

The Socio-Emotional Competences: Reorientation of Gifted Education in The Era of Industrial Revolution 4.0

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Abstract: The background of research was paradigm declared that gifted students had high-risk problem related socio-emotional competence. That is asynchronous with their cognitive potential ability. This research is to review the socio-emotional competence of gifted student in Cugenang Gifted Special Elementary School. The method of the research used a single case study design. This research involved five students of Cugenang Gifted Elementary School in the school year 2018/2019. The result of the study show that student of Cugenang Gifted Elementary School had emotional self-awareness and it's influence to work effectiveness, had self-management to get achievement, awarded to group condition and guided them. But they hadn't social awareness. They hadn't adjusted to other's feelings and thought. That tends consequences of segregation system that applied by school. Guidance service to improve socio-emotional students can be developed by an involved student in social activities in a wider and diverse environment.

Keywords: socio-emotional competence, gifted student, guidance and counseling

I. INTRODUCTION

Talented students are often referred to as students who are vulnerable to problems because they have low socio-emotional competence. This is contrary to the potential it has. Basically gifted students have the potential for high socio-emotional competence (Burton, 2015; Pilarinos & Solomon, 2017). If this potential is developed, gifted students will grow to become wise, oriented to justice, empathy, altruistic and transcendent (Bates-Krakoff, et al. 2016; Proyer, et al., 2016). But if not developed, gifted students will experience alienation and less able to adjust to their social environment, loss of motivation, anxiety, aggressive behavior, stress, depression, even to suicide (Matthews & McBee, 2007; Parker, Saklofske & Keefe; Pilarinos & Solomon, 2017; Sharp, et al. 2016; Shaugnessy & Seevers, 2003).

Gifted student problems caused by low socio-emotional competence include underachievers and dropouts which have become the most highlighted educational phenomena in the United States (Cavilla, 2015; Hebert, 2001; Landis & Reschly, 2013; Matthews & McBee, 2015; Ritchotte, 2015; et al. 2016; Shaugnessy & Seevers, 2003). According to Matthews (2006), more than 1% of students who take the summer enrichment program for students who have an intelligence score above the average experience a dropout. The higher the intelligence score of students, the higher the percentage of dropout cases (Landis & Reschly, 2013). Hansen & Toso (2007) note that all dropout cases begin with a decrease in emotional competence (Landis & Reschly, 2013).

According to the Singapore Ministry of Education (MOE), gifted students experience problems

caused by low socio-emotional competence, which is stress due to facing heavy expectations from the people who interact with them (Yeo & Pfeiffer, 2016). The same thing happened in Indonesia. The development of the socio-emotional competence of gifted students is one of the challenges faced by Cugenang Gifted School, Cianjur-West Java. Based on the statement of Triyugo as the Principal of Cugenang Gifted School, gifted students at Cugenang Gifted School tend to feel bored and angry quickly if the material presented is not according to their wishes (Unnamed, 2016). This is reinforced by the results of researchers' preliminary studies which show that the six indicators of socio-emotional competence of gifted students at Cugenang Gifted School still require intensive guidance services.

Efforts to develop the socio-emotional competence of gifted students at school are the responsibility of all parties. In this case, guidance and counseling as an integral part of education also has the responsibility of helping talented students to develop their socio-emotional competence. Guidance and counseling services at Cugenang Gifted School Elementary Schools are carried out in an integrated manner with the learning process by class teachers or supervisors in the dormitory, but class teachers or supervisors at Cugenang Gifted School Elementary Schools are not all having a teacher / professional education background. Based on this explanation, it is necessary to conduct research to examine the development of socio-emotional competence of gifted students at Cugenang Gifted School.

The purpose of this study is to examine the socio-emotional competence of gifted students in the Cugenang Gifted School Elementary School as well as

the efforts that teachers have undertaken to develop students' socio-emotional competencies. The results of this study are expected to be a reference for teachers to develop guidance-based learning in order to improve the socio-emotional competence of gifted students at the Cugenang Gifted School Elementary School so that they are able to manifest themselves as a whole, both personally-socially and academically-vocational.

Based on this background, the focus of the study in this study are:

1. Socio-emotional competence of gifted students at Cugenang Gifted School Primary School.
2. Guidance efforts that have been made by the school to develop students' socio-emotional competence.

II. RESEARCH METHOD

This research uses a qualitative approach. The purpose of the qualitative approach is to examine a problem to gain an in-depth understanding through data in the form of words or sentences. The research method used is a case study, single case study design. This method is used to explore a bounded system in the form of activities, events, processes, or individuals based on extensive data collection (broad range) so that an understanding of a problem or theme is obtained (Creswell, 2015).

This study involved five elementary students of Cugenang Gifted School using purposive sampling, which is choosing a place or person who can assist researchers in understanding a phenomenon in detail in accordance with the research objectives formulated (Creswell, 2015).

In qualitative research, researchers act as the main instrument of research. Researchers are planners, executors, analyzers, interpreters of data, and research reporters. Data collection methods used by researchers as human instruments to assess the socio-emotional competence of gifted students at SD Cugenang Gifted School are observation, documentation study, and open interview. The tools used to assist researchers in collecting data are observation guidelines, documentation study guidelines, and interview guidelines (Creswell, 2015).

Documentation Study Documentation study is a qualitative data collection method that is done by representing public records or personal records, so that accurate and complete data is obtained, not data based on estimates (Creswell, 2015). The documentation used in this study is anecdotal notes relating to students' socio-emotional competence and photos taken during the study.

Interview is a method of data collection that is conducted by way of dialogue between researchers and participants face to face (face to face interview). The questions compiled are open-ended responses. This is done so that the resource person is able to express diverse views (Creswell, 2015). Resource persons in this study were participants, class teachers/subject teachers, and participant friends.

Data analysis techniques in this study will be carried out through two stages, namely data analysis and data validation (Creswell, 2015).

1. Data Analysis

Data analysis is a process to examine all available data from various sources. Data analysis in this research was carried out through three stages, namely data reduction, data model or data display, and drawing conclusions or verification.

2. Data Validation

Data validation is testing the objectivity and validity of the data. Data validation in this study was carried out using data triangulation techniques and expert opinions.

Data triangulation in this research is time triangulation, source triangulation, and technique triangulation. The Expert Opinion (checking the data carried out by the experts in the field being studied).

III. RESULT

1. Students' Socio-Emotional Competencies

In Psychosocial theory, elementary students are at the stage of industrial development vs. inferiority. Students who are able to overcome inferiority crises are students who are able to recognize their own interests/hobbies, orient themselves on social goals, accept and pursue challenges, and are diligent in practicing self-competence (Cross & Cross, 2017; Siegelman & Rider, 2009; Slavin, 2011). The results showed that gifted students at the Cugenang Gifted School Primary School were able to overcome the inferiority crisis. This is shown by the attitude of students who are able to show integrity in acting, have a high-achieving orientation, and have the initiative to carry out activities they like. Students compete to show their best abilities at every opportunity.

In the context of giftedness, high awareness among them is related to the characteristics of above-average academic ability. Talented students have above average academic abilities in both general abilities and in special abilities. These abilities are used by students to solve problems in everyday life appropriately (Dalia & Agne, 2012). Therefore, the way students show their emotions tends to be in accordance with their talents. Students who have talent in the verbal field, tend to express emotions verbally, such as by way of negotiation. Students who have a social service field, when showing emotion tend to pay more attention to the situation and condition of the people around them. In addition to the talent factor, the way students show their emotions is also influenced by peers. Santrock (2012) said that in addition to internal factors, socio-emotional development is also influenced by external factors, including peers (Slavin, 2011). This is shown by the attitude of students at SD Cugenang Gifted School who often do joint activities tend to show emotions in the same way.

2. Self Management

Self-management is the ability to organize themselves to achieve achievements or goals. Boyatzis, Goleman, et al. (in Livesey, 2017) states that students who have high self-management are able to control damaging emotions to maintain work effectiveness (emotional self-control), able to maintain integrity in acting (transparency), persevering in fighting for goals

(optimism), able to adapt to adaptability change), work beyond the standard of excellence (achievement orientation), and take action on the basis of their own initiative (initiative).

Based on research results, gifted students at Cugenang Gifted School Elementary Schools tend to have high self-management. However, from the six indicators of self-management, students tend to have problems on two indicators, namely emotional self-management and adaptability. Problems with emotional self-management indicators include not being able to control boredom and resentment towards others.

Roessingh & Bence (2017); Shaughnessy & Seevers (2003) states that intellectually academically, gifted students have high-level thinking skills. (Bates-Krakoff, et al. 2016) also mentioned that emotionally gifted students have stable emotions. They need interesting and challenging activities to pursue (Piske, 2017). To develop this potential, educational services such as differentiation curriculum, enrichment programs or enrichment programs are needed (Robinson, 2002). If the potential is not developed, it tends to lead to maladjustment behavior, including lacking motivation, feeling bored quickly (Renati, et al., 2018), easily offended, and not tolerant (Sunardi, 2008). Based on the results of the study, enrichment and acceleration programs have almost not been implemented at Cugenang Gifted School. Therefore students easily feel bored and annoyed with others. Emotional self-management problems in students occur because of a mismatch between abilities and challenges.

Problems with adaptability indicators. Basically, talented students have high adaptability. They are more receptive to themselves, others, and the circumstances around them (Clark, 1988). Adaptability Problems in Primary Schools Cugenang Gifted Schools occur in male students. The ability to adapt is based on the ability to show empathy, read emotions and regulate emotions. Blakemore, Berenbaum, & Liben (2009, in Santrock, 2012) state that female students tend to be more able to show empathy, read emotions, and regulate emotions than men. This causes female students to be more able to adapt than male students.

3. Social Awareness

Social awareness is the ability to be aware of other people. Boyatzis, Goleman, et al. (in Livesey, 2017) states that students who have high social awareness are able to understand the feelings and thoughts of the perspective of others (empathy), have organizational awareness (organizational-awareness), and are able to understand the needs of others (service orientation). According to Clark (1988), gifted students are good at showing empathy and building relationships with others. They have a deep social awareness and are sensitive to other people's problems. Based on the results of the study, gifted students at Cugenang Gifted School Elementary Schools tend not to have social awareness. This is contrary to the potential it has.

Proyer, et al. (2016); Yeo & Pfeiffer (2016) said that social problems in gifted students occur if their potential is not well facilitated. These facilitation efforts can be done by creating a conducive environment for students to interact socially in diversity (Sunardi, 2008). Monks (Heller, Monks, et al., 2000) also said that individual giftedness would not be possible without the support of family, school, and peers.

Cugenang Gifted School Primary School is a school that implements a segregative system. Segregative systems tend to be exclusive and pay little attention to students' social lives (Depdikbud, 1988; Sunardi, 2008). Students interact in a homogeneous environment, with people who have similar characteristics. The interaction formed tends towards competition. They tend not to be able to understand the feelings and thoughts of the perspectives of others, do not have organizational awareness, and have not been able to understand the needs of others.

4. Relationship Management

Relationship management is the ability to read group situations and conditions and guide the group. Boyatzis, Goleman, et al. (in Livesey, 2017) states that students who have high relationship management are able to: encourage others toward self-development (developing others), inspire and encourage others to become better figures (inspirational leadership), influence others to do something task (influence), being the initiator of change (change catalyst), providing open solutions in conflict situations (conflict management), and being able to work together to achieve group goals (teamwork and collaboration).

Based on research results, gifted students at Cugenang Gifted School Elementary Schools tend to have high relationship management. However, students tend to experience problems on two indicators, namely developing others and conflict management.

The problem with developing other indicators is shown by the attitude of students who tend not to be able to guide others towards self-development, such as when their friends have difficulty understanding learning. Students being indifferent tend to like seeing their friends. Another problem that tends to be experienced by students is the conflict management indicator. This is indicated by the attitude of students who tend not to be able to provide open solutions in conflict situations.

Clark (1988) states that gifted students are good at showing empathy and building relationships with others. They have a deep social awareness and are sensitive to other people's problems. In addition, Renzulli, Hartman & Callahan, 1971 (in Coleman, 1985) stated that gifted students have leadership characteristics, among others: have a high sense of responsibility, have confidence, are cooperative, have good verbal abilities, and are easily adaptable. Based on this, ideally, gifted students do not experience problems with developing others and conflict management indicators.

As explained in the social awareness aspect, social problems in gifted students in the Cugenang

Gifted School Elementary School tend to be a consequence of the segregative school system. In segregative schools, students interact with a homogeneous environment. This tends not to facilitate students' potential. Students need a diverse environment to develop potential in social aspects (Clark, 1988; Sunardi, 2008). Diverse environments provide opportunities for students to develop empathy for others, as well as provide opportunities for students to develop the ability to manage, lead and use strength in groups.

The development of the socio-emotional potential of gifted students is an attempt to reduce the risk of social maladjustment and unhappiness that is quite high (Roedell, 1984 (in Clark, 1988).

Based on the results of the study, gifted students at the Cugenang Gifted School Elementary School tended to experience social malnutrition problems, such as problems with indicators of emotional self-control, empathy, organizational awareness, service orientation, developing others, and conflict management. Problems with these indicators tend to be a consequence of the segregative system implemented by the Cugenang Gifted School Elementary School. In addition to segregation, the school also implements a boarding system. The system limits students to interact with diverse environments, including restricting students from interacting with parents/family. Monks (Heller, Monks, et al., 2000) states that individual giftedness cannot be realized without the support of the environment, namely the environment of the family, school, and peers.

Basically, gifted students need fewer directives than students in general. They tend not to easily accept criticism, advice, something that is instruction or coercion (Clark, 1988). According to Sunardi (2008), facilitation efforts to overcome the social problems of gifted students can be done by creating an environment for students to interact socially in diversity. Therefore, the guidance effort undertaken by the teacher can be developed through practical activities in a wider and more diverse environment, such as organizing social activities or involving students in various social activities outside the school environment.

In addition, the development of students' socio-emotional competence can be done by increasing the quality of collaboration between the school and parents of students. Although its influence has begun to diminish, the nuclear family still has an important role in the development of socio-emotional competence in elementary school-age (Slavin, 2011). Parents and teachers must equally understand the characteristics and needs of gifted students and the various problems that may be experienced.

IV. CONCLUSION

The gifted students of the Cugenang Gifted School Elementary School are able to overcome the inferiority crisis in the stage of psychosocial development. This is shown by the attitude of students who are able to show integrity in acting, have a high-achieving orientation, and have the initiative to carry

out activities they like. In other words, the socio-emotional competence of gifted students at the Cugenang Gifted School Elementary School tends to develop optimally at the stage of its development.

In the socio-emotional competence Goleman, Boyatzis, et al. Talented students at Cugenang Gifted School Elementary Schools are able to recognize their emotions and influences (self-awareness), are able to set themselves to achieve goals (self management), and tend to be able to understand the condition of groups and guide groups (relationship management). But students tend not to have social awareness (social awareness), namely the ability of students to adjust to the feelings of others. They tend to experience socio-emotional competency problems on indicators of emotional self-management, adaptability, empathy, organizational awareness, social service, developing others, and conflict management.

Talented students have high socio-emotional potential but this potential will not develop optimally without the support of the environment. Problems with emotional self-management, adaptability, empathy, organizational awareness, social service, developing others, and conflict management indicators tend to be a consequence of the segregation and boarding system implemented by schools.

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