

THE ROLE OF FAMILY AND SCHOOL ENVIRONMENT IN ACTUALIZING CHILDREN'S TALENTS

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ABSTRACT

Children's giftedness represents a potential that requires supportive environments for optimal development. This study aims to analyze the roles of family and school contexts in the actualization of giftedness. A descriptive qualitative method was employed through a literature review of relevant theoretical and empirical sources. The findings reveal that the family environment contributes by providing emotional support, appropriate parenting styles, and early stimulation of children's abilities. Meanwhile, the school environment facilitates giftedness through adaptive learning strategies and teachers' understanding of gifted children's characteristics. The synergy between family and school emerges as a crucial factor in enabling children to optimally realize their potential. In conclusion, strengthening collaboration between these two environments is essential to ensure the holistic development and actualization of giftedness.

Keywords: child giftedness, family environment, school environment

INTRODUCTION

The family is the first institution where children undergo this socialization process, with parents acting as the primary agents. Parents must pay attention to their children so they can grow and develop optimally according to their individual potential. One area of special concern is gifted children. Munandar (2012) states that gifted children are often referred to as talented children. They are children who possess extraordinary abilities and the ability to perform high-quality work. Gagné (2006) differentiates between gifted and talented children (Sulistiawati, 2020).

Gifted children are those who possess above-average abilities in a single domain of talent, such as intellectual, creative, socio-affective, and sensorimotor. Talent, according to Gagné, is defined as above-average performance in one or more areas of activity. According to Munandar (2012), gifted children must be stimulated from an early age and, of course, require

support from their environment. One environment that must be supportive is the family environment. Potential development will be easier and more effective if started at an early age, as it requires stimulation and challenges to achieve high levels of self-actualization (Sulistiawati, 2020).

Humans essentially possess two major abilities: actual abilities and potential abilities. Actual abilities are abilities that currently exist, abilities that have already been actualized. Examples include IQ scores and TOEFL scores (Latipah, 2009). IQ and TOEFL scores are considered actual abilities because they exist in numerical form. Potential abilities, on the other hand, are abilities that have not yet been tapped and actualized. These abilities manifest as possibilities. For example, talent is considered potential because it has not yet fully emerged, is not yet real, and is not yet actual. To discover a person's talents, they must be explored and stimulated. Once explored or stimulated, talents can be identified, and once talents are identified, their manifestation (actualization) is no longer referred to as potential abilities but as actual abilities. To identify and develop a child's potential, it must be stimulated by their environment, specifically educators and parents. If parents want to develop their child's potential, they must first understand themselves (Latipah, 2009).

Potential will become apparent (actualized) if it is honed, stimulated, and developed by their environment. Conversely, potential will not become apparent if it is not honed, stimulated, and developed by their environment. Scientific research shows that children who are stimulated by their environment are more intelligent than those who receive little stimulation. Therefore, the role of the environment (parents, teachers, peers, and the community) is crucial in stimulating the emergence of various potentials (Latipah, 2009).

A conducive family environment is needed, one that provides experiences, stimulates curiosity, and provides opportunities to explore various possibilities in finding answers. In this regard, parents need to identify their child's potential. The reality is that parents still don't play an optimal role in understanding and developing their children's talents or potential. As a result, gifted children with vulnerabilities create various problems within the family, school, and community.

Several articles reviewed identified several issues related to gifted children. Wahab (Rachmat Wahab, 1997), in his article on the education of gifted children and the problems they face, explained that the problems experienced by gifted children include: 1) frequent conflicts with others due to difficulty adapting or submitting to pressure from parents, school, and peers; 2) their creative abilities and interest in new things cause them to dislike or quickly become bored with routine tasks; 3) high sensitivity can make them easily offended or sensitive to criticism; 4) the child feels rejected and misunderstood by their environment; and 5) they are skeptical of themselves and others (Sulistiawati, 2020).

To explain the role of parents in developing the potential of gifted children, we must first understand the concept of role. Role is a dynamic aspect of position (status). If someone carries out their rights and obligations in accordance with their position, they are said to have carried out their role. Role determines what he does for their groups and communities, and the opportunities they provide them (Soekanto, 2009). Roles are governed by prevailing norms. Roles are more about function, adjustment, and process.

According to Soekanto (2009: 213), roles encompass three things:

1. Roles encompass norms related to a person's position or place within a group or community. In this sense, a role is a series of rules that guide a person in social life.
2. Roles are concepts about what an individual can do within a society, as an organization or group.
3. Roles can also be defined as individual behaviors that are important to the social structure of society.

Potential in education plays a significant role, as with potential, a person can develop and actualize themselves. Self-actualization is a need that has reached a high level—the meta-level. Therefore, the role of educators is crucial if they are able to stimulate a child's various potentials, enabling them to utilize these potentials for specific purposes in their lives, particularly in the world of education. For education, the importance of exploring a child's potential lies in recognizing the differences in their abilities. Consequently, educators must be able to treat children with varying potential wisely (Zahrudin, 2018).

If educators have provided various stimulations to a child to explore their potential, it is appropriate to test what they have done. The goal is to determine the extent to which a child's potential has been developed, or the extent of progress achieved by the stimulation provided by the environment (educators). This can then be used to determine the next steps (Zahrudin, 2018).

RESEARCH METHOD

This research employed a literature review method. A literature review is a data collection method that draws on books, journals, and articles relevant to the topic. Therefore, the data used in this research were sourced from relevant books, journals, and documents. In this study, researchers focused on the role of the family and school environment in the actualization of children's giftedness. Data analysis employed a descriptive qualitative approach (Anggraini et al. 2022).

RESULTS AND DISCUSSION

Based on a literature review of various relevant books and scientific articles, it is clear that giftedness in children does not develop automatically but requires ongoing environmental support for optimal realization of this potential. Giftedness is viewed as a potential ability that becomes apparent when properly stimulated, both within the family and school environment. The literature shows that gifted children who grow up in supportive environments tend to demonstrate above-average abilities and experience more optimal development in intellectual, creative, and socio-emotional areas.

The family environment is the primary context that plays a crucial role in the recognition and development of giftedness in children. Parents play a strategic role in observing their child's interests and abilities from an early age. The literature review indicates that families that create a warm, safe, and conducive atmosphere help children feel valued and accepted, thus encouraging them to express their abilities and interests. Emotional support, motivation, and opportunities for children to explore are crucial factors in helping children recognize their potential. When parents understand the

characteristics of gifted children and provide appropriate parenting styles, children will be more confident in developing their talents.

Conversely, the literature also reveals that parents' lack of understanding of their children's giftedness can create various obstacles in the process of actualizing their potential. Parents who are overly demanding, provide insufficient space for their children, or are insensitive to the special needs of gifted children can potentially cause psychological distress in children. This situation can trigger conflict within the family, reduce children's motivation, and hinder the development of potential that should be optimally developed. Therefore, the role of the family is not limited to meeting basic needs but also includes providing stimulation and support appropriate to the characteristics of the child's giftedness.

In addition to the family environment, the school environment also plays a crucial role in supporting the actualization of children's giftedness. Schools function as formal educational institutions that provide learning structures and opportunities for children to develop academic and non-academic skills. The literature review shows that teachers play a central role in identifying the characteristics of gifted children through the daily learning process.

Teachers who understand children's individual differences will be better able to create varied, challenging, and tailored learning strategies tailored to the needs of gifted children. Flexible and creative learning can help children maintain interest in learning and develop higher-order thinking skills.

The literature also shows that a school environment that is less responsive to the needs of gifted children can negatively impact their development. A learning approach that is too monotonous and uniform can potentially leave gifted children feeling bored, under-challenged, and even experiencing adjustment difficulties. This can prevent children from achieving their full potential, even if they possess high abilities. Therefore, schools need to provide a supportive learning climate, including enrichment programs, opportunities for achievement, and spaces for children to express their creativity.

The overall results of the literature review indicate that the actualization of children's giftedness will be more optimal when there is synergy between

the family and school environments. Good cooperation between parents and teachers allows for continuity in providing stimulation and support to children. When families and schools have a shared understanding of the needs and potential of gifted children, children will experience a consistent environment to support their development. Thus, the roles of the family and school environments are inseparable, as they complement each other in helping children achieve self-actualization in accordance with their potential.

CONCLUSION

Based on the results of the literature review, it can be concluded that the actualization of children's giftedness is inseparable from the role of the family and school environments as complementary external factors. Giftedness is a potential that requires continuous stimulation, support, and opportunities to develop optimally. The family environment plays a crucial role in the initial process of recognizing and developing children's talents through emotional support, appropriate parenting styles, and providing opportunities for children to explore their potential. Meanwhile, the school environment functions as a formal forum that supports the development of giftedness through adaptive learning, the role of teachers who understand the characteristics of gifted children, and a conducive learning climate. Synergy between family and school is key to creating a consistent and supportive environment, so that gifted children can actualize their potential optimally and sustainably.

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