

The Role of Parents and Educators by Optimizing the Potential of Gifted Children in Academics

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ABSTRACT

The problem that often arises in talented students is that children get bored quickly with regular teaching materials. Gifted learners are often unstable in their emotional development, resulting in a critical attitude, often seen cynically and defiantly. Gifted children feel bored when waiting for friends who are lacking in receiving material during learning. So that talented students find it difficult to adjust to other friends. As for the problem for parents who do not understand their children who have special intelligence and talents, they tend not to care and there is no response to strange behavior that arises due to the result of their children's talents. To optimize the academics of gifted children, special education services are needed, there are special accompanying teachers to facilitate and teach talented students. There needs to be adjustments to the curriculum, learning models, and assessments in the learning process in the classroom for gifted students even though the students are studying together with other students in the same class. The data collection technique used in the research of this article is using literature studies. Literature study is a series of activities regarding methods of collecting library data, reading, taking notes, and research materials. The sources used in this literature search use databases, google scholars, journals, articles, research reports, books. According to Ummal (2017), in Indonesia, quantitatively there are many children with academic talent. If it is assumed based on a statistical approach associated with the Marland Report's definition, the number of gifted children is 3-5% of the population. In Indonesia, the number of talented children is very large, almost the same as the number of elementary schools in small countries in the world. Assuming that 2% of the total population of Indonesia. If there are currently around 250 million people in Indonesia, there are still 5 million talented children in Indonesia. With such a growth rate of Indonesia's population, 20 years later (in 2038) it is estimated that more than 1 billion students will have superior abilities (Media Indonesia, 2019). However, among the 2 talented children and the world of education, they tend to not achieve optimally, especially in the critical era of Multi-dimensional. Gifted children have special needs that need to be considered, so the role of both parents as the main agents for children plays an important role in determining what will be done in the future. Parents of talented children must be intelligent, careful, and also active to overcome problems that arise due to strengths that are also weaknesses of children. Educators play an important role in the learning process at school. The main task of teachers is to teach students by educating, directing, guiding, teaching, training, and assessing their students. So that the role of parents and educators is very important in developing children's academic potential.

Keywords: *Gifted Children, Academic Potential*

INTRODUCTION

The family is the image that exists in society and the smallest unit in society consists of men and women. The family is a place or a very small place or forum between individuals or groups where social groups, namely children, are members. So as parents, the role of children is very much embraced. The role of parents is certainly very necessary to find educational success in their children, so that the role and responsibility of these parents can be realized. Parents are expected to be able to realize their children's dreams later and guide or accompany their children to learn at home according to the instructions given by the school, so the first time a child learns begins with his family's education.

Family education is an education that can give a better personality to children. Education in the family also has a considerable impact on the character of their children. The earliest education starts from the family and both parents who should provide a foundation for the child which is then strengthened and equipped in school education and education in the community. Education is an important aspect because the development of a country is

measured by how rapidly quality education is, Education is also necessary for every human being to carry out life in this world and the next life, namely the hereafter. For this reason, education for students needs to get stimulus and learning through observation, knowledge, and creativity related to things that will be needed in their lives. So, the higher the creativity possessed by the child, the higher the academic achievement he achieves. Therefore, the role of educators is needed in the learning process.

The role of educators also has a very important role in the learning process at school. Therefore, every teacher should be aware of his main task as a teacher, which is to teach students by educating, directing, guiding, teaching, training, and assessing their students. One of the ways to educate students is to develop creativity. Because with the increase in creativity in students, academic achievement can also increase. Children with special needs are children who have obstacles and needs that are significantly different from children in general. Children with special needs in terms of physical, psychological, cognitive, and social obstacles or limitations so that they need special handling or guidance so that children with special needs can develop their potential.

There are two approaches that are often taken in providing educational services for children with special needs, namely with a group or classical approach and an individual approach. In addition to the individual approach and group approach, for children with special needs, there are other approaches that are oriented towards the achievement of student learning outcomes, namely the remedial approach and the accelerated approach. The remedial approach aims to help children with special needs in an effort to achieve the specified competencies by emphasizing more on the obstacles or shortcomings that exist in children with special needs. Furthermore, one of the children with special needs is a CIBI child or also known as a special intelligent and gifted child. As for children who have above-average intelligence and special talents. Gifted children are children who have different characteristics from children in general, gifted children have above-average intelligence and have special talents in certain fields. In thinking and creativity, they have new ideas, have the ability to lead in a visible way, and have special achievements in the field of art or other fields. With above-average intelligence and special talents possessed by gifted children, it is necessary to provide educational services for gifted children that cannot be equated with children in general. The need for special assistance from a teacher to facilitate and guide students who have special talents. Supporting educational services and facilities for talented children to develop their potential at school and outside of school. So the role of parents and educators is very important to optimize the potential of talented children in their academics and collaborate in improving the academic ability and creativity of talented students.

Providing educational services to gifted children certainly requires the right strategy. Teachers as facilitators in learning for children need to provide the best educational services to optimize the talents that students have so that they are able to achieve a better quality of life. Educational services for gifted children cannot be equated with children in general. There is a need for special accompanying teachers to facilitate and guide or teach students who have special talents. In addition, there is also a need for adjustments to the curriculum, learning models, and assessments in the learning process in the classroom for talented students even though the students are studying together with other students in the same class.

The results of previous research explain that in addition to intelligence, attitude, and talent, there are other factors that affect academic achievement, namely emotional intelligence (Mendoza & Hontiveros, 2017). The concept of academics is formed from the existence of individual views related to the ability and belief in the individual himself in the academic field. Academics themselves can also be interpreted as an individual's views, assessments, feelings, and knowledge of himself which are related to his or her academic achievements and abilities in academics. Academics are a person's assessment of their significant areas of ability in academic achievement, academics function to increase knowledge in education, the development of art in certain fields and technology that can be obtained from learning in schools and educational institutions.

Achievement is a necessary thing for a person to know his ability after doing a learning activity, because achievement is a learning outcome that contains an element of assessment, the result of the measure of hard work effort and the measure of proficiency achieved at some point in the learning process can be seen from the learning achievement achieved by students. Achievement in the academic and non-academic fields, academic achievement is a change in behavioral skills and abilities that can increase over time and is not caused by the growth process, but the existence of a learning situation, there are talented children. As explained at the beginning, gifted children are children who have superior abilities among other students, are able to provide achievements or intelligence above average, have creativity, and have high motivation.

In Indonesia, the number of talented children is very large, almost the same as the number of elementary schools in small countries in the world. Assuming that 2% of the total population in Indonesia. If there are currently around 250 people in Indonesia, it means that there are still 5 million talented children in this country. With such a growth rate of Indonesia's population, it is estimated that 20 years later (in 2038) there will be more than 1 billion students who have superior abilities (Media Indonesia, 2019). So, the role of parents and educators is urgently needed to optimize talented children to develop their academic potential.

RESEARCH METHODS

In this type of research, a literature study is used. The literature study method is a series of activities related to the method of collecting library data, reading, and taking notes, as well as processing research materials (Zed, 2008:3). Literature studies are theoretical references that refer to the case or problem presented. Literature study references can be searched from books, journals, research report articles, and from internet sites.

The data collection technique used in this article research is using literature studies. Literature study is a series of activities regarding methods of collecting library data, reading, taking notes, and research materials. The sources used in this literature search use google databases, google scholars, and the internet web.

RESULTS AND DISCUSSION

The problem that often arises in talented students is that children get bored quickly with regular teaching materials. Gifted students are often unstable in their emotional development, which leads to a critical attitude, more often seen cynically and defiantly. Gifted children also feel bored when waiting for their friends who are lacking in receiving material during learning from them, so that gifted students find it difficult to adjust to their other peers.

As for the problem for both parents, parents who do not understand about their children who have above-average intelligence or special talents tend not to care and there is no response to strange behaviors that arise due to the result of their children's talents. Parents are more likely to control the strange nature of gifted children so that it is difficult for children to develop their potential. Parents of gifted children should be more concerned and understand the mindset and traits of their children who are clearly different from children in general so that parents can develop the potential that gifted children have.

Academically gifted children are often characterized by high-level thinking skills, integrative, rational, perfectionist, problem-solving-oriented, have other ways of processing and understanding information, are quick to think, quick to learn, have a high level of curiosity, like challenging new experiences, and are consistent with the goals they want to achieve. For this reason, modifications in education and learning, both with differentiated curriculums, IEPs, enrichment programs, acceleration programs and the like.

Gifted children are also called children whose abilities are multipotent which opens up great opportunities for them to determine various choices or educational programs, but the problem of gifted children often arises confusion when faced with advanced studies or career choices in the future.

Table. 1 Results of research on the role of parents and educators by optimizing the potential of talented children in academics.

No.	Title, Research, and Year of Research	Research Results
1.	The concept of potential and characteristics of gifted children in education and education services for gifted children (Bakhrudin All Habsy, Intan Anggraheni Zahrin Prasetyo, Fitri Ayu Nabila 2024)	Gifted children are students who have a high level of academic ability in various fields, whether creative, intellectual, artistic, management, or certain academic fields, and need special services and assistance to develop their potential. Gifted children need education and training so that these activities can be carried out in the future. There are two approaches to dealing with talent, namely unidimensional and multidimensional, namely the intelligence dimension and many other dimensions. The model of children's giftedness includes genetic models or also called congenital, cognitive models, achievement-oriented models, and systematic models. Children who have talents with higher intelligence and learning speed receive special education. There are three forms that are classified namely enrichment, acceleration, and special grouping. The management of home education is conditioned by the existence of individuals, so the implementation of home education should have sufficient standardization in identifying the skills, interests and potential of students. As for both parents, their role is very important where their role that receives a lot of attention at home school must be balanced with education related to appreciating the talents, abilities and interests of the talented child itself. The role of teachers is also very important because it develops students' skills and interests in the teaching and learning process. As a learning channel, a teacher who is responsible for the development of students, it would be good if they could identify what skills talented students have.
2.	Understanding Special and Talented Intelligent Children and the Application of Their Learning Models (Vivi Devi Permatasari, Pawestri Lintang Yuhansa, Wildan Rizky Alamsyah, Lois Anggi Putri, Endang	Children who have extraordinary intelligence or above-average intelligence or special skills in question are children who have an iterability of 140 or more, which exceeds their homogeneous potential. Gifted children or children with

	Sri Maruti 2023)	<p>extraordinary abilities and intelligence refer to children who have potential or intelligence (intelligence), creativity and responsibility (task performance) beyond their age (normal children), so that the understanding that real achievement potential requires special education. Experiences that have intellectual-cognitive, perceptual/emotional, motivational and biological functional characteristics. The causative factors are hereditary or environmental. The types of CIBI (Special Intelligence and Special Talented) children are given include children with special needs who are still experiencing learning difficulties, children with special needs must receive treatment that is contrary to the learning of educators and must be done by parents. Collaborate to maximize the abilities of gifted children.</p>
3.	Parental Strategy in Optimizing the Potential of Specially Gifted Children's Art (Syafatania, Iwan W. Widayat 2016)	<p>The ten strategies that parents carry out to optimize the artistic potential of gifted children are to provide opportunities for gifted children to learn new things, either by teaching them or allowing themselves to try new things according to their interests, trying to teach children by observing the abilities, developments, habits, behaviors, traits, interests, and work achievements of gifted children and asking for children's complaints to find out if the child has problems, The presentation of materials such as learning media, children's interests and abilities, and school facilities, as well as non-material such as the introduction of gifted children with experts in their fields, encouraging gifted children to improve their skills by giving them challenges, examples of other people's work, and stimuli that encourage children to develop the skills they have, provide motivation to children by appreciating their work, showing interest in their work and not despairing of the future of talented children, monitoring children in their work, guiding, increasing consistency and supporting the confidence of talented children, giving freedom to children to focus on their fields, providing ample time and not forcing children to master other fields, planning future plans for children's abilities trying to realize by seeking more inspiration to increase the potential of talented children, do not pressure children by not forcing them to work, Do not compare it with other children and give explanations when children have problems, exercise control by rewarding good work. In addition to supporting the arts of talented children, parents must also provide opportunities for talented children to develop and act in fields that</p>

		talented children are interested in.
4.	Gifted Children and the World of Education(Fatzki Vostoka Ummai 2017)	Gifted children are usually those who because of their superior abilities are able to provide high achievements. Compared to children in general, gifted children have high abilities in various fields such as academics, creativity and commitment to their duties. However, this condition has not been fully seen in talented children. Educational services for talented students are currently only discussed or implemented in several schools. Finally, there may be talented children whose potential has not been developed or their development has not been too visible or not optimal. Of course, education for talented students must be shown to the students themselves, namely talented children and always consider the potential and characteristics of talented children.
5.	IMPLEMENTATION OF ACCELERATION PROGRAMS FOR TALENTED CHILDREN IN SMART EKSELENSIA INDONESIA (Yudhi Fachrudin 2020)	The acceleration program organized by SMART Ekselensia Indonesia aims to develop the potential and skills of its students. To achieve this goal, it is necessary to first identify talented children who come to SMART who do not meet the criteria set for intelligent and talented children, still including children who have high, medium, and low intelligence in educational services. However, when viewed from the graduation rate and acceptance of higher education, all SMART students can continue to state universities. Second, the implementation of educational service programs with differentiated curriculums. With this strategy, SMART Ekselensia Indonesia in changing time changes the way of teaching and learning in the classroom. However, inseparable from the shortcomings, SMART has students consist of men who do not receive precepts, there is gender bias, and only students from lower middle class families, not all students. In their daily lives, they still do not show the competence of academic students or attitudes.
6.	Education of gifted or gifted children with special needs (Daughter of Rizky Amada, Nurhuwaidah Nasution, Ade Nisfu Ramadhania 2023)	A gifted child is a child who is defined through several ways, rising is a simple way that can be done by educators and professional experts. This method starts from the identification of students' academic achievements, identification of student responses, identification through extracurricular activities, identification through iteration tests. In addition, the identification process can also involve the role of both parents of students to strengthen the identification data obtained from educators and the school. Educational services

		<p>for gifted students cannot be equated with children in general, there needs to be guidance from special accompanying teachers to provide facilities and guide talented students who have special talents. In addition, there is a need for adjustments to the curriculum, learning models, and assessments in the learning process for students with extraordinary talents even if the students study together with other students in the same class.</p>
7.	<p>THEORY AND CONCEPT OF GIFTED CHILDREN (Abdul Latif, Azrin Anjenlina, Dede Khairan, Siti Khairani 2021)</p>	<p>A gifted child is a child who has achieved satisfactory performance and has general skills and intelligence that operate at a level of intelligence, sufficient creativity, and interest in tasks that are considered good and considered talented. There are three general classifications of intellectual ability, namely talented, superior, and also genius. To find out the ability of gifted children, cooperation between the school, family, and the environment is needed. Using existing psychological test tools and methods. The ability of a gifted child can be realized in every child by optimizing genetic, environmental, and individual characteristics. Gifted children can experience problems because they do not have access to facilitate the needs of gifted children. Recognizing gifted children can be done initially through identification and evaluation. Identification is the process of identifying children with motivation, self-concept, and creative potential that are much higher than average. Assessment is the process of collecting information to obtain a psychological profile of gifted children, which includes their symptoms and intensity, obstacles experienced, strengths and weaknesses, as well as the roles and support needed by gifted children from both parents, schools, and their environment.</p>

Achievement is something that a person needs to know about his or her ability after learning, because achievement is a learning outcome that includes as well as elements of assessment, work results and measurement in the skills achieved. In the learning process, it can be seen in the learning achievements obtained by students, by studying earnestly and expanding their horizons or increasing their knowledge and skills, children can produce achievements that we will achieve and want. Gifted children themselves are children who have IQ (Intelligence) or intelligence higher than children in general. So the IQ number of children with special intelligence and special talents ranges between 130 and above. Talented children show superior skills, for example in music, drama performances (Tirtonegoro, 2006:33), and their ability to lead is seen. In other words, gifted children are children who have talent in a certain field. Children's abilities are the result of above-average abilities. High creativity and high creativity towards tasks (David, 2012).

Gifted children are children who have superior abilities and superior potential can also provide high achievements, have above-average intelligence, creativity and the development of talented children's abilities are above average. As explained above, gifted children have special needs in order to support their potential so that they can develop. There are several terms related to gifted children, namely gifted, talented, bright, and there are also terms superior and genius. Everything must be understood because all have similarities and differences in concept and reality. Gifted children have negative feelings of perfectionism that causes problems from the gifted child himself and others in developing their potential. Perfectionism is to demand an ideal

behavior where expectations and negative expectations cause self-inadequacy and excessive anxiety. Of course, this can be one of the obstacles in the development of the potential of the talented child. Because gifted children themselves have special needs that need to be considered, the role of both parents as the main agents for gifted children must play an important role in determining what will be done in the future. Parents of gifted children must be smart, careful, and also active to overcome problems that arise due to strengths that are also weaknesses of gifted children.

Talent is an asynchronous development in which cognitive abilities at the highest level and high intensity are combined to create an experience and qualitatively different from usual. Asynchrony increases or increases along with the increasing intellectual capacity. The uniqueness of gifted children makes them gifted children special, vulnerable and requires special needs to be modified in parenting or in guidance, teaching, and counseling sequentially so that gifted children can develop optimally. The learning achievements of students or students who have talents include achievements in the academic and non-academic fields. In the academic field, academic success is a change in behavior or ability that can increase over time and is not the result of the growth process, but from the learning process. The form of the process of learning outcomes can be in the form of oral and written solutions, and skills and problem-solving can be measured directly or assessed through standardized tests (Eryanto, 2013).

The results of Lampert's (2007) research on the relationship between academic self-efficacy, academic self-concept and academic achievement show that academic self-efficacy is a more significant predictor used in predicting students' academic achievement compared to academic self-concept. According to Azwar (2004), there are two factors that affect a person's academic achievement, namely external factors. Internal factors consist of physical factors and psychological factors. Physical factors are related to general physical conditions, such as hearing, vision, body structure. As for psychological factors, they concern non-physical factors, consisting of intelligence, talent and proficiency (achievements that have been possessed), and as for personality elements such as attitude, interests, motivation, intelligence, talent, and innate health. External factors themselves consist of physical factors, and social factors. Physical factors concern the place of study, learning materials and supplies, materials and environmental conditions, learning. Social factors are related to social support, customs, knowledge, technology, and cultural knowledge.

Thus, both parents can get alternative ways of developing the potential of talented children. Then, parents can play the role of educators, facilitators, motivators, supporters, and role models for their children who have talents in order to develop the potential that their children have. The role carried out by these two talented parents is certainly very relevant to the theory of humanistic education that views children as the center, attention to the development of their children's potential, parents are facilitators, motivators, and also supporters in developing the potential that their children have. There are many students who have not yet realized the potential they have. So it is important as a teacher to improve the quality of every student. Students need to be given help to find and develop their potential. One of them is a teacher as an educator.

The role of educators or teachers in developing the potential of gifted children results from a series of interconnected behavior patterns that are carried out in certain situations and are related to the progress of behavior change and the development of students who aim (Uzer, 2011). There are several realities in schools with the role of teachers, one of which is that many students are eager to develop their potential to achieve the results they have to achieve the results they want. For example, an educator trains students to be quiet but quickly work on the math problems given with the correct answers, then the educator sees the potential that his students have, therefore the students are invited by their educators to continue practicing in order to strengthen their ability to quickly calculate mathematics that they participate in class.

Education for gifted children is indispensable

- Principles of Providing Education for Gifted Children

The application of a differentiated curriculum, the application of an integrated education model for talented students in regular classes, in addition to having many benefits for the psychological and social development of gifted children. The implementation of talented students requires the implementation of a flexible curriculum, namely a differentiated curriculum, which can accommodate normal and brilliant students.

- Creation of a conducive learning environment

The implementation of education for talented students needs to be supported by the creation of a conducive learning environment, which facilitates, and provides opportunities for children to develop their potential. Efforts that can create a conducive environment for gifted children are by providing enrichment programs, in this case educators provide special materials or learning in order to help the development of students, assign "consultant teachers", namely educators who have special skills to provide the right subject matter to talented students, provide resource space (laboratory), use mentors (resource persons) of community members who have certain abilities (artists) needed by students, providing students with practice to conduct independent study, providing special classes based on the interests of talented students.

- Placement of qualified teachers

A very influential factor in the success of the implementation of education for gifted children is teachers. An education teacher for gifted children has the characteristics of having the ability to think logically, rationally, and productively. Have high creativity, have meaningful teaching experience, have the ability to speak effectively, have an understanding of the concept of talent, have a krambang in the application of various effective learning methods, have a broad insight into aspects of life, especially in providing material or teaching children, have a strong commitment to the tasks they carry, have the ability to develop and evaluate educational programs. Talented learners, have an understanding of the differentiated curriculum and its development steps.

The education of talented students is urgently needed in improving the quality of students. Students who have special intelligence and talent have the right to obtain "special" education to develop their potential so that they can develop and be ready to accept challenges, assignments in higher schools and students do not experience "underachievement", because they do not get the expected educational services, and they often experience boredom, lack of enthusiasm, frustration, anger, and underappreciation. Therefore, from IT education for talented students, it is necessary to pay attention especially to the aspects that support the learning process so that students can develop and increase the potential that exists in them.

CONCLUSIONS

The role of parents is certainly very necessary to determine the success of education in their children, so that the role and responsibility of these parents can be realized. Parents are expected to be able to realize their children's dreams later and guide or accompany their children to learn at home according to the instructions provided by the school, so the first time a child learns begins with family education.

Family education is an education that can give a better personality to children. Education in the family also has a considerable impact on the character of their children. The earliest education starts from the family and both parents who should provide a foundation for the child which is then strengthened and completed in education at school and in the community. Both parents can get alternative ways on how to develop the potential of talented children. Then, parents can play the role of educators, facilitators, motivators, supporters, and role models for their children who have talents in order to develop the potential that talented children have.

Education is one of the important aspects because in the development of a country is measured by how fast quality education is, education is also necessary for every human being to live in this world and the next life, namely the hereafter. For this reason, education for students needs to get stimulus and learning through observation, knowledge, and activities related to things that will be needed in their lives. So, the higher the creativity that students have, the higher the academic achievement they achieve. Therefore, the role of educators is needed in the learning process.

The role of educators or teachers in developing the potential of gifted children results from a series of interconnected behavior patterns that are carried out in certain situations and are related to the progress of behavior change and student development. The role of educators also has a very important role in the development process in schools. Therefore, every teacher should be aware of their main task as a teacher, which is to teach students by educating, directing, guiding, teaching, training, and assessing their students. One of the ways to educate students is to develop creativity. Because with the increase in creativity in students, academic achievement can also increase. Achievement is something that a person needs to know about his or her ability to learn, because achievement is a learning outcome that includes as well as elements of assessment, work results and measurement in the skills achieved. In the learning process, it can be seen in the learning achievements obtained by students, by studying earnestly and expanding their horizons or increasing their knowledge and skills, children can produce achievements that we will achieve and want.

Gifted children themselves are children who have IQ (Intelligence) or a higher level of intelligence than children in general. So the IQ of children with special intelligence and special talents ranges from 130 and above. Gifted children are children who have superior abilities and superior potential, can also provide high achievements, have above-average intelligence. As explained above, gifted children have special needs in order to support their potential to develop. There are several terms related to gifted children, namely gifted, talented, bright, and there are also terms superior and genius. Everything must be understood because all have similarities and differences in concept and reality. With above-average intelligence and special talents possessed by gifted children, it is necessary to provide educational services for gifted children that are not biased to be equated with children in general. The need for special assistance from a teacher to facilitate and guide students who have special talents. Educational services that support and facilities for talented children to develop their potential at school and outside of school. So that the role of parents and educators is very important to optimize the potential of talented children in their academics and the creativity of talented students.

Educational services for gifted children are not biased to be equated with children in general. There is a need for special accompanying teachers to facilitate and guide or teach students who have special talents. In addition, it is also necessary to make adjustments to the curriculum, learning models, and assessments in the learning process in the classroom for talented students even though the students are studying together with other students in the same class. Achievement in the academic and non-academic fields, academic achievement is a change in skills and behaviors as well as abilities that can increase over some time and is not caused by the growth process, but the existence of a learning situation, there are talented children. As explained at the beginning, gifted children are children who have superior abilities among other students, are able to provide achievements or intelligence above average, have creativity, and have high motivation

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Academics are a person's assessment of their significant areas of ability in academic achievement, academics function to increase knowledge in education, the development of art in the field of art and technology that can be obtained from learning in schools and educational institutions.

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