

Special Service for Gifted and Talented Students

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ABSTRACT

This research discusses special education services for gifted and talented children. The purpose of this research is to describe the special service of regular school. This research uses a qualitative approach that focused on special service given to gifted and talented children. The subject of this research is the headmaster, student, and teacher. The data was collected through observation, interviews, and documentation study. The results of this study found that the school has been providing some special services and modification of the curriculum, choosing the most appropriate teacher, facilities and infrastructure, the provision of a resource book and provide additional learning and enrichment for gifted and talented children. Meanwhile some services have not been implemented.

Keywords: *Gifted, talented, special education, school, enrichment*

1. INTRODUCTION

National education, as one of the sectors of national development that has effort to educate life of the nation, has a vision of the realization of the education system as a strong social institution to empower all citizens of Indonesia become a quality human so that capable and productive. Ministerial Decree P and K Number 0489/U/1992 for the high school level, article 16 "students who have gifted and talented can complete the program of study earlier than the normal time by the provisions of school at least two years. Government Regulation Number 17 Year 2010 Article 134 have arranged that special education for students who gifted and talented has function to develop the potential of the students to become real achievements following the characteristics.

Gifted and talented children are children who have intelligence above normal children (Sutrinah, 2006). Meanwhile, the definition of talented according to Rizema (2013) is a child who has superior abilities than a normal child, both in intellectual ability and non-intellectual ability, so they can not be equated with normal children, especially in the education service. The professional identifies that gifted and talented children can reach high achievement because they have abilities. These children require educational programs that differentiate and special services beyond the reach of the program to regular school. However, the reality, there are many people who do not understand the existence of gifted and talented children.

Based on a Preliminary Study conducted in SMA N 1 Padang, The teacher suggested that the school has two accelerated classes for the gifted talented students. The class consisting of 24 people in class XII and 24 people in class X. Meanwhile, to get to the acceleration class, the

school organizes the selection process for students. When the students were identified as gifted and talented students, the school must arrange a program to foster excellence in the potential which is to increase intelligence and talent. If the school does not carry out both of them, certainly it is not balanced with the needs of education are not only academic ability that should be optimized but the talent and creativity of the students should be developed.

The curriculum used for gifted and talented children is already using compacting and escalation. Schools have been doing curriculum modifications for academic activities. For facilities and infrastructure, particularly, do not yet provide special facilities that distinguish between the regular students and gifted and talented student. The provision of facilities for gifted and talented student were coordinated directly by the parents who joined parenting club of gifted and talented student.

According to the explanation above, the challenge faced by gifted and talented students is social relations. Because the gifted and talented student does not have much time to socialize with the surrounding environment due to pursuit and fulfill the tasks in the class acceleration. Since the school does not yet have a special teacher, that role handled by a counseling teacher, while counseling teacher complained of the lack of teaching hours for gifted and talented students.

2. METHOD

The method of this research uses descriptive qualitative. According to Denzin (2009), qualitative research is research intended to understand the phenomenon of what is experienced by research subjects for example behaviors, perception, motivation, action, etc., holistically and thorough the description, in a specific

context that naturally and by scientific methods. Thus, the descriptive qualitative research will see more about “how to give special service for gifted and talented students?”.

The main data in this research is the headmaster, subject teachers, class teachers, and students. Other information obtained from the counseling teacher, librarian, and coordinator of self-development and extracurricular SMA N 1 Padang. Techniques used in this study are interviews, observation, and documentation.

3. RESULT AND DISCUSSION

Special service for gifted and talented students in SMA N 1 Padang

The Selection Process

Selection process conducted a school with open enrollment for interested students, complete administrative files, after that follow the academic potential test with test subjects in Indonesian Language, Physics, Biology, Mathematics, and English, and the last new Test with an IQ of at least 130. From these statements, the school has not had students with Special Talent, because the process of selection is carried out only focused on academic ability alone, without touching the realm of the interests and talents of students.

Curriculum

The curriculum used in schools is the curriculum of KTSP 2006, but for the class X regular already using the curriculum in 2013, in contrast to class X is still using the curriculum of KTSP 2006 because following the increase in class exams along with class XI

Curriculum Modification

With fixed based on the curriculum of regular schools also do modifications to the curriculum, because it is not denied the learning needs of gifted students can not be equated with the regular students. In addition to modifying the curriculum with Compaction and Escalation, subject teachers also conduct the adoption of the curriculum. By doing so, the school already do the process of modification of the curriculum by doing Compaction, Escalation and Adoption of the Curriculum.

Teacher

Teachers to gifted students is determined by the school of overall teachers in the school will be selected some people to teach in class CI, with minimum educational bachelor qualification must be skilled at teaching. In addition, the school also uses the questionnaires of the students in deciding which teacher will be the lecturers for students of gifted students, the questionnaire was given to the gifted students that have been studying in class XII have been learning with these teachers.. One of the criteria the teacher researchers found when researchers are given the opportunity to see directly the process of learning Mathematics in a learning situation such the teacher's expertise in teaching the gifted students, with the management class that is good, the explanation of the teaching material complete with problem solving as well as provide humor to the children.

Minimum criteria

In determining the minimum criteria for gifted students is different with the students regular. To determine the criteria for gifted students is determined based on the level of difficulty of the subjects themselves, because the material of the gifted students is higher than regular, so criteria was higher than the regular students.

Facilities and Infrastructure

Students with the potential intelligence and special talents of this special need facilities and infrastructure support in accordance with the learning needs of gifted students which can not be equated with the students regular. Demands a high learning must be balanced with infrastructure support. From the results of the research of the school has been providing facilities and infrastructure complete berhubung this school has become the school featured with the Accreditation, by building large consists of III floor, but all the infrastructure is for students overall. Special amenities that set the gifted students with the regular is the presence of additional facilities obtained by the gifted students such as air conditioning, Dispenser, Shoe Rack, Lockers, and Carpet in the class. Bench gifted students are also different with the regular students, bench gifted students this is good from the bench the students regular.

Instructional Process

Preparation of syllabus and lesson plans

Based on the results of interviews with subject teachers, if for the preparation of the lesson plan and syllabus it is the same as other students, the subject teacher prepares the lesson plan for several meetings, the difference with regular students is the allocation of meeting time, meaning here the allocation of regular student learning time is different from that of gifted students, gifted students get 6 hours a week, while regular children get 4 hours a week, so RPPs are made by teachers for regular children for example 4 meetings, while for gifted students can be for 2 meetings.

Number of Study Hours

There are more hours for gifted students compared to regular students, where class hours start at 6:45 to 17:30, while regular classes only until 15:00. With these additional hours, gifted students can complete their learning material faster than regular children.

Learning Method

The teacher must be able to provide a variety of learning methods that adjust according to the needs of students. Based on the results of researchers' interviews with subject teachers and students, teachers more often use the lecture method, as well as the paper discussion and presentation method.

Learning Media

For learning media, based on the results of researchers' interviews with subject teachers and students, there is no specific learning media used in the learning process.

Material and Teaching Material

For learning materials and source books, teachers provide special services, learning materials not only from regular textbooks, but also material that is tested on the SBMPTN test, olympics both national and international olympics, so teachers must have mastered these materials in their entirety and searched diverse source books.

Services Supporting and self-development activities

For this support activity, schools must have a variety of support activities to enrich school programs that will hone and enhance the ability of students. From the results of the interview with the homeroom teacher, gifted students also received additional lessons along with learning activities through peer tutors. Comparative study of the best universities in Indonesia. Besides that, at the end of the semester, gifted students are also given outbound activities to refresh gifted students. gifted students are also required to memorize 5 Juz Al-Quran. For self-development and extracurricular activities it is indeed very unfortunate, if these gifted students cannot participate in self-development, extracurricular activities and student organizations. This happens because the tight schedule of lessons requires them not to participate in this talent and interest multiplier activity.

Guidance and Counseling Services

The BK teacher also emphasized that the gifted students social relations were very low with other students and the surrounding environment. With higher learning demands, they have to interact with their peers, not following their extracurricular activities and student organizations make social development is not as good as other students. Therefore, the role of the BK teacher in providing social guidance, psychological counseling and career guidance to gifted students is important. It's just that the role of the BK teacher itself is not carried out properly. For these gifted students, BK teachers must steal time to get into the gifted students class because of the limited time available by gifted students.

Educational Funds Assistance Services

For educational funding, the school providing education for gifted students receives tuition assistance. One of them is from the education office, and recently the school received social assistance from the PK-PLK service in West Sumatra province.

Library Services

For the availability of learning resource books, supporting books, reference books, journals and a collection of questions at this school are available. Library books come from the education office, alumni and student contributions. Although these books are facilities that have been provided by schools including for gifted students and regular students, and the library also has no specificity for gifted students, but according to the head of the library, it is noted that the books in the library already meet the learning needs of gifted students even though it's not 100% yet. While the participation of gifted students in using library books is as much as 75%.

Discussion

Education is a human effort to improve the knowledge obtained from both formal and informal institutions in helping the information process so that it can achieve the expected quality. In order to achieve the expected quality, determining educational goals is needed. The purpose of education is what will determine success in the process of determining a quality human person, without ignoring the role of other elements in education.

In line with the opinion of Suardi (2010) which states that in the context of educational goals is a component of the education system that occupies a central position and function. That is why every educator must understand well the purpose of education. The ability of teachers to understand and meet the needs of BI-learners is not easy. According to Utami Munandar (2009) there are several criteria that must be met by teachers to become teachers for gifted students including: competence and interest in learning, skills in learning, fair and impartial, cooperative and democratic attitudes, flexibility, sense of humor, use appreciation and praise, broad interests, pay attention to the child's tasks, appearance and attractive attitude. From the findings in the field there are already several criteria that appear to teachers who teach in gifted students.

In accordance with the characteristics of gifted students' teachers must be able to use methods that provide many opportunities so that children can actively think, be able to find and solve problems, conduct experiments and prepare reports. Meanwhile Sutratinah (2006: 122) explained that there are many methods that can be given to gifted students in the learning process, including team teaching methods, field work methods, problem solving methods, problem finding methods, assignment methods, process methods, play methods community leaders, framed teaching, free methods, experimental methods, concept discovery methods.

Schools providing special education must be able to meet the means of supporting learning activities that are relevant to the needs of students. Especially for gifted students they have special facilities, namely in the form of 2 air conditioners in their class, lockers, carpets, dispensers and shoe racks. These special facilities are obtained from the parents of gifted students called the small committees and the parent gifted students. According to the Directorate of Special School Development (2009: 82) which must be provided by schools providing education for students with gifted students' potentials, the facilities and learning facilities should be included: Principal's room, teacher assembly, after that the study room, space subject labor, canteen, small mosque, school cooperative, polyclinic, meeting hall, audio-visual room, library, sports field, bathroom, and talent and skills development room equipped with internet network. Existing facilities and facilities at school refer to the requirements stated in the theory above.

High intellectual, success in the academic field does not rule out the possibility of students with special intelligence potential to have problems in other fields. Lack of social relations, immature emotions, high egoism, need special guidance. This is where the role of the BK

teacher to help gifted students can overcome their problems, but BK services are not implemented as they should because BK teachers do not have the hours or even time to provide services or guidance to gifted students, they must be clever to steal the time of these gifted students to get into class and share together if students have problems or complaints.

According to Prayitno, et al (2003: 10) argued that guidance and counseling is an assistance service to students both individually and in groups to be independent and develop optimally. Since this school does not have a special assistant teacher, so the one who can help gifted students face and solve the problem is the BK teacher themselves. It cannot be denied that these gifted students need social guidance, personal guidance and career guidance.

4. CONCLUSION

Based on the results of the research that has been discussed, it can be concluded that the school has provided special needs services for gifted students, but not all of them are provided. Some of the services that have been provided are the modification of the curriculum carried out by schools and subject teachers, the availability of school facilities and infrastructure, the determination of teaching qualification standards for gifted students, the existence of enrichment programs and additional study hours for gifted students and there has been a collaboration of assistance from the education office and the PK-PLK service.

However, there are some services that have not been provided to gifted students, namely the absence of programs or activities that support the development of psychological, social talents, interests and emotions of students. The teacher has not used various learning methods and learning media, lack of time to provide guidance and counseling services. Teachers have made curriculum, syllabus, minimum criteria mapping, instructional planning, special enrichment programs for gifted students, but the program that has been made has not been implemented by the teacher.

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