

Gifted and Talented Curriculum and Services at Islamic Elementary Schools

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ABSTRACT: *Curriculum and services for gifted and talented students are extremely important. This study employed the SLR (Systematic Literature Review) method, which involves carefully determining, identifying, and evaluating significant research on a specific phenomenon or topic. Based on the predetermined theme, the researchers obtained the data from research journal articles indexed by Scopus and accredited by Sinta 1 and 2. The data was analyzed using the Nvivo 12 Plus program. The results of this study cover curriculum and services for gifted and talented students at Madrasah Ibtidaiyah (Islamic elementary schools), such as differentiated curriculum, challenging curriculum, responsive curriculum, the curriculum of differentiated pedagogy, and acceleration. The services include academic services, school counseling, teachers' role in gifted and talented education services, inclusive education services, and the function of school psychologist in ensuring that all students in Indonesia have equal chances to reach their full potential. Suppose curriculum and services for gifted and talented students align with student needs. In that case, the education program for gifted and talented students will be carried out appropriately so that they can channel their talents and abilities to the fullest extent.*

Kurikulum dan layanan bagi siswa berbakat dan bertalenta sangatlah penting. Penelitian ini

menggunakan metode SLR (Systematic Literature Review) yang melibatkan penentuan, identifikasi, dan evaluasi penelitian yang signifikan secara cermat terhadap suatu fenomena atau topik tertentu. Berdasarkan tema yang telah ditentukan, peneliti memperoleh data dari artikel jurnal penelitian yang terindeks Scopus dan terakreditasi Sinta 1 dan 2. Data dianalisis menggunakan program Nvivo 12 Plus. Hasil penelitian ini meliputi kurikulum dan layanan bagi siswa berbakat dan bertalenta di Madrasah Ibtidaiyah, seperti kurikulum berdiferensiasi, kurikulum menantang, kurikulum responsif, kurikulum pedagogi berdiferensiasi, dan akselerasi. Layanan tersebut meliputi layanan akademik, konseling sekolah, peran guru dalam layanan pendidikan berbakat dan bertalenta, layanan pendidikan inklusif, dan fungsi psikolog sekolah dalam memastikan semua siswa di Indonesia mempunyai kesempatan yang sama untuk mencapai potensi maksimalnya. Misalkan kurikulum dan layanan untuk siswa berbakat dan bertalenta selaras dengan kebutuhan siswa. Dalam hal ini, program pendidikan terhadap peserta didik berbakat dan bertalenta akan terlaksana dengan baik sehingga dapat menyalurkan bakat dan kemampuannya secara maksimal.

Keywords: *curriculum, service, gifted, talented, elementary school*

INTRODUCTION

Gifted and talented students outperform their peers (Fitri et al., 2020; Syafril, 2020) . Students with above-average intelligence (IQ higher than 130) can be considered talented (Irueste, 2017; Syafril et al., 2020) . Gifted and talented students are generally described as having exceptional, superior, clever, creative, innovative, and qualities imaginative, commitment, confidence, and a high level of passion (Hamza et al., 2020; Pahrudin, 2022) . If a child meets the threshold score on the intelligence test, they are considered gifted and talented, but those who do not achieve the threshold score are considered non-gifted (Brown et al., 2015) . Gifted students exhibit intellectual intelligence, identity, and behavior traits such as stable emotions, intelligence, morality, positive thinking, independence, and self-

awareness (El-Zraigat, 2012) . Gifted and talented students can be said to be students who excel academically if they have superior potential and through continuous practice so that their potential can be developed well (Syafril, 2021). Developing a creative and talented individual is critical for accurate and efficient identification (Torres, 2021) . Identifying gifted and talented students at Madrasah Ibtidaiyah (Islamic elementary school) requires considering both achievement and development (Heller, 2004). Educators who focus on educating in developing the potential of gifted and talented students at Madrasah Ibtidaiyah will emphasize quality education, adapting a curriculum that is characterized by the capacity to learn more quickly and effectively and produce new ideas that are unusual compared to their peers (Chan, 2015). Identifying gifted and talented students in Madrasah Ibtidaiyah needs to be done in terms of achievement and the development process (Biber, 2020) .

Problems with educational services for gifted and talented students and with integration for underrepresented students of race occurred in Taiwan (Chen & Chen, 2020; Ford et al., 2020; Rosyid et al., 2024) . On the other hand, Jordan is one of the Arab countries that has focused on gifted and talented students and maximizing their potential (Mahanani et al., 2022; Suhail, 2014) . Malaysia's Ministry of Education has focused on the holistic and integrated development of each student's potential to create a harmonious and equitable individual intellectually, physically, emotionally, and spiritually based on faith in God (Planning and Research Division, 2008, p. xi) (Yassin et al., 2012). Gifted and talented students show high potential, are innovative and in certain academic fields require services at school to develop their potential as a whole (Vega & Moore, 2018) . Since the 1970s, Australian states have addressed the requirements of gifted and talented students by adopting rules and guidelines for educators, school leaders, and parents (Jolly, 2021) . The education of gifted and talented students must be studied linguistically, culturally, and economically, with an excellent match between the curriculum and the context in which the teaching is delivered (Gubbins et al., 2021) .

Many prior researchers have undertaken studies on gifted and talented students. Figure 1 displays some of the researchers.

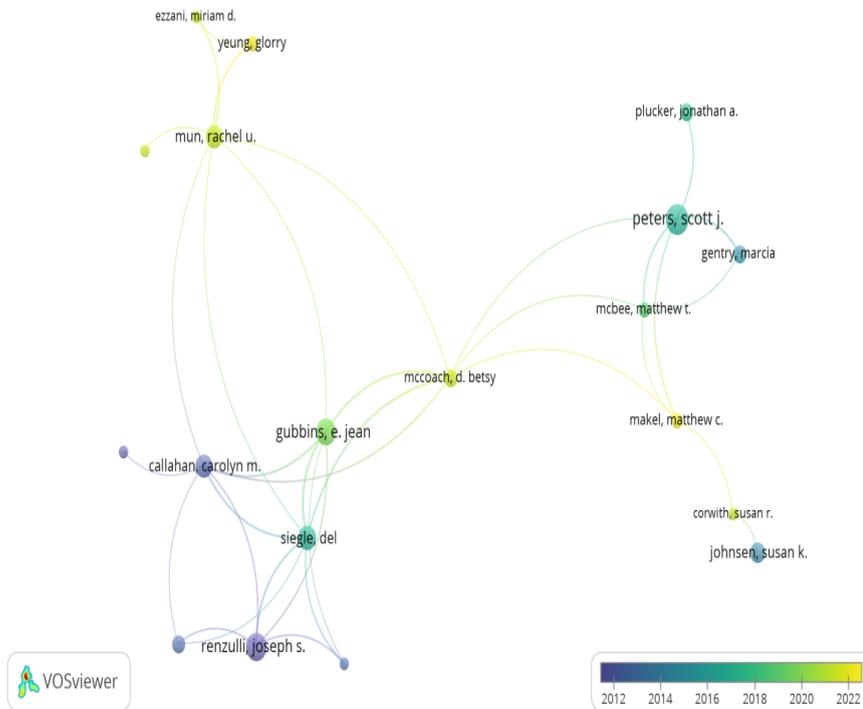


Figure 1. Figures who research Gifted and Talented

Some of the figures shown in the image above are (Gubbins et al., 2020, 2021; Marcia et al., 2019; Mun, 2020; Ottone-cross et al., 2021; Peters et al., 2020; Peters et al., 2021; Renzulli, 1990 ; Carlson et al., 2017) links Gifted and Talented services to students, Gifted and Talented curriculum, identification of gifted children and representation of gifted students.

Based on the Scopus database, previous research used several keywords that refer to research on curriculum, service, gifted and talented, elementary school, elementary education, curriculum, differentiation, acceleration. Among the keywords previously used by recent researchers are as shown in Figure 2 below:

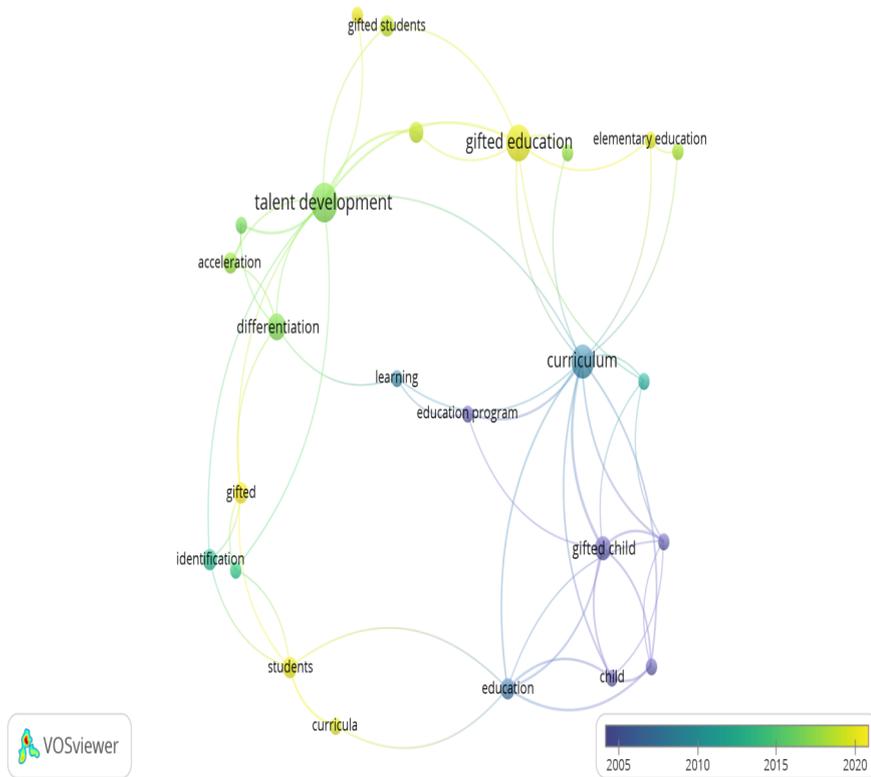


Figure 2. Several keywords that refer to gifted and talented by researchers world (Scopus database)

According to the Scopus database, analyzed on March 20, 2024, at 12.21 WIB (Western Indonesian Time), 220 studies on gifted and talented students were conducted in various nations throughout the world, such as Taiwan, Greece, the US, Hong Kong, and Malaysia. These countries' research focuses on identifying and representing gifted and talented students, integrating gifted students into English, physical education, and mathematics learning, identifying racial, gender, ethnic, and economic diversity, and the availability of identification and educational assistance. The researchers found 16 studies on identification of gifted and talented students at the Madrasah Ibtidaiyah level (Alodat & Zumberg, 2018; Arnstein et al., 2023; Byrka, 2023; Carlson et al., 2017; Demir, 2022; Ferriz-Valero et al. al., 2023; Gubbins et al., 2021; Peters et al., 2010; , 2022; Shaunessy-Dedrick & Lazarou, 2020) . The studies occurred in numerous countries, including the United States, Jordan, Australia, Argentina, Hong Kong, Lebanon, Germany, Saudi Arabia, Taiwan,

Palestine, China, and Indonesia. These studies relate the identification with the gifted and talented students' characteristics, the identification with the equality between gifted and talented students and low-income elementary school students, the identification with educational evaluation, and the identification of gifted and talented students in the 21st-century learning.

In Indonesia, the research links the gifted and talented students with inadequate service processes, such as in madrasas in Lampung (Syafril et al., 2020) , the role of Muslim parents towards gifted children in Java (Dewi et al., 2021) , understanding the role of parents towards gifted children in Cianjur, West Java (Surachman, 2013) , gifted student services in Banjarmasin inclusive schools (Amka, Indah Lestari, et al., 2021) , and instruments for identifying the gifted and talented students in elementary schools in Java and Sumatra (Nurhastuti et al., 2018).

According to previous studies, there has been no extensive research on the curriculum and services of gifted and talented education applied at Madrasah Ibtidaiyah. The appropriate curriculum is crucial in educating gifted and talented students (Atalay & Kahveci, 2015) . This study aimed to examine the curriculum and services available to gifted and talented students, including differentiated curriculum, challenging curriculum, responsive curriculum, curriculum and diverse pedagogy, and acceleration. Furthermore, services include academic services, school counseling, teachers' role in gifted and talented education services, inclusive education services, and the function of school psychologist in ensuring that all students in Indonesia have equal chances to reach their full potential.

METHODS

The method employed in this study was SLR (Systematic Literature Review), carried out by systematically determining, identifying, and evaluating significant research related to specific phenomena or topics to find answers to the researcher's research questions (BD Saputra et al., 2023; Soraya et al., 2023) . This method requires the researchers to examine articles relevant to the issue and review them by analyzing the article and identifying points or portions to be reviewed from numerous articles that address practically the

same topic (Rahayu Titik, 2018) . Literature sources were obtained from Scopus, Springer, ERIC, ScienceDirect, DOAJ, Taylor & Francis, and Google Scholar, which began by collecting data from search results based on keywords on official websites (Irhamni & Ashari, 2023) . The Publish Or Perish 8 program assisted in the search for articles in Scopus-indexed journals, while VOSviewer assisted in the presentation of articles, and the Nvivo Plus 12 application assisted in their analysis. Writing ideas from reviewed articles can be done by reading, understanding and analyzing (Rahayu Point, 2018) . Writing ideas from reviewed articles can be done by reading, understanding and analyzing .

These key components can be combined roughly with the evaluated article's meaning without rewriting it. Ramadhani, Amin, and Ramadhani (2014) highlighted that there are four processes to conducting a literature review: (1) defining the theme/issue to be reviewed, (2) selecting the same article, (3) assessing the literature, and (4) compiling the review writing. Figure 3 depicts the Bettany-Saltikov scheme (Ibda et al., 2023) that can be used during the stages of research using the SLR method.

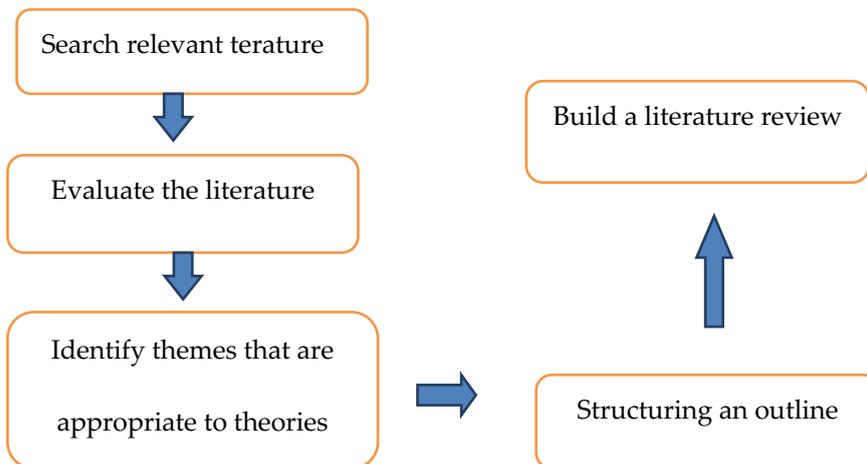


Figure 3. Steps for a literature review according to Bettany-Saltikov .

The article selection procedure included searching, filtering, scoring, and synthesizing (Soraya et al., 2023) . From the Scopus data search results (N = 260), 80 articles fit the theme, whereas 180 were discarded during the screening stage since they did not conform. After reviewing the 80 articles, 16 were identified as worthy of further

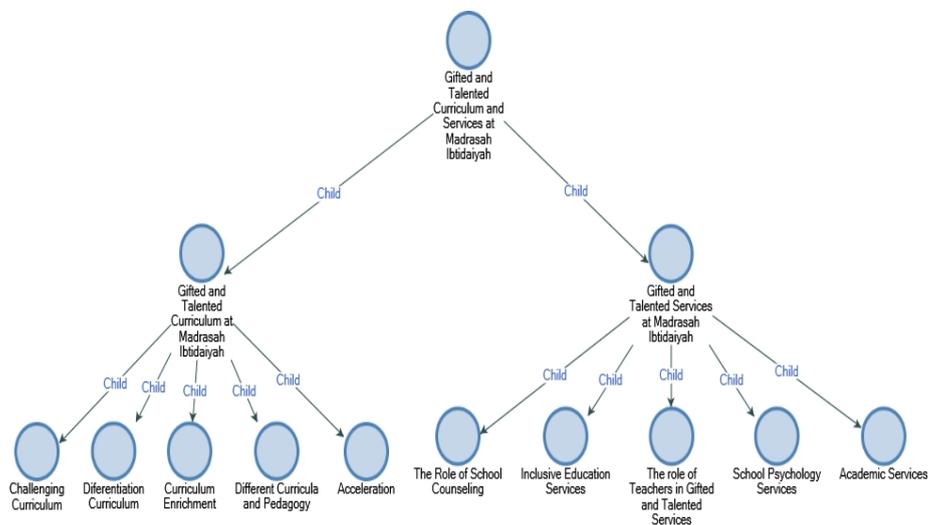
investigation at the Islamic elementary school/Madrasah Ibtidaiyah level. The SLR aimed to examine and analyze existing literature on gifted and talented education and services. This study focuses on the curriculum and services provided to gifted and talented students at the Madrasah Ibtidaiyah level.

FINDINGS AND DISCUSSION

1. Finding

Based on SLR data collection, data retrieval was accomplished by modifying the keywords utilized: curriculum, service, gifted and talented, and elementary school. The examined, evaluated, and summarized literature review results indicate that the articles are eligible for further study, and the research findings can answer the research objectives. The study discussion then describes the findings, which include the curriculum and support for gifted and talented students at Madrasah Ibtidaiyah.

According to the findings of this study, the curriculum and services for gifted and talented students at Madrasah Ibtidaiyah are centered on several discussions, including challenging curriculum, differentiated curriculum, enrichment curriculum, different pedagogy, and acceleration. Furthermore, services include academic services, school counseling, teacher roles in gifted and talented education, inclusive education services, and school psychologist.



The results of the study are presented in Table 1.

Items	Citations	The description is given in the publication
1	Ozlem Atalay and Nihat Gurel Kahveci 2015	An integrated curriculum allows gifted and talented students to generate creative products that reflect their characteristics and support various points of view (p. 1059)
2	Sandra N. Kaplan, 2022	Differentiated curriculum and pedagogy are required so that teachers must be actively involved in meeting the particular requirements of gifted and talented students.
3	Kathy Byrka , 2022	Challenging education is required for gifted and talented students to avoid boredom and stress. Teachers and counselors must recognize this and encourage the students to thrive.
4	Nancy N. Carlson, Cheryl Holcomb-McCoy & Ted R. Miller (2017):	The engagement of school counselors in providing a comprehensive school counseling program, particularly for gifted and talented students.
5	E. Jean Gubbins , Del Siegle1 et al , 2020	Gifted students in English subject require a responsive curriculum and supplementary resources.
6	E. Jean Gubbins1 Del Siegle1 et al , 2021	Curriculum and services for gifted and talented students are critical and must be consistent. This study analyzes publicly available district program plans (Grades 3-5) from two states to see how well district identification processes match intervention strategies.
7	Scott J. Peters and Marcia Gentry, 2010	Students with intellectual potential from low-income families are underrepresented in gifted programs.
8	Scott J. Peters, James Carter, & Jonathan A. Plucker, 2020	A more inclusive approach to gifted education would be improved without diminishing or eliminating gifted and talented student services.
9	Elizabeth ShaunessyDedrick , 2020	The role of school psychologists is to provide suitable placements and services for students and promote health and resilience while developing their skills towards success.
10	Kari Lockhart, 2022	The technical curriculum is founded on a theoretical foundation and serves as a platform for developing talent.
11	Elizabeth Shaunessy Dedrick , 2020	School psychologist plays an important part in the academic development of gifted and talented students.

12	Del Siegle, 2010	Classroom teachers' views on gifted and talented student programs
13	Karen B. Arnstein, 2023	The use of positive psychology to identify gifted and talented services for underserved students.
14	Abu Yazid Abu Bakar, 2018	Counseling services differ for gifted and talented students .
15	Paula Irueste , 2017	Elementary school teachers' responsibility in determining which students are inattentive or hyperactive entails administering intelligence and creativity tests and motivational questionnaires to gifted and talented students.
16	Rachel U. Mun , Vonna Hemmler et al , 2020	English language learning services for gifted and talented students whose educational programs remain underdeveloped.

2. Discussion

The findings of the SLR study show that the curriculum and services for gifted and talented students in Madrasah Ibtidaiyah are critical. It is necessary to analyze the curriculum and educational services in Madrasah Ibtidaiyah to provide appropriate and maximal education for gifted and talented students.

In Madrasah Ibtidaiyah , different curricula and pedagogies are required for gifted and talented education. Different curricula and pedagogies are not intended to divert or hinder attention but rather to encourage professional alignment of curriculum (Kaplan, 2022) . Differentiated curricula and pedagogies for gifted and talented students should be centered on specific goals (Kaplan, 2022) .

A challenging curriculum will be effective and offer good teaching if skilled leaders lead it. Schools and educators must choose a highly appropriate strategy and have a trained and professional program for gifted and talented students (Byrka, 2022) .

The curriculum must be adjusted to meet the needs of gifted and talented students. A curriculum that differs from typical curricula in pace, topic, breadth, and method is highly recommended (Shaunessy-Dedrick & Lazarou, 2020) . School curriculum developers work with principals, classroom teachers, subject teachers, school counselors, special mentors, psychologists,

and other related expert teams to simplify basic competencies, indicators, materials, evaluation or assessment, as well as minimum standards and completeness (A. Saputra, 2018).

Enrichment sessions are crucial for the gifted and talented students at Madrasah Ibtidaiyah. Enrichment programs significantly impact gifted and talented students because they allow them to learn more deeply and in detail about subject matter at school than regular classes. Therefore, it is critical to consider the needs and interests of the students to achieve success (Suhail, 2014).

Acceleration is an important aspect of the educational curriculum for gifted and talented students at Madrasah Ibtidaiyah because accelerated students can achieve academic success faster than their peers by compacting the curriculum (Lockhart et al., 2022).

Reviewing educational service programs is critical, especially for exceptional and talented students. When implementing education, it is vital to provide education that meets their needs. Gifted and talented students at Madrasah Ibtidaiyah in Indonesia will benefit greatly from inclusive education, which specializes in gifted and talented students while professionalizing teachers in learning (Amka, Mirnawati, et al., 2021).

The school counselor has a role and is actively involved in the gifted and talented student program. School counselors are responsible for providing a comprehensive counseling service program (Carlson et al., 2017). School counselors with optimal characteristics are kind, compassionate, humble, informed and up-to-date, approachable, entertaining, and have strong communication skills (Bakar & Zakaria, 2018). School counselors with more expertise and gifted and talented training in educational services are more likely to receive such training in their careers (Carlson et al., 2017).

Teachers are essential in the education of gifted and talented students. If they have received extensive training, they will appreciate and identify how students demonstrate their skills. Therefore, educators must be prepared to know and understand the specific criteria for gifted and talented students based on the field of talent in the program (Siegle et al., 2010).

Academic services involve mediation, such as self-intervention, self-perception, and related constructions, to improve academic achievements, raise motivation, and address

unique obstacles in gifted and talented student groups (El-Zraigat, 2012) .

School psychologists are in a unique position to support and advocate for gifted and talented students. School psychologists can lead in advising teachers on the development of teaching strategies and curriculum and advising parents of gifted students on child management, academic enrichment, parenting, and academic decision-making. School psychologists also provide teacher training on the education of gifted and talented students (Robertson et al., 2011) . School psychologist specializes in improving learning experiences for gifted and talented students in cognitive, affective, assessment, and evaluation development (Shaunessy-Dedrick & Lazarou, 2020) .

CONCLUSION

The gifted and talented curriculum and services at madrasah ibtidaiyah are very important to pay attention to because they have an impact on the benefits of developing students' abilities in the academic system. The achievement of a gifted and talented curriculum and services can be influenced by the existence of special programs for students, collaboration with institutions, evaluating the effectiveness of gifted and talented programs and parental involvement in students' developing potential. So that it can support the potential, especially of gifted and talented students at Madrasah Ibtidaiyah and realize inclusive learning. This research has limitations. The research results will contribute to the effective implementation of gifted and talented curriculum and services in the academic system. Gifted and talented curriculum and services in Madrasah Ibtidaiyah, such as challenging curriculum, differentiated curriculum, enrichment curriculum, curriculum of differentiated pedagogy, and acceleration, must be considered and implemented using strategies and programs tailored to their specific needs.

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