RECOGNIZING GIFTED IN CHILDREN THROUGH LANGUAGE DEVELOPMENT AND CHARACTER EDUCATION AS A MEANS OF MAXIMIZING ABILITY

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Abstract

This study aims to describe and explain how to recognize gifted children through language development and steps to maximize abilities. This study used a qualitative method with a descriptive analysis approach without using statistical formulas or formulas or SPSS assistance. The data in this study were obtained from the analysis of conversation or dialogue as well as the development of the Early Dini Suryani language of the third-grade students of SDN 27 / III Lolo Kecil with their peers, interacting in class with the teacher and while in the family environment. Researchers found that early language development was different from normal children who tended to have the use of well-ordered and well-structured language. Dini also uses a variety of vocabulary that is appropriate for certain contexts. The use of intonation and facial expression in interacting was also applied by Dini in communicating. Even so, Dini has a mental disorder that is high egoistic like when she wants everything she will do even though she forces her will. To maximize early abilities character education is the right support step or method. Thus, Dini can be a gifted child with a good personality.

Keywords: *Gifted children, language development, character education, mental, and attitude*

1 Introduction

Language is a medium or tool in communicating to convey ideas and ideas to the interlocutor. Everyone needs language in expressing what they want to convey or what we are often familiar with within communication terms. Baglina describes the meaning of a language as a strategy and the process of selecting and arranging words to find sequences to be expressed to the interlocutor. Communication is a process that involves three aspects, namely the presence of a speaker, the presence of an interlocutor, and the context that is discussed in the conversation (Alsamiri, 2018:12).

The purpose of communication is to provide information to the interlocutor and how to apply good words in their application. In communication, the message you want to convey certainly contains something and is related to a topic. This topic will guide the speaker and interlocutor in making two-way communication (Maryanah, 2020:10).

Communication is a term for the use of language in connecting two individuals in it (Tekin & Taşğin, 2009:13). In the context of communication, the role of spoken tools is very important to stabilize what is spoken with what is spoken. If a vocal organ experienced problems certainly would impede communication can even make the communication does not run well.

In essence, every human being, especially children, is created in various or varied ways to complement one another and become a character inherent in humans. This difference is usually determined from several aspects, namely differences in ability (intelligence), including the birth of the brain and cognitive, psychomotor, and affective abilities.

Differences next child is about social life include how life n experienced present in the child. The social life is concerned in the context of inter a cation of children with the social environment where it is located, including the family in it (Zimlich, 2016:9).

Furthermore, differences in children are caused by cultural factors. Of course, each region has its own culture and character, this character is what reinforces and reinforces the customs or habits of its citizens, including the differences that exist in child development, especially in language and interaction.

The human brain is like the main processor of the computer, for example, the CPU. It ni causes the brain functions to control a wide range of activities or functions regards everything. If someone has difficulty understanding the meaning and producing language, it can be categorized that that person is not classified as a normal person. Cases in abnormal children, for example, are gifted (Utami & Ashadi, 2018).

One of the cases that is often found in the context of a communication disruption is gifted or gifted children. A gifted child or gifted child is a child who is gifted by the almighty to be different from normal humans with certain talents, this talent can be in the form of communication or language talents, painting talents, singing or musical talents, and so on.

Ali & Alrayes (2019:8) stated that gifted or gifted children should be given special services to optimize their talents or potentials, thus the potential will develop and increase over time and can form gifted children who have character and can respect each other.

Gifted children can be known or detected when they are young because gifted children will show striking attitudes and personalities as well as skills and strong character compared to normal children. When parents have children like this, chances are that your child is a gifted child who must be guided and trained according to the talents or gifts are given to him. Do not let the talent that already exists will become meaningless or poor bring negative appears for the child himself.

Ngiamsunthorn, (2020:5) says that gifted children are very different from normal children as well as behavior or actions in life. Based on research conducted by the world's gifted child development institutions, it was found that almost 90% of gifted children had bad behavior and it was difficult to socialize and interact with the surrounding environment, which resulted in gifted children often isolating themselves from the community they were in.

In October 2020, researchers visited elementary school number 27 / III Lolo Kecil. When the research was conducted at the elementary school, the researchers initially felt that the children felt normal and normal as usual. However, the researcher's thinking or paradigm changed when she entered the 3rd grade of the elementary school and met a child named Dini Suryani. When the researcher interacts with Dini, Dini responds like someone who understands the language and communicates well, and applies vocabulary that is not commonly used by children her age.

However, despite Dini Suryani's good communication skills, it turns out that Dini is often alone because it is difficult to interact with her peers. Dini tends to be emotional and behave badly towards her friends. When she wanted something she had to get it and Dini's words to her friends often hurt her friend's heart, so Dini became isolated.

After observing the variety of symptoms and behaviors Dini, the researchers concluded that Dini was a gifted child or gifted child. because they can communicate well like professionals and have qualified language knowledge that children at their age should not be able to master.

This study aims to describe and explain how to recognize gifted children and how to properly guide gifted children to be able to maximize their potential well and be able to interact with the community and the environment in which they are located. Which in this study focuses on grade 3 elementary school students, namely Dini Suryani who has a talent or gifted in the field of interaction or communication.

2   Literature Review

The following will explain some literature reviews that will support readers to find out what gifted children are and the theories that support this research.

2.1 Definition of Gifted Children

Gifted children are children who have abilities that normal children do not usually have which makes these children different or not like normal children. Gifted children are children who need special assistance or special treatment in order to maximize the abilities or gifts that are given to them. Gifted children will be maximized when they are able and able to control and apply their talents properly and following the norms prevailing in society (Chowdhury, 2017).

Gifted children tend to be children who tend to be egotistical and behave badly, this is based on the excess abilities inherent in them that make them emotionally stronger and not well controlled (Sharp & Clemmer, 2015). Gifted children need something or things that can help them to control their emotions and behavior and maximize their potential (Sahin & Levent, 2015).

Gifted children will show their identity and can be detected since or from childhood, gifted children will show themselves differently from normal children usually. Gifted children tend to stand out and be very interactive and creative in a field. These fields can be in the form of language or communication, music, drawing, and others (KT Fraser-seeto, Howard, & Woodcock, 2015).

2.2 Character Education

Character education is an education that emphasizes education and guidance on the attitudes or behavior of students. Character education emphasizes the formation of a person's personality who tends to be positive, passionate, cheerful, and under the prevailing manners and norms in society. Character education is very important to be taught to the millennial generation. Therefore the plan or plan for implementing character education in students has been applied to the 2013 curriculum which emphasizes character-based education.

Character education will shape personality and improve personality for both normal children and children with *mercy*, one of which is gifted or gifted children (Blaas, 2020). Character education is very important to apply to gifted children so that children can grow gifted with a good personality and positive and able to interact and communion cation with the environment (KT Fraser-seeto *et al*., 2015).

Character education will also encourage and direct gifted children with good and civilized personalities. Especially when doing research on the behavior of gifted children who tend to be emotional and egocytic. With the application of character education, it is hoped that it can form better-gifted children than before (Rinn, Plucker, Stocking, Plucker, & Stocking, 2010).

2.3 Relevant Research

Research relevant to this research includes research conducted by Muhammad Ali who examines the characteristics of gifted children. In this study, Muhammad Ali found the fact that gifted children are children who have a special gift that is not shared by children in general which makes them unique (M. Ali, 2019).

Another relevant research is Murdock's research which examines the emotional or egoistic of gifted children. Gifted children tend to be emotional and this is what makes it difficult for them to interact with the world. Many things must be done so that gifted children will be more focused, including giving special attention that will provide benefits, especially the emotional formation and attitudes of children (Murdock-smith, 2013).

The next relevant research was by Khielie in 2013 which found that gifted children tend not to have friends because it is difficult to interact with others. Gifted children will often find themselves in life in solitude (K Fraser-seeto, 2013).

The difference between this study and other research is that this research will provide a solution, namely character education as a step in optimizing gifted children so that they become gifted children with good attitudes and behavior according to the norms prevailing in the society.

3   Methodology

This research is a qualitative descriptive study that focuses on describing how to detect or detect gifted children and character education as a means to maximize the abilities of gifted

children. Qualitative descriptive research is a study that aims to describe the data contained in a specific and directed study (Sugiyono, 2014).

Sugiyono, (2014) explains that qualitative descriptive research will provide quality in presenting data so that readers clearly understand the results of the research. Qualitative descriptive research will have a certain impact, especially in terms of the meaning and description of static and dynamic research as well as providing reinforcement and regular glimpses of data and research results (Iskandar, 2008).

The object of research in this study was SDN 27 / III Lolo Kecil. SDN 27 / III Lolo Kecil is one of the public elementary schools in Kerinci Regency, Jambi Province. The data from this study are the results of communication and observations of researchers when the research was conducted at this D. Data taken from the child named Dini Suryani is a gifted child who can speak Yag good or talented in the language field.

The instruments used in this study were notebooks, pictures and videos, and the researchers themselves. The method used in this research is observation. Observation is a method of collecting data by direct observation of the object of research (Mahsun, 2007).

The data will be collected from transcribed conversations and analyzed between researchers, teachers, and Dini Suryani's interactions with the surrounding environment. The results of this study will be displayed in the form of a student conversation dialogue chosen as the research object, namely Dini Suryani . And in the end, the role and use of character education will be detailed in maximizing Dini Suryani's abilities, namely gifted children in the language field.

4   Results
4.1 How to Recognize Gifted Children

When entering classroom 3 Elementary School 27 / III Lolo Kecil, the researcher first asks the teacher or homeroom teacher about whether there are children who are different or have something that stands out from other students. Then the homeroom teacher stated that there was a child named Dini Suryani who was different and spoke very neatly. After listening to this statement, the researcher and teacher entered grade 3 and had the following conversation:

Teacher: *Assalamualaikum warahmatullahi wabarakatuh*.
Good morning ladies and gentlemen, today there is Sis Dedi who will accompany and teach the students.
Students: Waalaikumsalam Ibu. Fine ma'am, thank you. Good morning, too.
Teacher: Then just go ahead and give your class to Ms. Dedi to teach ananda.
Students: Yes, ma'am.
Researcher: How are you all good?
Students: Yes, Sis.
Researcher: Which Ananda Dini?
Dini: What's wrong, Sir? There can Dini help ?
Researcher: Do you know what rhymes are early ?
Dini: Pantun is an old type of poetry that rhymes ab-ab. Rhymes contain various elements in it that makes the message delivered will was the maximum.
Researcher: Applause everyone for Dini.
Dini: (with a cool and relaxed expression).

From the conversation above, which the researcher conducted with Dini, it is clear that the use of Dini's vocabulary in answering the researcher's questions is very mature and neat. Dini can and is good at composing and arranging words in expressing her opinion. When expressing her opinion, Dini also expressed and assured that she knew very well what the meaning of pantun was. Only after Dini answered that she was likely to be ignorant and relaxed.

Week after week the researchers passed in class 3 of this Little Lolo Elementary School. Then the researchers also found Dini's selfish and emotional attitude so that she didn't have any friends.

Dini also tends to impose what she wants and do various things to get it. Based on information from Dini's parents, Dini also has no friends outside of school. Early only spent time in the room or at home.

4.2 Implementation of Character Education in Classroom

After passing the first day, researchers have found that Dini is a gifted student. Then the researchers discussed with the homeroom teacher to implement character education in the classroom to support early behavior development. The researcher also asked the teacher for time to do counseling to Dini specifically to provide special character education directly to Dini.

In the class for two weeks, researchers implemented character-based education. Conceptual learning on religious principles and norms that apply in society. Researchers also gave special treatment to Dini and after class, the writer and Dini also conducted counseling even though at first Dini was still the same and difficult to communicate with, but slowly Dini was increasingly able to understand and understand what was meant by social life.

Researchers must be patient in dealing with Dini's attitude. To target that Dini can understand and implement the character education that is being taught, of course, it takes a relatively long time and is not as easy as turning your palm. And the changes in early are very pronounced after a month of researchers conducting education in early childhood in class or in person.

4.3 Early Attitude After Character Education Is Conducted

Researchers conducted research for approximately three months until finally the various things that the researchers had prepared were completed to shape or maximize the abilities of gifted children, namely Dini. After education, the early character was able to interact a little with his peers. Dini began to open up to socialize and make friends. Dini is also less individualistic and more caring.

Researcher: Today we learn while playing, right?

Student = student: Okay, sis.

Researcher: Let's all form a team of 5 people.

Dini: (approaching other students to form a team). Come on, we can do it and cheer for our team!

Researcher: Everything is ready!

Students: Yes Sis.

From the above conversation, it can be seen that Dini can relate or interact with her theme and is more able to control herself and open up. Of course, this is a positive thing and helps in maximizing the ability of gifted children apart from having the ability in the field of language, D9ni is also good at attitudes and behavior.

5 Conclusion

Gifted children are children who have advantages or talents that exist in them. Gifted children are children who are gifted with extraordinary advantages, these advantages should be maximized and well-honed so that they are directed and be good. Teachers and parents should be obliged to lead gifted children according to the procedure so that they can develop properly and perfectly.

One of the best and most powerful ways to develop and direct gifted children is character education. Character education will provide direction and guidance on how to behave and act while living everyday life. In Dni, who is a gifted child, character education can reduce his individualism and egositism.

Researchers hope that the results of this study can be a reference in maximizing gifted children and the best step is to provide character education. Gifted children will form their personality behind their potential. Teachers and parents must collaborate in maximizing character education. Teachers do it at school and parents at home. Thus gifted children will be able to maximize their abilities and behave well and be accepted in society.

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