



Analysis of Intellectual Intelligence in Gifted and Talented Children

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Abstract

Intellectual intelligence in gifted and talented children refers to very high intellectual abilities that significantly exceed the average population of their age, gifted and talented children generally show exceptional abilities in logical, analytical, and creative thinking, and have the capacity to understand complex and abstract concepts at a younger age. This research aims to analyze the development of intellectual intelligence in gifted and talented children. The main focus of this article is to explore strategies for developing intellectual intelligence in gifted and talented children through targeted and effective educational approaches. This research uses the Systematic Literature Review (SLR) method, the literature search process is carried out using leading databases such as Scopus, Taylor & Francis Online, ERIC, ScienceDirect, Publish or Perish, and Google Scholar, with the keywords “intellectual intelligence gifted student” and “intellectual intelligence of gifted students preschool”. The number of articles analyzed was 25 articles, after the literature was collected, the relevant articles were analyzed using NVIVO 12 Plus and VOSviewer software. The results of document analysis from various countries show that the development of intellectual intelligence in gifted and talented children requires a targeted and effective strategy with four main approaches, namely: differentiation, acceleration programs, enrichment, and holistic approaches. The results of this study are expected to provide in-depth insights to support the optimization of the development of gifted and talented children, as well as provide recommendations to educational institutions to adjust to the diversity of cognitive needs that exist in the classroom.

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INTRODUCTION

Intellectual Intelligence (IQ) in gifted and talented children, often referred to as gifted and talented children, is a topic of interest in education and psychology. These children generally show exceptional abilities in various cognitive areas, such as math, language, art, or logical thinking skills (Baccassino & Pinnelli, 2023; Papadopoulos, 2020; Renati et al., 2023). This refers not only to academic achievement, but also to creative thinking, complex problem solving and a deep understanding of abstract concepts that are usually difficult for children their age to achieve (Biber et al., 2021; Cornoldi et al., 2023; Dunn et al., 2020; Tourreix et al., 2023; Weyns et al., 2021; Febriani et al., 2023).

Research on gifted and talented children has shown that their intellectual intelligence can be identified through standardized Intellectual Intelligence (IQ) tests as well as other evaluations, such as behavioral observations and context-specific testing (Lace et al., 2022; Silverman & Gilman, 2020; Stricker et al., 2020). High Intellectual Intelligence (IQ), which is generally above average (usually above 130), is often the main marker of gifted and talented children, but their intellectual intelligence is also often related to various non-cognitive characteristics such as high motivation, strong curiosity and critical thinking skills (de Farias et al., 2023; Hornstra et al., 2023; Maddocks, 2020; Reis-Jorge et al., 2021; Syafril et al., 2020).

However, despite the advantages of intellectual intelligence, there are challenges to be faced by gifted and talented children themselves, their parents and educators. They often face difficulties in adjusting to a general education environment that is not always designed to meet their unique learning needs. Lack of proper stimulation or support can lead to boredom, frustration, and even social isolation (Abdulla Alabbasi et al., 2021; Aziz et al., 2021; Demirel & Temel, 2024; Dunn et al., 2020; Hornstra et al., 2023; Kaplan & Yurtseven, 2022; Smedsrud et al., 2022). Therefore, the importance of research on the characteristics of intellectual intelligence in gifted and talented children lies not only in academic aspects, but also how they can be developed holistically and thoroughly (Cornoldi et al., 2023; Li & Shi, 2021; Mambetalina et al., 2023; Weyns et al., 2021).

A number of studies have shown that educational interventions tailored to the needs of gifted and talented children are critical in optimizing their potential. Acceleration programs, curriculum enrichment, and social-emotional development need to be specifically designed to enable these children to thrive in various aspects of their lives (Hornstra et al., 2023; Kaplan & Yurtseven, 2022; Renati et al., 2023; Saputri et al., 2024). While Intellectual Intelligence (IQ) is often the primary measure in identifying gifted and talented children, a broader and deeper understanding of intellectual intelligence is an important foundation in designing appropriate educational strategies.

Based on the Scopus database, previous research uses several keywords that refer to research on the intellectual intelligence of gifted and talented children, as shown in figure 1 below:

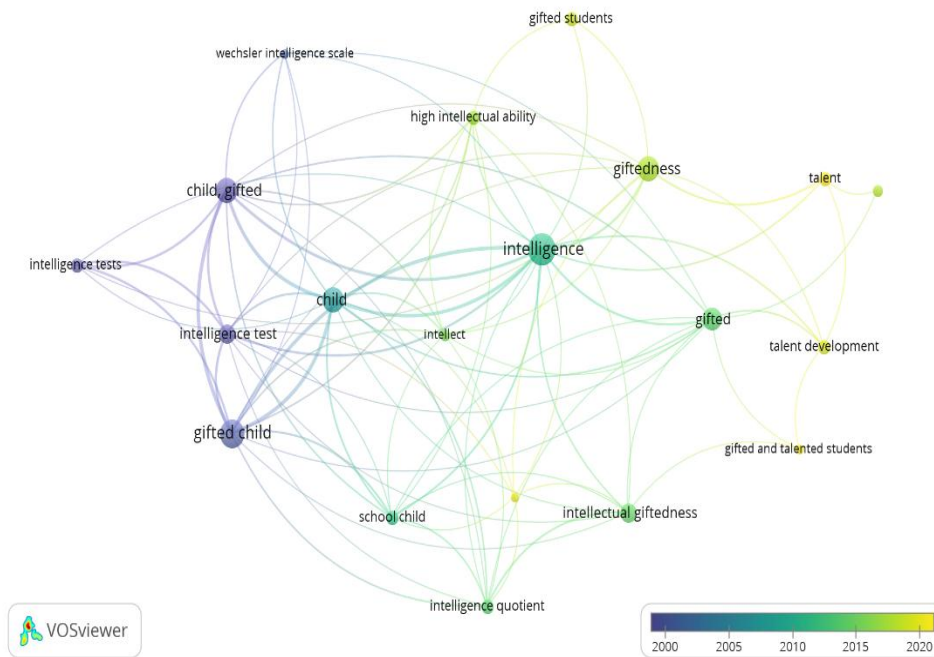


Fig 1. Keywords that refer to the intellectual intelligence of gifted students by world researchers (Scopus database)

Research using the keyword intellectual intelligence of gifted and talented children is still very little done. Based on Scopus database analysis conducted on Friday, November 15, 2024 at 22.24 WIB, 91 research documents from various countries in the world were found that discussed in general and there was specific research on intellectual intelligence in gifted and talented children in all countries in the world with the keyword intellectual intelligence of gifted students preschool (Burger-Veltmeijer et al., 2016; Doobay et al., 2014; Kush, 2013). Research that relates the keyword intellectual intelligence gifted students in general, found from several countries namely; United States, Russian Federation, Turkey, China, Israel, Taiwan, United Kingdom, Latvia. In Indonesia, there are not many studies that discuss intellectual intelligence in gifted and talented children. The country that discusses the most about intellectual intelligence in gifted and talented children is the United States as shown in figure 2 below:



Fig 2. Research in various countries linking the keyword intellectual intelligence gifted students

Research in the world as shown in figure 2 relates intellectual intelligence in general to gifted students, obtained from several countries, namely: United States there are 31 documents (Benbow & Lubinski, 1993;

Brown et al., 2021; Carman, 2011; Dai & Feldhusen, 1996; Domingo, 2015; Doobay et al., 2014; Galyean, 1981; Gotlieb et al., 2016; Gottfried et al., 2005; Hong et al., 1993; Horn, 2021; Kaya et al., 2017; Kell & Lubinski, 2013; Kornilov et al., 2012; Kush, 2013; Lubinski, 2016; McGowan et al., 2016; Moon et al., 2002; Narváez, 1993; Piro, 1998; Reid et al., 2000; Robinson, 1996; Rogers, 1998; Roznowski et al., 2000; Rust & Lose, 1980; Siegle, 2024; Sternberg, 1986; Wai et al., 2012; Waldron & Sapphire, 1990; Warne et al., 2016). Russian Federation there are 6 documents (Khazova, 2012; Kornilov et al., 2012; Setko et al., 2022; Tatarinceva et al., 2018; Voronova et al., 2018; Yuliya, 2020). Taiwan has 1 document (VanTassel-Baska & Brown, 2021).

Among the research conducted in various countries, until now there has been no research in Indonesia that specifically discusses intellectual intelligence in gifted and talented children. This research aims to analyze the development of intellectual intelligence in gifted and talented children. The main focus of this article is to explore strategies for developing intellectual intelligence in gifted and talented children through a targeted and effective educational approach. The results of this study are expected to provide in-depth insights to support the optimization of gifted children's development, as well as provide recommendations to educational institutions to adjust to the diversity of cognitive needs that exist in the classroom.

METHODS

This study used the Systematic Literature Review method to review, evaluate and synthesize relevant research results on intellectual intelligence in gifted and talented children (Brereton et al., 2007; Kitchenham et al., 2009). This method is conducted systematically, starting from the literature search, article selection, to synthesizing the findings found with the aim of providing specific answers to the research questions while reducing potential bias and subjectivity (Mendes et al., 2020; Rahayu et al., 2019). Articles included in this review had to meet several inclusion criteria, namely being published within the last 10 years, involving gifted and talented children with valid intelligence tests, and exploring intellectual development strategies through differentiated educational approaches, acceleration programs, and enrichment with a holistic approach.

The literature search process was conducted using reputable databases such as Scopus, Taylor & Francis Online, ERIC, ScienceDirect, Publish or Perish, and Google Scholar, with the keywords “intellectual intelligence gifted students” and “intellectual intelligence of gifted students preschool”. The number of articles analyzed was 25. Once the literature was collected, relevant articles were analyzed using NVIVO 12 Plus and VOSviewer software, which facilitate qualitative data management as well as data visualization (Edwards-Jones, 2014; Ibda et al., 2023). In this process, relevant articles were analyzed by identifying key sections and evaluating their methodology, findings and contributions to the field (Kitchenham et al., 2009; Febriani et al., 2022; Munawaroh et al., 2022; Asril et al., 2023; Ramadani et al., 2024). This analysis was carried out according to the stages of the Bettany-Saltikov scheme (Palfreyman, 2012; Saputri et al., 2024). This scheme is clearly presented in the following figure.

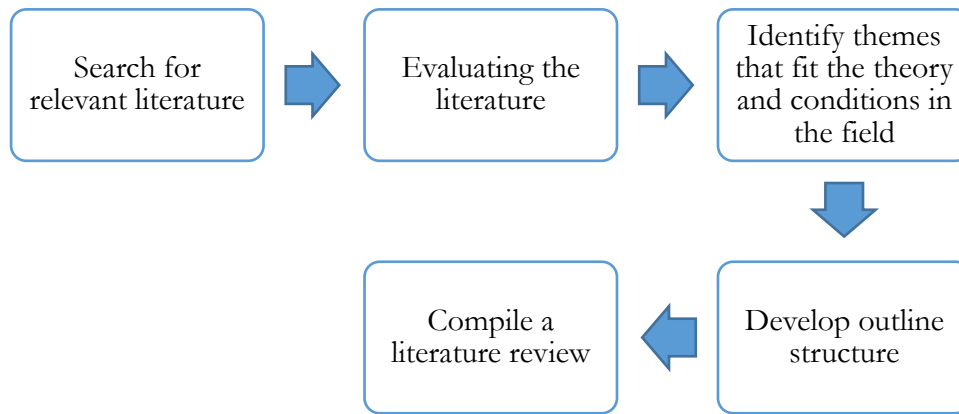


Fig 3. Bettany-Saltikov's literature review steps

With this systematic approach, the research aimed to produce a comprehensive and in-depth review of the literature, while ensuring that the analysis process was conducted with clear and justifiable procedures. The use of software such as NVivo 12 and VOSviewer strengthened the analysis and visualization of the data, allowing the researcher to draw conclusions that were evidence-based and free from bias.

RESULT AND DISCUSSION

The analysis of documents from various countries shows that the development of intellectual intelligence in gifted and talented children requires a targeted and effective strategy. This research emphasizes the importance of four main approaches, namely: i) differentiation, ii) acceleration programs, iii) enrichment, and iv) holistic approaches, as described in the following figure.

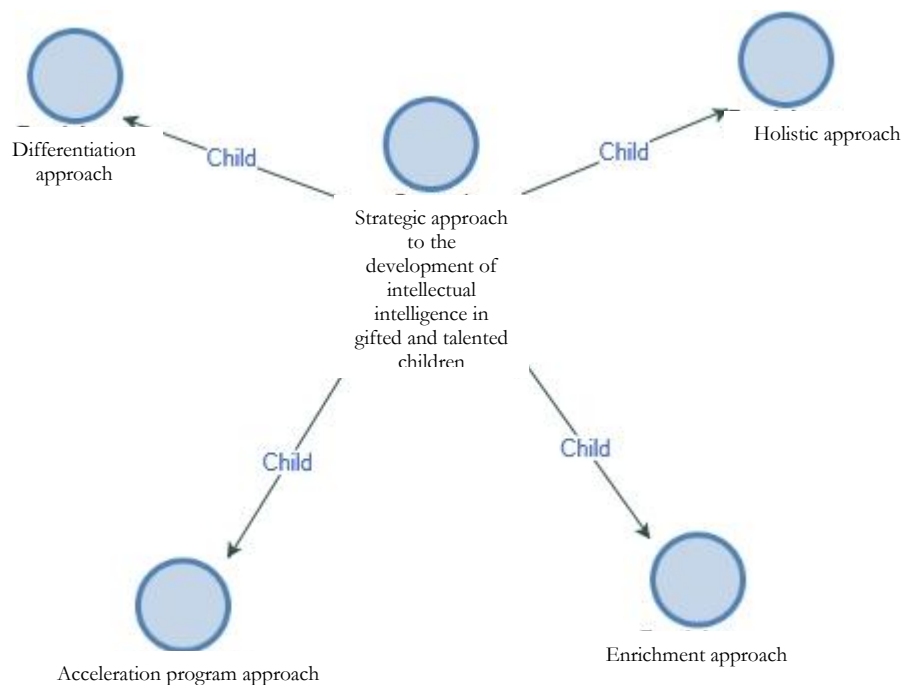


Fig 4. Strategic approach to developing intellectual intelligence in gifted and talented children

The differentiation approach in the development of intellectual intelligence in gifted and talented children aims to adapt learning to individual abilities, interests, and learning pace. This concept emphasizes the

importance of educational adaptation so that each child can reach their optimal potential (Bergold et al., 2020; Brigandi et al., 2019; Maddocks, 2018; Onyishi & Sefotho, 2020). One of the theoretical foundations supporting this approach is the Three-Ring Conception of Giftedness developed by Joseph Renzulli. This model identifies gifted and talented children as the result of the interaction of three main components: high ability, creativity, and commitment to task. In the differentiation approach, education is designed to support the development of these three components in a personalized way so that the child's potential can be maximized (Reis-Jorge et al., 2021; Reis & Renzulli, 2021).

Differentiation of learning involves adjustments to the three core elements of content, process and product (Tomlinson, 2017). Content adjustment is done by adjusting the material based on the child's ability. For example, in the animal theme, children who already know various types of animals can be given more complex tasks, such as classifying animals based on habitat. Meanwhile, children who are new to animals are introduced to animal names through pictures or puppets. The learning process is also designed to suit each child's learning style. For example, to learn numbers, children with kinesthetic learning styles can jump on numbers painted on the floor, visual children use picture number cards, while auditory children learn through counting songs. In addition, differentiation is also seen in the product, which is the learning outcome designed to provide challenges according to the child's capacity. Children can show their learning outcomes through various ways such as drawing colored objects, choosing toys based on color, or telling stories about objects around them based on color.

The differentiation approach provides purposeful and meaningful learning experiences, helping gifted and talented children face appropriate challenges to effectively promote the development of their intelligence (Gryazeva-Dobshinskaya et al., 2020; Lindner & Schwab, 2020). More than just accelerating learning, this approach also provides holistic support that ensures each child can develop his or her unique strengths and interests. By customizing learning based on individual needs, differentiation opens up opportunities for gifted and talented children to reach their full potential, creating a rich, balanced and relevant educational experience (Breit et al., 2020; Peng et al., 2019; Tomlinson, 2017).

The accelerated approach is an educational method specifically designed to meet the needs of gifted and talented children with above-average abilities. It allows them to progress faster through the curriculum or have more challenging learning experiences according to their academic potential (Rasheed, 2020; Sastre-Riba et al., 2018; Shaunessy-Dedrick & Lazarou, 2020). Acceleration programs aim to accommodate gifted and talented children to learn at a faster pace or in a more challenging environment, so that they can achieve maximum educational outcomes (Silverman & Gilman, 2020).

According to VanTassel-Baska & Brown, (2021) acceleration is a strategy to modify the tempo of learning, allowing gifted and talented children to optimally utilize their academic potential. It also serves as an educational intervention that allows gifted and talented children to complete formal education faster or at a younger age than their peers. Overall, acceleration provides an opportunity for gifted and talented children to learn at a higher level, avoiding boredom due to overly easy material and maximizing their potential intellectual intelligence (García-Martínez et al., 2021; Saranlı, 2017).

This approach is flexible and can be tailored to the individual needs of the child. In early childhood, acceleration is done by adjusting learning levels according to ability (Hildebrand et al., 2017; Zeng et al., 2017). For example, a 5-year-old child with the reading and arithmetic skills of a 7-year-old can be moved to grade 1 of elementary school, even though they are still in preschool. In subject acceleration, a 4-year-old child who can read storybooks fluently can take advanced reading lessons beyond the standard kindergarten curriculum, while still participating in play activities with their peers (Assouline et al., 2017). Acceleration also applies to the arts and special talents. Gifted and talented children in the arts can take advanced art classes, such as drawing or painting, which are usually reserved for older children, without interfering with other age-appropriate activities. Accelerated cross-level programs allow 6-year-olds with exceptional talents, such as computer programming, to take basic coding courses online or attend workshops designed for older children. Children with a deep interest in science can also join exploration programs at learning centers or science museums, although such programs are usually aimed at primary school children (Bai et al., 2023; Yan & Qi, 2021).

However, accelerated approaches should be implemented with the child's emotional, social and cognitive balance in mind (Smedsrud, 2018). A supportive learning environment is essential to ensure they are comfortable, motivated and appropriately supported. The main advantage of the accelerated approach is that it provides challenges that are relevant to children's abilities, keeps motivation high and prevents boredom due to material that is too easy (Sternberg, 2017; Taslim & Jabar, 2019). By creating a challenging yet balanced learning environment, this approach allows gifted and talented children to develop optimally in intellectual, creative and social aspects.

An enrichment approach is an educational strategy designed to provide additional learning experiences beyond the core curriculum, with the aim of broadening and deepening the understanding of gifted and talented children. This strategy aims to enhance creativity, problem-solving skills and critical thinking abilities (Almarashdi et al., 2023; Bildiren & Kargin, 2019). Gifted and talented children, who tend to master material faster, need opportunities to explore complex topics according to their interests and abilities (Biber et al., 2021; Maddocks, 2020).

In early childhood, enrichment plays an important role in supporting exploration, creativity and skill development. One effective form of enrichment is independent projects or tasks that allow children to explore ideas and concepts freely (Mollenkopf et al., 2021). For example, children can be given the task of making a miniature zoo from simple materials available at home. This project not only stimulates their imagination but also develops fine motor skills. In addition, extracurricular activities such as art, music or debate clubs can also enrich children's experiences by giving them space to develop social and intellectual skills in an atmosphere that supports creativity (Dunn et al., 2020; Kaplan, 2022; Li & Shi, 2021). For example, art classes that teach basic drawing techniques or music activities that improve listening skills and body coordination are effective forms of enrichment.

Access to courses or workshops outside the formal curriculum also provides opportunities for gifted and talented children to broaden their horizons in a particular field. Courses in math, technology or science can provide an immersive and challenging learning experience (Maker, 2020;

Özdemir & İşiksal Bostan, 2021; Reis-Jorge et al., 2021; Silverman & Gilman, 2020). For example, children can take science classes that teach simple experiments, such as mixing ingredients to see chemical reactions, thus stimulating their curiosity about the world around them. Specialized classroom programs, such as “gifted experimental classes,” are designed to provide additional challenges according to the abilities of gifted and talented children (Aziz et al., 2021; Reis & Peters, 2021). In these classes, children can explore a particular topic in a more in-depth and enjoyable way, helping to maximize their potential.

With a targeted enrichment approach, gifted and talented children can explore their full potential, keep their interest and motivation high, and support their intellectual, social and creative development. This strategy is an important element in helping children reach their full potential in an environment that supports their overall growth (Hornstra et al., 2023; Mambetalina et al., 2023; Weyns et al., 2021).

A holistic approach in the development of intellectual intelligence in gifted and talented children emphasizes the balance between cognitive, emotional, social and creative aspects (Tolan, 2018; Wirthwein et al., 2019). This approach aims to create individuals who not only excel intellectually, but also have social, emotional and motivational skills that support their optimal development (Almarashdi et al., 2023; Saranlı, 2017). In the context of education, a holistic approach provides a learning environment that is supportive and responsive to each child's unique needs. Intellectual challenges are designed around the child's abilities, but take into account their psychological and emotional well-being (Gomez et al., 2020; Hornstra et al., 2023; Papadopoulos, 2020; Yaman & Sökmez, 2020). Gifted and talented children are not only given complex material or accelerated programs, but are also involved in arts, sports and extracurricular activities to develop creativity and social skills (Dobrovolska & Gazinska, 2022; Smedsrud, 2018).

This approach also pays special attention to the development of emotional intelligence, mental resilience and the ability to manage stress. This is important given that gifted and talented children often face social and emotional challenges, such as feelings of isolation or difficulty interacting with intellectually unequal peers (Bergold et al., 2020; Demirel & Temel, 2024; Gubbels et al., 2018; Stricker et al., 2020). Interaction with peers and space for creative self-expression are integral to this approach. Structured activities, such as collaborative projects, art activities, educational games and motor activities, ensure the management of children's all-round development (Irhamni & Ashari, 2023; Mofield, 2020; Peng et al., 2019).

Practically, a holistic approach uses diverse strategies to optimize each aspect of gifted and talented children's development (Wirthwein et al., 2019). Cognitive development is done through play activities that stimulate logical thinking and problem-solving skills (Cornoldi et al., 2023; Dunn et al., 2020). Empathy and emotional understanding are taught through stories and discussions about different emotions. Social interaction is strengthened by group activities that encourage cooperation and communication, while creativity is developed through art activities such as painting, making collages or playing music (Dobrovolska & Gazinska, 2022; Şahin, 2016). Physical motor activities improve body coordination and physical awareness, while multisensory-based learning helps children understand the world through diverse sensory experiences (Bucaille et al., 2022). Character building is also a focus, instilling moral values such as honesty and gratitude.

Overall, a holistic approach creates learning experiences that harmonize the intellectual, emotional, social and creative development of gifted and talented children. This approach ensures that they grow up to be academically smart, resilient, creative and adaptive individuals in the face of life's challenges (de Farias et al., 2023; Setko et al., 2022; Sternberg, 2020). Thus, a holistic approach maximizes the potential of gifted and talented children in all aspects of life, creating individuals who are whole, balanced and ready to compete in the future.

CONCLUSION

This research reveals that the development of intellectual intelligence in gifted and talented children requires targeted and effective educational strategies. The four main approaches found to be effective are differentiation, acceleration, enrichment and holistic approaches. The differentiation approach focuses on customizing learning content, processes and products according to each child's abilities, interests and learning pace, so that their potential can develop optimally. Acceleration programs give gifted children the opportunity to learn faster through a more challenging curriculum, which aims to prevent boredom due to material that is too easy while maximizing their potential. In addition, the enrichment approach provides additional learning experiences beyond the core curriculum, aiming to enhance creativity, critical thinking skills and problem-solving abilities. The holistic approach complements these strategies by emphasizing a balance between the development of cognitive, emotional, social and creative aspects, so that gifted children not only excel intellectually but also have good adaptability in various aspects of life. Overall, this study recommends that educational institutions design strategies that suit the unique needs of gifted children, to support them in achieving their full potential academically and non-academically.

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