

Parents' Role in Gifted Students' Educational Issues and Development

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Abstract: The purpose of this research is to assess the role of parents in the education of children with exceptional intellect. This study is a qualitative and descriptive research effort conducted with parental participation. The researcher created an interview grid as the primary instrument, which was verified by two individuals before to use. Several approaches, including observation, the inspection of documents, and interviews, were used to collect data. Data triangulation, source triangulation, time triangulation, method triangulation, and outcome triangulation were used to validate the data. The Miles-Huberman-Saldana paradigm for data analysis consists of four stages: data collection, data compression, data presentation, and accuracy verification. The study's results reveal, among other things, that it is the obligation of parents to seek information and identify the features of gifted children in order to determine the educational needs of their gifted children. This is one of the recommendations that may be derived from the study's results. Provide support to intelligent youths in choosing and identifying suitable educational institutions. Providing talented children with aid in resolving interpersonal disputes generated by their perfectionism and authoritarianism is an essential component of their educational experience. It is a vital part of education to assist pupils in overcoming the internal obstacles they confront as bright persons to determine if a more effective mentorship technique for teaching talented students can be used in the classroom.

Keywords: Gifted Students, Parents' Role, Educational Issue, Educational Development.

1 Introduction

A kid is said to be a "special intelligent child" or a "special gifted child" if they have an intellect that is much higher than the norm for their age group when compared to the intelligence of other children of the same age. In the meanwhile, we term a kid gifted if they have a high score in all three of these categories: high intellect, high creativity, and great devotion to the work they are given. When talented children are presented with something that is relevant to their abilities and interests, and that piques their attention, only then will these three characteristics become apparent in those youngsters.

Parents are the most important and foundational instructors for their children since they are constantly there in their lives [1]. It is essential that parents consistently follow and encourage their children in order for them to grow and develop to their full potential. For the sake of the children who are talented, their parents really need to have a thorough knowledge of what's going on. The reality is that there are still a lot of challenges associated with the education of talented children [2, 3], and the majority of these challenges are due to the fact that both parents and instructors in schools have the wrong idea about brilliant children [4].

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The vast number of pupils who are required to be accompanied is one of the factors that makes it difficult for teachers to comprehend the requirements of children who are intellectually talented [5]. To get over this obstacle, parents need to take an active part in educating their children's instructors about the unique challenges that talented students face in the classroom. It is possible to make use of the information provided by parents in an effort to meet the optimum educational requirements of children who are talented [6]. This is not an easy task since parents have very little information at their disposal about children who are brilliant.

There is an almost always a correlation between academic success and giftedness [7, 8]. This image generates a number of problems for young people who are gifted. Even if there is evidence to suggest that bright children have intellectual capacities that are higher than normal, this does not always translate into high levels of achievement [9, 10]. In a similar vein, the above-average ingenuity of brilliant youngsters might cause them to get quickly bored, which is considered to be undesirable. Even if they have an above-average level of dedication to their work, this does not always mean that they will be responsible for each and every job [11].

The role of ideal parents in the education of talented children is not limited to collecting information and detecting giftedness; in order to make the most of their children's potential, they must also be able to act on the findings of the identification [12]. This is very important because children with exceptional abilities are a group of children who are at danger of not reaching their full potential as a result of incorrect management [13].

Incorrect parental awareness about gifted children might lead to expectations among parents that are not always realistic given the child's circumstances [14]. Parents and teachers often look for pupils who are very bright and who display continuous academic achievement in school [15, 16, 17]. In point of fact, many bright young people show potential in fields other than their own. Youngsters who are gifted are sometimes classified as "at risk" children since their parents and teachers aren't aware of their abilities and don't know what to do with them [18, 19].

The many obstacles that must be overcome in order to assist and educate bright children leave their parents bewildered [20]. When very bright children run into difficulties at school, it's easy to see how perplexed their parents get. Many often, parents are unable to support their brilliant children in overcoming challenges because they are unaware of the talents their children possess, particularly in the academic setting [21]. A lack of awareness about talented children is one factor that leads to the delay in recognizing gifted children, which in turn prevents parents from taking action at an early stage. Parents of gifted children need to be aware of the differences that exist among gifted children so that they may share their experiences educating brilliant children. This is only doable if the parents are capable of fulfilling all of the educational responsibilities that come with having talented children [21].

The way that people think about their own children has a significant impact on how they treat the parents of those children. It is important to work on changing the impressions that parents have of talented children in order to dispel common myths regarding giftedness [22]. Children that are talented don't always have potential that's simple to see. Because parents are their children's first and most important instructors, they have a responsibility to be actively involved in parenting, character development, and serving as a source of knowledge in education. This parenting position requires knowledge and comprehension of talented children as well as the development of appropriate solutions [23].

The possibility of educational needs being unmet will have an effect on the possibility of talented children's potential not being developed to its fullest. Children that are talented and have a variety of personalities and potentials are assets to their families as well as to their nations when regarded in this light. If we do not cater to the educational requirements of exceptionally talented youngsters, we risk wasting the resources of the country. It is deemed important to do study in order to examine the role that parents have in discovering talented children and making the most of their potential since there are many distinct sorts of gifted children, each with its own set of qualities [24].

Consequently, it is necessary to carry out this study in order to facilitate the identification and subsequent intervention of talented youngsters. This is essential in order to maximize the potential of gifted children, who are frequently overlooked as a result of the fact that their gifts are frequently masked or concealed by other conditions that are simpler to identify, such as difficulties with emotional control or speech development, growth issues, or other functional limitations. This research also aims to provide light on the challenges involved in maximizing the contribution of parents to the education of children who have exceptional abilities.

2 Methods

This research is a qualitative study that focuses on description. The purpose of this investigation is to uncover the issue, circumstance, or incident in its true form in order to provide a description that adheres strictly to the facts. The findings of the research are highlighted so as to provide an unbiased picture of the current situation regarding the topic that is being investigated. An interactive model was used throughout the course of this investigation. Parents of brilliant children who had been recognized by professional specialists, in this case psychologists, were asked to take part in this research project

as participants.

2.1. Instrument

This study employs the methods of observation, documentation, and interviewing in the process of data collection. The interviews for this research were carried out in a collaborative manner by bringing together all of the participants in a focus group discussion followed by an in-depth interview. An interactive model was used in the process of doing the data analysis for this investigation.

3 Results and Discussion

3.1. Parents Role and Gifted Identification

None of the people who took part in this research had any idea what talented children are or how to identify them. When parents discover for the first time that their children are talented, they may have a variety of responses due to the fact that they are ill-equipped to comprehend gifted children.

The first set of parents to learn that their kid is gifted does so via the school's communication with them. But since he did not understand, he stated that he was perplexed and sought to acquire additional information via different social media outlets in order to discover what it means to speak about brilliant children, and ultimately, he found it. After that, the parents sent their children to a talented psychologist to have an intelligence test administered to them.

The steps that have been performed by the parents provide evidence that attempts are being made to determine the condition that the talented youngster has. The option available to parents is to have their kid take a test administered by a psychologist who has a deep understanding of talented children. Parents do this so that they may appropriately recognize all situations in accordance with the child's potential and the impediments that are present in their offspring.

The second parent did not submit their child to an intelligence test in order to determine whether or not their kid was gifted; rather, they did it in order to get into the accelerated class at school. After attending a seminar on the identification of brilliant children that was put on by the school, the second parent finally realized that their kid was one of those children who was considered gifted. The perspective of the second parent is that brilliant children are those who have a style of thinking that is unique and distinct from that of their other companions, and who are able to draw their own conclusions. The second parent, after learning that their kid is a talented child, makes an effort to have a deeper understanding of their child's personality in order to acquire suitable educational services for their child.

Because his parents had a sneaking suspicion that his sister was a bright kid since he was in middle school, the third parent had a significant amount of knowledge on gifted children. Even though 3rd parent had read a book on the topic, he was aware of underachievers; nonetheless, he did not anticipate that brilliant children would also struggle with this issue. In stark contrast to what has been written, the parents of the three brilliant children have the impression that their children are carefree and enjoy themselves to the fullest.

After discovering that their kid is a talented child, the third parent investigates the gifted child using a variety of social media platforms in an effort to get further information about them. This information search was conducted by the third parent because they were uncertain of the outcomes of the diagnostic that the psychologist who had assessed their kid at the time had made. Although the information that their child was a gifted child was obtained by the third parent when the child was 9 years and 10 months old, the third parent admitted that he was still uncertain about his child's condition as a gifted child despite the fact that he had obtained this information when the child was already 9 years and 10 months old. The reason for this uncertainty is because despite the fact that his kid has a high IQ score, his child has not shown significant academic performance in school from the time he was in kindergarten till the present. Even having to go through the experience of not attending to grade demonstrates that his kid is evolving into an underachiever.

The information that was gathered from the fourth parent revealed that the fourth parent, despite being aware that their child is a special intelligent child, is still unaware that the term "special intelligent" is a term used in Indonesia for gifted children. This information was gleaned from the fourth parent. Because his child shown interest in attending school despite the fact that he was still too young for enrolment, the fourth father decided to have his child's intelligence evaluated by consulting with a psychologist. After hearing an explanation from the instructor, the fourth parent finally comprehended what the talented designation meant for their child. The fact that the fourth parent has been making an effort to learn more about their child's IQ test results indicates that the fourth parent is attempting to comprehend the concept of "exceptional intelligence". The fourth parent made an effort to monitor their kid's actions by gathering information from a variety of sources after their child participated in school socializing. This is done by the 4th parent in order to get more knowledge about children who are talented.

3.2. Parents in Identifying Gifted Students' Educational Issues

The kid's teacher was the one who informed the first parent about the challenges that were being experienced by their child. The first instructor shared with the first parent that their kid often gave the appearance of being bored at school and was unable to sit still for very long. Another issue that is thought to be of a significant nature in this kid is the difficulty of changing the subject while another youngster is still showing a great deal of interest in the subject that is being addressed. Because the kid of the first parent prefers to discuss about topics that his classmates don't comprehend, this youngster gravitates toward conversing with individuals who are older and more experienced.

When children discover something that shouldn't have occurred, they often voice their disapproval to the instructor. Even though the youngster is aware that the teacher has given the incorrect response, he becomes quite frustrated when the instructor refuses to acknowledge her errors by making the necessary corrections to the value. This exemplifies the meticulous personality that might be seen in a youngster who is extremely strong. This youngster is nevertheless able to maintain the highest levels of learning performance despite the fact that he often experiences boredom in the classroom and has issues with the manner in which the instructor teaches.

In addition, the second parent was aware of the difficulties that their children had while attending school as a result of the fact that their children often disobeyed the regulations. This is due to the fact that the youngster becomes bored very fast when his activities are repetitive, and as a result, he often sneaks out of class or hides under the table. This youngster has a habit of being stiff and is unable to comprehend the distinctions that do in fact exist. Children who have a tendency to be strict and who like being forthright are more likely to be bullied and to have difficulty getting along with their classmates in the family. In addition to this, their children are far less likely to survive the activities at school.

Instead, his kid does not have any issues in the academic realm; however, his son has a tendency to be laid back and less serious while taking lessons, which results in his successes being average. The student only focused their attention on the questions at hand throughout the examination, and as a consequence, they did well. Because the information that is being presented is inaccurate, their children often fight with the instructor. This demonstrates that his kid strives for excellence and will not tolerate being given incorrect information. In particular in situations in which the instructor does not like to accept error, despite the fact that it may be shown by looking for material on the internet. Their children are often targeted by bullies due to the fact that their parents frequently discuss topics that are seen as being abnormal.

The third parent notices that their children have numerous difficulties in their educational experiences. Due to the fact that he draws attention to himself and his achievements at school, this youngster is often the target of bullying. Therefore, the kid makes an effort to do less well and hides the fact that he is a talented and bright youngster with a high IQ since he does not want others to know this about him (148 Weschler scale). The boy's buddies had accomplished a lot, but he was simply chilling around and not doing anything productive. This youngster does not want to be noticed; therefore, they try to hide it by either purposefully not answering the questions that are asked of them or by answering them carelessly.

This youngster is persistent in his efforts to hide his ability from his peers in the hope that they would come to embrace him. It was evident that this youngster had the necessary skills, but he steadfastly refused to use them. The youngster does not have any drive. His craving for companionship is far greater than his drive for professional success. This youngster is aware that his writing is not very good, and as a result, he does not like writing. He would rather respond verbally than in writing. This demonstrates that the youngster has a problem with striving for perfection. The instructor is aware of this, but due to the restrictions imposed by the school as well as the peer pressure exerted by the other parents, they will not assist. Therefore, the child's education is suffering as a direct result of the stringent policies of the school. The youngster ends up being a brilliant underachiever as a result of a perfectionist who has a pessimistic outlook on life due of these challenges. When he went back and looked at the report from the play group, he saw that this child was already falling short.

In addition, the third parent has issues with emotional control, and the kid has a propensity to talk harshly (curse), often has tantrums, is reluctant to adjust to other children, and enjoys being defiant. The child also wants to rebel against their authority. The youngster will engage in all of the prohibited activities. When we ban him once again, he will say that he has broken the rule a number of times, but that will only be once.

In the meanwhile, the fourth parent has not discovered that his kid has many issues. It's possible that this is because the 4th parent has just recently learned about the gifted and begun to educate themselves on the topic. In point of fact, his kid often expresses concern that he is unoccupied throughout the school day. And it was only lately that his kid, when playing at his cousin's residence, was regularly remarked on as a difficult youngster, self-serving, and preferring to speak to the older ones.

Not all of the parents who are taking part in the research are simply able to notice that their brilliant children face challenges in the educational process while they are enrolled in school. Parents make an effort to alleviate their children's

boredom at school by encouraging them to participate in extracurricular activities outside of the home, even while they are unaware that their children have special abilities. This demonstrates that parents are concerned about how their children are feeling. Even when they are told to take their children to visit a psychologist, parents immediately strive to follow the advice so that they may assist their children. Other parents who are still very fresh to the concept of brilliant children have said that following their children does not provide too many challenges. The issue of youngsters being too idle is by far the most prevalent problem among children. Children that are gifted often have the tendency to be more laid back while they are in school, which might lead to problems later on.

The previous explanation of the study findings leads one to the conclusion that one of the most important things for parents to do is to assist their talented children in selecting and locating educational institutions that are appropriate for them. The findings of this research should be noted carefully since every kid who has exceptional intelligence has certain requirements that must be met in order for them to learn and grow to their full potential. The adults in their lives, including their teachers and other members of their families, are in a position to understand and accommodate each of these unique requirements for children.

3.3. Parents in Helping, Assisting, and Overcoming Gifted Students' Educational Issues

Participants in this study made it a point to take the time to assist, help gifted children overcome, and find answers to any problems that they came across. Because of the specific difficulties they face, every child who has a talent needs a one-of-a-kind strategy for working through difficult situations. One participant, who accompanies his talented child to school, shares that he is a parent who is constantly required to be proactive and protective in order to care for his gifted child because he has a gifted child who has difficulties with growth and development. This participant also shares that he is a parent who is constantly required to be proactive and protective in order to care for his gifted child. The difference in the roles that the participants play as parents is not caused by the occupations of the parents; rather, it is primarily caused by the personalities of the talented children, who become inter-personal and intrapersonal obstacles while attempting to solve problems. The participants in this study are all parents of talented children.

Because of the problems that have surfaced, it is essential for parents to become engaged in the situation and take action in order to push for a solution to the problems that have been brought up. This might be accomplished by seeking to have a conversation with the other individuals who are of the opinion that the child is a problem, or it could be accomplished by attempting to find a solution by relocating the child to a school that is more convenient for the family in question. Parents can continue their education and gain knowledge about gifted children by reading a lot of books, being active members of communities, and going to seminars. These are also great ways for parents to gain knowledge about how to assist, accompany, and triumph over the challenges presented by gifted children. Reading a lot of books, being an active member of communities, and going to seminars are all great ways. In addition, it is important for parents to make an effort to continue their own education and to seek knowledge on talented children and all there is to know about them in order to be able to give the best possible care for children, it is necessary to attend seminars focusing on children who are intellectually gifted, as well as to consult with psychologists on an ongoing basis.

In conclusion, the aim of this research was to provide an explanation of the roles that parents play in the education of talented children and to look for additional roles that parents may play in the education of gifted children. The information that was obtained as data in this study had not been verified by the relevant parties mentioned by the participants, such as the children of the participants themselves, teachers at schools, or psychologists who conduct tests on gifted children. Because the researcher only collected information from the parents who were involved as participants in this study, the information that was obtained as data in this study was not accurate. The findings of this study cannot be relied upon since the researcher only gathered information from the parents who were participating as participants in this study. This study does not take into consideration the demographic characteristics of the parents, which are significant since such characteristics have the potential to affect the function that is performed.

4 Conclusion

It would be extremely helpful to raise parents' comprehension of all the challenges faced by talented children if evaluation and identification of gifted children are put into practice. This will allow parents to fulfil their role as parents in the education of gifted children more effectively. The role of parents in the education of gifted children is required to detect, identify, discover difficulties in education, help and aid in problem resolution, and find good things in gifted children. This role is needed to recognize, identify, and find problems in education. It is a well-established fact that when parents are involved as much as possible in their children's educational experiences, this helps talented children make the most of their potential and lessens the likelihood of negative outcomes.

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Conflict of interest

The authors declare that there is no conflict regarding the publication of this paper.

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