IMPLEMENTATION GIFTEDNESS BASED EDUCATION
(PSYCHOLOGY ANALYSIS OF STUDENTS TALENT DEVELOPMENT AT
FAVORITE PUBLIC ELEMENTARY SCHOOL 10 MANURUNGE,
WATAMPONE)

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Abstract

This study aims to determine the services gifted students in Public Elementary School 10 Manurunge Watampone, revealing forms of cooperation between schools and families in developing gifted students and analyze psychologically about the application based education giftedness in Public Elementary School 10 Manurunge Watampone. This research is explorative research. The variables measured were intellectual giftedness, religion, art and psychomotor. Data were collected by observation, interviews, documentation. The data were analyzed in three steps, namely the presentation of data, reduction, and conclusion. The results of this study indicate that gifted students in this school use model tracking system. In this model, students are classified based on their ability and each classification are placed in the same class, especially in the field of intellectual services. There are some services provided to students of this school: academic and religious services, the field of arts, and psychomotor/ sports. Furthermore, cooperation form between schools and families in developing the talent of the students is to give specific guidance, facilities, creating a supportive environment for gifted students both within the school and family environment, providing reinforcement for gifted students, and give full support in the development of student talent. With the implementation of education-based giftedness in Favorite Public Elementary School 10 Manurunge has met psychological guidance on aspects of intelligence, creativity, and motivation.

Keywords: giftedness based education, talent development

1. Background

Talent is a potential or basic skill that born with. A talent of each child is different and it should be developed. Stimulation and exercise appropriately is needed in developing it. Besides that, the talent will not develop if the environment does not allow. Education is very important in developing the talents of children.

In the Law of the Republic of Indonesia No. 20 Year 2003 on the National Education System in Article 5 Paragraph 2 stated that the citizens who have the intelligence and special talents ha get right to special education. Furthermore, in Article 12 Paragraph 1 that every student at any educational institution has the right to be educated in accordance with their talents, interests, and abilities

Talent is associated with intelligence. Talent is the inherent ability in a person and associated with brain structure. Genetically brain structure has been formed since birth, but
the functioning of the brain is largely determined by the way a person interacts with his environment. Ability is associated with intelligence, and intelligence is the basic principal particular talent.

Gifted children are those identified by professionals who qualified as individuals who have impressive capabilities, and be able to demonstrate a high level of performance. These children are the ones who need a different education to be able to demonstrate their abilities and contribute to society. This children are able to performance high achievement in some areas, either separately or a combination of several fields that have a high intellectual capability in general, have a tendency to conduct specific academic, thinking productive and creative, leadership skills, visual-spatial abilities good art, and psychomotor abilities.

In order to create and develop children capabilities, each of them should be given a chance. Opportunity is the key word for gifted children. Gifted children are generally able to find more opportunities than ordinary children; they will look for opportunities actively. Gifted children can create and customize objects in their environment according to their needs.

Besides opportunities, facilities and infrastructure provided also determines, support from the school, encouragement from parents, the degree of socio-economic parents, place of residence, and the circumstances in the child's own as her interest in a field, his desire to excel, and tenacity to overcome difficulties or obstacles that may arise.

Schools as formal educational institutions can provide special services for students who have the talent in the field of intellectual, artistic, and psychomotor. As in SDN 10 Unggulan Manurunge, students talents are trained and developed through various activities inside and outside school. Inside the school, the school both principals and teachers at SDN 10 Manurunge do selection in the fourth grade students by see the results of student learning. Students who have the intellectual giftedness placed in special classes and the students who have low in intellectual or in standard level in the regular class. Then, students who have gifted in other fields, either artistic, art and psychomotor are trained and developed through extra-curricular activities and other activities such as in the interval of the semester. The school held various competitions for students to develop the talents of their students.

Outside the school, students are given the opportunity to participate in competitions held by various institutions such as the Arts Council of Bone Regency, PGSD UNM of Bone Regency and others. Thus, the school, especially SDN 10 Unggulan Manurunge participates in the development of the child's talents.

In addition to school, family as an informal institution has to train and develop the talents of children from an early age. Family or parents have to give attention to their children, so that they can develop their talents and potential since early stage. Parents need to provide stimulus to develop their child’s intelligence. If not, it will make children vulnerable to grow and develop. Thus, the child should be given a freedom to do something in order to make them have self-confidence and ability to control himself.

The role of the school and parents is expected. Schools with parents have to collaborate in developing the talents of children so that they will grow and develop in accordance with his talent and has the meaningfulness of life.

Teachers and parents need to conduct a review to identify the characteristics, needs and tendencies of children which are relatively different. After it was discovered, teachers and parents will be easier to create a suitable atmosphere for the development of student talent. Therefore, after the talent of the students got a fillip from a variety of environments, both domestic environments, school, or society the talent of the students starts to self-actualization, if the stimulus is in line with the students' potential talent, the development will
maximum. Thus, the talent of the students should be sought through a diverse number of activities to match between the talent of the students and the environment. Psychologically, the implementation of gifted education will improve the intelligence, creativity, and motivation.

Intelligence is a general ability in making adjustments to a situation or problem. This general ability included various types of psychic abilities, such as abstract thinking mechanically, mathematically, understand, memorizing, language, etc. To determine the intelligence of students in schools we can use intelligence tests are based on the student learning outcomes.

Creativity means in self-improvement, in the development of society and for self-realization. Creativity is related to four aspects: personality, motivation, process and product. From the personal aspect, creativity comes from a unique personal interaction with the environment. As a process, creativity is a process to feel and observe any problems, guess the shortage problem, assess and test the hypothesis, and then changed it and does the test again, after that finding the results. The creative process includes several stages: preparation, incubation, illumination, and verification. Whereas the products in creativity, emphasize that what is produced from the process of creativity is something new, original, and meaningful.

Motivation is something that motivates behavior; it requires a person to fulfill a need. This need will raise a motive to perform actions, so it is believed that if the action has been done, it was reached a state of equilibrium and there will be a sense of satisfaction within the individual. Therefore, the motivation is associated with creativity. Motivations as the driving aspect of creativity in terms of its internal and external require encouragement from various educational environments.

Thus, the writer is interested in conducting research on the implementation giftedness based education in terms of the psychological aspect of the development of gifted students at SDN 10 Unggulan Manurunge Watampone.

Based on the explanation, the problems of this study are as follows:
1. How does the service of gifted students at SDN 10 Unggulan Manurunge Watampone?
2. What are the forms of cooperation between schools and families in developing gifted students at SDN 10 Manurunge Watampone?
3. Is the implementation of based education giftedness in SD 10 Manurunge Watampone has met the demands of psychological?

The purpose of this research is to find out the services gifted students are given at SDN 10 Unggulan Manurunge Watampone, forms of cooperation between schools and families in developing gifted students at SDN 10 Unggulan Manurunge Watampone, and analyze the implementation of based education giftedness in SDN 10 Unggulan Manurunge Watampone whether it has to meet the demands of psychological or not.

This study would be effective, if able to show the significances both academically and social community. This research was carried out with consideration of the effect of efficient theoretical, methodological, and empirical for academic interest in science education, especially for the school for better understanding in implementing education giftedness, giving contribution and materials discussion for further researcher in the future. In addition, considering the issue of giftedness as a new issue, so this study can serve as innovation or development steps in the educational environment by not only developing the talent of the students in the school, but also to develop it in a home environment, but also to develop it in the community so that the child has meaningfulness of life and can actualize themselves and provide an enormous contribution to society, nation and state.
Furthermore, this study focused on formal educational institution that is at SDN 10 Unggulan Manurunge Watampone. SDN 10 Unggulan Manurunge is one favorite public primary school in Watampone. This school tries to develop the talents of their students by providing special services and the opportunity for all students. With the implementation of education-based giftedness, the students of SDN 10 Unggulan Manurunge Watampone will have high intelligence, creativity, innovation and high motivation.

This research will be analyzed based on the concept of psychology, it is quite significant to do in SDN 10 Unggulan Manurunge Watampone, because they provided special services to gifted students both in aspects of intellectual, artistic and psychomotor so that by the implementation of education based giftedness, it will increase the student in terms of intelligence, creativity and motivation.

2. Method

This research is Explorative Research, the aims is to get knowledge of a particular phenomena or get new ideas about certain phenomena to describe thoroughly and deeply about the condition of the object of research. This research is located at SDN 10 Unggulan Manurunge Watampone. Then the object of research is the school including the principal, the teachers, especially teachers of talent development in academic, religious, artistic / arts and psychomotor / sports, as well as parents of gifted students at SDN 10 seed Manurunge Watampone. The variables were observed in this study is based educational giftedness with three variables, they are Intellectual giftedness, Artistic giftedness and Psychomotor giftedness;

Data were collected through interviews, observation and documentation. In carrying out these interviews, researcher used minimal tools, such as interview guideline and notebook. Next, researcher used direct observations. In observation, the researcher observed the object that focuses on the implementation of based education giftedness. To support this technique, researcher used giftedness based education guided observation. In addition to interviews and observations, the researcher also used documentation review. Documentation is to collect data through written material that has been prepared to meet the demands of researcher. The research document is used as a source of data that can be used to test and interpret. Analysis of the data in this study consists of three types of activities. These activities include (1) the presentation of the data that is collected, (2) analysis of data in the form of reduction, and (3) conclusion.

3. Results and Discussion

A. Some Services Gifted Students at SDN 10 Manurunge Watampone

Service model gifted students at SDN 10 Manurunge used Tracking System model. In this model, students are classified based on their ability and each classification are placed in the same class. Gifted students placed in a special class throughout the school years. There are several procedures adopted by the school in providing services gifted students are:

1. References

Students at this school began with a referral based on consideration of classroom teacher, parents’ nomination and scores of tests that have been carried out.

2. Assessment

Assessment is given to know the student’s ability level that is referenced by a given test, which generally included measurements in terms of academic achievement tests. This test is given when the students were in class III (the end of the semester).
3. Selection

Selection is done after the student assessed, declared potential, has giftedness and ability levels have been established. Selection is given especially to the students who have high intellectual capability in the class. The students in ranked 1-15 in Class III (III A-C) will be selected. For the academic year 2016/2017 there is no selection anymore, classes will permanently from grades I-VI. Students in the Class I A will occupy Class A and will stay in class A until grade VI A, and so on.

4. Placement

Placement decisions based on the results of selection were done by a variety of considerations that the test results sorted according to the scores selection. Students who enter in 25-30 will be put in a special class, namely Class IV Featured / Special.

The above procedure is usually used in the election of gifted students in the field of intellectual or academic. It is different with the other areas of giftedness, where various competitions will be held during the semester breaks.

There are some services provided by schools to gifted students at SDN 10 Manurunge Watampone namely:

1. Service for Gifted Students in Academic Affairs and Religious

This school provides an excellent opportunity for students who have a special talent in the academic field. It showed by the special classes, especially in Class V-VI U-KH (Superior- Special). So the service given to this school is a service through grouping gifted students in learning ability. As the statement proposed by Master Class V-U. KH:

“The students in this class is selected and placed them in one special class, it makes the teacher easy to teach in this class, because the learning ability of students in this class is quite high, therefore the teachers who teach in this class must prepare their lesson well, well mastered the material, and teaching by engaging students in learning.”

Talented students will get an opportunity to develop their talent by placing it on a classroom so that the teacher is easy to train and develop their talents. As the interview the author by the Principal stated that:

“By grouping the students' learning ability allows the teachers to provide guidance for the intellectual quotient of students in a class because the students have the same level. It could be seen in determining class rank, in general the amount of students’ value is almost the same, and the difference is only 1-5 digits.

In addition, the principal of SDN 10 Manurunge said that:

“Students who are in excellent class or special classes continuing until the student graduated from this school. That is, if the student is in IV-UKH then after the increase in class she will be in class V-UKH until up to class VI-UKH. So his position remains in the class who has a special talent, especially in the field of academic or intellectual.

Besides grouping learning ability, SDN 10 Unggulan Manurunge also sending their students in some competitions in the academic field, especially in science subjects, likes math and science. As the statement of one of the masters of talent development student in academics argued that:

“To develop the talents of students in the academic field, especially in mathematics and science, our students always follow Mathematics competition among rayon, inter-sub-district, and inter-district which the activities organized by the South Sulawesi province. By following some competition, we have developed students’ academic talent”.

This paper has been presented at Sahid Jaya Hotel Makassar- International Conference on Natural and Social Sciences 2017. Palopo Cokroaminoto University. Makassar, March 12-13, 2017.
Further the student’s academic development, teacher confirmed that:

“Students who followed the race are they who truly have talent in academics, especially in science subjects: math and science. School will send 3 gifted students, or as requested by the committee. The choice is based on the students’ potential. If potential or intelligence of the students is in mathematics or science, the school will send the student in mathematics or science”.  

Furthermore, proposed by the principal of SDN 10 seed Manurunge that:

“In addition, the teachers also required to be able to create flexible and sporty learning environment. Maintaining a challenging environment, and look at the needs of students. Thus, teachers are required to organize, manage, creating a climate of social and emotional learning”.  

Thus, SDN 10 UnggulanManurunge provided services in the academic field through a study group and includes grouping gifted students in various competitions that allow gifted students to improve and develop his talents and teachers create learning environments that support students’ giftedness.

Furthermore, other field developed by this school is a religious or spiritual field. The development of this field is done by the school through the inter-class races held at each pause after each semester or midterm. In the religious field, the talent development, teacher also train talented students in this field to develop his talents in the classroom is to memorize the short surah, readings prayer, Adzan and Iqama and prayers in doing certain activities. In addition, the school also set up facilities to train students to always be honest with canteen honesty, and discipline in learning through the controller or control media prepared in a particular class and the teacher always gives motivation to the students to have responsibility in doing their jobs.

In relation to this, the teacher of student character development suggests:

“When I was teaching in class V, I used the controller or control media were circular and there is a clock that can be played by students based on the activities at the school. Hours are numbered in accordance with the number of students in the classroom. By this media the students will train to be discipline”.  

Furthermore, the development of affective or religious teacher argued that:

“To determine giftedness students in the field of religion, then every semester breaks competition will be done. In religion special training for writing are given, reading and memorizing short chapters, readings prayers, prayers, Athan and Iqama, ablution, and instill the values namely affective courtesy /manners to parents, teachers, fellow humans, discipline, honesty and exemplary”.  

Further stated by the teacher that the student character development:

“Every good teacher classroom teachers and subject teachers are required to always be a teacher characterized by cultivating yourself on good behavior or to show themselves to the students exemplary example of what has been done by the teacher. The headmaster has stressed to all teachers to be able to provide specific guidance in the field of character. Therefore, all teachers responsible for students’ character.”

So, SDN 10 Unggulan Manurunge has provided special services to students in the fields of religion through competition, a special guidance and exemplary teacher.

2. Service Gifted Students in Artistic/Art  
SDN 10 Unggulan Manurunge has provided specialized services in the field of art or
artistic through special exercises, performances and competitions in the field of art or artistic. Art that is usually trained to gifted students the art of drawing and coloring, dance performances, drumming, singing solo, vocal group, and fashion shows.

As noted by A. Novawati Pamin and observations from SDN 10 Manurunge that:

“For art of drawing drilled in the classroom and reserved for students of classes III-VI. This exercise is done by providing opportunities for students to draw in accordance with the wishes. Besides drilled in the classroom, competitions between classes solely devoted to the third-grade students up to draw and to paint only focused on students in grade I-III”.

Further stated by A. Muliadi that:

“Other services that can develop the talent of the students, especially in the field show that the school drum drum set up facilities so that students who are gifted in the art can actualize his talent. Students who have these talents were trained and brought in a special coach from outside.

Furthermore, the Head of SDN 10 Unggulan Manurunge argued that:

“Developing the talent of the students in the school is very important and should be done in school. Especially school teachers always give encouragement and a stimulus for students to develop an interest or talent. Schools also have set up adequate facilities for the distribution of student talent.”

Thus, a teacher at SDN 10 Unggulan Manurunge has provided or creates competition in the classroom and outside the classroom or outside the school as a student talent development services field of artistic or art. Besides creating competition, the schools also provide facilities, and provide support in the development of student talent.

3. Gifted Students in Psychomotor/ Sports Services

SDN 10 Unggulan Manurunge has provided psychomotor service through intensive training, performances and competitions in psychomotor or sport. As stated by the teacher of student talent development in sports:

“For students who are gifted in sports, especially football, they are given special training and intensively, and not only that, the school set up a special coach in order to develop the talent of the students in this field. Exercise is conducted in the field of school or outside the school such as in Persibo Watampone football field”.

Further teacher talent development in this field stated that:

“Intensive exercise is done so that gifted in these fields could be join in each competition between schools in Watampone City, district and inter-district Bone.”

The development of talent in the sport just like football is given guidance and training, because this sport is often contested between schools in the district and district levels. For other sport contested only in school, such as running a sack race buttocks, marbles run, run needle, obstructed and tug of war. In addition, other sports are swimming (practice subjects PE) and is usually asked students to practice outside, namely in Permandiaan A. Muallim and Waterpark Manurunge. As the statement of talent development teacher of sports that:

“Sports that are given guidance or special exercises only sport that is often contested between schools, such as football, and for swimming sports, it is also given special training but only as practice subjects PE. Next jogging, obstructed and tug of war that competed during the semester breaks.”

Thus, the school has provided special services for giftedness students in psychomotor/
sports by providing special training or intensive training, and enroll students in each race both races in school or outside of school.

B. Forms of Cooperation between Schools and Families in Developing Gifted Students at SDN 10 Unggulan Manurunge Watampone

There are several forms of cooperation between schools and families in the developing talent of the students at SDN 10 Unggulan Manurunge namely:

1. Providing Guidance Service, Facilities and Creating an Environment for Gifted Students both in School and Family

   The school has conducted a good cooperation with the parents of gifted students by providing specific guidance to the students in accordance with their talents. Guidance specifically implemented by the class teacher and a certain talent development teacher at the school. Guidance is given by looking at the talent of the students. If the student has a talent for math, the students will always be trained to join competition between schools or districts.

   Special guidance is also given by the parents. Parents are also find the potential of student. If the student has potential and talent in the field of intellectual then parents give guidance plus or intensive guidance in order to enhance children's intellectual talents. It is also done in artistic talent and sports/ psychomotor a. As the parents' statement that:

   “Increasing the child's intellectual not rely solely on the school but as parents we provide intensive guidance so that children are able to compete with other students in the school. With intensive guidance is the subject matter that has not been studied in the school have been studied in the course so that the child will be more quickly understood than other students.”

   Furthermore, the statement of student’ parents that:

   “The development of my children in sport is not only depending on the school, although specific guidance is given. As a parent, I try to develop my children talent, so he can achieve his goal”.

   Besides the specific guidance from the school and parents, the school also set up a special facility and asked teachers to create fun learning for gifted students. The same as parents, at home have set up special facilities for children who have specific giftedness.

   As the statement of the teacher at SDN 10 Unggulan Manurunge that:

   “Our school has set up a specific facility for gifted students and every teacher always creates a fun learning to play while learning, learning outside the classroom, using the media or aids in the learning process. In this way students are not bored or fed in learning.”

   Thus, both the school and the parents have cooperated in terms of giving specific guidance, provision of learning facilities, and enjoyable learning environment for students in order to develop his talent.

2. Providing Reinforcement for Gifted Students

   Reinforcement is a psychological element that is essential for gifted students. Reinforcement is a consequence that increases the probability that a behavior will be repeated. Forms of reinforcement provided by schools is positive reinforcement in the form of gifts or rewards that compliment (scientific amplifier), and the prize (reinforcement material reward) given to gifted students on the success he achieved. With this positive reinforcement, the child will be motivated to develop his talents.

   Based on the statement proposed by the students’ talent development teacher in the
academic field that:

“If the student has completed its job properly, then we provided positive reinforcement by giving praise to the students. This praise is usually given in the classroom with your thumb or words such as your job well, you are a good value, you good idea and so on.

In addition to strengthening the scientific, at the time of the competition between the classes, the school giving a gift as a reinforcement material rewards in the form of a certificate and a trophy. According to a statement Principal of SDN 10 Unggulan Manurunge that:

“Each pause semester of the school or the organizers always prepare gifts for students who have achieved in certain areas. Prizes are awarded to enable students to keep honing his talents and motivated to continue to develop his talent for students to achieve success.”

Furthermore, the statement of one of the parents stated that:

“When our children got gifts and certificates we as parents also provide reinforcement by giving gifts also so that they are motivated to develop his talent. The certificate at school are well kept and pressed or framed, so that the child feels that he got awarded for his accomplishments through the development of his talents.”

Thus, both school and parents have a good cooperation in terms of giving reinforcement of gifted students in order to develop the talent of the students.

3. Giving Support for the Development of Students’ Talent

Parents and school have giving full support for the development of students’ talent.

As the statement of gifted student that:

“When my child participated in the competition held at school or outside the school, I always give material and moral support for Children. School also provided guidance for my child especially in Mathematics and Science Competition. (Mathematics and Science Competition in Bone regency and Rangking 1 held by the Dinas Pendidikan Kabupaten Bone with Makassar State University).”

Moreover, the principal of SDN 10 Unggulan Manurunge said that:

“On the semester breaks, school holds a competition regularly to train, and develop students’ talent. The implementation of this competition in order the students not bored in studying in the class. This semester breaks competition conducted by teachers at SDN. 10 Unggulan Manurunge. The committee that agreed previously selected in the meeting of committee formation for semester breaks. After that all class teacher asked the students to join and participate in the competition, and teachers also determine students who has talent in the field the contested and then classroom teachers trained them. The students who have the talent asked to their parents in order they can train the child at home. Teacher and parents supports will motivate students to develop their talent.”

Furthermore, the statement of parents suggests that:

“When semester breaks held at the school, I am as parents will come to school in order to review and give full support to my child who participated in the competition”.

Thus, between family and school need a synergy. Not only the environment but also the should established good partnerships for gifted children can be meet their needs and realize
their potential through self actualization and are able to creature of social standards.

C. Implementation of Psychological Giftedness Based Education Analysis in SDN 10 Unggulan Manurunge Watampone

SDN 10 Unggulan Manurunge Watampone has implemented based giftedness education well and has fulfilled psychological guidance on aspects of intelligence, creativity, and motivation.

Grouping study in SDN 10 Unggulan Manurunge as an implementation of giftedness based education that has increased the intelligence of gifted students. Self-actualization for gifted students is a requirement for everyone. As the Principal of SDN 10 Unggulan Manurunge states that:

“Giftedness based education is very important for every student. By looking at the giftedness of student, it is easy in providing services to them in a particular field and sees that each student has a tendency to self-actualization. This school considered that it necessary to apply giftedness based education”.

The implementation of giftedness based education for psychologists will be able to increase the intelligence, creativity and motivation. The school both principals and teachers at SDN 10 Unggulan Manurunge has implemented giftedness based education maximized through the services provided and good cooperation between the school community and parents. Therefore, what has been done in compliance with the psychological aspects, both from increased intelligence, creativity and motivation.

Self-actualization of gifted students in learning will increase the intelligence and creativity of the students. Providing the opportunity for gifted students has done through the various competitions at school and outside of school. Provision of facilities also have done by the school and parents who have given a maximum support both material and moral, so that the gifted students are able to develop their talents.

Motivation has provided by the school and parents of gifted students. Motivation is very important given both intrinsic motivation (the motivation that comes from within the individual) and extrinsic (the motivation that comes from outside the individual). Extrinsic motivation is given in SDN Manurunge and also in the family. Giving award or prizes for instance as a form of reinforcement or scientific amplifier has frequently given to students at this school. If students are able to learn well and produce good results, he will receive prizes or awards from the school and their parents. In addition to prizes, students usually get information first so that students can improve their learning achievements or results.

From the observation in the field, students in special classes (VI-UKH) have test scores below 80, the students were given a warning and punishment. The punishment given is run around the field for 5-10 times. By giving punishment the students will be sought and studied hard to achieve and meet the minimum completeness criteria. Therefore, a gift and a warning or penalty is an extrinsic motivation for gifted students to learn more and motivate them to improve their talent in particular field.

As the statement of the chairman of the executive committee of semester breaks organized by SDN 10 Unggulan Manurunge that:

“When semester breaks is implemented, we as the committee always prepare the best gift or trophy that is awarded to overall champion class and giving certificate to the students as a motivation to develop their talents.”

What was stated by the chairman of the executive committee was proved at the end of semester breaks event. All students gathered and there are a special ceremony to share a gift and certificate for students who have won the competition, and giving the trophy for the
The general winner of the class.

Besides extrinsic motivation, gifted students also get intrinsic motivation to develop talent by training in the classroom and at home. Based on the observations of researcher, seen that students who have talents such as singing, drawing, coloring, fashion trained themselves in the stage where they will compete.

It in accordance with the statement of the parents who said that:

“Besides motivating from us, motivating from our children's self is more important. The awareness and willingness of the child to develop his talent is the main factor, if not, we as parents also difficult to motivate them to develop their talents.”

It could be analyzed that the implementation of giftedness based education as in intellectual, religion, art and sport/ psychometric were implemented maximally by the school and has met the demand of psychology guidance.

4. Conclusion

Based on the explanation above, the researcher concluded that:

1. Service of gifted students at SDN 10 Unggulan Manurunge used tracking system model. In this model, students are classified based on their ability and each classification are placed in the same class, especially in the field of intellectual services. There are some services provided to students of this school namely the services of talented students in academic and religious, gifted student services in the field of arts, and services in psychomotor / sports.

2. Some of cooperations between schools and families in the developing talent of the students at SDN 10 Unggulan Manurunge such as providing services or specialized counseling, facilities, creating a supportive environment, provide reinforcement, and provide support or full support in the development of student talent.

3. The implementation of giftedness based education at SDN 10 Unggulan Manurunge has met psychological guidance on intelligence, creativity, and motivation aspects.

5. References

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