

Identification and Learning Services Of Gifted Students In Inclusion Schools

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Abstract

Gifted students are children with special needs who are entitled to special services to develop their academic potential. Inclusion-based schools are an education system that is considered capable of fulfilling access to quality education for all, including gifted students. This study aims to describe the implementation of identification and education services for gifted students in inclusive schools in Banjarmasin, Indonesia. This study uses a qualitative approach with a descriptive type of research, data sources or informants in this study are teachers in inclusive schools at the elementary, junior high, and high school levels in the city of Banjarmasin. Determined through purposive sampling technique. Data collection was carried out using in-depth interview techniques and documentation. Furthermore, the data were analyzed through the interactive data analysis model of Miles and Huberman which consisted of three stages, namely, data reduction, data display and data interpretation. The data validity technique used source triangulation and member check. The results showed that the identification of gifted students in an inclusive school in the city of Banjarmasin, Indonesia was carried out based on the value of learning outcomes and performance shown by gifted students in the classroom, identification was carried out without IQ tests and standardized instruments. As for gifted students identified through the value of learning outcomes and performance in learning have not received special services according to their needs, the learning program is given the same as students in general, considering that the resources in inclusive schools do not yet have the understanding and skills in making curriculum modifications for gifted students.

Keywords: Identification, learning services, gifted students, inclusion schools

1. Introduction (Times New Roman 10 Bold)

Gifted students are considered to have a high potential for academic achievement. Gifted students generally appear to have no obstacles or problems in learning activities or participating in school and society. However, the education system and community attitudes can make gifted children encounter obstacles and problems. Gifted students demonstrate extraordinary intellectual abilities, and are capable of extraordinary performance and achievements (McClain & Pfeiffer, 2012). Gifted students are often considered a resilient population because of their high cognitive abilities so they don't experience behavioural difficulties (Eklund et al., 2015). Most students gifted undergoing education early in school regularly or at school inclusion and because of their advanced cognitive abilities, they

face obstacles to reach potential suit their capacity. In the regular classroom, students are gifted to respond quickly and precisely to every question than their classmates, and they showed accurate performance in each task to be done.

In inclusive schools, a challenge for teachers who are accustomed to teaching students at average ability levels, gifted students will be neglected because the curriculum used in learning activities is only designed for regular students. For example, some students talented show their creativity in science, writing, or areas of personal interest in the other, and because of the regular curriculum designed to meet the needs of the average classmate, then groups of students gifted me may encounter obstacles in their development (**Tirri & Kuusisto, 2013**). Gifted students whose schools are in regular or inclusive schools will fail to develop their potential without modification of a curriculum specifically designed to accommodate the learning needs of gifted students. Students gifted show the ability that is very different from her classmates was normal so that they are considered as students were outstanding. Therefore, they need education specifically and services specifically to address the unique needs of their (**El-Zraigat, 2012**).

Gifted student teachers will have difficulty facilitating the development of each student due to the lack of availability of appropriate educational programs. Therefore, defining talent is very important to identify who will educate gifted students and determine the quality of educational services that should be offered to them. Currently, many definitions commonly used to identify gifted students, especially those introduced by Renzulli and describe talent as consisting of the interaction of general intellectual abilities above average, high-level task commitment, and creativity (**Brown et al., 2005; Renzulli, 2011**). On the other hand, **McClain & Pfeiffer (2012)** stated that gifted children show extraordinary intellectual abilities, and can perform extraordinary performances and achievements, have creative or productive thinking. A conclusion arising from this definition is that gifted students are considered as students with special needs who need special services. Gifted students can receive special education services if they fulfil one or more of the characteristics of a child with a disability (**Barnard-Brak et al., 2015**).

Gifted students show a wide variety of intellectual abilities, behaviour patterns and personality types. These characteristics include intellectual ability, higher academic achievement, emotional stability, moral character, positive and independent self-concept, sensitivity to one's feelings, other people who feel depressed and isolated and have behavioural problems. The nature of talent affects the social and emotional adjustment of individuals as well as educational and psychological needs (**McKenzie, 2010**). Gifted students who have high academic abilities are at risk of experiencing problems in adjustment, gifted students tend not to accept opinions from others who do not show the same frequency of academic achievement as him, thus one of the services that need attention for gifted students is the adjustment service including the peers they are not gifted.

Inclusive education is an educational philosophy and practice that aims to increase the learning and active participation of all students in the same educational context (**Moriña, 2017; Florian, 2008**). In this case, inclusive-based schools will strive to provide services to all students as individuals by providing and allocating resources to increase equality of opportunity. Therefore, building effective inclusive schools requires an educational context that is sensitive and acceptable to the needs of all students including those with special needs. It takes a dedicated approach from various systems so that

schools can be accessed and accepted by all students without exception (**Oswald & de Villiers, 2013**). Thus, teachers, students, and family members need to be aware of the practice of inclusion. In addition, implementing inclusive schools also requires encouragement of acceptance, awareness, sensitivity, collaboration, and response to the special needs of students to realize ideal inclusive education practices.

The goal of every education system is to meet the learning needs of every student, including gifted students. However, educating gifted students in inclusive schools faces various challenges such as unmodified curriculum, speed of teaching, repetition of mastered facts and information, lack of available opportunities to study topics of personal interest, and lack of focus on thinking skills (**Peters & Engerrand, 2016**). Teachers who currently teach students with varied abilities will find it difficult to distinguish teaching approaches (**Yuen et al., 2018**). Therefore, teachers cannot provide instruction to all students using one approach for all students (**Oswald & de Villiers, 2013**). Thus, teachers of gifted students must be sensitive to the unique characteristics and needs of gifted students. The education of gifted students in inclusive schools needs administration arrangement, fulfilment of human resources, specialist teachers, effective planning and funding to facilitate the professional development of teachers in providing effective differentiation strategies and services for gifted students (**Callahan et al., 2017; Yuen et al., 2018**).

Inclusive education is a current education trend that has become a consensus of more than 160 countries as stated in the 2030 education vision. The implemented vision of education for 2030 states "Ensuring the quality of education that is inclusive and equitable and encourages lifelong learning opportunities for all". This means that the world has committed to uniting the spirit of reforming education to be more holistic and comprehensive, without exception (**Persson, 2010; Reindal & M, 2015**).

In Indonesia, inclusive schools are understood in a narrow sense as limited to regular schools that accept students with special needs. In fact, in a broader sense, inclusive schools are schools that provide educational services for all children without exception, including gifted students according to their learning capacities and needs. It is possible that inclusive-based schools can accommodate the development of talents and interests of gifted students optimally (**Widodo et al., 2020**). Thus, inclusive-based schools are expected to facilitate every child to participate in the learning process. Empirical facts in the field show that there are still many children with special needs who are excluded in the learning process for various reasons; among others because the child speaks a different language from other friends; children never show active participation in class, children with visual, hearing impairments, etc; children who experience learning barriers; and gifted children with above-average abilities. Gifted students in regular classes have fewer opportunities to meet their learning needs (**Gomez-Arizaga et al., 2020**)

2. Significance Of The Study

Banjarmasin is one of the cities in the State of Indonesia that has declared a city of inclusion, as said by Ibnu Sina (2018) as the mayor of Banjarmasin that "the Banjarmasin city government really appreciates the existence of people with disabilities and we want to make this city an inclusive city. Educational institutions in Banjarmasin ranging from kindergarten, elementary, junior high school, senior high school, to tertiary institutions have organized inclusive-based education, which is

committed to being a friendly educational institution, accepting and providing educational services for all students without the exception is including gifted students. In relation to education services for students with special needs, including gifted students, an important initial stage to do is identification. When it comes to gifted students, the first step is to identify and diagnose them so that they have the opportunity to get special services (**Piske et al., 2016**).

Identification of students gifted plays an important role as an effort providing support early pension dance that is appropriate for gifted students (**McBee et al., 2016; Piske et al., 2016**). The identification of gifted students is very important as a consideration in the placement and delivery of educational services in the future. Talented students who are successfully identified will receive appropriate programs so that they will have more opportunities to actualize their potential (**Kuo et al., 2010**). Ideally, the information gathered during identification will be used to guide curriculum and instruction for each child. The identification of gifted students has tremendous consequences in the assessment, curriculum, teaching methods, and administration of gifted student education programs (**Schroth & Helfer, 2008**). However, identification must be a means of obtaining appropriate services to meet student needs (**Silverman & Gilman, 2020**). Thus, this study aims to determine the activities of identifying and learning services for gifted students in inclusive schools in the city of Banjarmasin, Indonesia.

3.Methods

This research was conducted using a qualitative approach. This means that the data collected is not a number, but rather the data comes from interview texts, field notes, personal documents, and other official documents. The type of qualitative research used is descriptive research. This descriptive research is intended to study problems that occur in society, the procedures that apply in society, as well as situations, views, processes that take place and the effects of a phenomenon. Researchers will describe related the identification of gifted students and the learning services of gifted students in inclusive-based schools in the city of Banjarmasin.

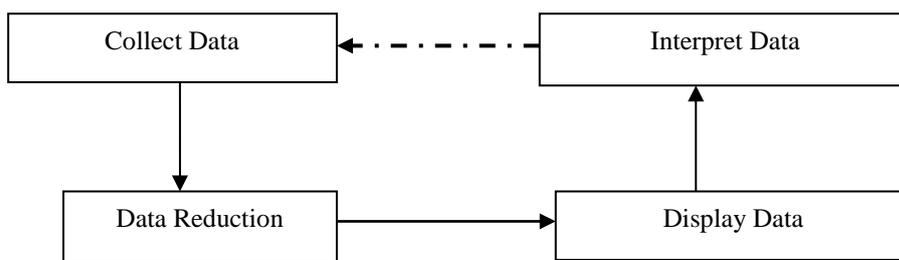
The informants in this study were classroom teachers who were assigned to coordinate inclusion in inclusive-based schools from elementary, junior high and high school levels scattered in the Banjarmasin city area. Determination information and school-based inclusion at every level in this study using the technique of purposive sampling, the sampling technique informant with a certain consideration. The selected informants are considered to have in-depth knowledge of the information and problems and can be trusted to become a solid source of data. establishment of schools at every level is done with consideration of the school has organized an inclusive education in a time that is long enough, while the determination of the individual teacher as an informant done with consideration of the teacher acts as coordinator of inclusion in school each of which is expected to have knowledge and experience in implementing paradigm of inclusive education.

The data collection techniques used in this research are (1) in-ddepth interviews because with in-depth interviews, researchers can dig deeper into what is hidden in a person's heart, whether it concerns the past, present, or future so that there is no mistake in interpreting. the results of the interview, so in this study, the interview activity was supported by various tools such as notebooks, tape recorders, and camcorders. However, the researcher informed and asked the informants for permission to use this tool. (2) Documentation, in this study, using documentation in the form of photos of research activities,

as well as documents of gifted students in the form of learning outcomes, IQ test results, etc. which support the interview result data.

In qualitative research, the research instrument is the researcher himself. Qualitative researchers as human instruments, function to determine the focus of research, select informants as data sources, collect data, assess data quality, analyze data, interpret data and make conclusions on everything. Besides the researcher as the main instrument, an additional instrument is in the form of an interview guide.

Qualitative data analysis was carried out before entering the field, during the field, and after finishing in the field. The data analysis technique used in this study was interactive analysis according to Miles and Huberman. Miles and Huberman argued that activities in qualitative data analysis were carried out interactively and continued continuously to completion so that the data was saturated. The qualitative data analysis is inductive, that is, the analysis is based on the data obtained. According to Miles & Huberman (1992: 16), the analysis consists of three streams of activity that occur simultaneously, namely: data reduction, data presentation, drawing conclusions/verification. The following is a model scheme for Miles and Huberman's interactive data analysis technique:



(Sugiyono, 2016)

The data validity technique in this study used triangulation of sources and member checks. Source triangulation makes use of different types of data sources to explore similar data. Thus, what is obtained from one source can be tested when compared with similar data obtained from different sources. While the member check is the process of checking the data obtained by the researcher from the data provider. The purpose of the member check is to find out how far the data obtained is in accordance with what is provided by the data provider. If the data is found agreed upon by the provider of data means the data as valid or invalid, so the more credible/trustworthy, to test if the data found in research with its various interpretations is not agreed upon by the data providers, the researchers need to conduct discussions with data providers, and if the findings are sharp, so the researcher must change his findings, and must adjust to what is given by the data provider.

4. Finding and Discussion

4.1. Gifted Students Identification

A gifted student is one of the children with special needs who is also entitled to special services, however, the presence of gifted students in inclusive-based schools in Banjarmasin is often overlooked and is not sufficient to become a priority for common concern. Research result indicates that teachers

have never identified specifically and specifically to discover talented students, teachers only identify the gifted students with the achievements or results of academic learning from a book report cards of students and based on the experience of learning in the classroom, students who show ability prominent in both academic and non-academic midwives are considered gifted students. as expressed by **Worrell & Erwin (2011)** that gifted students are students who show better performance than their peers. Teachers at SMPN Banjarmasin, too, do not believe for certain that the findings of gifted students identified through learning outcomes and prominent abilities in learning activities can be categorized as gifted students, considering that teachers do not have a clear understanding of the concept of giftedness. The identification of gifted children becomes difficult and challenging because of the complexity of the phenomenon and the difficulty in defining talent clearly (**Almeida et al., 2016**). Changes in the practice of identification are required to ensure that a large number of gifted students can receive appropriate educational placement and to maintain the integrity of regifted education services (**McBee et al., 2016**).

In its early days, the term 'talent' referred to children who exhibit unusual development, or children who have above average IQ (**Worrell & Erwin, 2011; McClain & Pfeiffer, 2012; Ritchotte et al., 2016; Worrell et al., 2019**). Various understandings and opinions make the concept of talent difficult to define precisely. Currently in Indonesia, the concept of giftedness is more familiar using the triadic talent model initiated by Renzulli which requires the interaction of three components, namely above average IQ, creativity, and high task commitment (**Yudha et al., 2017; Elmas & Bulunuz, 2021**). This model has many obstacles in its implementation, including the high cost of the psychological test to find out the IQ score and the cost is charged to the parents of students, thus students who come from economically weak circles will be unable to take the psychological test to find out the IQ score so that it is less likely to be identified. get gifted services (**Peters et al., 2019; Hamilton et al., 2018**) besides that the validity of the IQ test in identifying gifted students is still a sign (**Hodges et al., 2018**). The initial identification of these students is often the responsibility of the family so that it is still very impossible to do a psychological test as one of the stages that must be passed in identifying gifted students (**Kuo et al., 2010**). Apart from the problem of using the IQ as a standard assessment, there is also the problem of the validity of the use of the IQ test in carrying out the identification.

The provision of psychological test services that are not burdened by parents and the availability of adequate gifted student identification instruments are needed in the implementation of the identification of gifted students. School inclusion in Banjarmasin yet or do not have a professional agency that can identify gifted students, as well as the unavailability of instrument identification gifted students are standardized so difficult for teachers and schools in identifying gifted students appropriately. In the school context, several obstacles that can hinder the implementation of the identification of gifted students include the unavailability of special educational resources, and the ability of classroom teachers to understand the learning needs of their students, and teachers' perceptions of gifted children are limited to experiences between teachers and students (**Szymanski & Shaff, 2013**).

Identification activities that are carried out based on assumptions or observations of learning achievement only allow the identification results to be invalid. Given the implementation of inadequate identification, a boy gifted are often not seen by the performance in the classroom, they tend to be

quiet and closed so it does not have the right to good education (**Beckmann & Minnaert, 2018**). It is important to avoid Type I and Type II mistakes in identifying these students: in the first case, the identification of a student who is not gifted (false positive), and in the second does not identify a student who is indeed gifted (false negative) (**Snyder et al., 2013**). The worst impact of this error is that gifted students do not have access to special services because they are not identified (**Asriningtyas, 2015**). **Racken and Brown (2006)** assert that the identification of gifted students accordingly is very important for the sake of placement of gifted students. The identification process is a very important first step in the process of ensuring that gifted students need appropriate educational services so that they can thrive in school. If gifted students are not identified and do not get a good service program, it will have a negative impact and disadvantage for gifted students (**Esra & Sukru, 2016**).

4.2. Learning Services Gifted Students

Children with special needs have access to quality education in regular schools, as stated in the UNESCO Salamanca Statement (1994): Inclusive schools must recognize and respond to the diverse needs of their students (UNESCO, Salamanca Statement, 1994). Inclusive school development is the most effective means of achieving education for all, including gifted students. However, the current reality is that the identification of gifted students in inclusive schools is still a difficult thing to do properly. The gifted students identified by the teacher based on their learning achievement and learning experiences that stand out from the other students are also only “limited to knowledge” if these students show indications of giftedness.

The results showed that inclusion-based schools in Banjarmasin Indonesia have not been able to provide the fulfilment of service programs in accordance with the needs of gifted students to increase the potential possessed by children. Program services in accordance with all the talented late children are able to provide increased and support to gifted students academically (**Redding & Bleiberg, 2019**).

In the process of realizing the ideal implementation of inclusive education, the education and culture office of South Kalimantan province has attempted to provide seminars, workshops or technical guidance to teachers to be prepared and trained to meet the special needs of students with special needs in general. This program is not specifically designed to mentor gifted students. Thus, these teachers are unable to teach or meet the educational needs of gifted students in inclusive schools. On the other hand, regular teachers lack the skills needed to teach groups of gifted students to challenge the advanced cognitive abilities of gifted students. Because basically teachers in these inclusions are prepared and trained to teach regular students not students who are gifted.

In addition, the educational curriculum used in inclusive schools uses the national standard curriculum which is currently known as the 2013 curriculum, which is also a curriculum that is prepared to meet the needs of normal students' developmental milestones. Regular teachers are unprepared and lack the knowledge and skills to make the necessary curriculum changes and modifications to meet the unique needs of a gifted group of students. Thus, inclusive schools in Banjarmasin have not been able to develop the advanced cognitive abilities of gifted students. **Esra & Sukru (2016)** stated that the current reality of education can be considered as an obstacle to the development of creativity of gifted

students in schools. Changes in policies and priorities cannot be effective if adequate resource requirements are not met. These resources can become materials and energy for implementing quality inclusive education.

Unavailability of sufficient resources causes the students who are gifted to be one of the populations who are marginalized by the school system because system schools are not able to accommodate the individual needs of gifted students. The needs of gifted students who are not facilitated by the school system cause various behavioural disorders, such as being a troublemaker in class, or even being considered naughty. **Eklund et al., (2015)** stated that several things that are possible to inhibit the development of creativity of gifted students include 1) repeated teaching; 2) Teachers who are unable to manage the class which can arouse the curiosity and interest in learning of gifted students; 3) The teaching and learning process uses traditional and conventional methods; 4) Lack of creativity and innovation over in class.

7.Recommendations

- Teachers need to receive specific training for gifted children.
- It is necessary to develop an instrument for identifying gifted children that can be used at every level of education
- Local governments need to provide psychological test institutions to find out the IQ scores of students students.

8.Conclusion

Based on the results of research and discussion, the following conclusions can be drawn: 1) Implementation of identification of gifted students in inclusive schools in Banjarmasin is only based on student achievement recorded in report cards and learning experiences shown by students in learning activities. How it is done because the teachers do not yet understand exactly the concepts of giftedness, as well as the unavailability of professional institutions who can identify gifted students in school inclusion in Banjarmasin, and the unavailability of standardized identification instrument that can be used in identifying gifted students. 2) Gifted student education services that are identified based on their learning achievement and learning experience have not received special services according to their extraordinary abilities. The currently available teachers have not been able to provide teaching to gifted students, have not been able to develop a special curriculum that is modified according to the conditions and needs of gifted students to develop the academic potential of gifted students.

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