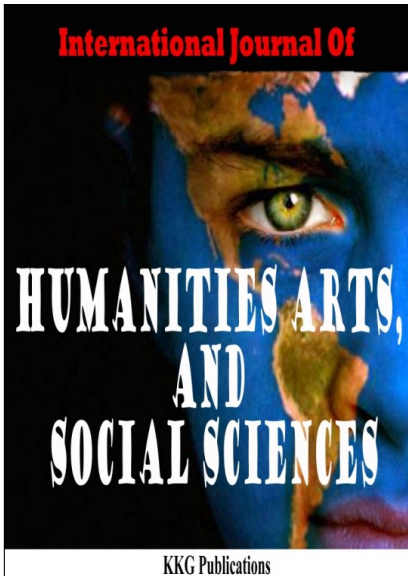


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### Picture of Gifted Intelligent Student's Social Competence

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## PICTURE OF GIFTED INTELLIGENT STUDENT'S SOCIAL COMPETENCE

RINI SUGIARTI <sup>1\*</sup>, FENDY SUHARIADI <sup>2</sup><sup>1</sup> Semarang University, Semarang Indonesia<sup>2</sup> Airlangga University, Surabaya, Indonesia**Keywords:**Gifted Intelligent Student  
Social Competence  
Acceleration Class**Received:** 14 October 2016**Accepted:** 15 December 2016**Published:** 22 February 2017

**Abstract.** This study is generally aimed at exploring, analysing, understanding and describing the picture of gifted intelligent students' competence. In Semarang, gifted intelligent students can be found in many schools with regular class as well as schools providing acceleration class. Several researches have proven that gifted intelligent students have to deal with a problem in behaving properly to social context. Subject in this study is gifted intelligent student. This research applied purposive sampling, a sampling technique in non probability sampling based on the characteristics owned by the subjects. The characteristic of the subject in this research is gifted intelligence with IQ 130 and above. Method of data collecting used was interview, as the essence of a qualitative research which focuses on the understanding of a symptom. Interview technique employed in this research was direct interview technique, a direct communication between the interviewer and the interviewee. The result of the research shows that gifted intelligent students are relatively able to position themselves according to social context.

**INTRODUCTION**

Gifted intelligent students are students with high IQ score (Feldhusen, 2005; Gordon & Dan Bridglall, 2005; Sword, 2001) and have achieved academic accomplishment in mathematics and reading (Borland, 2005; Cochran, 2009). They are considered as gifted students because they differ from normal students in terms of intellectual capacity, which is above average and they also significantly have difference in some important dimensions in their humanity function (Feldhusen, 2005; Gordon & Dan Bridglall, 2005; Sword, 2001), bigger or better academic achievement compared to normal students at the same age (Mangunsong, 2009; Schanella & Mc Carthy, 2009), big capacity in receiving various kinds of knowledge, strong memory, as well as big curiosity (Fornia & Frame, 2001; Dikmen, 2010; Sternberg, Jarvin & Grigorenko, 2011). In Indonesia, there are about 1.3 million school-age children considered as gifted intelligent students. Dikmen (2010) shows that based on Wechsler IQ classification, Indonesian children classified as gifted intelligent / excellent with IQ more than 130 are as many as 2.2% of the total population. In 2010, it was recorded that the number of high school students was 9,112,792 students. As much as 2.2 percent or about 4,118 students among them were classified as excellent or gifted intelligent and only 0.43 percent that was seated in acceleration classes (Sari, 2011).

In Semarang, a lot of gifted intelligent students can be found either at schools with regular classes or at schools that hold acceleration classes. Researches have proven that gifted intel-

ligent student is found to have problem in behaving properly according to social context. Gifted intelligent students are born with bigger development ability and tend to be more active (overexcitability) compared to normal students in general, from physical, intellectual, imagination, as well as emotional side. Excessive energy on their psychosocial side is manifested in various kinds of behaviors such as swearing, whining, being inconsiderate, disturbing, as well as rebelling, as the theory stated by Dabrowski (Jackson, Moyle & Piechowski, 2009). Thus, gifted intelligent students, apart from having various types of strengths, have difficulty in acquiring their psychosocial ability, also known as social competence (Clikeman, 2007).

**Research Problem**

Based on the previous matter, it can be seen that social competence of gifted intelligent students is a compelling issue to be examined in a research. Different understanding about social competence certainly will be shown in different behavior as well; including in relation with gifted intelligent students. Based on the issue, the researcher is interested in figuring out the picture of social competence of gifted intelligent students.

**The Purpose of the Research**

This research generally aims at exploring, analysing, understanding, and describing the picture of social competence of gifted intelligent students.

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## LITERARY REVIEW

### Gifted Intelligent Student

Each student develops in different period and situation, with different behavior model as well (Borland, 2005). Those differences also result in different understanding of gifted intelligent students from time to time (Borland, 2005; Roedell, 1984).

There are various terms used to refer to a child who has outstanding intellectuality, such as gifted, talented, or gifted intellegent. The variety of the terms heavily depends on the development of society's view of the concept itself (Clikeman, 2007; Sternberg, Jarvin & Grigorenko, 2011).

Consequently the terms are different from time to time (Borland, 2005; Roedell, 1984), and there are no absolute criteria (Kaufman & Sternberg, 2008).

The concept of gifted intelligence itself, in relation with the concept of intelligence, initiated when scientists began to measure talent and gift, and understood it as the foundation of giftedness (Feldhusen, 2005; Stoeger, 2009). It was in the beginnng of the 19th century when Lewis M. Terman introduced the concept of mentality test in American schools. Terman tested whether high intelligence correlated with physical function and achievement particularly associated to emotion imbalance (Keating, 2009; Stoeger, 2009).

Quantitative intelligence is believed to be able to distinguish intellectual capacity of one individual from another (Spearman, 1904; Stoeger, 2009), and is considered as similar as the understanding about talent (Gordon & Dan Bridglall, 2005; Stoeger, 2009).

From some literatures, it is found that the definition of a gifted intelligent student is that a student with high IQ (Feldhusen, 2005; Gordon & Dan Bridglall, 2005; Sword, 2001) and has academic achievement in mathematics and reading (Borland, 2005; Cochran, 2009).

Some researchers mention that students with Intellectual category IQ above 145 are indicated as gifted intelligent students with high ability. Another parameter of gifted intelligent students are that students with IQ above 165; students with IQ above 180 are considered as gifted intelligent students (Roedell, 1984).

Renzulli (1978) defined gifted intelligence through three rings concept, meaning that gifted intelligent students are students who have above average ability, task commitment, and creativity.

It can be concluded that gifted intelligent students are students who have intellectual ability above average, high ability in absorbing information and lesson, strong desire to get to know about wide range of information, and innovation ability in solving a problem.

### Social Competence of Gifted Intelligent Students

Suhariadi (2013) stated that definition of the competence is still very varied up till now. However, there are some entities that have correlation. In other words, competence can be defined from various points of view therefore it is relatively difficult to narrow it. However, in general, competence is viewed as an individual ability to behave effectively in relation with himself and other people's self, including friends, close friends, in various situations either the one that gives pressure or in reverse, in any stage of life (L'Abate, Cusinato, Maino, Colesso & Scilletta, 2010). Competence is also seen as the ability to be successful in fulfilling complex demand in certain contexts through psychosocial prerequisite mobilisation, which covers cognitive and non-cognitive aspects (McClelland, 1973; Appleton, Christenson, Kim & Reschly, 2006).

Furthermore, McClelland (1973) stated that in traditional context, competence shows an individual ability to read, write, and count. In its development, competence also shows an individual ability to conduct a useful behavior in various fields in social life, such as the ability to lead or social skill. A little different, Suhariadi (2013) defines competence as a behavior, knowledge, skill, and motivation that play a big role in the success of accomplishing a task, a job, or a certain role.

Furthermore, Suhariadi (2013) also stated that competence is seen as a set of clever actions, full of responsibility owned by an individual as the requirement to be considered as capable by society in doing certain tasks. In this case, competence can be described as an ability to do a task, a role, ability to integrate knowledge, skill, attitude, and personal values, and ability to build knowledge and skill that is based on experiences and learning that have been done.

In further detail, Spencer and Dan Spencer (1993) gave description that competence is the main characteristic of an individual that is associated to certain criteria affecting a good result in a task or certain situation. Main characteristic in this case means that competence shows the deep involvement of personality and can predict behavioral tendency in various situations and tasks. Being related or associated means that competence causes or predicts behavior and performance. Certain criteria means that competence significantly predicts an individual who does something well or on the opposite, measured by specific or standard criteria.

From the previous definition of competence, the researcher constructs the definition of competence as cognitive (knowledge) and non-cognitive (attitude) ability and skill that can predict behavior tendency in various situations and tasks, and can be measured through specific criteria or certain standards.

The ability of an individual to participate in society can be seen

in the social competence that is shown. Social competence involves behavior that is influenced by the ability to understand other individual's feeling, the ability to respond properly, as well as to understand consequence of a conduct (Berns, 2004). Social competence is a social situation that enables an individual to be able to select from various kinds of behaviors, the one that is suitable with the expected context, and also maintains positive relationship with other individuals in different situations and time (Hutchby & Ellis, 1998; Schulte & Barrera, 2010). Social competence means mental ability to understand condition of mind, feeling, the desire of other individuals so that it creates successful social interaction, including maintaining the convenience of the social interaction (MaLinckrodt & Wei, 2005; Walker, 2005).

Social competence is a term that can show an individual's ability to interact in various social situations, to be able to give and take in order to reach meaningful social interaction (Gullotta, Bloom, Gullotta & Messina, 2010; Hutchby & Ellis, 1998) and is also based on the flexibility of behavior related to other individuals (Taborsky, Arnold, Junker & Tschopp, 2012).

Social competence can also mean an individual's ability to put himself in other individual's position in certain situation, to learn from experience in having interaction and to apply his social learning experience in a different situation and chance (Clikeman, 2007).

Based on the previous explanation, it can be concluded that social competence is the ability of an individual to use cognitive (knowledge) and non-cognitive (attitude) ability and skill that can predict the tendency of behavior through effective ways in relation with its social context, and can be measured through specific criteria or certain standards.

Gifted intelligent students tend to be seen as inappropriate individuals by their environment because of their distinct behavior compared to normal students in general. Critical questions are considered to go beyond authority, high imagination is neglected, determination is seen as self-imaging, and strong emotion and sensitivity are considered immaturity, even creativity can be considered as opposition disorder (Ackerman, 1997). This research concludes that temporary definition of gifted intelligent social competence is the ability owned to use cognitive (knowledge) and non-cognitive (attitude) ability and skill that can predict the tendency of behavior through effective ways in relation to its social context, and can be measured through specific criteria or certain standards, to students that have intellectual ability above average, big willingness to get to know various information, as well as high ability in absorbing information and lesson and the ability to innovate in solving a problem.

### Research Method

This research applied fenomenologis qualitative approach that tries to explain or reveal concept meaning or the phenomena of experience based on awareness/ consciousness occurred in some individuals. A qualitative research method with fenomenologis approach refers to post positivism philosophy that sees social reality as something that is holistic, complex, dynamic, meaningful, and reciprocal. This fenomenologis qualitative approach tries to reveal phenomena occurred in a research subject deeply (Moleong, 2005).

The phenomenon that the researcher intends to explore deeply is how the picture of social competence of gifted intelligent students is.

### Research Subject

Subject in this research was gifted intelligent students. This study applied purposive sampling, a sampling technique in non-probability sampling based on characteristics owned by the subject that is gifted intelligent students with IQ 130 and above (Moleong, 2005).

### Method of Data Collecting

Method of collecting data applied in this study was interview, as the characteristic of a qualitative research is to focus on the understanding of a symptom. Interview technique employed in this research was direct interview, which is a direct communication between the interviewer and the interviewee. The interview was conducted privately in order to gather information considered as confidential from the interviewee side. The form of interview employed in this study was open interview in which the subjects were aware that they are being interviewed and they were also aware of the purpose of the interview (Moleong, 2005).

The following are the questions used in this research:

- How is a child's understanding of gifted intelligence?
- How is the competence of a child who has IQ more than 130?
- What is the strength of a child who has IQ above 130 in social competence?
- How does a child with IQ above 130 shape and perform in social competence?

## RESULTS AND DISCUSSION

### The Understanding of Child about Gifted Intelligence

From the result of the interview conducted, it is found that participants have not understood about gifted intelligent, however the participants understood that they had 130 and 131 IQ thus they are eligible to enter acceleration class which has

different demands to other regular classes. This can be seen in the citation of the research interview as follows:

### **How is the Competence Owned by a Child with IQ more than 130?**

Gifted intelligent students have IQ above 130. Participants in this research were from junior high schools with acceleration program, with IQ at least 130 as the entrance requirement. Gifted intelligent students have got high IQ, but they still study, play, even willing to wake up in the middle of the night or early morning to study. Beside that, gifted intelligent students have got bigger demand from the school compared to other common students. Gifted intelligent students in acceleration classes have a faster leaning style in which they are given brief version of school subjects thus their ability in understanding the lesson must be faster as well. Gifted intelligent students have interest in learning as well as reading. This reading habit has made it easier for them to study, therefore when they forget a certain lesson then they just read about it to recall the lesson given. Gifted intelligent students also have exhaustion in studying, however, they are able to control their exhaustion by watching TV programs, playing, or just lying down. In addition, gifted intelligent students still join courses on school subjects in order to widen their knowledge and ability in doing the task fast.

Although the participants are gifted intelligent, however, they still consider themselves as having the same intelligence as other common students. Furthermore, gifted intelligent students do not only prioritize on high scores at schools but also other character values. They also have sense of care for other people. For example, suppose when one of their friends has got lower standard on his/her scores in acceleration class, then other gifted intelligent students will help him/her in studying so that she/ he is able to pass the acceleration class standard score. The gifted intelligent students said that they have known what university they will go in the future as well as the goal of their job, and they do the best to reach their dream.

### **How is the Social Competence of Gifted Intelligent Students?**

Social competence of gifted intelligent students is that they are able to interact, communicate, and socialize with their environment. Gifted intelligent students also have empathy to other people in difficulty. They can socialize with their peer friends, even willing to make friends outside the class. However, the location of classroom that tends to be far enough from other classes has made it difficult for the gifted students to socialize with other people. Gifted intelligent students are also able to communicate well with someone they just knew.

However, gifted intelligent students are considered lacking in the ability of performing social relationship. Nevertheless, it is proven that they are able to perform social relationship in school environment. Outside the school, such as at home, they tend to be inside the home not because they are not able to interact, but because they have certain reasons. The reason is for example, when there is no other child of their age living in their neighborhood. Another reason can be that the activity or game played by the neighbor friends does not fit their principle. For example, the participants do not really like game that can be dangerous for themselves and others, such as playing cracker then throw it to the roof, going too far from their house, and crossing too crowded road, or other unsafe games. In addition, the participants also do not really like to interact with their peers in their neighborhood because they lack awareness to share their time with study and play. This has caused the participants think that studying is still more important than playing. On the other side, family has also influenced the social competence. As the case where mother of participant 1 who preferred to be inside the room therefore the participants follow his/her mother's habit to rarely interact with her social environment, yet she is still able to communicate well with her social environment. However, participant 2 stated that he/she was pleased to interact and hang out with friends when the activity they will do does not harm themselves or other people. She/ he was able to manage their time to study and to hang out.

### **Discussion**

In this research, it is found that gifted intelligent students have faster cognitive ability compared to other students who have cognitive ability below them. This is proven by being able to get into acceleration class with the required IQ at least 130, able to get score standard set by the school, able to study faster thus their study period tends to be shorter. It is in line with theory stated by (Mangunsong, 2009; Schanella & Mc Carthy, 2009) saying that gifted intelligent students have big ability in receiving various types of knowledge, strong memory, and big curiosity. In addition, the finding is also strengthened by the information from the teachers saying that gifted intelligent students are interested in discussion and self-development (Nuchso, Tuntivivat & Klayklung, 2016; Thipayasothorn, Pongchomporn, Jantaragant & Nokyo, 2016).

Feldhusen (2005), Gordon and Dan Bridglall (2005) and Sword (2001) explain that gifted intelligent students accomplish academic achievement in mathematics and reading as in this research where the research participants have ever been champions in mathematics olympiade. The participants are also able to read novel faster and able to understand the story of the novel



faster. For gifted intelligent students, studying is one form of obligation. Their system in studying does not need longer time because of their ability to memorize information well. Gifted intelligent students are able to consider the time they need to understand a lesson as well as to review a lesson or information they receive. They are able to share their time to study and to play. They will be able to fix their lower score faster or catch up with other faster students.

Spearman (1904) and Stoeger (2009) explain that quantitative intelligence is believed to be able to distinguish intellectual capacity of one individual from another individual and as the starting point that is considered the same as the understanding about talent. Researches have proven that gifted intelligent students have more intelligence than others thus gift that rises cognitively is bigger. It is shown by their ability to get to acceleration class, ability to understand the lesson faster and in brief, the ability to manage their need to study wisely without forgetting the need to socialize with their peer friends.

Renzulli (1978) defines gifted intelligence through three rings concept which means that gifted intelligent students are students who have ability above average, task commitment, and creativity. Gifted intelligent students from this study have proven it by having above average ability in receiving information, reading, counting, and other cognitive abilities. Moreover, gifted intelligent students are also determined in managing their time by future planning. They are also creative in making a creation that can make them happy as well as creative in using their thought to achieve positive values.

Apart from having a deeper cognitive ability, gifted intelligent students also have strength in social competence. Gifted intelligent students can consider carefully deciding who can have relation with them. However, gifted intelligent students are still able to interact in new environment with new people they have never met before. Gifted intelligent students consider positive reasons in selecting friends. For example, they will make friend with someone who cares for education, someone who is willing to learn and can manage time well for study and play. Gifted intelligent students are also able to predict risks and consequences of an action, for example in the case where they prefer safe games that are harmful for their and other people's safety. As what Suhariadi (2013) stated that competence is an individual's ability to behave effectively in relation with himself and other people, including friends, close friends, in sharing a situation either with pressure or not. Gifted intelligent students will consider his/her behavior carefully. They will select positive activities that can develop them and sharpen their creativity. Suhariadi (2013) also stated a competence as a behavior, knowledge, skill, and motivation that play a big

role in accomplishing a task, job, or certain role successfully. Gifted intelligent students are children who have a competence because they are able to perform learning task in relatively faster time. They are also able to act more maturely because they have a good sense of consideration.

According to Spencer and Dan Spencer (1993), competence shows the high involvement of personality and can predict the tendency of a behavior in various situation and working tasks. Gifted intelligent students show that in making decision, they consider the good and bad side of an action taken, thus in making a choice, they will consider whether it can be useful for them (Sternberg & Davidson, 2005).

Hutchby and Ellis (1998) and Schulte and Barrera, (2010) stated that social competence is a social situation which enables an individual to be able to choose any different behaviors that fit the expected context, and also to be able to maintain positive relationship with other individuals in different situations and at different times. Social competence is a term that can show an individual's ability to interact in various kinds of social situations and to be able to give and take in order to achieve meaningful social interaction (Gullotta et al., 2010; Hutchby & Ellis, 1998). Gifted intelligent students, based on researches, tend to employ logical analysis because a decision is taken with certain reasons and logical analysis. In the case of selecting friends, they prefer someone with the same way of thinking. Thus, in social interaction, they will seem to be closed because they will choose with careful consideration. This has caused common people judge them as someone who is less sociable in various situations. The result of cross check also proves this. In the result of cross check, it is found that gifted intelligent students are viewed as someone who is less able to socialize well in their environment because they have different burden on children under their intelligence therefore gifted intelligent students have consideration in taking an action.

## CONCLUSION

1. Gifted intelligent students have a better cognitive ability compared to children under gifted intelligence. Gifted intelligent child has fast ability in understanding information, number crunching, and reading, therefore they are also fast in completing cognitive tasks.
2. Gifted intelligent child has bigger curiosity so that they tend to be critical and do a lot of analysis. They also like discussion in order to develop their knowledge.
3. Gifted intelligent child has the ability to interact in new environment, however, to be able to get closer with someone, they will consider carefully according to their decision. This consideration is the consideration of the benefit and the ability

to assess a risk positively and negatively. judge them as someone who is less able to interact in social environment.

4. Gifted intelligent child has social competence, nevertheless their strong analysis competence affects their way of selecting the right environment. Consequently, common people will

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