



Profile Analysis of Gifted Student Selection in Excellent Schools in Indonesia

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Abstract

The study of academically gifted students has attracted the attention of many researchers in the world in the last two decades. The existence of gifted students in this category always appears in schools even though it does not have an enormous population like other average students. Gifted students are those with eminent academic abilities, characterized by strong self-resistance, high learning motivation, unlimited academic reasoning and other advantages. However, in Indonesia, the study of academically gifted students has not been widely conducted by academics and studies related to this issue are still limitedly published. This research aims to find out the profile of gifted students in excellent schools that organize international class programs in Indonesia. This research employs a qualitative method with a case study approach. Data sources are taken through in-depth individual and group interviews with ten informants consisting of the principal, vice principal for curriculum, Islamic religious education teacher and students who study in international classes using Indonesian and English. All data are analyzed thematically using the Miles & Huberman interactive analysis model technique. The research findings found six categories of gifted student profile selection. The six categories are; i) having an IQ above 130, ii) high creativity, iii) critical thinking, iv) eagerness to do challenges, v) good language skills, vi) good language framework. These findings can be used as a reference for schools and teachers in determining gifted students before they are grouped in the international class program at school.

INTRODUCTION

Each student has different talents and abilities, therefore different education is needed (Asbari et al., 2020; Mahanal et al., 2019; Rebele & St. Pierre, 2019). One such education is for gifted students. *Gifted student* who demonstrate intelligent potential or exceptional talent in academics, require special attention to support their development (Singer et al., 2018). In Indonesia, quantitatively, there are a large number of academically gifted students. If it is assumed that based on a statistical approach it is associated with the definition of the Marland report, the number of

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As shown in Figure 2 below:

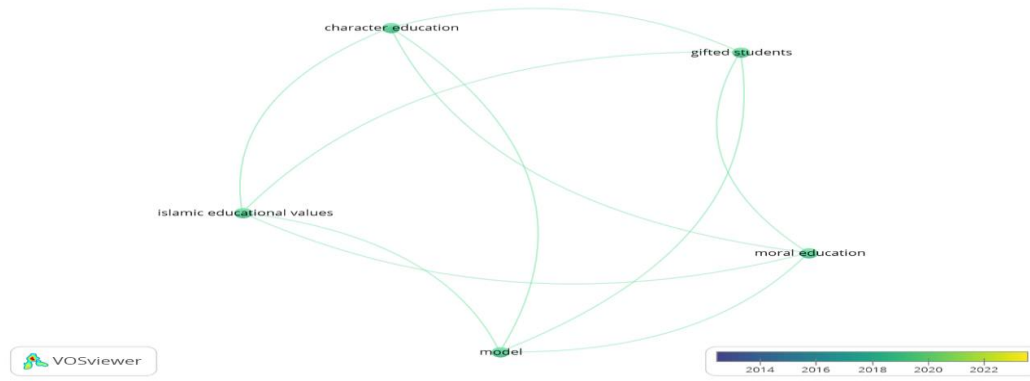


Fig 2. Analysis Keyword with VOSviewer

Discussion of gifted student is no longer a new thing, but in Indonesia based on the results of the analysis above, not a single research document has been found related to Islamic education learning methods for gifted student. Precisely that is the learning method that is discussed in this study specifically about Islamic education learning methods for Academically Gifted Students at Islamic Junior High School Raudhatul Jannah.

METHODS

This study uses a qualitative method with a case study approach (Cresswell et al., 2011; Crowe et al., 2022; Jaafar et al., 2023; Qomari et al., 2022; Rahman et al., 2018). Data sources were taken from seventeen informants via in-depth and group interviews as well as document analysis (Fatahudin et al., 2019; Kamaluddin, 2019). All informants were selected using a purposive sampling technique. The informants in this study were one school principal, one vice principal for curriculum, three teachers of Islamic education and twelve students from Islamic Junior High School Raudhatul Jannah. Data mining through document analysis was carried out on various documents, such as; school profile documents, Learning Implementation Plans (RPP), and guidelines and structures for grouping academically gifted students. A detailed description of sources, how to collect data, and the number of data sources is shown in Table 1 below:

Table 1. Sources, How to Collect Data and the Number of Data Sources

Data source	How to Collect Data		Amount
Subject	In-depth interview	Headmaster	1 person
		Deputy Head of School for Curriculum	1 person
	Group interview	Teacher Islamic Education	3 person
		Student Bilingual Class	12 person
		Amount	17 Person
Documents	Document Analysis	- School profile	1 document
		- Learning Implementation Plan (RPP)	16 document
		- Guidelines and structure for Grouping Academic Gifted Students	3 document
		Amount	20 documents

All the data obtained were analyzed using techniques analysis Analysis Interactive Model Milles & Hubberman (Syafri et al., 2020).

RESULT AND DISCUSSION

Based on the results of the author's interviews with seventeen informants, the results of the analysis found that there were six themes related to the category of gifted students. To make it clearer the six themes can be seen in Figure 4 below:



Fig 3. Category of Gifted Students

Furthermore, so that the results of the research and discussion in this article are more interesting to read and easy to understand, the author will display excerpts from short interviews with informants based on one main theme which is divided into six category of gifted students. The description of the interview that the author displays is a brief statement excerpt from the informant when the interview was conducted. The interview excerpt, even though the informant conveyed in a slightly different language, actually has the same purpose and intent

First have an IQ over 130, based on the informant's testimony, there are gifted students who have an IQ above 130. This category was stated by informants 1 and 2 as excerpts from the interview as follows:

"... based on the IQ test conducted by gifted students, the average has an IQ above 130"

As disclosed by Informants 7, 9, 10, 12, 14, 16 and 17 as follows:

"... when we carry out the test, we also take an IQ test and those of us with an IQ above 130 will take a special class placement test sis."

Second have high creativity, based on the informants', students who are gifted student have high creativity both in class and outside class activities. This category was stated by informants 1, 2 and 3 as excerpts from the interview as follows:

"... in my opinion, gifted students are more creative and like to do the latest innovations"

Third critical thinking, based on the informants', students who are gifted student have more critical thinking skills. This category was stated by informants 3, 4 and 5 as excerpts from the interview as follows:

"... According to my observations in the learning process, gifted students have higher creative thinking skills than other students."

Furthermore, informants 7,9, 11, 13, 15, 16 and 17 revealed that:

"... we like activities that ask us to analyze the situation, provide reasons according to the question."

Fourth like challenges, based on the informants', students who are gifted student like to do new things and challenges. This category was stated by informants

3, 4 and 5 as excerpts from the interview as follows:

"... for gifted students, they feel bored if learning is monotonous and not easily satisfied with just one lesson."

Five have good language skills, based on the informants', students are gifted student with good language skills. This category was stated by informants 1, 2, 3, 4 and 5 as excerpts from the interview as follows:

"...In my opinion, gifted students have good understanding and language skills, and can learn foreign languages more quickly."

Furthermore, informants 6, 7, 12 and 14 revealed that:

"...I like learning a new language bro (Informants 6, 12 and 14)."

Informants 15, 16 and 17 also revealed that:

"... usually, to increase my foreign language vocabulary I like to watch movies (Informants 15, 16 and 17)."

Six good communication frameworks, based on the informants', students are gifted student good communication skills and framework. This category was stated by informants 1, 2, 3, 4 and 5 as excerpts from the interview as follows:

"...in my opinion, these gifted students are able to communicate well, convey information well. As in the delivery of opinions during the learning process and development activities."

Based on related research results with the category of gifted student at Raudhatul Jannah Islamic Junior High School, that category is first, students who have an IQ above 130. During the acceptance of new student's process at Raudhatul Jannah Islamic Junior High School carry out an IQ test as a registration process. The test must be carried out for all students who are asked to pass the general test in accordance with the passing grade. For students who get an IQ score above 130 will carry out a follow-up test to be able to enter a special class (bilingual class, tahfiz class and digital class).

In line with what [Ayomi et al., \(2021\)](#); [Malelak & Taneo, \(2021\)](#) that students are gifted student with high thinking ability and sharp analytical power. Usually have levels intelligence quotient (IQ) above 130. Second, have high creativity. Students tend to have a higher level of creativity during the learning process than other students. They usually have a high level of creativity, because they are able to think critically, logically, analytically and divergently ([Atiyah & Nuraeni, 2022](#)). They also have a strong sense of curiosity, imagination and motivation to learn and explore new things. Third, when students are in class thanks to gifted student have the ability to analyze learning or what problems are on the topic of learning. In gifted students, critical thinking skills are often more advanced and deep ([Fitriana, 2019](#)). They tend to have the ability to process information more complexly, formulate stronger arguments, and make decisions based on deep thought ([Febriani et al., 2022](#)).

Fourth, students thanks to gifted student prefer something challenging because they really prefer something challenging because they have high intellectual abilities and great curiosity. Fifth, gifted student have good language skills. They understand and learn foreign languages faster, and tend to have faster information processing abilities, including in the context of language. They can quickly recognize patterns, meanings and relationships in language ([Susilawati, 2021](#)). Sixth, gifted student has a good communication framework. They have faster information processing capabilities. They can quickly understand and respond to communication situations, so they can interact more smoothly. Therefore, the need for attention to the potential of gifted student so that their potential can be optimally developed, both in the academic and non-academic fields.

CONCLUSION

Based on the results of the research above, it can be concluded that there are six categories of gifted students in Indonesian smart schools. The six categories are

having an IQ above 130, high creativity, critical thinking, likes to do challenges, good language skills and good language framework. So gifted students require different learning approaches to meet their unique needs. Optimization of the learning process, including appropriate interactions, is important in stimulating the potential of gifted students. Although understanding of the importance of education for gifted students has grown, not many education systems have been able to systematically design curricula and learning strategies that are adequate to accommodate their needs. It is hoped that the results of this study can be used as a reference or current issues from different aspects of the problem used in further research.

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