

Acceleration Program Management Model in Elementary School

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Abstract—Education is very important and a priority for everyone. Therefore, every human being has the right to get good quality education and without exception. This is in accordance with the concept of Education for All, an effort to elaborate the Basic Law on Education for all its citizens, so that equal opportunity follows the education process and learning is not only limited to certain groups, but must be accessible for all levels of society. Especially for the students with special needs (gifted), who need a differ educational system from the regular students. Gifted students belong to students who have high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields. They have high level of intelligence, which is above average. They also have great creativity thinking power and commitment to the task and have a high motivation to achieve. While his personality traits, among others, have high curiosity, love challenges, are not easily satisfied and resilient in trying. One form of educational programs for gifted children is called the acceleration program. It provides educational services that are in accordance with the potential intelligence and special talents possessed by students, by giving them the opportunity to be able to complete the regular program in a shorter period of time than their friends. In line with the goal of the implementation of an accelerated program that the task of developing children at the elementary school level is to develop the concepts needed in everyday life, this is related to children's cognitive development. Schools are tasked with teaching concepts that are useful for children's lives. Similarly, at the age of elementary school is a period of children learning to control their behavior in accordance with the values and morals that apply in their environment. This study aims to develop compatible model of acceleration program management in elementary school.

Keywords—special intelligent students; acceleration program; elementary school

I. INTRODUCTION

One form of educational programs for gifted children is the acceleration program. Providing educational services that are in accordance with the potential intelligence and special talents possessed by students, by giving them the opportunity to be able to complete the regular program in a shorter period of time than their friends. In line with the goal of the implementation of an accelerated program that the task of developing children at the elementary school level is to develop the concepts needed in everyday life, this is related to children's cognitive

development. Schools are tasked with teaching concepts that are useful for children's lives. Similarly, at the age of elementary school is a period of children learning to control their behavior in accordance with the values and morals that apply in their environment. That the primary school period is a sensitive time to study morals and values [1].

Providing an accelerated program in its implementation requires a good management system, which includes learning planning in accelerated programs, implementing learning in accelerated programs, and evaluating learning in accelerated programs. Providing an accelerated program also requires educators or teachers who have special skills or competencies. Especially teachers who are able to provide and facilitate learning processes that are in accordance with the special abilities and talents of students. In addition, teachers are also expected to have competencies that are able to understand the needs of Intelligent Special students with characteristics and characteristics that are different from other students in general. This shows an understanding of the characteristics of Special Smart students, especially in the attitudes and behaviors that they might display, is a key and important requirement that is owned by the teacher who will facilitate the learning process for Intelligent Special students.

The essence of the acceleration program is to provide services to students who have special talents and extraordinary intelligence to follow the acceleration in taking their education. This will have an impact on the organizers of the acceleration program is the density of students' learning hours and the many content of the lessons resulting in the deprivation of the rights of students to get the opportunity to play and interact with their environment. Especially in elementary school age children seen from emotional development at this time child begin to identify their feelings and try to find ways to be able to express their feelings well and tend to respect themselves or praise themselves in this time difficult to face competition.

At this time, it is expected that in learning students have the opportunity to learn with their world or their environment, how to respect others, control their passions which are all related to their emotions. Because a person's intelligence is not only determined by his intellectual level, emotional intelligence is also very decisive. The implementation of an Acceleration Program in Elementary Schools can be carried out by taking into account the aspects of emotional development and social

development of elementary school-age children by taking into account the learning characteristics. So that learning does not only teach aspects of cognition but on aspects of value, and psychomotor must be considered. Bloom's taxonomy which carried out by Dr. Benjamin Bloom stated that cognitive aspects, attitudes, and skills must be considered in learning.

Gifted children are those who have superior abilities capable of giving high achievements. Gifted and talented children or gifted children are children who have one advantage in one or more fields, both general and special. This gifted child needs a differentiated education program and / or education service that is beyond the reach of exceptional school programs. In order to be able to realize their talents optimally, both for self-development and to be able to contribute meaningfully to the progress of society and the state. These talents as both potential and realized include general intellectual ability, productive creative thinking ability, ability in one field of art, psychomotor or kinesthetic abilities, and psychosocial abilities such as leadership talent. If they do not get an appropriate education, then they will be able to become underachievers (achieving below the level of ability they have) [2].

To achieve excellence in education, attention is needed not only to provide equal opportunities, but to provide treatment that is in accordance with the objective conditions of the students. The treatment of fair education in the end is treatment based on interests, talents, and abilities and intelligence of students. Education or school should be able to provide equal educational opportunities to all children to develop their potential (optimal talents).

This is the responsibility of democratic education, namely special education services for students with superior abilities to be able to show themselves fully. Thus students who have special intelligence and special talents are needed special education services one form of educational programs for gifted children is the acceleration program. Stated that acceleration program is the provision of educational services according to the potential intelligence and special talents possessed by students, by giving them the opportunity to be able to complete the regular program in a shorter period of time than their peers [3].

The dimensions of learning objectives are intended to produce a quality student personality balanced both physically and mentally and spiritually, both in body and soul as well as in reason and enthusiasm, so these objectives must be translated into learning activities that harmonize those aspects in a holistic connection.

The dimensions of developing creativity and discipline that creativity needs to be developed through the creation of conducive learning situations where teachers encourage the vitality of students' curiosity to create and give new functions to something that exists, students are trained to master the techniques of asking themselves and given the opportunity to conduct various experiments. Stimuli are given to students through questions and assignments so that they can see things from various perspectives and can find various alternative solutions to problems faced.

Students are required to learn discipline through a conducive learning process by planting attitudes and habits in completing assignments on time, making summaries, seeking information through reading, observing, interviewing, practicing, experimenting and organizing exercises, and leadership.

While the dimensions of competition development and collaboration in learning activities students are given the opportunity to complete tasks competitively, awards are given to students who excel. Whereas to train cooperation students are given group discussion assignments, social practicum, organizational training and leadership.

In the dimension of developing holistic abilities and the ability to think elaboration by developing holistic, systemic, and imaginative abilities can be formed through learning activities that lead to problem solving or problem solving, while for elaboration skills can be formed through learning activities directed to problem solving with one correct answer.

II. RESEARCH METHODS

The study uses qualitative research methods as research procedures that will produce descriptive data sources research. Define qualitative research as "a research procedure that produces descriptive data in the form of written or oral words from people and behaviors that can observed" [4]. Qualitative research is defined as "a research process that is systematically implemented and intensive to gain knowledge about social phenomena with use the social phenomenon itself" [5].

The model in this development research is a procedural model, which is a descriptive model and outlines the steps of development. The steps that must be followed to produce a product include the potential and problem stages, data collection, product design, design validation, product design revision, product testing, product revision, usage testing, revision products, and mass production [6]. There are several development procedures proposed by several experts. One of them is the development which refers to the procedure followed by the researcher's needs [6].

In the research, researcher will act as instruments and also as data collector. Therefore, the researcher must go directly to the field to observe the learning process in acceleration program. As in this research, the object of the study will take place in Al Ma'soem Elementary School. The informant for interview are acceleration program teacher and students. This study will use primary data, which mean the researchers will obtain data directly from the informant. Before the researcher get the primary data, researcher will have conducted a preliminary study first. Due to find out the institutions and research subjects as a whole, who can facilitate researchers in preparing research plans.

III. MANAGEMENT MODEL OF ACCELERATION PROGRAM IN ELEMENTARY SCHOOLS

The objectives of national education, which are formulated in the Chapter I article 3 of the National Education System Law, are as follows: National education functions to develop capabilities and shape national character and civilization aimed

at developing the potential of students to be faithful and devoted to God Almighty, noble, healthy, faithful, capable, creative and responsible.

The institutional objectives of basic education are contained in PP No. 28 of 1989 Chapter II article 2 that basic education aims to provide provisions; basic abilities of students to develop life as individuals, community members, citizens, and members of humanity and prepare students to attend secondary education [7].

Curriculum structure is a pattern and arrangement of subjects that must be taken by students in learning activities. The depth of curriculum content in each subject matter is stated in competencies that must be mastered by students in accordance with the learning burden stated in the curriculum structure of the Elementary School curriculum consisting of three components, namely the components of subjects, local content, and self-development.

Subject components are developed based on five subject groups, namely (1) Religious and noble akhklak subject groups, (2) citizenship and personality subject's groups, (3) science and technology subject groups, (4) subject groups aesthetics, (5) physical, sports, and health subjects.

Elementary school curriculum structure includes the substance of learning taken in one level of education for 6 (six) years, starting from class 1 (one) to class 6 (six), the allocation of time for one learning hour is 35 minutes. The learning process emphasizes the involvement of students by using various learning approaches that are active, creative, effective, and contextual fun, developing a reading, exemplary, integrative and situational culture.

The approach in learning in elementary school is very necessary because in learning based on the fact that most students are not able to connect between what they learn and how to use it in real life [8].

The Primary School education unit using the package system package system is the system of administering educational programs that students are required to take part in in all learning programs and the learning burden has been set for each class according to the curriculum structure set by the Primary School. The learning burden for each subject in the package system is stated as a unit of learning hours.

Learning load in units of time is needed by students to take part in learning programs through (1) face-to-face systems, (2) structured assignments and unstructured independent activities. The regulation of learning load is intended to achieve graduate competency standards by taking into account the level of development of students, the condition of elementary schools, sources of funds and resources of elementary schools [9].

The learning load of elementary school face-to-face learning activities lasts 35 minutes. Structured assignments are learning activities in the form of deepening learning material by students designed by educators to achieve competency standards structured completion times are determined by educators. Self-structured activities are learning activities in the form of deepening learning material by students designed by

educators to achieve competency standards when the students are self-regulated.

Humans as creatures of God Almighty are equipped with various potentials and abilities. The potential is basically a gift to humans that should be utilized and developed, and not to be wasted. Students who have the potential for intelligence and special talent, as children in general, also have basic needs for their existence (existence). If the basic needs are not met, they will suffer from anxiety and doubt. If their potential is not utilized, they even though they will potentially experience difficulties [10]. If gifted children are restricted and inhibited in their development, if they are not possible to progress faster and obtain teaching material according to their abilities, often they become bored, irritated, or indifferent. Quite a number of school dropouts are actually including gifted children. Because they do not get the appropriate educational experience, gifted children can become underachievers (i.e. achieving below the level of ability possessed) in education [10].

In addition to having similarities in their characteristics and characteristics, these potentials have different levels and types. Education and the environment function to develop this potential so that it becomes actual in life, so that it is useful for the people concerned, the community, and the nation, and becomes the provision to devote themselves to God. Thus, the effort to realize this potential gift in full is a consequence of God's mandate.

In national development, humans are central, namely as the subject of development. To be able to play its role as a subject, Indonesian people are developed to become whole human beings, who develop all their potential dimensions in a reasonable manner, as they should.

Those who are gifted if given the opportunity for educational services will be able to make a meaningful contribution to society in all areas of human endeavor. Communities need people who have extraordinary abilities to face future demands innovatively [11]. National education has the duty to develop Indonesian people so that they become whole human beings and at the same time constitute development resources.

National education seeks to create a balance between equal opportunity and justice. Equal distribution of opportunities means opening the widest opportunity for all students from all walks of life to get education without being hampered by differences in gender, ethnicity, and religion. However, providing equal opportunities will ultimately be limited by the objective conditions of students, namely their capacity to be developed.

To achieve excellence in education, attention is needed not only to provide equal opportunities, but to provide treatment in accordance with the objective conditions of students. The treatment of fair education in the end is treatment based on interests, talents, and abilities and intelligence of students

Learning planning in the acceleration program includes about setting goals to be achieved by the program, the resources needed to achieve the goals of the acceleration program in this case curriculum development, the availability of facilities and infrastructure, teachers and students.

Learning objectives can be achieved as expected when learning is managed well, namely by carrying out efficiency and effectiveness. Efficiency is the ability to complete a job correctly, while effectiveness is the ability to choose the right destination or the right equipment for achieving the goals set. Management can also be seen in terms of the effectiveness of the use of resources, whether the utilization of existing resources in achieving goals has achieved the stated objectives and whether wastage is not achieved [12].

To be able to find out whether learning can run effectively and efficiently it is certainly known from the implementation of learning. Learning can be carried out when teachers have obtained delegation of authority from the Principal to teach. In addition to teaching, the teacher in Elementary School teachers also carry out guidance and counseling services for all students in the class that are their responsibility, especially for students who have special intelligence and talent, they have certain characters who need to get the right service.

The Principal as a leader is also fully responsible for the implementation of learning that will, is, and has taken place. The Principal is responsible for organizing educational activities so that the Principal has an obligation to always provide guidance, the development of education can be carried out properly [13]. Thus the implementation of the acceleration program includes learning activities, guidance and counseling, and the responsibility of the Principal.

Teaching is not interpreted as the process of delivering knowledge to students, which places students as learning objects and teachers as subjects, but teaching must be seen as a process of environmental regulation so students learn. What is meant by learning itself is not just accumulating knowledge but is a process of changing behavior through learning experience. Through this experience it is expected that the development of various aspects contained in individuals, such as aspects of interest, talent, ability, potential, and so forth.

This implication is very important, because it will affect the various actions of the teacher in managing learning, both in the development of learning strategies including in using learning methods and in the use of various learning resources. In developing learning strategies for example, teachers must master various approaches and methods in teaching, so that in each learning process, it will be colored by the use of learning strategies that are relevant to students' learning needs. Likewise, in the use of learning resources, teachers are required to be skilled in using and utilizing various learning resources in accordance with the expected development of competencies, both learning resources designed for the benefit of learning and learning resources that are not designed but can be utilized.

Thus the learning process is not solely directed so that students are able to master a number of learning materials or materials through narrative methods, but learning is really directed so that students learn actively to master certain competencies in accordance with the curriculum.

The differential curriculum for gifted children, mainly refers to the advancement of mental life through various programs that will link creativity and include a variety of intellectual learning experiences at a high level [14].

Teachers who teach in acceleration classes must refer to an accelerated program curriculum that pays attention to higher levels of abstract thinking (analysis, synopsis, and evaluation, and problem solving). Teachers are also required to be skilled in classroom management, to think about good classroom management so that students can work in class, both independently, in pairs and in groups.

Based on the assessment aspect, the teacher's activities in closing the assessment learning are carried out with the aim of assessing the process and results of student learning in the class, diagnosing learning difficulties [15]. Learning outcomes are not limited to cognitive aspects, but also include learning outcomes in aspects of affective attitudes and psychomotor skills. These three aspects must be evaluated equally. The criteria for learning success must be seen from the development of the three aspects above. Criteria for student learning success which only emphasizes cognitive aspects only, can affect the process and quality of learning [16].

IV. CONCLUSIONS

Acceleration program management can be seen with a system thinking framework. The system is a whole that consists of elements that interact in a process of converting input into output.

The input is raw material originating from outside the system that is the input of students who have special intelligence and talents that are processed in a process. In the process must be considered about instrumental input, namely the teacher, facilities and infrastructure, and the environment. Graduate quality or output will depend on the quality of the input, instrumental input and the process itself. While in the learning process must also pay attention to learning management so that learning objectives can be achieved.

The management model that needs to be considered for the acceleration program, needs to include preparation for implementation, student acceptance, teachers, curriculum, facilities and infrastructure. Implementation of learning acceleration programs which include learning activities, responsibility of the principal, and counseling. Evaluation of acceleration program learning is intended to find out how far the implementation of the acceleration program reaches its objectives and what obstacles are felt in the implementation of accelerated program learning to be used as the next planning foothold / replanning the next learning acceleration program.

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