

The Curriculum Model for Inclusion Schools for Gifted and Talented Based on Psychosocial and Emotional Intelligence Abilities

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Abstract—This article proposes an inclusive school curriculum model that is able to identify intelligence and talent, social-emotional problems, and student learning disabilities through a school-based psycho-social approach and the development of an emotional intelligence training program to develop the emotional abilities of gifted and talented students. The literature study found that psychosocial and high emotional intelligence abilities correlated with improved achievement of gifted and talented students. Implications for the development of a school-based psycho-social curriculum and emotional intelligence abilities so gifted and talented students can achieve their learning success.

Keywords—*gifted and talent students; psychosocial development; curriculum; emotional intelligence; psychoeducation intervention; inclusive schools*

I. INTRODUCTION

School is a social context that requires a psychological foundation, so students can engage in social efforts that have an impact on the success of their learning. In building academic skills, schools pay less attention to the psychosocial skills needed so that students cannot reach them. Researchers and practitioners state that the success of developing the highest achievements of gifted and talented students is strongly influenced by their psychosocial qualities. School orientation on improving psychosocial quality needs to be strengthened through appropriate education programs to train and develop academic and personal gifted and talented students. Therefore, guidelines for developing training programs need to be designed to foster emotional abilities possessed by gifted and talented students as a whole of the psychosocial curriculum developed by schools.

II. METHODS

The method used in the literature study. The literature sources used are international journals related to the topics discussed. Literature studies are grouped into two parts, namely: psycho-social theory and emotional intelligence abilities in gifted and talented students. From the results of the literature review, an appropriate curriculum model will be

obtained for the success of learning gifted and talented students in inclusive schools.

III. PSYCHOSOCIAL CURRICULUM

Erikson's theory is a key theory of psychosocial development that describes development as a sustainable stage or crisis that arises from the tension between the person and himself or his environment when he is able and aware of his new abilities [1]. A healthy balance of results from each crisis will lead to optimal psychological development (see fig. 1). Erikson sees resolution of crises as contributing to healthy ego growth, which is the core feeling of a person. When children control, a psychosocial crisis, at the same time students develop important strengths that contribute to a strong ego (See table 1). The understanding of ego in Eriksonian is different from the concept of ego popular which has a negative connotation. Because people who have a strong ego are obtained from a healthy balance between individual desires and abilities and environmental support.

Erikson's crisis framework centers on "Developing the Power of Ego" as a theme. The curriculum and professional development resulted from efforts to build the power of ego to overcome the crisis of Trust versus Mistrust to Intimacy versus Isolation, which was internalized through professional development for teachers and counselors as well as direct instruction for gifted and talented students.

The curriculum is designed based on the results of the crisis Identity versus Role Confusion. If we want to help, students achieve success learning make sure: (1) students are able to place the strength of their hopes and beliefs in others to encourage their best achievements and interests. (2) Lessons on how to recognize people who can be trusted as supporters and not supporters or even opponents are important for students of any age. (3) Training students with self-calming techniques will help students learn how to care for themselves during times of stress. (4) Lessons on how to find and speak openly with an appropriate counselor to help reduce more significant psychological distress are needed for students' journey to success.

Professional development that relies on the crisis of Trust versus Mistrust will enlighten teachers in recognizing and responding to the needs of students. When students find that they can trust their teachers because they are serious and care about their boredom and at the same time give positive attention, learning will lead to Trust. Students must also know that teachers do not always understand questions, students desire to learn more, pay attention to boredom, and respond to their needs. So in this case, students must develop hope to learn to overcome the ways in which the environment cannot provide it. Lessons that include strategies to overcome teachers who are too busy or overcome boredom in class need to be trained. So that student does not feel hopeless because with the strength of their ego, students will have hope that their needs will be met. But if it is not possible to fulfill it, students know what to do.

In essence, every crisis can be simulated in a way like the example above. The curriculum and program are designed by considering both sides of the crisis which includes intrapersonal and interpersonal to achieve a balanced perspective and lead to strengthening the student's ego (see table II for possible lessons).

TABLE I. ERIKSON'S (1963) STAGES OF PSYCHOSOCIAL DEVELOPMENT

Approximate age	Crisis	Essential strength
Birth to 1 year	Trust vs. Mistrust	Hope
1 to 3 years	Autonomy vs. Shame and Doubt	Willpower
3 to 6 years	Initiative vs. Guilt	Purpose
6 to 12 years	Industry vs. Inferiority	Competence
12 to 20 years	Identity vs. Role Confusion	Fidelity
20 to 40 years	Intimacy vs. Isolation	Love
40 to 65 years	Generativity vs. Stagnation	Care
65 years and older	Integrity vs. Despair	Wisdom

Childhood and society (2nd ed.). New York, NY: W.W. Norton [1].

TABLE II. POSSIBLE LESSONS FROM ISSUES AND THEMES SUGGESTED BY ERIKSON'S PSYCHOSOCIAL CRISES

Essential strength	Crisis—Positive	Crisis—Negative
Hope	Trust	Mistrust
	Identify internal resources	Identify resources and barriers (e.g., supporters and nonsupporters)
	Self-soothing	How to participate in counseling
Willpower	Autonomy	Shame and doubt
	Persistence	Letting go
	Creative ways to pursue desires	Recognizing impact on others
Purpose	Initiative	Guilt
	Goal setting	Realistic goal setting
	Self-advocacy	Avoiding narcissism, egotism
	Being yourself	Considering others
	Developing passion	Developing balance
	Working alone	Cooperation/working in groups
Competence	Industry	Inferiority
	Identifying interests	Trying new things
	Your social goals	Others' social goals
	Succeeding	Failing (positive)
	Accepting/pursuing challenge	Big-Fish-Little-Pond-Effect

Table 2. Cont.

	Practice	Entity beliefs
Fidelity	Identity	Role confusion
	Knowing own/family/community values	Learning about others' values
	Career development	Multipotentiality
	Authenticity	Possible selves
	Self-concept	Reputation
	Being yourself	Information Management Model (e.g., code-switching)
Love	Intimacy	Isolation
	Identifying opportunities commensurate with one's values	Learning the requirements of one's role in a group
	Leadership training	Servant leadership
	Features of positive romantic relationships	Features of negative romantic relationships

Adapted from Cross, Cross, and Andersen [2].

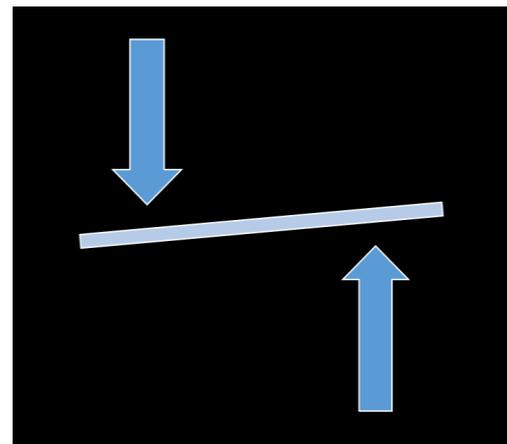


Fig. 1. Healthy balance from each crisis to optimal psychological development.

IV. TRAINING EMOTIONAL ABILITIES OF GIFTED AND TALENTED STUDENTS

Affective and social characteristics of gifted and talented students can jeopardize the actualization of cognitive potential, social adaptation and success. Emotional problems often arise due to a mismatch between children's social and emotional needs and the abilities of the family environment, social, and children's education. Therefore, emotional intelligence training programs should not be ignored because they can benefit students regardless of whether they show emotional or behavioral problems. This is a major concern, because gifted and talented students are heterogeneous in emotional functioning.

Interventions designed in emotional intelligence programs focus on various processes of improving students' ability to integrate thinking, feeling, and behaving to achieve life's tasks. Recent research supports many of the positive effects of emotional intelligence interventions that are well implemented in schools on learning and emotional outcomes. An ability-based emotional intelligence program offers a conceptual framework to help design therapeutic interventions that benefit

students who exhibit disturbing social, emotional or interpersonal behavior.

In designing school intervention programs it is necessary to consider the following points. (1) Discuss specific psychosocial characteristics and special emotional needs of students to develop. Emotional training programs can overcome students' potential risks such as certain psychological stress, low social self-concept, different feelings, alienation, competitiveness, illicit social perfectionism, high sensitivity to others, bad peer relationships, and conditional acceptance. In addition, key protective factors and mechanisms such as high cognitive abilities, exceptional problem solving strategies, high academic self-concept and the struggle for excellence. (2) Develop comprehensive multi-method assessments after intervention, with various impacts assessed including sharper student awareness and understanding of emotions in themselves and others, as well as effective perception of emotional regulation. (3) If students' personal dispositions are difficult to change such as emotional stability and coping styles, it would be better for schools to target abilities that appear on the surface and train emotional behavior controls such as learning to manage emotions in stressful meetings, understanding antecedents and unstable emotional consequences.

An ability-based emotional intelligence training program in principle emphasizes the importance of a series of hierarchical abilities ranging from input (identification of emotions and perceptions), processing (emotional understanding and emotional assimilation), and output (management of emotions within oneself and others) by internalizing during the pre-stage planning, program planning, development, implementation and evaluation stages [3].

V. DISCUSSION

Psychosocial quality has implications for student learning success. The results of the study prove that gifted and talented students who were identified with psychosocial quality had higher mean scores than achievement students who did not identify their psychosocial qualities. This shows that preparing learning conditions that are able to improve and improve psychosocial quality is a strategic and important step. In this context, the availability of a psychosocial development based curriculum based on the psychosocial development stage that gifted and talented students have achieved is very necessary. Psychosocial skills must be deliberately developed and activated through student programming, counseling and guidance. This is based on the understanding that gifted and talented students do not have the belief that they are capable enough, unable to see that certain efforts are relevant to success, and feel afraid if they are more prominent than their other peers.

Therefore, teachers can reduce this belief by increasing psychosocial support in the form of explicit rewards for effort and perseverance, separating abilities from failure. Modeling errors as opportunities for self-correction, so students can make connections between optimal performance and the role of

psychological forces such as dealing with high stress and high-performance activities such as competitive sports and the like. Finally, teachers and schools can develop plans for any psychosocial skills that will be focused on various stages of the development process of psychosocial skills such as attitudes toward effort and ability, attitudes toward competition, resilience and coping skills, and identity as students.

Programming through emotional intelligence training can benefit gifted and talented students in overcoming emotional or behavioral problems. Capability-based emotional intelligence training programs emphasize the importance of a series of hierarchical abilities ranging from input, processing, and output. This can help children acquire these psychosocial skills by deliberately building their development into educational programs. So as to ensure that students provide feedback about the project and tasks, the importance of effort, learning and practice, and the ability to succeed and achieve high. Through this framework, the long-term goal of education for gifted and talented students is to become creative individuals in adulthood and achieve the highest level in their field can be realized.

VI. CONCLUSION

The development of a psychosocial curriculum that is strengthened by emotional ability training for gifted and talented students offers solutions for the development of comprehensive inclusive schools. Schools that are aware that the development of psychosocial quality is the main key to children's success in learning. The steps in the preparation of the curriculum and programs presented are the main foundation that can still be developed more broadly in accordance with our ability to elaborate and understand the problems faced by gifted and talented students in the learning environment and life. However, it is not impossible, the curriculum and program development framework can also be beneficial for all students who need social efforts in achieving their learning success through strengthening their psychosocial qualities.

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