Educational Service Model for The Special Intelligence and Special Talents of Students: Literature Review

Liza Murniviyanti

1Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: lizawarniviyanti@univpgri-palembang.ac.id

Abstract: Children with special intelligence and special talents are those who have above average intelligence, have faster memory and comprehension abilities compared to their friends. Thus, children in this category have many achievements; apart from that they also have the characteristics of self-confidence and perfectionism. Children with special intelligence and special talents certainly have intelligence or ability in one area that stands out the most. This research uses a literature review or literature review design, by examining 18 articles consisting of national and international articles related to service models for students with special intelligence and special talents. From the articles, it was found that the education service model for special intelligent children and special talents in several countries is the inclusive and accelerated model.

Keywords: Service Model, Special Intelligent Children, Special Talented Ones

A. Introduction

Child development is a systematic change to achieve maturity and shape the child's mindset so that it influences emotional intelligence in physical, personality, cognitive and language development.(Sabani, 2019, p. 89). Children born normal and special children both have the right to receive a proper education. It's just where they go to school that makes a difference for children like this. Normal children will be given educational services at schools in general, but children who have special intelligence with an IQ above the average need to also be given educational services at special schools or schools that provide education for students with special intelligence and special talents. Wicaksono stated that giftedness grows from an interactive process between the environment that stimulates the innate abilities and processes. In other words, gifted children need programs that are appropriate to their level of development (Wicaksono, 2016).

This refers to Law Number 20 of 2003 concerning the National Education System, namely Article 32 paragraph 1 that special education is education for students who have a level of difficulty in following the learning process due to physical, emotional, mental, social disorders and have the potential for intelligence and special talent. This
means that every child has the right to get a good education so that they can develop their interests, talents and intelligence potential. Children are free to choose the best school for themselves. Children who are intelligent and have special talents will understand what the teacher explains in front of the class more quickly than their friends. By explaining only once, they are able to understand the meaning while other students need to explain again. The characteristics of children like this tend to be stubborn. Renzuli, Professor of gifted children in America, stated that children who have above average intelligence, high creativity, high motivation and high commitment to work can be called intelligent and special gifted children (Nawawi & Swandari, 2021). Children who are intelligent and have special talents have more cognitive abilities, thus their emotional development is more mature and stable. The level of psychological development is higher than that of children his age, related to morality and idealism. They show the awareness of fairness and sensitivity to behavioral inconsistencies and development of self-control as well as early onset of inner satisfaction and dissatisfaction (Wicaksono, 2016).

In Indonesia itself, educational services for intellectually gifted children have been pioneered since 1974. From 1974 to 1986, educational services for intellectually gifted children used a learning system through modules based on the principles of completion and continuous progress. From 1986 to 1992, a semester TKR (add credit) system was used for the learning program for intellectually gifted children (Nawawi & Swandari, 2021). Law no. 20 of 2003 concerning the National Education System, it is clearly stated that students with special intelligence and special talents (CIBI) have the right to receive special education. This law has been in effect for seven years, but the provision of education is still minimal.

According to data from the National CI+BI Association, 2% of the population of school-aged children are children who have intelligent potential/special talents. If we refer to 2005 BPS data, there are 65,291,624 school age children (aged 4-19 years). This means that there are 1,305,832 Indonesian children who have intelligent potential/special talents (CI+BI). From an institutional perspective, of the 260,471 schools, only 311 schools have service programs for CI+BI children. In educational services for gifted children, especially at the elementary school level in Indonesia, there is currently an integrated system, namely that gifted children attend the same school, so they are treated with a personalized teaching system, that is, individual attention is given to each student in the regular class system. Providing educational services for children with special intelligence and special talents can be done in various ways, namely 1) enrichment, 2) speeding up learning time (acceleration), 3) expanding experience and knowledge by introducing materials that are not provided in the regular curriculum (horizontal enrichment), 4) provide opportunities to study subjects of interest (vertical
enrichment), 5) develop research skills and creative problem solving in order to become producers of knowledge and not mere consumers of knowledge (Rapisa, 2020). Special services for children with special intelligence and special talents can be implemented through an inclusive model that includes enrichment.

B. Methods

This research uses literature review design. Literature reviews are an important tool for context reviews because they provide context and meaning for the writing being done. Researchers can also explicitly explain the reasons for findings in a literature review so that readers will understand them. What is to be researched is a problem that needs to be investigated, both in terms of the topic to be researched and the surrounding circumstances regarding the relationship between the research and other research in question (Afifuddin, 2012). Researchers studied 18 articles consisting of national and international articles related to service models for students with special intelligence and special talents.

The keywords used in this research are educational service models and special intelligent students with special talents that are searched from the research articles, namely from Google scholar and Scopus.

C. Results and Discussion

Table 1. Scientific Article Analysis

<table>
<thead>
<tr>
<th>No</th>
<th>Article Identification</th>
<th>Research purposes</th>
<th>Sample/Respondent</th>
<th>Research Method/Design</th>
<th>Research Findings</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Ishartiwi, &quot;Inclusive Model of Special Services for the Development of Specially Intelligent/Specially Talented Students Based on Regional Resources&quot;, Journal of Special Education Vol 5 No 2 (2009)</td>
<td>Special services for developing special intelligent students and special talents</td>
<td>224 respondents included elements, policy makers</td>
<td>Qualitative</td>
<td>Inclusive model prototype inclusive model service. 1) students learn together with other students in public schools, 2) interventions cover multiple student potentials 3) joint use of facilities and infrastructure assets</td>
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<td>2</td>
<td>Sukmawati, Fitri, &quot;School Acceleration Program&quot;, Insania Journal, Vol 16 No 3 (2011)</td>
<td>This research aims to describe the school acceleration program</td>
<td>Qualitative descriptive</td>
<td>The findings in this research are the implementation of acceleration (between regular and accelerated), the acceleration program curriculum, the acceleration program models, namely the acceleration model, the enrichment model, and the special grouping model</td>
<td></td>
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<tr>
<td>3</td>
<td>Wulan, Dwi Kencana. &quot;The Role of Understanding the Characteristics of Specially Intelligent, Specially Talented Students (CIBI) in Planning an Effective Learning Process that Suits Students' Needs.&quot; Journal of Humanities, Vol 2 No 1 (2011)</td>
<td>This research focuses on the importance of understanding and appreciating student characteristics Specially Intelligent, Specially Talented (CIBI) with special needs in planning and implementing an effective learning process that is able to facilitate the optimal development of CIBI students' abilities.</td>
<td>Students of SMA Negeri X Bekasi, West Java</td>
<td>Qualitative</td>
<td>Acceleration program applied to CIBI students only facilitates the development of thinking aspects and speeds up delivery. The material provided is in accordance with the curriculum, while the social emotional aspects of students are not get equal attention.</td>
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<tr>
<td>4</td>
<td>Ruwiyati, Syukri, M &amp; Aswandi. &quot;Management of the Special Intelligent Class (CI) Program at SD Muhammadiyah 2 Pontianak&quot;. Equatorial Education and Learning Journal, Vol 2 No 11 (2011) <a href="https://jurnal.un%ED%83%84.ac.id/index.php/jpdpb/article/view/3801">https://jurnal.un탄.ac.id/index.php/jpdpb/article/view/3801</a></td>
<td>The aim of this research is to obtain information about CI class program management at SD Muhammadiyah 2 Pontianak.</td>
<td>Qualitative descriptive</td>
<td>The results of the research show that the management of the CI class program at SD Muhammadiyah 2 Pontianak is effective with the implementation of planning, implementation and evaluation management activities for the CI class program.</td>
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<td>5</td>
<td>Karpova, SI &quot;A Model of an Educational Institution for Working with Gifted Children&quot;. Journal Russian Education &amp; Society, Vol 54 Number 11 DOI: 10.2753/RES1060-93934104 (2012)</td>
<td>To develop a model of an educational institution for working with gifted children.</td>
<td>R&amp;D</td>
<td>There is a need to increase the intellectual potential of gifted children by creating favorable conditions in the education system.</td>
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<td>6</td>
<td>Marsetyoningrum, Indah Hapsari. &quot;Overview of Gifted Students' Social Relations in the Accelerated Class of SMP Negeri 1 Surabaya&quot;. Journal of Educational and Developmental Psychology, Vol 2 No 2 <a href="http://journal.unair.ac.id/download-fullpapers-jppp718c05671cfull.pdf">http://journal.unair.ac.id/download-fullpapers-jppp718c05671cfull.pdf</a> (2013)</td>
<td>To describe the social relations of gifted students in accelerated classes experienced by each participant in this research.</td>
<td>Qualitative</td>
<td>Describes the social relations of gifted students, namely responses to negative things, feelings when entering accelerated classes, their feelings for classmates, forms of communication, forms of relationships, comfort in accelerated classes, friendships based on gender, and self-assessment. This picture shows many things that shape their social relations.</td>
<td></td>
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<td>7</td>
<td>Idrus, Muhammad.</td>
<td>Describe educational</td>
<td>Qualitative</td>
<td>Parents as the main and first</td>
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<td>No.</td>
<td>Authors</td>
<td>Title</td>
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<td>8</td>
<td>Nuqul, Fathul Lubabin, Zamroni, Rahmawati, Oktalia &amp; Pranata, Dwi Candra</td>
<td>&quot;Reflections on the Acceleration Program in Madrasah&quot;</td>
<td>Qualitative</td>
<td>In the acceleration program, schools are able to color it with better characteristics, namely a combination of cognitively oriented education as well as increasing emotional and spiritual capacity.</td>
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<td>9</td>
<td>Pribadi, Benny A, Said, Asnah &amp; Dimyati, Surachman</td>
<td>&quot;Development of Modular Textbooks for the Education of Gifted Children&quot;</td>
<td>R&amp;D</td>
<td>The steps for a special textbook for students with special talents consist of (1) identifying instructional objectives; (2) conduct instructional analysis; (3) identify entry behavior; (4) write performance objectives; (5) develop test reference criteria; (6) developing learning strategies; (7) developing and selecting learning materials; (8) developing and conducting formative evaluations; (9) revise instructions; (10) develop and conduct summative evaluations.</td>
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<td>10</td>
<td>Eva, Nur.</td>
<td>&quot;Intelligence Characteristics of Specially Intelligent Children&quot;</td>
<td>Qualitative</td>
<td>Special intelligent children have the ability to read early, critically and have high learning motivation. This shows that special intelligent children at an early age experience a leap in intelligence.</td>
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<td>11</td>
<td>Ummei, Fatzki</td>
<td>To find out about</td>
<td>Literature</td>
<td>Understanding gifted</td>
<td></td>
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<tr>
<td>No.</td>
<td>Author(s)</td>
<td>Title &amp; Source</td>
<td>Research Type</td>
<td>Description</td>
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<td>2</td>
<td>Meity &amp; Idris.</td>
<td>“Gifted Children (Gifted)”. PAUD Education Journal, Vol 2 No 1 (2017)</td>
<td>To identify and describe gifted children (talented)</td>
<td>To identify and describe gifted children (talented)</td>
<td></td>
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<td>3</td>
<td>Heward, W.L.-M., &amp; Konrad, M.</td>
<td>Exceptional Children An Introduction to Special Education. America: The Ohio State University.</td>
<td>Descriptive</td>
<td>Describe the educational service model for special intelligent students and special talents in America</td>
<td></td>
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<tr>
<td>6</td>
<td>Munarsih.</td>
<td>“Analysis of Educational Service Implementation Strategies at SDIT Bina Scholar-Depok”. Journal of Competitive Marketing, Vol 2 No 3 (2019) ISSN N0. (PRINT) 2598-0823, (ONLINE) 2598-2893</td>
<td>Qualitative</td>
<td>The aim of the research is to determine the appropriate strategies for implementing educational services in terms of Strengths, Weaknesses, Opportunities and Threats.</td>
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</table>

12 Meity & Idris. “Gifted Children (Gifted)”. PAUD Education Journal, Vol 2 No 1 (2017) To identify and describe gifted children (talented) Literature review Gifted children naturally have unique characteristics and are different from normal children.

13 Heward, W.L.-M., & Konrad, M. (2017). Exceptional Children An Introduction to Special Education. America: The Ohio State University. Describe the educational service model for special intelligent students and special talents in America Qualitative Acceleration model as accelerated learning


15 Bildiren, Ahmet. “Developmental Characteristics of Gifted Children Aged 0–6 Years: Parental Observations”. Journal of Early Child Development and Care, https://doi.org/10.1080/03004430.2017.1389919 ISSN: 0300-4430 (Print) 1476-8275 (Online) Journal homepage:http://www.tandfonline.com/loi/gecd20(2018) To examine the different developmental characteristics of gifted children during the preschool period compared with normally developing children according to family observations. Qualitative (case study) The findings of this study suggest that gifted children may exhibit different characteristics during the preschool period compared to non-gifted children.

16 Munarsih. “Analysis of Educational Service Implementation Strategies at SDIT Bina Scholar-Depok”. Journal of Competitive Marketing, Vol 2 No 3 (2019) ISSN N0. (PRINT) 2598-0823, (ONLINE) 2598-2893 The aim of the research is to determine the appropriate strategy for implementing educational services in terms of Strengths, Weaknesses, Opportunities and Threats. Qualitative Analysis of strategies for implementing appropriate educational services for SDIT Bina Scholars is to improve learning program service strategies, management service strategies, facility and infrastructure service strategies. This will have an
Discussion

Based on the literature review that has been analyzed by researchers, that special intelligent children and special talents are children who have above average intelligence who are critical in thinking and carrying out tasks must be perfection, which is different from other children (Eva, 2016). Recruitment of students with special intelligence and special talents is carried out after the acceptance of new students which is processed by a special committee. The students will be given administrative, psychological and
academic potential tests and interviews will also be conducted with the parents and students concerned. If the test results show that there are students with special intelligence and special talents, special classes and special learning models are needed to serve these students (Nawawi & Swandari, 2021). Teachers who provide services to students in this category need teachers who are loyal, competent and experts in their field (Sundari, Robandi, & Yuyus, 2020). Apart from that, we need an appropriate service model so that it is easier for teachers to direct students with special intelligence and special talents according to their talents and interests (Karpova, 2012).

One of the models used for students with special intelligence and special talents in learning is the inclusive model. In this model, students learn at school in general based on the students' abilities, supported by facilities and infrastructure (Ishartiw, 2009). Apart from that, there is also an acceleration model that is applied as an educational service for students with special intelligence and special talents at school. Acceleration is a model that implements accelerated learning or class jumping for students with special intelligence and special talents at school (Sukmawati, 2011). This acceleration program facilitates students with special intelligence and special talents in terms of thinking and social-emotional aspects that students have so that special attention is needed for supervising teachers (Wulan, 2011). This acceleration model is oriented towards students' cognitive abilities and emotional control in class and in other environments (Nuquil, Lubabin, Rahmawati, & Pranata, 2013).

In learning for students with special intelligence and special talents, teachers carry out planning, implementation and evaluation so that educational services can be provided systematically (Ruwiayati & Aswandi, 2011). The existence of a series of learning processes in the classroom will form the characteristics of students with special intelligence and special talents in building relationships with the people around them (Marsetyoningrum, 2013). Parents and teachers also have a big impact on forming the character of students with special intelligence and special talents. The first educational service is provided by parents to supervise their children at home so that at school the teacher can direct the child according to his abilities and talents (Idrus, 2013).

From the results of the analysis in Indonesia or other countries, it can be concluded that students with special intelligence and special talents have different characters from students in general. Students with special intelligence and special talents have advantages in the field of intelligence that are high above average. These students need special attention and services from both parents and teachers at school. Teachers need to implement appropriate educational service models for students with special intelligence and special talents, so that their talents and interests can be more focused. The educational service model that has been implemented in several countries for
students with special intelligence and special talents is currently an inclusive and accelerated model.

D. Conclusion

The study of scientific articles shows that students with special intelligence and special talents need special treatment and services in the field of education. The character of students with special intelligence and special talents is different from children in general, so teachers need to implement the right educational service model so that students with special intelligence and special talents are more focused, both in terms of their character and talents.

References


