method was used. The purpose of this method is to obtain in-depth data about gifted children. The reason for using this qualitative approach is because this research is not related to data that is not in the form of numbers. Qualitative research is research to understand the phenomenon of what the research subject experiences thoroughly by means of descriptions in the form of words and language.

3. RESULTS AND DISCUSSION

Factors that make the talent in the child successfully displayed:

1. Other genetic and biological factors
IQ and aptitude are not inherited. What is inherited is a set of genes that together with experience will determine the capacity of intelligence & other abilities. Pay attention to nutritional and neurological factors as well.
2. Environmental factors
Stimuli, opportunities, expectations, demands and rewards affect children's learning. Consider the role of parents, teachers and society.
3. Characteristics
Exceptionalism is usually shown by certain characteristics. Having broad interests, curiosity, independence, confidence, etc. Cognitive, language, affective characteristics are also more prominent than peers.

Five Categories of Giftedness: Stankowski

- a. The after-the-fact definition emphasizes excellence in one profession as a criterion for giftedness. Gifted are individuals who consistently excel in a particularly valuable area of human activity.
- b. The IQ definition determines giftedness based on the IQ scale, for example, a child with IQ:140.
- c. The percentage definition determines giftedness based on the proportion in the school. It can be based on intelligence test scores, GPA, Grades in subject areas, especially Math and Science subject areas. For example, 1-5% of the school population.
- d. The definition of talent focuses on students who are exceptional in art, music, math, science, or sports, among others.
- e. The definition of creativity emphasizes the importance of superior creative ability as a key criterion in giftedness.

A. *Agility*

Exceptionalism is often discussed and linked to intelligence, creativity and task responsibility.

1. Intelligence

Scientists often discuss intelligence or high intelligence quotient as being closely related to giftedness and creativity. Alfred Binet stated that intelligence is the ability to judge, understand, and consider. Intelligence test is a measuring tool to determine a person's IQ, namely the mental age or age of the developmental stage reached by the individual and then divided by the chronological age, namely the actual age of the individual (Wolman, 1973) dictionary of behavioral sciences, the result of this measurement is called IQ (Intelligence quotient).

Individuals who achieve superior IQ scores are considered as highly intelligent, gifted, therefore intelligence is considered important in a person's level of giftedness. (Stendberg 1985) put forward the triarchical concept of intelligence, namely the internal world and the external world of individual and the interaction between the two worlds of individual experience. Analytical thinking is an internal world, while contextual thinking or strategies are based on environmental situations.

2. Creativity

In general, creativity is defined as the ability to create something new, although it does not always have to be entirely new, it may be the result of a combination of the former as elements. Clark's view of creativity is intelligence plus. Meanwhile, according to Pames, creativity is a function of knowledge, imagination, and evaluation. Processes related to finding information, ideas, problems, recognition, and problem solving. Meanwhile, according to Munandar (1985: 47) creativity is the ability to make new combinations, based on existing data, information, or elements. People interpret creativity as inventiveness through its ability to produce new ideas or works. Creativity appears in various activities that invite public attention, as a result of individual thoughts and ideas in the form of artistic activities, , technology, and other works. It is not limited to gender, age, ethnicity or culture.

3. Bonding to the task

A gifted child has a responsibility to the task at hand, a strong commitment to the task that is born from within him (intrinsic motivation). All abilities and efficacy towards work belong to him to be completed and morally accountable. He has a strong drive to find alternatives to complete the task completely, even though there are many obstacles in his way, he still strives to finish well even though the situation and conditions are less favorable. The goal is satisfactory results and This is an achievement that individuals achieve. If the task is difficult to solve, it will look for a way that can answer the problem, ask questions, find its own way from several alternative angles of solving it appropriately.

B. Characteristics of Gifted Children

1. Cognitive characteristics

Cognitive development lies in understanding a number of experiences and their integration with the environment (the process of forming understanding that has been related to environmental factors). Cognitive characteristics include the following:

- 1) Requires more information
- 2) Excellent memory
- 3) Strong interest and curiosity
- 4) High level of development
- 5) High capacity see unusual and different relationships using metaphors and analogs
- 6) Original ideas
- 7) Intensity (purpose) is specific and directed (goal-oriented)

2. Affective characteristics

A high level of cognitive development does not guarantee high affective development. Therefore, education for them must provide opportunities to select knowledge emotional to develop their affective development. The characteristics include the following:

- 1) Special sensitivity to the feelings of others
- 2) High or keen sense of humor
- 3) High self-awareness, accompanied by a sense of difference
- 4) Idealism and a sense of fairness appear at an early age
- 5) High expectations of self and others (wanting to be perfect)

C. Social characteristics

Gifted individuals, require opportunities from society that are absolutely necessary them to be able to meet society's expectations while not compromising the needs of gifted individuals nor neglecting their social roles. Characteristics include:

- 1) Motivated by the need for self-actualization
- 2) Advanced cognitive and affective capacities in conceptualizing and
- 3) Solving community problems.
- 4) Leadership

5) Engagement with the needs of society (truth, justice, and beauty)

D. Common Problems of Gifted Children

Some common problems in gifted children are:

a. Gifted Children with Low Achievement

Unaware of declining performance May occur in pre-school, school, or old age
Often what is apparent is:

- 1) Difficulty sitting for long periods of time
- 2) Difficult to concentrate/do tasks
- 3) Low self-image

b. Children Gifted Children with Low Motivation:

The child is not motivated to learn/achieve. What can be done:

- 1) Find out the causes that stem from physical circumstances
- 2) Inventory of the family's emotional state
- 3) How the child sees the relationship between education and other people who are important to him.

E. Identification of Gifted Children

Understanding gifted children for educators is necessary in order to be able to deal with children who have various abilities, characteristics, interests, needs, and so on. Identifying children is necessary in order to be able to solve the problems faced, so that the solution can be done in an interdisciplinary manner. Identification can be interpreted as the process of recognizing children who have the potential for intelligence and special talents so that differentiated services are needed so that they can develop fully according to their potential. Identification includes two main processes, namely:

1. Screening is the process of separating children who are gifted or
2. Identification actual / actual identification is the research process more
3. in-depth about the characteristics to be designated as a candidate.

Renzulli argues that those who can be nominated as candidates belong to the top 15-20% of the total number of children in the school in general and special abilities. According to Conny Semiawan (1996)

a. Sieve

For example, through teacher nominations, the product was found to be 3 groups, namely:

- 1) Group confirmed not accepted
- 2) Group Center, not necessarily accepted or rejected
- 3) A well-established group will be accepted

b. Filtering

In this case, selection is more subtle than screening, for grades 2 and 3 it is done through psychological tests according to benchmarks, for example based on criteria for intelligence, creativity and task commitment. The identification tools (Kitano and Kirby, 1986) are as follows:

- 1) Teacher rating
- 2) Grade document
- 3) Parent nomination
- 4) Nomination of peers
- 5) Self-nomination
- 6) Biography
- 7) Anecdotal notes
- 8) Child's work
- 9) Membership in organizations
- 10) Expert nomination

Tests that consist of:

- 1) Group intelligence test
- 2) Group achievement test
- 3) Individual intelligence test
- 4) Individual achievement test
- 5) Creativity test
- 6) Critical thinking skills test
- 7) Specialized tests (arts, sports and so on).

F. Assessment

In this case the assessment is not to label, find causes, but to find deficits, special needs, and special service programs needed. Assessment in gifted children is highly recommended for those who are dyschronous or categorized as gifted with special needs, in order to find or formulate an individualized learning program that is considered to remain in accordance with the child's capacity. The implementation of the assessment can be in the form of:

- 1) Test
- 2) Observation
- 3) Interview.

4. CONCLUSIONS

Gifted children are those identified as learners who have achieved satisfactorily and have general intellectual and ability functioning at the intelligent level, adequate creativity, and a high level of interest in tasks. There are three general classifications of intellectual talent: gifted, superior, and genius. Tracing a child's giftedness requires the cooperation of the school, family and environment; using psychological testing tools and established procedures. Children's talents can be brought out in each child by optimizing genetic factors, the environment, and the individual's own characteristics.

Problems can arise for gifted children because they do not have access to services that can facilitate their needs. Tracking gifted children can be done through identification and assessment. Identification is a process of recognizing children who have motivational abilities, self-concept, and creative potential that is far above average. Assessment is the process of collecting information to obtain a child's psychological profile which includes symptoms and intensity, obstacles experienced, strengths and weaknesses and the supporting role needed by the child.

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