

The Role Of Psychoeducation in Raising Awareness About Gifted Children Towards Teachers

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ABSTRACT

Certain phenomena have been found within our target for Community Service activity of the Faculty of Psychology Education, the State University of Jakarta, which is taking place at SMPN 139, Jakarta. The issue that arose from the target school is despite being an inclusive school, the understanding among the teachers still lacks regarding particular special needs of students. The stigma said that Gifted children were considered an advantage; they thought Gifted children didn't need special treatment and managed adaptable programs to facilitate Gifted children. Special needs children even Gifted one still need to optimize their capacities with the proper program that could be managed by the school. To increase this awareness, teachers will be involved in this community service, which includes several activities. Our program mainly focused on Psychoeducation in the form of webinars through material presentations, videos, and discussions. The result of the community Service program at SMPN 139 Jakarta showed the significant differences between the results before giving psychoeducation program, and after the program, which means there was an effect of providing Psychoeducation about gifted students to increase the awareness of teachers at SMPN 139 East Jakarta.

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INTRODUCTION

This community service program aims to fulfill the Three Pillars (Tri Dharma) of Higher Education, Community Service plays role in educating the community related to enhancing knowledge and science. As lecturers of the Faculty of Psychology, State University of Jakarta, writers designed a community service program at SMPN 139 Jakarta.

Another aim is to increase the knowledge of SMPN 139's teachers to boost their understanding of students diagnosed with Special Needs (ABK), and gifted children. Based on the phenomena observed at the inclusive schools, gifted children with special needs were considered as children who were already very bright, intelligent, and had cognitive capacities above the average of their peers. Hence, the teacher thought they did not need special attention or specific programs to help increase their capabilities. Even though gifted children are included in one type of special needs, it is different from other special needs children who need much help because there are shortcomings in several aspects, but the advantages of intelligence aspects in gifted children must also be of special attention and well understood by the teacher. - teacher. If schools or teachers cannot implement effective programs for gifted children, this advantage will not be optimal, and the tendency for problems to arise is also increasing.

This condition is due to the teacher's lack of understanding of gifted children, a problem that is still symptomatic and interferes with the effectiveness of teaching and learning activities. The phenomenon of schools in Indonesia which currently requires that all schools become inclusive schools that allows every school to receive and have students with special needs, including Talented, feels the need for Psychoeducation to increase awareness of inclusive teachers, especially at SMPN 139 Jakarta.

The solution offered is Psychoeducation, related to knowledge about Gifted, special needs, including information about the characteristics of Gifted children, how to handle them, and efforts to increase the capacity (optimization) of the advantages of children with Gifted, special needs. The main target of this program is teachers, as the first door who educates and educates and handles children with gifted needs in special needs schools in schools. So how Gifted children are treated and receive teaching is the teacher's responsibility, so it is felt that teacher psychoeducation at SMPN 139 Jakarta, significantly one of the inclusive schools that accepts students with special needs including Gifted specificity, can help students with Gifted specificity become better.

1. The activities carried out to overcome this problem consist of 3 output products: 1—psychoeducational webinar regarding information crew members. In general, the role of teachers in inclusive education programs, government regulations regarding inclusive education, the main characteristics in seeing ABK Gifted, education about handling ABK in schools. a. Short lecture from the speaker b. Video showing about ABK 9 c. Conduct questions and answers and share

teacher experiences regarding handling children with special needs in their inclusive schools. 2. Publication of activity videos on YouTube to target partners more broadly regarding the understanding of Gifted ABK 3. Publication of writings in mass media related to Gifted ABK education 4. Publication in ISSN service journals to add scientific material related to Gifted ABK.

2. Problem Formulation

The problem formulation in this Community Service program is: "How is the role of psychoeducation in increasing awareness about gifted children to teachers at SMPN 139 Jakarta?"

3. Purpose of Community Service

This program activity aims to increase awareness about gifted children among teachers at SMPN 139 Jakarta in particular and the surrounding community in general.

4. Community Service Benefits

The benefits of this community service program are:

Teachers can know and understand the handling of Gifted students at SMPN 139 Jakarta.

LITERATURE REVIEW

1. Psychoeducation

Psychoeducation is a method for educating other individuals to provide information and training for individuals; Psychoeducation is useful for providing helpful knowledge to improve the quality of life (Bhattacharjee et al. (2011) Putra, AS, & Soetikno, N. (2018)). According to Walsh (2010), Psychoeducation is an intervention that can be carried out on individuals, families, and groups that focus on educating participants about challenges or problems in life, helping participants develop sources of support and social support in dealing with these challenges, and developing coping skills. To face challenges in life. In addition, according to Rachmaniah (2012), the definition of Psychoeducation is the development and provision of information in the form of education to the public about information related to popular psychology or specific information that is used to influence the psychosocial welfare of the community. The thing that needs to be underlined is that the method of Psychoeducation is the development and provision of information. Then, there are various approaches to convey this information. Psychoeducation itself is not a form of treatment, but Psychoeducation is designed to be part of the overall treatment plan.

2. Gifted

Gifted children have intelligence levels between 125-and 140 and have outstanding talents such as music, drama, etc. Characteristics of gifted children include; having an interest in science, curiosity, strong imagination, love to read, and love to collect.

The Ministry of Education and Culture (in Mangunsong, 2009) found 20 gifted traits seen in four aspects of learning ability characteristics, aspects of creativity characteristics, aspects of self-involvement characteristics, and aspects of personality traits, namely:

- 1) Fast catching power,
- 2) Have high intelligence,
- 3) Easy problem solving,
- 4) Critical,
- 5) Creativity,
- 6) Great curiosity,
- 7) Dare to express and defend opinions,
- 8) Active and often ask correctly,
- 9) Have initiative,
- 10) Have responsibility for the task,
- 11) Diligent,
- 12) Regular in the study,
- 13) Thorough,
- 14) Have the ambition to achieve,
- 15) Logical and critical thinking,
- 16) Have self-confidence,
- 17) Have a leadership spirit,
- 18) Steady personality,
- 19) Obey the rules,
- 20) Polite in attitude.

Some gifted children can read easily even before entering school age, and they also have advanced abilities in one area, such as mathematics and reading, but not in other abilities such as art (Mangunsong, 2009). In addition, gifted children also have profound social awareness, are sensitive to other people's problems, are responsible, easy to adapt and communicate with, like to get along with more mature people, are good at leading, and so on (Sunardi, 2008).

Cause/Etiology Gifted

Giftedness does not happen to everyone. Although talents are specific, valuable, and usual talents, it is possible for a person only to show them at specific periods of his life. Gifted factors are influenced by genetics and physical and social environment.

a. Genetic and Biological Factors.

In a genetic study, exemplary behavior is influenced by genes/heredity. Biological factors that affect gifted are nutritional and neurological. Malnutrition in childhood and the occurrence of neurological disorders can cause mental retardation. In one study, people with high IQ had physical advantages such as height, weight, and health. Compared to individuals with lower intelligence. The results of the study that IQ is not inherited or inherited. Environmental experiences and support assist those hereditary genes that can determine intelligence capacities and other abilities. (Zigler & Ferber, in Hallahan & Kauffman, 1994)

b. Environmental factor

Giftedness in children is influenced by environmental factors such as family, school, peers, and the people around them, which influence their development and Giftedness. For example, studies of successful gifted individuals demonstrated childhood in family support such as:

- a. One or more family members are interested in the child's talents and encourage.
- b. Parents as an example.
- c. There is a special encouragement from parents for children to explore and participate in the field of Giftedness that is developed, where a child gets an affirmation or award.
- d. Parents ensure that children can learn within the scope of their Giftedness.
- e. The family shows the expected behavior and values, which are related to talent
- f. Teaching is informal in a variety of situations. The early learning process leads to exploration and play.
- g. Families interact with tutors and receive information on how to direct children's activities.
- h. Parents' belief that their children are exploring their talents.
- i. The expected behavior and values related to Giftedness in the family. There is a clear schedule and standards for performance following the developmental footprint.
- j. Parents become observers, determine the minimum time to practice, give directions, and provide measurements of children's behavior that is done commendably.
- k. Parents find special teachers for their children.
- l. Parents support participation in various events, which demonstrate their child's abilities in public.

Children who realize their potential needs to be developed need to have families that are full of stimulation, direction, encouragement, and rewards for their abilities (Hallahan & Kauffman, 1994)

c. Motor Physical Characteristics

Studies from Terman on people who have a high IQ show physical advantages, such as height, weight, attractiveness, and health, compared to those with lower intelligence.

d. Cognitive Characteristics

Gifted children usually can read quickly, sometimes even before they enter school age. They also have advanced skills in one area, such as mathematics and reading, but not in other skills such as art. Therefore, most gifted children will not be bored if they are given a challenging job. Unfortunately, however, some gifted children are not interested in school, misbehave, and drop out. These conditions usually happen because the child feels neglected as an individual who has the same right to get an education that suits his needs.

Coleman in Rahmawati and Soeradijono (2007) explain that gifted children prefer games that older childlike. This explanation indicates that social children prefer activities that are less social and less active than other children. Gifted children prefer complex games and collect things that smell like science than other children.

e. Social Emotion Characteristics

In Mangunsong (2011), some gifted children feel themselves happy, liked by their group friends, have emotional stability, and are self-sufficient. Moreover, they have broad and varied interests and can take themselves positively.

However, some children do not have a favorable view of themselves. Some gifted children also experience traumatic experiences such as bullying. Gifted individuals tend to move away from their age group. Gifted children are often overly sensitive to themselves and others' feelings and have a high concern for interpersonal relationships, self-declaration, and moral issues. In short, some gifted children have self-awareness, self-assurance, social skills, and good moral responsibility.

Based on these characteristics and characteristics, the learning model for intelligent and gifted children, according to Philip E. Veron (1979), can be done in one of the following three ways:

- 1) Acceleration, namely acceleration (promoted to advance to class earlier than usual)
- 2) Segregation, which is grouped into one particular group
- 3) Enrichment in the form of enrichment (getting additional learning)

Moreover, provide an instrument to evaluate the program's effectiveness to see whether there is an impact from these activities. The evaluation was conducted two times: pre-test and post-test on the concept of Children with Special Needs with Gifted specifications, which consisted of its meaning, causes, and characteristics. If there is an increase in the post-test answer entries and the

answers given are more correct than the pre-test, this activity can be considered successful and valuable.

3. Psychoeducation to improve teacher's understanding of special needs children (ABK)

In October 2019, a community service program whichever been done by the Faculty of Psychology, Indonesia University found psychoeducation is expected to be an alternative solution for parents, teachers, and others to get access to comprehensive information about children with special needs and inclusive education.

In addition, it is expected that this program will raise awareness among all parties, both parents, teachers, and the community in the successful implementation of inclusive education and the understanding of children's special needs.

MATERIALS AND METHODS

The online survey consists of an information sheet and measure scale established by the writer based on Gifted theory.

Instruments

Measurements carried out in this study used a questionnaire constructed based on the concept of Gifted from Renzuli (2005).

The scale used in the pre-test and post-test is a measuring instrument with a Guttman scale consisting of 3 answer choices. The data matrix on the Gutmann scale (person per item or person per category in the item) can meet the requirements when the respondent scores in issuing a response to the correct item in the data matrix. Thus, the Guttman scale can be defined as a set of items that meet these conditions (Engelhard, 2005).

Data Collection

This study was conducted on 17 final student respondents who were completing the pre-posttest. Data were collected through an online survey. All participants were informed about the confidential nature of the study. The scale consists of information about the study and a short debrief section. Participants were invited through the social media platform, WhatsApp Group, which was previously attended by teachers of SMPN 139 East Jakarta. The data was collected a day before the psychoeducation and after the psychoeducation was held.

Study design

This study uses a quantitative approach because it aims to test a theory, present facts, or show the relationship between variables to develop a concept. Data analysis was performed using Wilcoxon non-parametric statistical analysis. This study aims to examine the effect of providing Psychoeducation to increase teachers' awareness at SMPN 139 East Jakarta of Gifted students. This is done by measuring the pre-test and post-test results related to the material given in psychoeducational activities.

RESULTS AND DISCUSSION

Result

This research was conducted on 24 respondents who participated in the psychoeducational webinar, and all of them are teachers at SMPN 139 Jakarta. But as the result, only 17 respondents filled out both pre and post-test. The purpose of this research was to find out whether there were differences in the average understanding of teachers at SMPN 139 Jakarta about gifted children. The data was collected using a short survey that we constructed. The reliability estimation results show the reliability coefficient value of Cronbach’s alpha of 0.518 on the pretest and 0.700 on the posttest. Furthermore, based on the interpretation of the reliability rule from Guilford, it can be seen that the reliability of the pretest is quite reliable, meanwhile, the pretest could be concluded as reliable. As you can see in Table 1.

Table 1.1
Normality Test Result

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Total_Pretest	.138	17	.200*	.952	17	.488
Total_Posttest	.199	17	.071	.917	17	.129
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Based on table 1.1, the normality test on the Shapiro-Wilk, with a significance value of 0.488 according to the pre-test and 0.129 scored on the post-test, was obtained. A significance value > 0.05 means that the data is typically distributed. The Shapiro-Wilk normality test was met so the analysis test was continued using Wilcoxon non-parametric statistical tests.

Table 1.2
Descriptive Statistics Result

	N	Mean	Std. Deviation	Minimum	Maximum
Total_Pretest	17	5.35	1.498	2	8
Total_Posttest	17	7.47	1.875	4	10

Table 1.2 shows descriptive data in the form of a comparison of the mean between the pre-test and post-test. The mean for the pre-test was 5.35, while the mean for the post-test was 7.47. Thus, the average value of the results of giving Psychoeducation at the pre-test was 5.25 < post-test 7.47, this shows descriptive data that there is a difference in the average of giving Psychoeducation in terms of the pre-test and post-test results.

Tabel 1.3
Wilcoxon Signed Rank Result

		N	Mean Rank	Sum of Ranks
Total_Posttest - Total_Prestest	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	16 ^b	8.50	136.00
	Ties	1 ^c		
	Total	17		
a. Total_Posttest < Total_Prestest				
b. Total_Posttest > Total_Prestest				
c. Total_Posttest = Total_Prestest				

Table 1.3 shows the Wilcoxon signed-rank test results showing a positive rank and ties in the pre-test and post-test tests. There are 16 positive data, and this means that there are 16 teachers who experienced an increase in understanding regarding Gifted students through Psychoeducation seen from their pre-test to post-test scores. The average increase is 8.50, and the number of positive rankings is 136.00. Then obtained ties as much as one teacher; this shows that the value obtained by the respondents did not increase from pre-test to post-test.

Table 1.4
Wilcoxon Test Results

	Total Posttest - Total Pretest
Z	-3.546 ^b
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Wilcoxon analysis test results have a significance value of 0.000. The significance value of 0.000 < 0.05 in this study means that there is a significant difference between the pre-test and post-test results, so it can be concluded that there is an effect of giving Psychoeducation to Gifted students on increasing the awareness of teachers at SMPN 139 East Jakarta.

Discussion

Based on the results of the analysis of research data, it can be seen that there is an effect of providing Psychoeducation regarding gifted students with special needs on increasing the awareness of teachers at SMPN 139 East Jakarta. This can be seen from the pre-test results given before the activity compared to the post-test results obtained after the activity.

Gifted children have a stigma that they are children who have many advantages, so this often causes them to get different treatment from children in general. However, gifted itself based on Renzulli (2005; in Wandasari, 2011) theory, namely three conceptions of Giftedness are a child with characteristics that include three things, namely ability above average, commitment to the task, and creativity.

The problem is that not all Gifted children can develop their abilities optimally. Hollingworth's research (1942, in Muhid, 2019) states that many gifted children do not get the opportunity to optimize their abilities at school fully. This is also in line with the data reported by the Australian Senate Select Committee for the Education of Gifted and Talented Children (2001, in Muhid, 2019), where 35% to 75% of Gifted children lack school achievement. The lack of stimulation provided by the school envi-

ronment will hinder the development of Gifted children. Therefore, cooperation is needed between schools, Gifted children, and parents to be optimal. Teachers are one of the pillars that play an essential role in the adaptation of the Gifted in schools, both in facilitating academically and self-development. However, the teacher's lack of understanding regarding Gifted students who are considered more brilliant than other students makes teachers not think they need special attention.

Psychoeducation is a method that can be used to educate other individuals to provide information or training. Psychoeducation is considered to be able to provide knowledge to improve the quality of life (Bhattacharjee et al. (2011) Putra, A. S., & Soetikno, N. (2018)). According to Walsh (2010), Psychoeducation is an intervention that can be carried out on individuals, families, and groups that focus on educating participants about challenges or problems in life, helping participants develop sources of support and social support in dealing with these challenges, and developing coping skills. To face challenges in life.

The Psychoeducation carried out consists of providing material about the Gifted, divided into three parts, namely the general description of children with special needs and Gifted, Gifted condition, and handling both psychological and academic interventions. Explanations are given face-to-face online and provide examples of depictions in everyday academic life with case studies that take the theme of stress and boredom felt by Gifted students. In addition, there is a video showing an awareness-raising community for children with special needs.

The increase that occurred in the respondents indicated an increase in their knowledge through the Psychoeducation provided. The predicted increase in this study is related to the definition, causes, and characteristics of students with gifted needs.

CONCLUSION AND RECOMMENDATION

After the Psychoeducation had been carried out at SMPN 139 Jakarta, the results showed an increase in terms of knowledge and awareness among SMPN 139 about students with special needs gifted. That gifted children are not only labeled as "smart" children who have many advantages, but they are also children with special needs who need special attention and treatment to help them develop their abilities and potential optimally.

In dealing with gifted children, various stakeholders should be collaborating, like teachers, parents, and the institutions that facilitate them. Children with special needs gifted must get adequate and optimal stimulation. Therefore, they can develop well.

Finally, post-effect after Psychoeducation is carried out, teachers can at least increase their awareness and provide knowledge to them. Teachers as the front line could facilitate and stimulate gifted children, helping them develop and reach their potential.

Furthermore, as this program becomes an initiation to build awareness about special needs children, there is also a continuous program about other types of exceptional children .

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