



## ProtEQ : Social- emotional Development Media for Gifted Children in Pre-schools

Tiara Lisania Sidqia<sup>1✉</sup>, Fazlur Ramadhan<sup>2</sup>, Fuzi Yanti<sup>3</sup>, Ia Salsabila<sup>4</sup>, Muhammad Ilham Riyadhi<sup>5</sup>, Euis Kurniati<sup>6</sup>  
<sup>1,2,3,4,5,6</sup> Universitas Pendidikan Indonesia, Bandung, Indonesia

### ABSTRACT:

Gifted children are children who have high potential in various fields such as science, math, art, music, language, have creativity and task commitment. One of the challenges faced by gifted children is social-emotional problems, even though mature social development will help individuals interact well with other individuals. One of the efforts to overcome these problems is to develop media that easy to use and reach by various parties such as websites. Design and Development Research (D&D) from Ellis and Levy (2010) was chosen as the research method, data collection techniques were carried out through interviews and questionnaires with thematic analysis techniques and descriptive statistics. The participants involved were children, teachers, parents, media experts, and special education experts. The results showed that there are two main problems in gifted children, namely obstacles in interacting and obstacles in managing emotions. Based on this analysis, the website development is focused on three services, i.e.: 1) services for children; 2) services for parents; and 3) services for teachers. The developed website received a "very good" rating from the validator and also received a positive response from the research participants. Therefore, this website can be used as a medium for the social-emotional development of gifted.

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## 1. Introduction

Gifted children are children who have high potential in various fields such as science, mathematics, art, music, language, have good creativity and task commitment. This condition makes gifted children have a tendency to be different from children in general and is greatly influenced by the surrounding environment (Novianti, 2018). The giftedness is strongly influenced by the surrounding environment of gifted children (Fitriana, 2019). Thus, it is necessary to have quality human resources and environment in the growth and development of gifted children, both in the school, family and community environment (Idris, 2017). The necessary family environment is a family environment that supports children's potential, is conducive, provides new knowledge and experiences, stimulates children's curiosity and always provides opportunities for children to explore various possibilities in solving a problem (Susilawati, 2020). Meanwhile, the school environment needed is a classroom equipped with games that gifted children like, devices that support gifted children for research, the latest books on the fields of interest to gifted children (Ribeiro Piske & Stoltz, 2020). Gifted children experience very rapid progress, but on the other hand they have difficulties in the development process (Ginting & Ichsan, 2021). Parents should be able to identify the talents and potential of their children. But in reality, there are not a few parents who have not maximized their role and understood the talents and potential of their children, which makes gifted children face various kinds of problems (R. Ginting et al., 2023).

One of the challenges that gifted children can face is social-emotional issues. Gifted children have difficulty communicating with others because by nature they are sensitive and intuitive, most of them are interested in their dream world, making it difficult for gifted children to initiate communication with others (Yaman & Bugay, 2020). The emotional and social needs of gifted children are different from those of the average child, as gifted children need more socio-emotional support, forming social relationships and friendships, the need for cooperation and belonging, the need to feel valued by others for their curiosity and analytical questions, and the need for love and self-esteem. Psychological factors are very important in developing talent and creativity. The stable emotions and psychological adaptability of gifted children greatly contribute to developing their talents and transforming their latent abilities into high performance in various fields (Dreyweish et al., 2024). Whereas mature social development will help individuals to interact well with other individuals (Tadjuddin, 2018). The same thing was conveyed by Nurmawaddah (2022) that gifted children usually face several obstacles such as difficulties in communicating and keeping up with their peers' conversations, and they have difficulty in adjusting to their surroundings because they have quite high independence and have difficulty adapting to their environment. In addition, gifted children also have quite high standards in doing things. Emotional problems can also be faced by gifted children such as depression, guilt, feelings of inadequacy, and difficulty adapting to new environments so that they will feel lonely.

To help overcome these problems, efforts are needed that suit their needs, one of the efforts that can be developed is through the development of media that is easily accessible to children, parents and teachers. One of them is through a website so that parents can more easily identify the talents and potential of their children, because in reality there are not a few parents who do not understand the talents and potential of their children, which makes children face various problems (Jannah, 2015).

Therefore, this research aims to develop social emotional development media for gifted children through the website. The reason for using a website is because it is cheap, has flexibility in developing its features, is easy to update and can reach a wider community, and this is in line with Dewi & Sumarni (2020) research that websites are effective in stimulating students' cognitive learning outcomes.

The questions in this study are divided into two parts, namely: 1) What are the characteristics of gifted children and the problems they face? 2) How is the process of developing website media that can develop social and emotional gifted children in pre-schools? This research focus was chosen considering the lack of research related to gifted children and media development for the social-emotional development of gifted children in pre-schools. So far, the research that has been done is more focused on the elementary school level such as Novianti's research (2018) on the Impact of Implementing Accelerated Classes on the Maturity of the Social Emotional Aspects of Gifted Children conducted at SDN Banjarsari Bandung. So there is not much research on the social emotional development of gifted children in pre-schools.

The perspective used in this study is Bronfenbrenner's ecological theory which explains the five environmental conditions in which development occurs, namely the microsystem, mesosystem, ecosystem, macrosystem, and chronosystem. Urie Bronfenbrenner (1917-2005) is an American psychologist, he formulated ecological theory in developmental psychology to explain the environment that affects the quality of a child and affects how children grow and develop. Bronfenbrenner explained the importance of studying children in diverse

environments and also to understand the developmental process. The reciprocal relationship between the individual and the environment will shape the individual's behavior, information about the environment where the child lives describes, organizes, and clarifies the effects of a varied environment (Houston, 2017). Ecological theory describes human development through the prism of "environmental interconnections and their impact on forces that directly influence psychological growth". According to Bronfenbrenner, human development is the result of interactions between organisms with growing humans and their environment, these changes must be experiential and long-lasting for development to occur (Crawford, 2020). Ecological theory tries to see human interactions in systems or subsystems, these systems help children's development in forming certain physical or mental characteristics (Fahrudi, 2022). Crawford describes the systems contained in ecological theory as follows:

#### Microsystem

The child's immediate surroundings, which include the family, teachers, peers, or neighborhood, as well as those the child encounters on a daily basis. Individuals and environments contribute to the interactive process that occurs to shape children's social-emotional development. So the program we created is to invite the child's closest environment to become the safest home for children. Starting from proper parenting, recognition and regulation of emotions from parents or their families, teaching children to empathize and sympathize, teaching good traits and attitudes from an early age. So that parents and families must recognize the emotions and nature of the child itself, especially especially for gifted children.

#### Mesosystem

Mesosystems include microsystems that occur and affect other microsystems. For example, between experiences in the family and experiences at school. Support and attention from family and school affect children's performance both at school and at home, so teachers and parents or children's families work together in the process of children's social emotional development. Good social-emotional development needs to start from within the home, school and neighborhood. So that if their social-emotional development is well developed, children can be well accepted in friendships, can adjust to their environment, and are able to express their emotions well (Van Tiel, 2019).

#### Ecosystem

The social environment is larger than the microsystem environment and in this theory does not involve children directly regarding interactions, but this can affect the development of children's character. When connected with social-emotional, parenting is very important in order to maintain children's social-emotional balance. If parenting or the environment is not good, the child's emotional intelligence will get obstacles and some social problems. It would be better if parents provide other positive things such as books or educational games that can help children's growth and development, or that can channel emotions and social.

#### Macrosystem

The outermost layer of the child's environmental system that is distant from the child's environment such as state ideology, government, tradition, religion, law and so on. Therefore, if the government makes a policy of accelerated learning without being accompanied by a balanced emotional intelligence requirement, there will be many gifted children who actually have social problems or underachievers, but on the contrary, if the government makes a policy of accelerated learning accompanied by emotional intelligence requirements, it will be minimal and gifted children will continue to improve their achievements.

#### Chronosystem

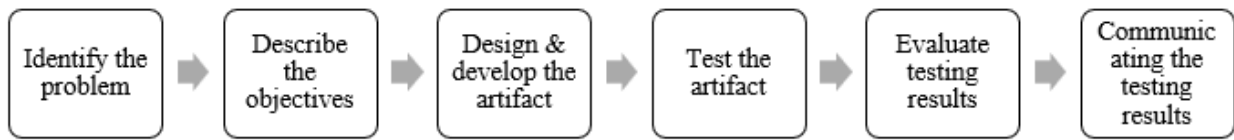
Includes the development of the times from time to time which affects the environment so that it also affects the development and behavior of children, for example, the development of technology such as the internet and gadgets that make students comfortable and proficient, if it is related to emotional intelligence, this will be good if it is used to meet the needs of gifted children in their socio-emotional aspects, for example, creating a program in the form of a website that can be accessed by gifted children, parents and teachers.

## 2. Method

This research uses the Design and Development Research (D&D) method which aims to produce a product which is then analyzed in depth related to the development of the media that has been designed. Richey & Klein (2014) explain that D&D is a model commonly used to study a design, development and evaluation process with the

aim of forming an empirical basis for creating products and tools for both learning and non-learning activities. Participants in this research are early childhood with gifted characteristics, parents and teachers as well as experts in the field of media (website) and special education (material). Data collection techniques used interviews and questionnaires for website assessment by experts. The data analysis used was thematic analysis (qualitative data) and descriptive statistics (quantitative data).

The research design used refers to six stages of research (Ellis & Levy, 2010). These stages can be illustrated through Figure 1 below:



**Figure 2.1 The 6-phase design and developmental research approach**

The following is a description of the flow of the D&D Research method:

- 1) Identification, Classification, and Analysis, conducted by analyzing the characteristics and problems faced by gifted children at the pre-schools level.
- 2) Formulation of research objectives, carried out by determining the website as a medium for social-emotional development for gifted children.
- 3) Website design, graphic asset design and website creation are based on the characteristics of children, parents, and teachers. The website is developed to be more interactive by having a simple yet attractive interface and using appropriate icons and images that are expected to help children's visual understanding.
- 4) Website feasibility test, the website is tested on media, material and website experts to get validation and also tested on parents, teachers, and children to get user feedback.
- 5) Evaluation and revision, the website that has been tested is reviewed for evaluation and revision to improve the shortcomings on the website to achieve optimal results.
- 6) Communicating research results, research results are communicated in various forms such as social media, article publications, and news in the mass media.

#### Data Collection Technique

There are two ways of collecting data in this study, namely interviews and questionnaires. First, interviews were conducted with two participants, namely parents and teachers. Interviews were conducted to obtain information related to the characteristics of gifted children and the various problems they experience. Meanwhile, the questionnaire was conducted to find out the views of learning media experts and experts on children with special needs related to the website media that had been developed including the content in it. Questionnaires were also given to parents and teachers to find out the usefulness of the website that had been developed.

**Table 2.1 Data Collection Technique**

Research Elements	Data Collection Technique	Research Instruments	Research Objectives
Identify the problem	Interview	Interview Guidelines	Parent and Teacher
Website Feasibility Test	Questionnaire	Assessment Questionnaire Sheet	Material Expert, Media Expert
Website Testing	Questionnaire	Assessment Questionnaire Sheet	Parent, Teacher, Child

#### Data Analysis Technique

There are qualitative and quantitative data in this research. Qualitative data was analyzed using thematic data analysis. According to Creswell & Creswell (2018) thematic analysis technique is the process of identifying, understanding, and analyzing large amounts of data through the formation of themes. Thematic data analysis consists of three main stages, namely the preparation of data transcripts, coding data, and grouping codes into specific themes. 1) Preparation of Data Transcripts In this step, the interview results are converted into transcripts (verbatim)

which will become raw data for further analysis. Parent and teacher interview data were read actively and repeatedly to generate specific meanings and patterns. 2) Data Coding Categorizing the parent and teacher interview data into specific codes is the next step in the-matic analysis. According to Braun & Clarke (2006) data coding is done to answer the formu-lation of research problems. Codes are used to explain each selected data to be developed into themes. 3) Grouping Codes into Themes At this stage, the codes are analyzed and then en-tered into relevant themes. Themes are then thoroughly analyzed using relevant theories to get a more specific meaning. There were 3 major themes from the interviews, namely 1) char-acteristics of gifted children; 2) social problems of gifted children; 3) emotional problems of gifted children.

#### Participants

The participants in this study consisted of gifted children (1 person), parents of gifted chil-dren (1 person); teachers who handle gifted children (1 person); learning media experts (1 per-son); and material (concept) experts (1 person).

### 3. Result And Discussion

The presentation of the results and discussion are described based on the six stages of D&D research development described below:

#### Identification, Classification, and Analysis

The results of interviews with parents show that the characteristics of gifted children are: have great curiosity, have a strong memory, like complicated things that are not age-appropriate, and are quick in learning things. This is in line with what the Netherland Center for Child Health Services stated in the book *Perkembangan Sosial Emosional Anak Gifted* karya Julia Maria van Tiel (2019) that gifted children have a very strong memory, like problem solving, have the ability to think and views that are very complex and logical, and are able to develop basic skills very quickly.

*He has a big curiosity, so he is also tuned in to the strange ones, if he is now 6 years old, like yesterday's pandemic he watched the strange ones too, the bright side. I watch cartoons, but the cartoons are number blocks and annoying ones too, meaning that it's not clear what it is, like 1110 block blocks and then it's over, but he likes to keep laughing to himself, but likes like number blocks. (Interview D, August 12, 2023)*

Meanwhile, the results of interviews with teachers explain that the characteristics of gifted children at school are as follows: requires learning that is tailored to each individual, has different obstacles and challenges, requires a special approach that is different from other children. This is in line with the opinion (Monks & Ypenburg, 2022) that children need to learn at their own level and tempo, this is because the needs of each child are different. The school also strives for children to have a positive experience at school, and strives to get good assessments.

*So in the class it is not only 1 level, but 5 and 6 can be combined, but in the learning later they are differentiated, combined learning time, be it bijak, ignited, but during the learning there are things where they are differentiated, because the challenges are different, their understanding is different, the handling of the gifted is also different, If we are told to do the task, just tell us, if gifted, we have to do this first, there are advertisements too, there is a certain approach, it is quite complicated because some are singing first, some are like that, yes but if you ask them directly, they can do it, that's why even though they have different levels, they can be in the same class, and what distinguishes them is the delivery of learning later. (Interview R, October 9, 2023)*

Related to the problems faced by gifted children according to parents are as follows: difficulty finding friends who can balance the topic of conversation, have unbalanced potential and achievement, experience bullying, get bored when learning that is not in accordance with their level, and experience obstacles in managing emotions such as difficulty in expressing their feelings and emotions.

They tend to express negative emotions such as screaming, hitting, crying loudly and tantrums that are difficult to control. This is in line with Julia Maria van Tiel (2015) opinion that gifted children experience negative faalangst or excessive fear of failure, so that the impact of faalangst is social skills problems, achievement problems, withdrawal, closing themselves, and loss of self-confidence.

*But my child is bored so what if it's not, it's like his potential and his achievements we develop want to force him to stay there and if the doctor says it falls, later you can read that the impact can be that he is lazy, it can be that he doesn't want to study anymore, so there are many things. Or if he is in a regular school, he can be bullied or by his friends because he is too smart, for example, too smart and makes him too arrogant, so he can be bullied by friends, then he becomes a person who pretends to be stupid to have friends (Interview D, August 12, 2023).*

Meanwhile, the problems faced by gifted children in the school environment are as follows: fights that occur between friends, need high social empathy, require a different approach, uncontrolled emotions. This is in line with Julia Maria van Tiel's opinion that gifted children are sensitive children, environmental situations can affect their heart situation so that gifted children are easily offended to cause fights. In addition, there are also symptoms of maladaptive perfectionism, namely feeling superior, having difficulty accepting the abilities of peers who are lower

or higher. In general, gifted children have certain problems. After researchers conducted interviews with parents and teachers of gifted children, it turned out that some of the characteristics and problems experienced by gifted children were in accordance with the research objectives of the researcher. In general, there are two main problems that gifted children have, namely obstacles in interacting and obstacles in managing emotions.

*Again unique, there are those who, departing from the case, because in fact teaching, gifted children there are those who immediately click, some fight, some are so so, some are "I'll destroy u one, I hate u one", because he feels rivaled, that's what we observe, until sometimes we reconcile with parents. Socially, they need a collision, sometimes it looks like there's no emotion, that's where we have to be empathetic. So it's just information or knowledge, so some are okay, some fight. That's why we have to have pickets, for fear of UFC (Interview R, October 9, 2023).*

The success of gifted children in dealing with the various problems they face is also determined by their environment, as Bronfenbrenner explains in ecological theory that individuals and the environment contribute greatly to the interactive process that occurs to shape children's social-emotional, whether it is the family environment, peers, or the environment where children live (Manullang & Silitonga, 2022). Children need to be introduced to empathizing and sympathizing, teaching good attitudes and traits, and the recognition and regulation of emotions for gifted children (Agusniatih & Manopa, 2019). Gifted children are also very vulnerable to bullying, so children need self-concept development to build their resilience and defenses (A. H. Br. Ginting & Ichsan, 2021).

### Formulation of Research Objectives

With reference to the identification and analysis carried out in the first stage, the focus of media development is on social-emotional development for gifted children through website media, with the consideration that the website can be easily adapted to the needs, easily accessed by children, parents and teachers, and has flexibility in developing features that are easily updated, and can reach a wider community. The interaction built through the website is in line with Bronfenbrenner's view which emphasizes human interaction in the system or subsystem, and the system helps children's development in forming certain physical or mental characteristics (Mujahidah, 2015). Children will adjust their emotions and behavior to join the association of their peers, but the problem that occurs is that not all children can go through a good development process. Therefore, researchers emphasize to design the development of social emotional media for gifted children (Ibda, 2022).

### Website Design

The website can be accessed through <https://proteq-edu.com/>. This website was developed to be more interactive by having a simple yet attractive interface. The website also uses appropriate icons and images that are expected to help children's visual understanding. Through discussions with the assistant lecturer, it was determined that 3 services were developed in this website, namely:

### Services for Children

Services for children are provided in the form of games. Games are interactive and adapted to the level of children's intelligence, challenging content and encouraging children to think critically. The games were initially created using the Canva application and refined through the Microsoft Powerpoint application in adding hyperlinks, sound, etc. However, the games cannot be included in the website. However, the games could not be incorporated into the website, so the researchers asked media experts about the solution. In the end, they gave a solution to make games using Articulate application. There are 3 games that have been created and can be played by children, namely games that can improve the social development of gifted children, and games to improve the emotional development of gifted children. Games are accompanied by sound, interesting picture elements, and stories that contain elements of problem solving that children must solve.

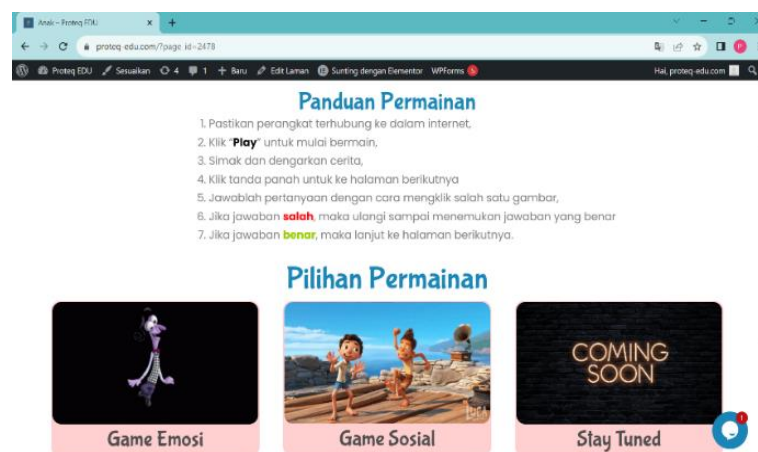


Figure 3.1. Service for children

## Services for Parents

Services for parents are not only specifically for parents who have gifted children, but also for all parents and even the general public. The efforts provided are in the form of initial information related to the introduction of giftedness, as well as tips, ways, or efforts that parents can do in meeting and supporting the social-emotional needs of gifted children, and strategies that parents can do at home. The service content for parents is in the form of an infographic, so that parents can also share this infographic either for personal use or disseminate the information through social media.

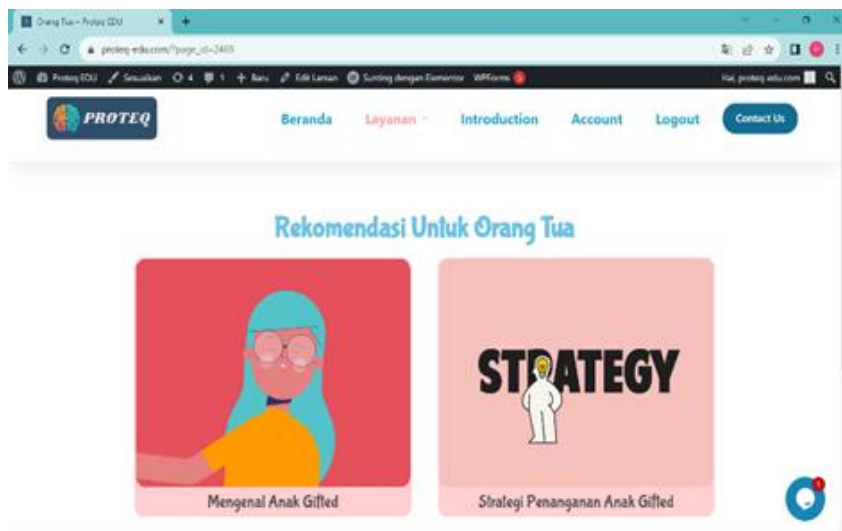


Figure 3.3. Service for parents

## Services for Teachers

Services for teachers in schools are available in the form of lesson plans that can be implemented during learning, the material contained to develop children's social emotional abilities.

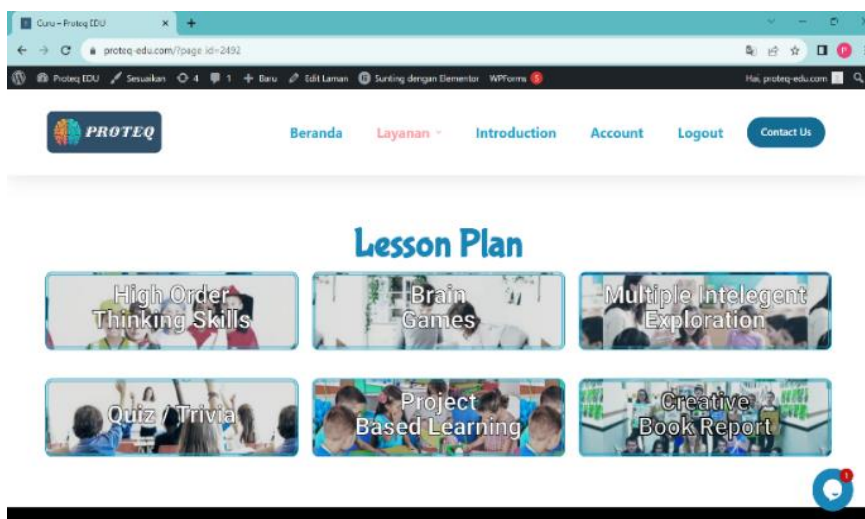


Figure 3.4. Service for teachers

Support and attention from family and school affect children's performance both at school and at home, so teachers and parents or families work together in the process of children's social emotional development. The best services are provided as support for parents and teachers in developing gifted children's social-emotional development (Mujahidah, 2015).

## Website Feasibility Test

The website feasibility test was conducted to media experts and special education experts (material) to obtain an assessment and evaluation related to the quality of the material and media that has been designed through a questionnaire that has been compiled, the results can be seen in Table 1 below:

**Table 3.1 Website feasibility test**

No	Examiner	Value	Category
1	Media Expert	3.41	Good
2	Material Expert	3.81	Very Good
	Average	3.61	Very Good

Based on the results of the feasibility test from media experts and material experts, the website <https://proteq-edu.com> gets a score of "Very Good" and is suitable for use because it has exceeded the test indicators, this refers to a Likert scale with 4 points with the aim of not giving double meaning such as being interpreted as neutral or undecided, and not causing a tendency to answer to the middle. By referring to the views of experts, this website is considered qualified to be delivered to children, parents and teachers (Maulana, 2021).

After conducting expert validation, the next step is to test the website with parents, teachers, and children to find out user experiences and ask for opinions, input, and feedback. The product trial was conducted at Noble Academy, Jakarta with a sample of 3 people consisting of 1 teacher, 1 child, and 1 parent.

#### Evaluation and Revision

At this stage, parents and teachers evaluate the website that has been developed. Parents also asked their children's opinions in playing the games on this website. The results showed that children felt happy and interested in playing the games on the website, because previously in the school there were no games related to social emotional development, children were also interested in the colors and music in the games.

After conducting feasibility tests from experts and product trials from users, a review and improvement of existing deficiencies on the website that has been made to achieve optimal results. One of the inputs is the need for adjustment between the color character of the website and the color character of the content.

*Maybe it can be adjusted between the character of the website and the color character of the content. Judging from the color of the website, it dominantly uses flat design style colors. It is suggested that the content also has the same style (Note R, October 8, 2023).*

#### Communicating Research Results

After evaluation and revision related to the website that has been tested, communicating the results of the research is done by launching the website. The website launching process uses social media as a medium for disseminating information such as on Instagram: <https://tinyurl.com/InstagramProtEQ> and TikTok: <https://tinyurl.com/TiktokProtEQ> . Another effort made by researchers is publishing news related to website launching on UPI news <https://tinyurl.com/BeritaUPI> and on Kompasiana with the link <https://tinyurl.com/BeritaKompasiana>

## 4. Conclusion

Gifted children are children who have high potential in various fields such as science, math, art, music, language, and have good creativity and task commitment. This giftedness is very closely influenced by the surrounding environment. The results showed that gifted children have certain problems, namely barriers to interaction and barriers to managing emotions. This can be caused by developmental leaps, difficulty in keeping up with the topic of conversation, high perfectionism, and difficulty in expressing and controlling emotions. The development of the website as a medium in developing social-emotional for gifted children in pre-schools received a "very good" rating from the validator and a positive response was also obtained from the research participants. In other words, the website developed can be used as a medium for the social-emotional development of gifted children.

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