Acceleration program for intellectually gifted children: Analysis of the impact of social and emotional development

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ARTICLE INFO

ABSTRACT

Education for children with special needs is an inevitability, either because of abnormalities or because special potential and talent. Acceleration program is one of the containers used to facilitate the needs of intellectually gifted children. The implementation of the accelerated program offers all the benefits for intellectually gifted children, but nevertheless still raises concerns of their social and emotional development. Qualitative research included in this literature study was conducted with the aim of knowing the impact of acceleration programs on the social and emotional development of intellectually gifted children. Data collection is carried out by digging and observing previous research, followed by data processing, data reduction, data grouping and identification of valid and relevant data. Based on the results of the study, it is known that acceleration programs for intellectually gifted children do offer some benefits and advantages but have the potential to reduce their activities due to the urge to improve academic achievement, thus losing the opportunity to explore social and emotional skills that have the potential to have an impact on obstacles in adjusting themselves to their environment.

Introduction

Education is a fundamental need that must be met by human beings, both for normal children and children with special needs. Children with special needs are defined as children with special characteristics that are different from children in general without always manifesting in mental, social or physical disabilities (Pratiwi & Murtiningsih, 2013). Children with special needs are also referred to as different terms which means to have a deviant condition and different from the general condition (Mohammad, 2009). In particular, it can be concluded that children with special needs show different physical, intellectual and emotional characteristics than normal children of

their age or are outside the standards of the community, so that they have difficulties in achieving success both in terms of social, personal and educational activities.

Education for children with special needs is inevitable, as stated in the National Education Law No. 20 of 2003 article 32 paragraphs 1, reads "special education is an education for learners who have difficulty in the learning process due to physical, emotional, mental, social, and/or potential intelligence and special talents". Based on the quotation of the law can be concluded that children with special needs either because of an abnormality or because of certain intelligence and talents also have the right to study and get services according to their needs and characteristics.

One form of implementation of the above law is the implementation of accelerated programs provided for intellectually gifted children. Children with intellectual talents are children with superior abilities or intelligence levels above the average of normal children in general. In addition, a person is called talented if he is able to produce work, skills, abilities, capacities and so on (Ummai, 2017). One form of implementation of the above law is the implementation of accelerated programs provided for intellectually gifted children. The initial purpose of the acceleration program is to provide a platform for students who have special abilities or intelligence in the learning acceleration program (Widyasari, 2008). The students in question are students with satisfactory achievements and have above average academic capabilities, have an attachment to good work and high creativity. Children with special talents who participate in accelerated programs have faster learning time than regular students with accelerated educational life and compaction in their learning materials.

Accelerated programs for intellectually gifted children offer several benefits and advantages, namely classes that are more challenging than regular classes, learning that corresponds to the level of intelligence, academic degrees that are successfully obtained at a relatively young age and reduce the cost of education that must be spent because of the acceleration (Astuti, 2013). Similarly, it is explained that accelerated programs improve the effectiveness and efficiency of students' learning, provide opportunities to pursue careers and increase their productivity (Ikhwan, 2015). These advantages provide many benefits for talented children in improving their achievements and creativity in their education. So that talented children will be able to develop their potential and talent that they cannot get in regular classes and their academic abilities can be developed appropriately. However, the acceleration program raises its own concerns, especially on the social and emotional development of intellectually gifted children. These conditions are increasingly complex with their active in the acceleration class. Most children with accelerated programs reduce other activities and are encouraged to improve their academic achievement, so they miss out on opportunities to explore social and emotional skills that have the potential to impact on barriers to self-adjustment with their peers.

Method

This research is included in the study of literature that uses written objects or other documents (Rahmadi, 2011). Literature studies are summaries of articles, journals, books and other documents that describe the theory and information both past and present organizing libraries into required topics and documents (All Habsy, 2017). This research is qualitative with the priority of excavation, explanation and delivery of the express and implied meaning of the data collected. The focus of the study is limited to the impact of accelerated programs on the social and emotional development of intellectually gifted children. Data collection in this study was conducted by exploring and observing the theory, concept and results of previous research. The data are then continued with data processing carried out by recording data, reducing data to prevent overlapping, grouping data based on themes, identifying valid and relevant data.

Discussion

Social development is also referred to as an achievement related to the maturity of children in their social relationships (Susanto, 2011). Social development becomes one of the stages in self-adjustment to morals and traditions, group norms so that it merges into one and cooperates and communicates with each other. Newborn children are not yet social, they do not have the ability to get along with others, so in order to achieve social maturity children must learn to adjust to their environment through various opportunities both with parents, peers, and other adults. Then (Van Tiel, 2019) stated that good social development starts from within the home, school and community environment. Furthermore, emotional development is a process of self-adjustment to understand the circumstances and feelings when interacting with others who are in their daily environment (Nurmalita, 2015). Based on the description, it can be concluded that emotional development boils down to deep knowledge and the ability to manage and express emotions either positive or negative emotions, be able to interact with their environment, and actively learn and explore the environment. Therefore, it is necessary to support these three environments, for the sake of the at reach of good social and emotional development. The family environment becomes the basis of children's footing in social interaction, while the school environment and community become a vehicle to develop their social skills further.

As mentioned earlier, the environment has a significant influence on the social development of children (Andayani, 2010). Therefore, the assumption of the surrounding environment that the acceleration program is intended for intellectually gifted children who are perfect and smart, makes their burden heavier and prone to stress even depression if the demands and expectations they fail to achieve. In addition, talented students who have a tendency to perfectionist traits are more likely to experience fatigue, resulting in difficulties in their social-emotional development (Blaas, 2014). In fact, some of the advantages that gifted children have do not always have a positive impact in

them, even intellectual ability brings a number of consequences that can hinder the social relationship of gifted children with their peers. Often intellectually gifted children experience problems in their social development, such as problems related to groups, behavior in the classroom, parental attitudes, and problems that come from the child (Gunarsa, 2004). The intelligence that seems to talented children sometimes makes them appear to monopolize the teacher's time and dominate in the classroom which triggers jealousy in his group or instead looks like a lazy child who does not like learning because their understanding has surpassed it.

Educational curriculum is directed to stimulate cognitive development and pay less attention to the social development of students (Susilawati, 2013). It is also mentioned that social barriers and social inequality of children become the main weaknesses in the implementation of acceleration programs (Akbar & Hawadi, 2010). The social barriers in question are the loss or weakness of their intertwining in a relationship, including with peers. Grouping students in accelerated programs tends to separate them from their peers in general. This grouping is done to achieve the academic burden that they must pursue, whereas homogeneous and systematic grouping of students on the basis of academic ability does not provide favorable learning conditions and does not provide opportunities to develop their affective. It is further explained that most children with high IQ will have difficulty in social adjustment (Utama Putra, 2012). Similarly, the condition also has the potential to make talented children feel different, less confident in interacting socially with friends outside their group. They also express their frustration with repetitive learning and schoolwork (Smith, 2013).

Intellectually gifted children experience difficulties in communicating with others because they are basically sensitive and intuitive, less social and talk less. However, like all individuals, they need to build friendships and social interactions, although they tend to want to make friends with someone who can meet their needs and curiosities. However, on the other hand sometimes intellectually gifted children with all their abilities are precisely envied and abandoned by their friends (Yaman & Sökmez, 2020). This is due to the understanding and way of thinking of talented children who are more advanced than their peers, so it is not worth it with their friends. However, ideally intellectually gifted children should also have social intelligence in addition to intellectual intelligence. This is because social intelligence will help to live socially and interact well with the environment. In addition, a child is said to have good social development, if it meets several criteria including the tendency to make friends or form groups with peers (Nuryanti, 2008) able to develop empathy and establish and maintain a relationship (Soetjiningsih, 2012).

The violation of the acceleration program still raises debate among parents, students and teachers, furthermore the program is considered to have an effect that affects the emotional maturity of the child (Cardwell,1996). This is because the child is forced to take lessons faster than

the actual age, resulting in boredom leading to the frustration felt by the child. The acceleration program is also considered as an effort to remove learners from normal developmental times. These short-term learning demands can cause stress. Stress in talented students is caused by learning methods and low relationships between talented students in accelerated classes. This condition causes effects such as sleeplessness, decreased self-esteem, behavioral effects such as loss of appetite and frequent restlessness, increased blood pressure, difficulty breathing and difficulty concentrating. Around 20-25% of highly talented children have and experience problems twice as large as children in general (Widyasari, 2008). This problem is often found in girls with intellectual talent. They often experience low self-esteem, depression, stress, psychosomatic and low feelings of self-esteem due to an inability to adjust and frustration due to the constant urge to always succeed in every effort.

Conclusion

The implementation form of National Education Law No. 20 of 2003 article 32, paragraph 1 is the implementation of acceleration programs for intellectually gifted children. Acceleration programs for intellectually gifted children offer several benefits and advantages although on the one hand it also raises concerns on the social and emotional development of their children. The violation of the acceleration program still raises debate because it is considered to have an effect that affects the social and emotional maturity of the child. Social barriers and social disparities of children become the main weaknesses in the implementation of acceleration programs. These obstacles are the loss or weakness of their intertwining in a relationship, lack of socialization with the environment including with peers and prone to stress and even depression.

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