

THE PROFILE GIFTED STUDENTS OF MTSN 1 SCHOOL AT MAKASSAR CITY SOUTH SULAWESI INDONESIA

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ABSTRACT

The era of globalisation and 5.0. is full of competition in various aspects of life. Nations that excel in competing to master science and technology, especially Communication and Information Technology (ICT) today, will rule the world. To master ICT must be strong in the field of digital technology. One of the human resources that every nation relies on as the leading edge in mastering digital technology, science, and information communication technology quickly and precisely is intellectually gifted students, as has been proven by developed countries such as Japan, the United States, France, and other developed countries.

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INTRODUCTION

It cannot be denied that the progress of a country is largely determined by the quality of its human resources (Brewer, 1992). Many small countries in the world have a small and low quality and quantity of human resources, but because of the quality of reliable human resources, the country has the status of a developed country that has high competitiveness, even world class. For example, Singapore is a small country in Asia, when viewed from the perspective of its geographical area and population, but the quality of its human resources is world-class (Nugroho 1997). This is proven by the fact that Singapore is still dubbed as the "Tiger of Asia" (Tilaar, 2000).

Giving the nickname "Asian Tiger It cannot " to the country of Singapore is very reasonable, because Singapore is a country that has the quality of education and a good education system. and a good or quality education system, which is at the same level as the quality of education in Hong Kong and Japan. (Supriadi, 1994). In addition, the results of the World Economic survey concluded and proved that Singapore's competitiveness index in 2014 was ranked second in the world. In addition, reported on various national private television, Singapore is now the third richest country in the world after Qatar and Luxembourg (Kompas TV, 2023). In contrast, Indonesia is the largest and most geographically extensive country in Asia with around 17,000 islands or even more and a huge population of 255,993,674 in 2016 (World Bank, 2016).

According to the World Bank, it was also reported that the quality of human resources of Indonesia, also shows the low quality of human resources. This fact can be seen in terms of the profile of the education level of the Indonesian population based on the survey results in 2010, namely the population with elementary school education of 51.5%, junior high school = 18.9%, high school = 14.6%, vocational high school = 7.8%, diploma 1, 2, and 3 = 2.7%, S1 and above = 4.6% and those with a professor or professor are only 0.002% of the total population of Indonesia, while in Singapore, the average population has a high education, especially Japan as one of the developed countries in Asia has a large number of doctors with a ratio of 6. 438 doctors per one million population. 438 doctors per one million population, whereas in Indonesia there are 120 doctors per one million population (Webometrics research results in 2010).

With the condition of the profile of the education level of the Indonesian population mentioned above, it is suspected to be a contributing factor to Indonesia's competitiveness index at the international level or at the world level, which is position 34, according to the results of the "World Economic" research. The fact mentioned above, should be a lesson and should make us as a great nation, namely the Indonesian Nation ashamed in the eyes of the world for this bitter reality. Therefore, one of the effective recipes to improve the dignity and degree of the Indonesian Nation in terms of its competitiveness index is "Instilling and applying high discipline" to all Indonesian citizens consequently in learning and working and consequently in learning and working with a very high work and learning ethic whatever our profession".

The high level of quantity and quality of technological products from Japan is inseparable from the great contribution of Japanese human resources who are intellectually gifted, technologically gifted and literate in science and technology. Therefore, efforts to identify talented human resources, both those categorised as geniuses, talented, and gifted, in Indonesia must be done in order to become reliable and competitive reliable and competitive development actors who are world-class (Mangunhardjana, 1986). From the contribution of the talented human resource population, which is supported by the entire population and supported by a reliable government in leading by making regulations and policies that provide the widest possible opportunity for talented humans in Indonesia to develop their talents to the fullest and optimally, then God willing, it can be ensured that Indonesia will become a developed country that competes with the world class that will be respected by other countries. For this reason, it is very urgent to empower and ground the innovative work of gifted students in the field of ICT, science, technology especially digital technology in order to become reliable and competitive reliable and competitive development actors who are world-class. From the contribution of the gifted students, which is supported by the entire population and supported by a reliable government in leading by making regulations and policies that provide the widest possible opportunity for gifted students in Indonesia to develop their talents to the fullest and optimally, then God willing, it can be ensured that Indonesia will become a developed country that competes with the world class that will be respected by other countries it is certain that Indonesia will become a developed country as well as a world-class competitor that will be respected by other countries (Kitano and Kirby, 1989; Wood, 1990). Various evidence that shows us that Japan is a developed country, but has a clean culture and a polite culture that is exemplary of other countries, is that at the opening of the football world cup in Qatar, the team saw garbage on the field, then one of the Japanese national players spontaneously picked up the garbage and put it in the trash (Indosiar TVRI and CNN), and CNN) Other evidence that shows that Japan's clean culture and santu culture are ingrained in the form of behavior, namely when Japan lost to France in the preliminary round, Japan still showed sportsmanship and polite attitudes and behavior to players from other countries, to the host of the world cup in Qatar, to the referee, and to all parties contributing to the holding of the football world cup. The Japanese national team did not forget to thank the host and the world cup committee before leaving the match field and before returning to their country These attitudes and behaviors are caring and empathetic attitudes towards others in psychological studies (Brent, 1992, Eysenck, 1982; Gimer, 1978, Good and Brophy, 1990).

Another very interesting and very commendable fact shown by the Japanese National Football Team, which is that before returning to their country, the Japanese Team first carried out a stadium cleaning movement in Qatar, both in the changing room, in the toilet, and in the player's rest room. This evidence shows us that Japan is very responsible for hygiene issues wherever they are (CNN, Indosiar, and TVRI). In contrast to the world of Indonesian football, some of the players from various Indonesian football clubs tend to be temperamental on the field, and there are even cases of players and supporters damaging stadium facilities because their favourite team has lost a match. Such destructive behavior by players and supporters requires personal and social guidance and counselling services to change such behaviour (Hadis, 2023; Roger, Freud, and Adler, 1991, Greenberg. 1996; Schwitzgebel and Kalb, 1984).

METHOD

1. Research Type

Method and kind of this research is descriptive qualitative, because the goal of this research goal for descriptive the The Profile Gifted Students of MTsN 1 School at Makassar City. The method and kind of this research, researchers will describe the profile gifted students of MTsN 1 school in perspective is: learning intellectual characteristics, motivational of subject characteristics, creativity characteristics, and leadership characteristics shown by these students, when they behave in class and laboratory in following the teaching

learning process matter; motivational characteristics from gifted students of MTsN 1 School, the aspects that can be revealed in recognising gifted students in the classroom and laboratory at MTsN 1 School; creativity characteristics from gifted students of MTsN 1 School, the aspects that can be revealed in recognising gifted students in the classroom and laboratory at MTsN 1 School; and leadership characteristics from gifted students of MTsN 1 School, the aspects that can be revealed in recognising gifted students in the classroom and laboratory at MTsN 1 School at Makassar City.

2. Research design

This research is descriptive qualitative because the kind of this research is survey. The research of survey is observation on the phenomena and facts occur at this research field, is Yuniar High School or State Madrasah Tsanawiyah 1 of Makassar City. The phenomena and facts observed or researched is The Profile Gifted Students of MTsN 1 School about perspective is: learning intellectual characteristics, motivational of subject characteristics, creativity characteristics, and leadership characteristics shown by these students, when they behave in class and laboratory in following the teaching learning process matter; motivational characteristics from gifted students of MTsN 1 School, the aspects that can be revealed in recognising gifted students in the classroom and laboratory at MTsN 1 School; creativity characteristics from gifted students of MTsN 1 School, the aspects that can be revealed in recognising gifted students in the classroom and laboratory at MTsN School; and leadership characteristics from gifted students of MTsN 1 School, the aspects that can be revealed in recognising gifted students in the classroom and laboratory at MTsN 1 School at Makassar City.

3. Data Collection Technique/Instrument of Research

Data collected with interview guide, observation guide, and questionnaire as data collection instrument for data collection about the profile of gifted students can be recognized: learning and intellectual characteristics, learning motivational characteristics, creativity characteristics, and leadership characteristics. The learning and intellectual characteristics, learning motivational characteristics, creativity characteristics, and leadership characteristics consist is characteristics about perspective is: learning intellectual characteristics, motivational of subject characteristics, creativity characteristics, and leadership characteristics shown by these students, when they behave in class and laboratory in following the teaching learning process matter; motivational characteristics from gifted students of MTsN 1 School Makassar City South Sulawesi Indonesia, the aspects that can be revealed in recognising gifted students in the classroom and laboratory at MTsN 1 School; creativity characteristics from gifted students of MTsN 1 School, the aspects that can be revealed in recognising gifted students in the classroom and laboratory at MTsN School; and leadership characteristics from gifted students of MTsN 1 School, the aspects that can be revealed in recognising gifted students in the classroom and laboratory at MTsN 1 School at Makassar City.

4. Data Analysis Technique

The data is technique is descriptive analysis is qualitative descriptive form narration for analysis of data result questionnaire distribution and data result observation and interview to The Profile Gifted Students of MTsN 1 School at Makassar City, South Sulawesi Indonesia, and specially data about learning intellectual characteristics, motivational of subject characteristics, creativity characteristics, and leadership characteristics shown by these students, when they behave in class and laboratory in following the teaching learning process matter; motivational characteristics from gifted students of MTsN 1 School, the aspects that can be revealed in recognising gifted students in the classroom and laboratory at MTsN 1 School; creativity characteristics from gifted students of MTsN 1 School, the aspects that can be revealed in recognising gifted students in the classroom and laboratory at MTsN School; and leadership characteristics from gifted students of MTsN 1 School, the aspects that can be revealed in recognising gifted students in the classroom and laboratory at MTsN 1 School at Makassar City. Based on result data analysis about The Profile Gifted Students of MTsN 1 School at Makassar City, South Sulawesi Indonesia is form descriptive qualitative narration, concluded inquiry of this research

RESULTS AND DISCUSSION

The profile gifted students of MTsN 1 School at Makassar City South Sulawesi Indonesia can be recognised through learning intellectual characteristics, motivational of subject characteristics, creativity characteristics, and leadership characteristics shown by these students, when they behave in class and laboratory in following the teaching learning process matter. In terms of learning-intellectual characteristics, the aspects that can be revealed in recognising gifted students in the classroom and laboratory at MTsN 1 School include the following aspects: (1) the ease with which learners grasp lessons, (2) a good memory for the subject matter, (3) a wide vocabulary, (4) reasoning ability (the ability to think logically, critically, and understand cause and effect relationships sharply), (5) high concentration power, (6) a broad and deep mastery of the subject matter (7) a very high level of interest and frequency of reading in a day, (8) good social self-expression, and (9) careful and precise observation skills (Gage and Berliner, 1984).

The Profile of Gifted Students can be Recognized Motivational Characteristics

In terms of motivational characteristics from gifted studerns of MTsN 1 School City South Sulawesi Indonesia, the aspects that can be revealed in recognising gifted students in the classroom and laboratory at MTsN 1 School include the following aspects: (1) perseverance in doing learning tasks, (2) tenacity in facing various difficulties, (3) intrinsically motivated to achieve, (4) explore science and technology in class, (5) work ethic and high learning, (6) interested in learning various kinds of knowledge, (7) interested in learning various kinds of knowledge, (8) interested in learning various kinds of knowledge. (5) high work ethic and learning, (6) interest in learning various kinds of knowledge and problems, (7) pleasure and craft of learning, (8) tenacity in doing routine tasks, (9) ability to defend opinions, (10) work and study hard to achieve future goals and aspirations (Goleman, 1995).

The Profile of Gifted Students can be Recognized Creativity Characteristics

In terms of creativity characteristics from gifted studerns of MTsN 1 School, the aspects that can be revealed in recognising gifted students in the classroom and laboratory at MTsN School at Makassar City include the following aspects: (1) ability to provide many ideas and proposed solutions to a problem, (2) courage to express opinions, (3) great curiosity, (4) often ask weighty questions, and freely express opinions, (5) have a sense of aesthetics, (6) stand out in one or more fields of art, (7) consistent with their own opinions that are believed to be true, (8) have a sense of humour, (9) have imagination, and (10) have originality in providing ideas, expressions, essays, and in solving problems (Guilford, 1986; Khatena, 1992).

The Profile of Gifted Students can be Recognized Leadership Characteristics

In terms of leadership characteristics from gifted studerns of MTsN 1 School, the aspects that can be revealed in recognising gifted students in the classroom and laboratory at MTsN 1 School at Makassar City include the following aspects:

(1) often being a leader in class and at school, (2) being liked by friends, teachers, and other school staff, (3) having a high cooperative nature, (4) having initiative, (5) the ability to influence friends and others, (6) having great responsibility, (7) believing in yourself, (8) easily adapt to various social situations in class or at school, (9) like to help friends and others, (10) active in social activities at school and in class and active in organisations, (11) want to always actualise various brilliant ideas that come to mind through their fantasy activities. The actualisation of these ideas is done by trying to invite schoolmates and other people to conduct research together under the command of the gifted student. All the learning and intellectual haracteristics, motivation, creativity, and leadership shown by gifted students should always be a concern for teachers, parents, government, and the community in providing special education and learning services to gifted students, both in the schools and in the community. Through special attention and special guidance to those who are classified as gifted students, their outstanding talents will be able to grow and develop optimally (Marland, 1986).

In entering the 21st century, developing countries experience extraordinary competition in various aspects of human life (Tofler, 1988). To answer this challenge, the development of human resources through education, both informal education, non-formal education, and formal education in various educational institutions, ranging from basic education to higher education, needs to get special attention and priority from the government (Joni, 1993). Therefore, human resources who are classified as gifted students with superior abilities need to be given special education services and special learning services, in order to be able to actualise their talents and creativity (Guilford, 1986) and make various innovations in the development of society for the benefit and welfare of society (Semiawan, 1993 and Munandar, 1997).

History in other countries proves that the superior potential possessed by gifted students is nurtured and developed and nurtured through special education so that they can become the leaders of the nation in the future, and actualise themselves in carrying out various fields of development in various fields or sectors of life that are loaded with the content of mastery of science and technology (Horvath, 1989 and Khatena, 1992). Parents, teachers and society cannot allow the potentials of gifted students to go unactualised, especially in the face of various changes caused by various revolutions in the field of science and technology that require the superior potential of gifted students human resources to be actualised through education so that they can contribute their energy, mind and spirit to society (Semiawan, 1995 and Munandar, 1987). Therefore, teachers and adults play a vital role in assisting the actual development of gifted students role in assisting the actual and potential development of gifted students (Vygotski, 1978).

Neglecting special education for gifted students, whether in the family, school or community, will cause intellectual talent, creativity and superior ability in the field of skills not to be actualised. Even the opposite condition can occur, namely gifted students can experience "underachiever", namely the child's talent does not function optimally and optimally in accordance with their potential (Gallagher, 1975). Therefore, the provision of specific education and learning services for those who are classified as gifted students is needed, provided by special mentor teachers for gifted students, psychologists, sociologists, the intellectual community, and from special education experts for gifted students.

CONCLUSION

The profile gifted students of MTsN 1 School at Makassar City can be identified from perspestive is: learning and intelllectual characteristics, creativity characteristics, motivational characteristics, and leadership characteristics. The fourty sample students in the 8.1. classroom (leading class) of MTsN 1 School at Makassar City is gifted students can be see learning dan intellectual characteristics, motivational characteristics, creativity characteristics, and leadership characteristics. There fore, the all gifted students post identification through this research activity concist fourty sttudents recommended given special atention services and special eduaction services by teachers, parents, society, government, and all stakeholders.

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