



A Learning for Gifted and Talented Students in Islamic Education

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Abstract

The research aims to analyze suitable learning approaches for gifted and talented students at school. A qualitative method with a "single-case embedded design (multiple units of analysis)" was used for this study. Data were collected from 10 informants, including 3 management team members, 3 experienced teachers, and 4 students enrolled in the exemplary education program. Data analysis was conducted thematically using the interactive model by Miles & Huberman, assisted by Nvivo 12 software. The results indicate six learning strategies i) depth and critical learning, ii) innovation learning, iii) question critical issue, iv) competition learning, v) exploration learning, and vi) experience learning. The findings suggest that learning for gifted and talented students should provide opportunities and freedom for exploration to maximize their potential independently, supported by creative and innovative teacher guidance. Therefore, it is crucial to develop specific learning approaches that consider the characteristics of gifted and talented students. Additionally, teachers must continually enhance their skills to support learning that meets the needs of these students. School, parents, and the community must collaborate to create a learning environment that maximizes the potential of gifted and talented students.

INTRODUCTION

Students who have average abilities, a strong commitment to tasks, and a high of creativity, refers to them as gifted and talented students (Renzulli, 2018). Future development show that gifted and talented students are those who have intellectual abilities (IQ>130), academic leadership, fast analytical skills, the ability to combine skills with more specialized knowledge such as art, administration and others (Anuruthwong, 2017; Bin et al., 2021; Johnsen, 2025; Ozcan & Kotek, 2015; Pinxten et al., 2023; Samsen-Bronsveld et al., 2024; Syafril et al., 2020; Tortop, 2014; VanTassel-Baska, 2018; Vidergor & Harris, 2015; Yusof, 2020). Cognitive characteristics of gifted and talented students according to include : i) fast and flexible thinking processes, ii) adept at generating ideas and solutions to a problem, iii) persistent, goal oriented and intents in interesting topics, iv) learn many things at a younger age than their typical peers, v) require freedom and independent exploration in the learning process, vi) prefer of complex and challenging a task, vii) have much energy in the learning process (Al-Hamdan et al., 2017; Barton & Starnes, 1989; Can & Inel Ekici, 2024). Gifted and talented students cover a diverse aspect, from high

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intellectual abilities until creativity and leadership. Recognizing and implementing appropriate approaches to support the development of their competencies in learning and life as a whole is much needed.

Learning should be able to actualize the full potential processed by students. Students with exceptional abilities or known as gifted and talented students requires a different learning approach from ordinary students (Glass, 2004; Johnsen, 2021; Lenvik et al., 2023; Nicholas et al., 2024; Perez, 1980; Waldrop, 2018). Considering the learning style and thinking style of gifted and talented students is also of one the important things to consider (Feldhusen, 1986; Sari et al., 2024). Folsom, (2005); Gallagher et al., (1992); Guslianto et al., (2024); Oktavia et al., (2024); Pfof et al., (2024); Reis & McCoach, (2002); Sabancı & Bulut, (2018) explained that the learning process must consider students interest on maximizing the development of their intellectual abilities. Gifted and talented students need to acquire knowledges, skills, insights and motivation to maximize their potential and achievements in a particular field (Lockhart et al., 2022; Passow, 1986; Vidergor & Harris, 2015). Therefore, it is important to prepare a learning approach that is in line their characteristics so that each gifted and talented students can learn and develop according in their potential (Alamer et al., 2023). Their learning not just nature differential, but also carefully consider their unique characteristic and needs, so that their potential can be developed optimally. Precisely, in order to maximize the development of gifted and talented student potential, a teaching approach that focuses on individuality. Recognizing their potential and empowering their potential to the maximum is one of the very important to considerations.

Learning so far has not been full focused of on the holistic development of gifted and talented student potential. They are facing various challenges that hinder the development of potential and optimal academic achievement (Assouline et al., 2010; Ben Artzey & Qadach, 2024; Ishak et al., 2014; Wechsler & Fleith, 2017). One of the challenges faced is a lack of interest in the material presented (Feuchter & Preckel, 2022; Foley-Nicpon & Assouline, 2010; Manning, 2006). High learning pressure due to less interesting learning, motivational issue, self-concept concerns and behavior (Barton & Starnes, 1989). Specific learning disabilities can also psychological distress, such as understanding or using language, this limits their ability to listen, think, write, read, and other skills (Bracken & Brown, 2006; Foley-Nicpon & Assouline, 2010). Furthermore, cultural misconceptions about giftedness, such as the belief that gifted children will succeed without additional support and the lack of specialized preparation as well as training for teacher to meet the learning needs gifted and talented students, are also issues that require serious attention (Clark, 2021; Ismail et al., 2022). To address these diverse challenging, requires a learning approach that focuses the development of gifted and talented students. Special learning to meet their uniqueness is important to provide support in developing their potential (Barnard-Brak et al., 2015). Precisely, serious efforts are needed in designing and implementing the learning strategies that can optimize the potential and creativity of gifted and talented students. The development of curriculum and learning strategies focused on optimizing the potential of gifted and talented students is very important to make sure to optimization of their potential.

Research on gifted and high-achieving students is not new in the world of education, previous studies have mostly focused on the psychological and social aspects of gifted and high-achieving students (Almukhambetova & Hernández-Torrano, 2020; Cross, 1997). There are also several studies that focus on the education of gifted and talented students. The researches had been is problem-based

learning, self-directed learning, enrichment, problem solving learning and cooperative learning (VanTassel-Baska & Brown, 2021; Chan, 2001; Deur, 2011; Tatarinceva et al., 2018; Betsy McCoach & Siegle, 2007; Taber et al., 2017; Waldren, 2003). The related research learning of gifted and talented students become the main focus in the field of education (VanTassel-Baska & Brown, 2021). A number of research have been carried out by previous researchers (Eguchi, 2016; Lavery, 2021; Morris et al., 2021; Siegle, 2015), however, research gap is still visible to provide research space to date, especially exploration learning to meet unique needs of gifted and talented students. Nevertheless, the research more in-depht is still needed to find various learning approaches that are more relevant. It's for, this research will explore various potential alternative learning approach for optimize of gifted and talented students. Emphasis on research that provides focus on meaningful and deep learning is the best way to meet the demands of optimizing potential gifted and talented student.

Database on Scopus with refer to gifted and talented students, conducted on May 13, 2024, at 03.22 AM and found 450 documents. The amount of research on gifted and talented students has increased in recent years, the topic most commonly used by previous researchers include: identification, education and intervention support of gifted and talented students, as illustrated in figure bellow:

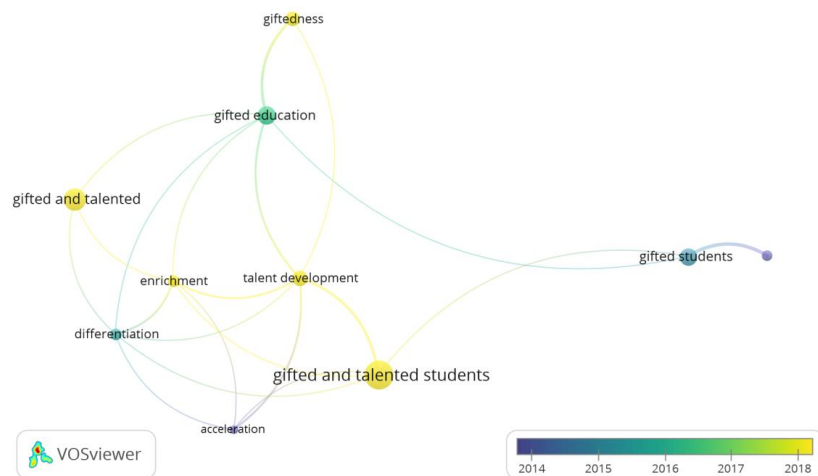


Fig 1. Analisis visualisasi Vosviewer berdasarkan keyword *gifted student and talented students* (Base data Scopus 2014-2024)

Previous researcher has produced a lot of research on how to identify, educate, and support of gifted and talented students. One of the support for gifted and talented students that is to provide them with appropriate learning. Previous researcher linking learning with gifted and talented students, between: student-centered learning, inquiry and problem based learning (Can & Inel Ekici, 2024; Gallagher et al., 1992; Morris et al., 2021), learning to think critically and logically (Kettler, 2014; Swan et al., 2015), problem solving learning (Chan, 2001; Gibney, 1982; Hoover, 1994), cooperative learning (Vidergor & Harris, 2015), self-directed learning (Ballam & Moltzen, 2017; Deur, 2011; Smelser & Baltes, 2006), enrichment (Taber et al., 2017). Previous research that analyzed related gifted and talented students found in several countries around the world, between: United State, Turkey, China, Japan, Spain, Malaysia, Hongkong, Taiwan, Brazil, Canada, New Zealand, Russian Federation, Saudi Arabia, United Kingdom, Indonesia dan Australia. As shown in diagram below:

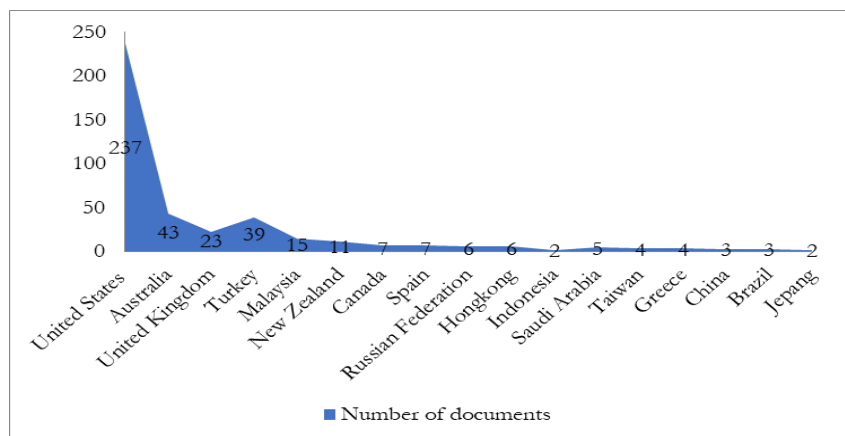


Diagram 1. Countries that carry out research about gifted and talented student

In Indonesia, only 2 documents were found, between the researches discussing the career interests of gifted and talented students, and metacognitive skills of gifted students (Sihotang et al., 2020). The research found did not specifically discuss the learning of gifted and talented students. Therefore, this research aims to find appropriate learning for gifted and talented students. Optimizing the potential they have through learning to become the main focus of this research. Despite the relative scarcity of relevant literature, this research delves into the exploration of various appropriate and beneficial learning approaches for gifted and talented students. However, further research is certainly needed to develop more effective techniques to support their learning. Previous research found that a supportive educational environment is very important for optimizing potential gifted and talented student.

METHODS

This research employed a qualitative approach, utilizing a single-case embedded (multiple-unit of analysis) research design (Creswell, 2018; Engkizar et al., 2022; Ghoris, 2016; Harreveld et al., 2016; Jackson et al., 2007; Mackiewicz, 2018; Mizukoshi, 2023; Shirazizadeh, 2018; Song et al., 2016). The main focus of this research is the interaction between gifted and talented student with learning. Because this design combines more than one unit of analysis, this research focuses on groups of gifted and talented students and considers appropriate learning approaches to optimize the development of their potential. The final product of this research can provide broad insight and a deep understanding of appropriate learning to meet students' unique needs of gifted and talented students.

This research uses an in-depth investigation data mining approach through four selected students, three management team members who have experience in managing superior classes, and three experienced teachers teaching in superior classes in the school where this research was conducted, as shown in the table below:

Table 1. Research Subjects

No	Research subject	Total	Description
1	Students	4 people	Four students at Islamic Boarding school were involved in the research
2	Superior Class Management Team	3 people	Three superior class management teams who have experience managing superior classes in the madrasas studied.
3	Superior Class Teacher	3 people	Three experienced teachers teach in superior classes in the madrasas studied.

The researcher is the main instrument of the research (Bryman, 2016), the selection of subjects was guided by the potential for comprehensive and in-depth data preparation in accordance with the set criteria (Spradley, 2016). Data collection was carried out through group interviews (McLafferty, 2004). The data in this research consist of two data source, namely primary data and secondary data (Houghton et al., 2017; Mather, 2021). Data primary in this research is the management team, teacher and students, used to obtain data about appropriate of gifted and talented students. Meanwhile, secondary data comes from various madrasah documents regarding learning management for gifted and talented students. To make it easier for researchers in data collection process, researchers created an interview guide base on the guidelines proposed by Hammer & Wildavsky, (2018) which consists of opening questions, introductory questions, transition questions, key questions and closing questions. All data obtained was analyzed using the iterative method of the Miles and Huberman model. The process began with organizing and analyzing structured data in a structured manner using NVIVO 12.0. Through data analysis, the researchers try to find consist pattern and themes in each data analyze. The way this is done is to ensure a thorough understanding of all the data obtained, allowing the researcher to make significant findings and gain a deep understanding of the focus of this research.

RESULT AND DISCUSSION

Based on data and analysis carried out, this research found six important learning strategies for gifted and talented students. To make it easier to understand and use, researchers refer to this finding by the acronym DIQCEE. In-depth analyze of the resulting learning strategies provides very meaningful knowledge to create more efficient and adaptive learning approach to optimize potential gifted and talented students. These six are: i) depth and critical learning, ii) innovation learning, iii) question critical issue, iv) competition learning, v) exploration learning, and vi) experience learning. A detailed description of the six learning strategies is as shown in table:

Table 2. Learning strategies for gifted and talented students

No	Research Result	Description	Transcription
1	Depth and Critical Learning	Involves logic, reasoning and analyze to solve problem and apply knowledge to real word situation. Fosters lifelong active and self-directed learning.	Critical, theoretical, and logical in thinking, and asking very in-depth question, even after getting answers, debaets often occur because his approach to thinking is very critical in responding to various problems
2	Innovation Learning	Encouraging students to use creativity and critical thinking in finding solutions to various challenges, equipping students with innovative and adaptive skills to navigate contemporary advancements.	Learning from a problems to generate new ideas. Learning to solve problem creatively and innovatively. ..., students are taught to think creatively to solve problems.

3 Question Critical Issues	Learning that always trains students to always be critical and actively participate in solve problems inside and outside the classroom. Actively use existing knowledge to respond to various critical problems with a focus on analysis, evaluation and preparation of solutions	Actively ask questions critically. Students use their knowledge to answer critical questions....continue to be trained to analyze, evaluate, and formulate solutions to various problems, so that they become critical thinkers who can help solve problems, both inside and outside the classroom.
4 Competition Learning	Learning that arouses student enthusiasm through a spirit of healthy competition to gain a better understanding of the material, allowing them to explore the topics being studied.	There is a competitive spirit to understand the material being studied, likes to compete and doesn't want to lose to his friends. Always involved in healthy competition, encouraging each other to understand the material better..... Motivated to always compete to achieve excellence in learning and develop their potential.
5 Exploration Learning	Learning that fosters students' curiosity and understanding before being given an explanation. Students are invited to check their knowledge from various sources independently before receiving an explanation from the teacher, they optimize knowledge exploration before further explanation.	Students are encouraged to optimize their knowledge through exploring of divers sources. Encouraged to be highly curious, always analyzing information before accepting further explanation. This exploration not only increases student engagement in learning, but also strengthens their critical thinking skills independently.
6 Experience Learning	Learning encourages students to participate actively in solving problems, and an in-depth understanding is gained through the application of critical thinking to given situations or problems. both individually and in groups.	The best teacher is experience, I always motivate students to participate actively in solving various problems in learning. They are always encouraged to think critically both individually and in groups.....Students not only gain new knowledge, but they also deepen their understanding of the subjects studied. I believe that encouraging students to always think critically will prepare them for a better future. When you

find a problem, solve it well, by assembling the patterns and structures you have, then express it to help solve the problems faced in learning.

Gifted and talented students need more space for self-directed learning (students center) to maximize their potential and develop their abilities to the fullest (Laine & Tirri, 2016; Sayler, 2021; Thomson, 2010). Teachers with extensive and practical experience in guiding learning independently are found to have an influence on learning gifted and talented student (Chamberlin & Chamberlin, 2010; Persson, 2010; Watters, 2010). As previously explained, the results of the study indicate that this learning strategy is effective for gifted and high-achieving students in this study. Depth and critical learning (DCL), which is learning that is carried out in depth through a critical thinking approach to obtain maximum knowledge. According to several previous studies, in-depth learning provides opportunities to develop students' critical thinking and skills, such learning can also be used as an alternative in solving various problems in learning.

The learning experiences provided can provide opportunities to develop students' critical thinking and skills as alternatives in solving problems (Aini et al., 2019; Swan et al., 2015). Critical thinking can improve students' abilities, teachers respond to students' critical thinking skills with different learning experiences based on the students' skills or abilities, so that learning is maximized (Kettler, 2014). Critical thinking involves analyzing, synthesizing and evaluating information to solve problems and make decisions, a lack of activities that encourage students to use these skills will be detrimental to students (Sayler, 2021).

Innovation learning (IL), namely: learning is carried out through innovative from teacher and students themselves. Students are given the freedom to selected learning by findings new innovation for learning interests and needs (Phelps, 2022; Tirri & Kuusisto, 2013). Teacher adapt innovative learning by considering gifted and talented students characteristics to improve to learning and problem solving (Gallagher, 2021). Learning through a problem that the creation of knowledge. Students are productive, creative think, imaginative and innovative in interpreting and synthesizing information to create solution in learning process (Kardoyo et al., 2020).

Question critical issue (QCI), namely: a learning that provide questions simulations and refers to critical issue, students actively ask question critically. By actively asking questions critically, students will train their abilities and gain more knowledge beyond the learning given or in books (Rott et al., 2024). Learning that requires in-depth thinking that is elicited through critical questions about an issue, requires students to push themselves to the limits of their abilities and designed to enable students to be independent in problem solving (Shavinina, 2020).

Competition learning (CL), is an effort to demonstrate each student's abilities and advantages in the learning process. Competition is a necessity for student achievement because students need to compare themselves with others (Kaya & Ercag, 2023). Competition can encourage talented students to be motivated to develop their best abilities (Rahmania & Rohmah, 2024). Competitions are a basis for testing talent by demonstrating abilities and receiving recognition and awards for gifted students' (Eker, 2022). Competitions can facilitate academic challenges gifted and talented student thereby honing students' abilities (Abd Aziz, 2025; Rachmaningtyas et al., 2023). Challenges are consistently used by gifted and talented

student such as increasingly difficult learning which is carried out through active learning so that students do not feel bored and can develop their talents and abilities (Papadopoulos, 2020).

Exploration learning (EL), namely an activity to gain new experience from new situation. Exploration learning creating new knowledge to develop flexibility that leads to sustainable competitive advantage as well as increasing understanding of concepts. Current learning aims to exploration academic, social, emotional and institutional experience of gifted and talented students (Almukhambetova & Hernández-Torrano, 2020). Students explore knowledge optimally through various sources assigned by the teacher. Students are required to be active in finding and studying information related to learning.

Experience learning (ExL) is experience as a learning medium or learning. Experience learning pays attention to and focuses on the experience that will be learned by students by being directly involved in the learning process and constructing the experience themselves so that it becomes knowledge (Ibrahim & Kusuma, 2020). Experience learning helps teachers relate learning to real-world circumstances, so that with these real experience students can better remember and understand knowledge that can improve student learning (Mandeville et al., 2024). Experiential learning helps students to become skilled at solving problems and conveying their feelings/thoughts (Hava et al., 2020).

The research that has been done has limitations. The results of the research will contribute to the education system in Indonesia, especially multitalented education in providing educational services that suit the needs of talented students. In addition, the Indonesian government hopes to pay more attention to the potentials of students with high abilities through the provision of adequate facilities for student development. In essence, talented students are valuable assets of the State, if considered properly it will have a major impact on the sustainability and progress of this country. As is done in the United States, Japan, England, Korea, China, and Singapore.

CONCLUSION

This research concludes that learning strategies have a very vital role for gifted and talented students. Learning approaches that consider their unique characteristics significantly impact on optimizing their potential, as well as preparing them as the nation's invaluable assets in the future. These findings confirm the urgency of the right learning approach for gifted and talented students which is key to optimizing their potential in the context of continuing education.

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Author Contribution

Gulzhaina K. Kassymova: Writing-Preparation of original manuscript, **Mustafa Tevfik Hebebcı:** Conceptualization, Methodology, **Mutathahirin:** Visualization, Investigation, Improve Content, **Yerassyl K. Talgatov:** Data accuracy, Improve Language.

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The authors declare that this research was conducted without any conflict of interest in the research.

Ethical Clearance

The place or location studied has agreed to conduct research and is willing if the results of this study are published.

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