

Counseling the Academically Gifted Children

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Abstract. Statistically, the number of academically gifted children is quite many who are distributed in all areas. The academically gifted children will be beneficial for themselves and other people if they can develop optimally. Many academically gifted children are successful in their lives; however, we can find some of them feel difficulties. Because of that, they need counseling services. There are some important issues in counseling, especially for academically gifted children, such as (1) divergent thinking, (2) excitability, (3) sensitivity, (4) perceptiveness, and (5) entelechy. (6) Self-concept, (7) counseling with parents, and (8) underachievement. To help in facing important issues, it is needed social-personal counseling, academic counseling, and career counseling. These three counseling approaches are needed simultaneously and depend on their needs. The models and strategies of counseling for academically gifted children are therapeutic, preventive, and developmental models. The choice of models is strongly determined by the need for effective counseling, to achieve the optimal result. To establish effective counseling, it is needed counseling services conducted by professional counselors.

Keywords: Counseling, Academic Talented Children

Introduction

Statistically, the number of academically gifted children (ABA) is very large in Indonesia. Among them, some have realized their potential, so that they can achieve optimally, but most of them tend to have less achievement. Between several universities with amazing achievements that are at not only the national level but also the international level. If we look closely, the number of children who excel is still far from the number that should be (Hawadi, 1985). This lack of success is not only caused by the complex problems faced by the Indonesian people but Also, by the education system that has been implemented and has provided a lot of facilitation for the development of gifted children. A term that is often used for children who have superior abilities or children whose intelligence level is above the nominal average child, including intelligent, brilliant, superior, supernormal, talented, gifted and talented, and supes Daniel P. Hallahan and James M. Kaufman (1987: 376) suggest Besides the word "gifted," a variety of other terms have been used to describe individuals who are superior in an unsoftened way: "talented, creative, genius, and precocious."

On the other hand, the current globalization demands competitive ability in various ways among every Indonesian citizen. To be able to lead the Indonesian nation in a more prospective future and be able to compete openly, it is necessary to have an education system that is capable of building excellence. , the Indonesian nation relies on individuals who write brilliant potential and achievements. One of them is ABA. David G Armstrong and Tom V. Savage (1983, 324) quote from Public Law 91-230 (United States Statutes at Large 1971, p 153). (1) The test, "gifted and talented children" means, following objective criteria prescribed by the commissioners, children who have outstanding intellectual ability or creative talent the development of which requires special. Activities or services not normally provided by local educational agencies. Coleman (1985) suggests that conventionally gifted children are those whose intelligence level is far above the average group member, which is 10 = 120 and above. Giftedness includes three interrelated dimensions, namely (a) above-average skills, (b) creativity, and (c) commitment to the task.

Article info:

<https://doi.org/10.52760/ijerd.v2i2.33>

Received 24 April 2022; Received in revised form 10 July 2022; Accepted 24 August 2022

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Until now, various efforts have been made in building excellence, including carrying out legal reforms in the field of education, management, education, curriculum learning processes, and evaluation systems. However, in reality, all reform efforts in the field of education have shown encouraging results. have not been able to show proud achievements, especially in providing services for academically gifted children not only need counseling services not only for potential development but also to overcome their problems.

Based on the experience of developed countries, including the United States, guidance and counseling (BK) services are at the heart of the educational process and can show their contribution to accelerating educational progress which in turn can build excellence (Kesner, 2005).

Material and Method

The purpose of this research is descriptive qualitative research, namely the data collected in the form of words, pictures not numbers According to Bogdan and Taylor, as quoted by Lexy J Moleong, qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior?

Meanwhile, descriptive research is a form of research aimed at describing or describing existing phenomena, both natural and engineered phenomena.

The purpose and descriptive research are to make a systematic, factual, and accurate description of the facts and characteristics of a particular population or area.

This study aims to get a clearer, more complete and possible description and information for researchers to conduct observational research, therefore, the author determines the research location is the place where the research will be carried out In this case, the research location is at SMK OS Kepahiang which is located on Jalan Lintas Kepahiang Curup in Pekalongan village. In this regard, in this section, it is clear that the data is divided into words and actions, written data sources, photos, and statistics

What is meant by data sources in research are subjects and where data can be obtained? When using interviews in collecting data, the data sources are called informants, namely people who respond or answer questions both in writing and orally. If using observation, the data source is in the form of moving objects or objects. Process something. When using documentation, documents or records are the sources of the data. In this study, the primary data source in the form of words was obtained and interviews with predetermined informants covering various matters relating to the implementation of learning for gifted students. While the secondary data sources in this study were: curriculum data for gifted children

On the object of research to obtain valid data, the researcher uses the following methods: Observation Method Observants or observations can include systematic observations and recordings. Interview Method (Interview) An interview is a conversation with a specific purpose carried out by two parties, namely the interviewer (interviewer) who asks questions and the interviewee (interviewee) who provides answers to questions.

Results and Discussion

On Sunday, October 9, 2022, you interviewed a gifted child in the academic field, especially in mathematics. Ana Nurhasanah, also known as Nisa, is a child. Nisa attends SMKN 5 KEPAHANG, and Amsa has her address in Pekalongan hamlet. 4 Mrs. Linda, Kam's homeroom teacher for Multimedia 1 in Class 11, provided her with the information. Mrs. Linda said that Nisa is a gifted child in the academic field, especially in calculating.

From the results of interviews that we have conducted, Musa is a gifted student in the academic field of recording. Diving in counting Mass is also happy and always excels in English subjects. Dunana during elementary to junior high school, MSA often participates in quiz competitions and gets first place. She has also won two at SMK. When Nisa was in grade 10, she got a Permokat 1.

After high school, she continued her education at SMK and majored in multimedia because Nisa has many hobbies, one of which is drawing. She also often participates in drawing competitions and enters 3 beans.

Nisa has a dream of becoming an architect. Previously, Nisa didn't have a course in college because it was constrained by costs, but after consultation with the BK gum and the BK teacher directing Nisa to tell stories and provide information about scholarships at the university, Nisa decided to continue studying at UI and major in architecture according to his interests.

Old Chang plays an important role in academic and non-academic abilities. Both of Nisa's parents are very supportive of all the positive things that Nisa does. Nisa also often takes lessons.

The limitations of gifted children, in general, are those who, because they have a single ability, can provide high achievements. Precocity shows very rapid development. Some gifted children show precocity in areas of development such as language, music, or math skills.

Marton in SC Utama Munandar (1982-7) gave the following list of gifted children: Their falsely gifted children were identified by professional people as having very high abilities and providing high performance. These children need educational programs that are diversified and/or services beyond the scope of the program. An ordinary school, to realize its contribution to dust itself and society.

Based on the opinions above, it can be concluded that in addition to having high intellectual abilities, it can be concluded that in addition to having high intellectual abilities, keep showing special skills in different fields from one child to another. This child is also called gifted and talented, which means intellectually gifted. Between will as innate potential and talent that has been realized in high achievement, all gifted children have great potential but not all of them have succeeded in realizing this superior potential optimally.

Identification of Talented Children

Contemporary understanding of giftedness has indeed developed and its criteria are more multidimensional than just intelligence (general or factors according to Spearman) as Terman has used. 10 only one of the criteria for giftedness With the expansion of these criteria, the problem of identifying gifted children becomes more complicated and must use various techniques and measuring instruments Ideally all these criteria should be detected using techniques and procedures, because according to various studies not all of these factors correlated with each other. For example 10 and creativity.

Giftedness is multidimensional; the criteria are not only intelligence, lower creativity, leadership, commitment to tasks, academic achievement, morals, and others. Renjuli et al (1979) in Deds Supriadi (1993; 10) developed a sense called Scales for Rating Behavioral Characteristics of Superior Students (SRBCSS) which includes ten characteristics, learning, leadership motivation, artistic Munk Drama, communication, expansive communication, and planning The screening of intellectual giftedness in certain popular groups is generally based on estimates of less than 15% of the sample population, which is roughly the initial identification in dealing with a more careful selection. Talented screening can use teacher nominations about the daily progress of students, but it can also be done through the assessment of certain subjects depending on the purpose of the screening.

The pattern and stage of identification are carried out in advance, which consists of screening and screening as a rough identification which is then refined through a selection process that has various grades, depending on needs. Thus, talent classification now also includes creativity, motivation, and leadership. many violations occur in the application of the principle of identification Some abuse of the principle of identification between lam, is the difference between "gifted" and "talent" By compiling a hierarchy of understanding by pointing to understanding general intellectual abilities as measured by intelligence tests for the notion of giftedness, and special academic talents as well as leadership abilities and talents unique to the notion of talent

Tools that can be used to identify gifted children include:

1. General intellectual ability, Galton in Conny Semiawan (1994, 124) Measurement of general intellectual ability is obtained through measuring muscle strength, movement skills, sensitivity to pain, accuracy in hearing and vision, differences in memory and others which are all due to "tests" mental"
2. General intelligence test, one of the most important developments in the development of intelligence measurement is the emergence of the Wechsler scale in measuring adult intelligence using the tea norm for deviating IQ calculations.
3. 3 Group tests versus individual tests, Group tests are more widely used in the education system, civil service, industrial and military service Group tests are designed for a specific group, usually, group tests provide answer sheets and test keys. Different forms of group tests and individual tests are used in compiling scores and mostly use multiple-choice items.
4. 4 Measurement of learning outcomes. This test measures learning outcomes after following the educational process. This learning outcome test is different from aptitude tests, and intelligence tests, learning outcomes tests are generally terminal evaluations to determine the position of an individual after completing a certain exercise or education.
5. 5 Individual learning outcomes tests In general, learning outcomes tests are group tests that intend to compare learning progress between peer individuals, but here only individual learning outcomes only.

Educational Services for Blessed Children

Curriculum

During the problem of identification criteria and procedures, special attention to gifted children shows several other dimensions, as stated by Dedi Supriadi (1992, 11), namely, curriculum design, provision of learning facilities and models of behavior, cooperation with family and outside parties, as well as guidance and counseling models. Differentiated curriculum for gifted children refers to the development of mental life through various programs that will foster creativity and include a variety of intellectual learning experiences at a high level because of the developmental needs of gifted children; the differentiated curriculum takes into account the qualitative differences of gifted individuals and other human beings. Qualitative subject matter changes in fattening. Some essential concepts and general curricula according to the demands of talent, and behavior. Skills and knowledge as well as the normal habits of gifted children Thus the curriculum.

Learning Models

For educational services for gifted children, several models can be used, namely enrichment, acceleration, and segregation. As stated by Philip F. Veron (1979, 142) as follows, "Acceleration, segregation, and enrichment. Meanwhile, David G Armstrong and Tom V Savage (19883, 327) proposed two models, namely Enrichment and acceleration. The explanation and mode of the above model are as follows:

1. Enrichment (enrichment) In the enrichment model, children get learning addition as enrichment The enrichment can be done in two ways, as follows
 - a. Vertically, how to deepen one or a group of certain subjects Children is allowed to actively deepen their favorite knowledge so that they master the subject matter broadly and deeply.
 - b. Horizontally, children are allowed to expand their knowledge through supplements or enrichment related to current lessons learned
2. Acceleration Conventionally children who have superior abilities are promoted to grade earlier and usually, In this acceleration, several ways can be done, namely as follows:
 - a. Enter school early (early admission), for example before 6 years of wine with a note that the anal toddler is ripe for cooking School Base

- b. Skipping class (grade skipping) or skipping class, for example, because of his extraordinary ability in one class, then immediately raised to a higher class one level (and first class directly to third class)
 - c. The addition of lessons and levels above it, to be able to complete early lesson material
 - d. Continuously progress without any grade level In that case the school does not know the level, but using the credit system means the gifted child can advance according to his ability without waiting for friends or other
3. Segregation Gifted children are grouped into one group called "ability grouping" and allowed to get a learning experience that suits their potential. Regarding the education system, in addition to what has been stated above, there are several systems in education for children with disabilities, namely, (1) special schools, (2) special classes, and (integrated into regular or normal classes with special treatment).

Implementation of BK for Talented Children

Counseling Guidance Services Implemented in Accompanying Gifted Children Counseling guidance is a reciprocal activity in assisting the counselor and the client to express the counselee's problems and make the counselee able to recognize himself, accept, and be able to solve the problems he is experiencing, as well as services and strategies that must be used as supports to make it easier to recognize children's talents and develop them in a more positive direction that the need for academic counseling includes providing information about haul tests and assessments, applying academic subject areas in real life, directing meaningful mentor relationships for the academic cognitive needs and effectiveness of gifted children and providing information about program and subject options. While the strategy for carries counseling needs includes several key topics to support and activities that help students plan a career. Learning difficulties and problematic behavior

The types of guidance and counseling services According to Prayitno, the basic book of BK principles (2004) describes the BK services include nine types of services, namely

Orientation Services

Orientation services are counseling services that allow clients to understand the new environment they are entering to facilitate and facilitate the client's role in the new environment

Information Services

Information services, namely counseling services that allow clients to receive and understand various information that can be used in consideration and decision-making for the benefit of clients.

Placement and Distribution Services

Placement and distribution services are counseling services that enable clients to obtain placement and distribution by the talents and abilities of each making

Content Mastery Service

Content mastery is a counseling service that allows students to develop themselves concerning good study attitudes and habits, subject matter that is suitable for their speed and learning difficulties, as well as various aspects of reference and other learning activities.

Individual Counseling Service

Styles A Individual counseling is a learning process through a special personal relationship in an interview between a counselor and a client counselee. The client counselee experiences personal difficulties that cannot be solved by himself, then he asks the counselor for help as a professional officer in his position with knowledge and skills in pharmacology.

Group Guidance Service

Group guidance is intended to prevent the development of problems or difficulties in the client's counselor. Group guidance activities consist of delivering information relating to educational, work, personal, and social problems that are not presented in the form of lessons.

Group Counseling Services

The next strategy in implementing the BK program is group counseling. Group counseling is an effort to help students to facilitate their development and growth. Besides being preventive, group counseling can also be healing.

Mediation Service

Median services are counseling services that allow problems or mediator disputes experienced by clients with other parties can be resolved with the counselor.

Consulting Service

The definition of consultation in the BK program is as a process of assisting Be dedicated counselors, parents, administrators, and other counselors in identifying and fixing problems that limit the effectiveness of students or schools.

There is also a questionnaire used as a choice material in the selection of talents so that students are not forced to choose and take extras and that students are also able to develop their abilities to the maximum so that they can build their self-confidence and work optimally.

The role of BK teachers in efforts to guide by providing some information, and several other organizations an important role and the services provided for gifted children are things that must be considered for children who have talent who have an important role in it.

The guidance given to the talented child can help develop and find talents from within students and from developing these talents later will get good achievements and can also get appreciation with the usual education There is a special schedule for research supervisors, additional lesson hours consultation with the supervising teacher and BK teacher Dani there can be formed development in giftedness by students who are guided directly by a special supervisor accompanied by the role of BK teachers in accompanying their children.

The role of the BK teacher since the beginning of entering the school has been given to his team in determining the giftedness of children by grouping them in their respective fields. This is more inclined to distribution and placement services, as well as orientation services provided to students and not lagging in the provision of information services to provide taboos for students to be able to put their world into activities that can support their talents.

Guidance Techniques for Gifted Students

1. Development of intellectual cognitive domain Teachers in development is expected to provide a wide range of learning experiences and can be accelerated and accelerate the cognitive development of gifted students.
2. Development of the affective domain. The supervisor is expected to understand the thoughts and expectations of gifted children with an open attitude, as well as help the child understand the thoughts and expectations that exist in him and the possibility of fulfillment in group life.
3. development focuses on physical development
4. Development of the input realm Intuitive function is a function involved in generating insight and creative action Given such a function, services for gifted students need to pay attention to the development of experiences that encourage individuals to imagine and be creative
5. Development of the community domain. The provision of services can be done to help students gain experience and develop themselves into group members, as well as being able to participate in the group process. Expanding the feeling of group membership to become members of community membership, expanding identification of limited community members towards identification of outside communities. Its implementation can be done by designing special group activities.

Characteristics of Academically Gifted Children

Academically gifted children (ABA) can essentially be recognized through an understanding of characteristics of needs Kitano and Kirby (1986) asserted that the characteristics of ABA among them (1) have a long attention span associated with a particular academic field, (2) have an understanding of concepts, methods, and terminology at an advanced level for certain fields, (3) be able to apply concepts from certain fields to activities in other fields, (4) there is a desire to devote most of his time and effort to achieve high standards in a certain academic field, (5) the existence of competitive abilities in certain academic bodies and the motivation to do the best, (6) the ability to learn quickly in certain fields of study, and (7) have consistency and be controlled by goals in certain fields.

Counseling Models and Strategies

Styles Purto (1994), Colangelo (2002), and Milgram (1991) found that in general the ABA counseling models and strategies can be explained as follows:

Therapeutic counseling

Therapeutic counseling is intended to provide treatment to the problems faced by ABA, both concerning socio-personal academic issues, as well as careers. The most effective strategies for solving ABA problems include grouping with peers, structuring the team making networking, counseling shamans for library therapy groups, giving models of religious figures, mentorship, apprenticeships, peer counseling, family counseling, and individual counseling. and support groups.

Preventive counseling

Preventive counseling is intended to provide treatment for ABA by focusing on preventing problems that will arise in the future. The strategies that are often chosen include appropriate academic planning to prevent the development of behavioral disorders, prevent underachievement, prevent academic social conflict, pay attention to the affective needs of the population, career planning, and avoid the impact on the family.

Developmental counseling

Developmental counseling is intended to provide counseling services that are oriented towards support for understanding the needs of ABA to grow and develop optimally according to their potential and conditions. The strategies undertaken include understanding the strengths and weaknesses of self-acceptance and acknowledging the limitations of ABA, commitment to maintaining ABA capabilities and developing internal locus.

Islamic Counseling Approach to Talented Children

Renzulli explained that his opinion about gifted children is that he has high intelligence above average (above a score of 130), high creativity, and high motivation and work commitment. And this understanding was added by JF. Monks, a psychologist from the Netherlands who specializes in gifted children, stated that if the potential for giftedness cannot be supported by the environment, family, and school, then this gift will be difficult to realize.

بوه فا الفطرة علي يولد مولود كل قال وسلم ليه هلا رسول ان هزيمة ابي عن العرج عن الزناد ابي عن لك ما عن وحدتي يموت الذي ارايت هلا يار رسول قالو عاء جد من فيها تحس هل جمعاء بهيمة من الليل تج تنا كما ينصرانه او يهودانه عاملين كانوا بما اعلم هلا قال وهو صغير

Meaning: "I have told Malik from Abu Azzinad from al-A'raj from Abu Hurairah, that the Messenger of Allah said: "Every child is born in a state of fitrah, but it is his parents who make him a Jew or a Christian. Like a camel born of a perfect animal, can any defects be found? They asked, O Messenger of Allah! What about the person who died when he was a child? He replied: Allah knows best what they do."

This hadith was narrated by al-Baihaqi and ath-Tabarani in al-Mu'jamul Kabir. The meaning of the hadith above is that human beings are innate (have innate qualities from birth) strongly in Islam. However, of course, there should be Islamic learning through actions. Whomever Allah subhanahu wata'ala decrees to be among the happy people, surely Allah subhanahu wata'ala will prepare for him someone who will teach him the path of guidance until he is ready to do (good) On the contrary, whomever Allah subhanahu wata'ala wants to humiliate him and harming him, Allah subhanahu wata'ala created a cause that would change him from his nature and bend his straightness. This is as stated in the hadith about the influence exerted by both parents on their child which makes the child Jewish, Christian, or Magian.

Conclusion

Gifted children are children who are identified by professionally qualified people as children who have extraordinary abilities They want appropriate educational programs or high-quality services provided by regular school programs, so that they can realize meaningful contributions to themselves and their society Characteristics of gifted children, including showing abilities above average, especially in the areas of general ability, special ability and showing commitment to the task, as well as showing high creativity . Children who have intelligence above the average can be classified into three groups as suggested by Sutratmah Tirtonegoro (1984, 29), namely, Superior, Gifted, and Gennis Factors that influence gifted children include heredity, which is a factor inherited from parents and the environment under consideration. In terms of family, school, and community. The development of gifted children includes physical development, cognitive development, emotional development, and social development. Children with the right to contain or create problems for themselves, their families, communities, and education providers Identification of gifted children needs to be carry out from the beginning. There are two important steps, namely screening and assessment Screening includes teacher nominations, parent nominations, peer nation nominations, children's academic achievements, portfolios, work products or student performance, observations, gathering student records, and group tests. Meanwhile, to carry out the assessment, standardized tests and instruments are used, including intelligence tests, scholastic aptitude tests, aptitude tests, creativity tests, and an inventory of commitments to assignments.

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