



Adopting and Establishing Gifted Children Counselling and Guidance Programs

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Abstract

The study's overarching goals are to determine the nature of the skills taught in schools, the characteristics of the students who excel under those circumstances, the nature of the services available to gifted children, and the nature of the factors that either stifle or foster the development of students' talents. Quantitative study would not be complete without this aspect. Data is collected through in-person interviews, on-the-job observations, and detailed notes. The method utilized to analyse the data also meets the criteria set out by Miles and Huberman. The findings indicate that gifted children are those who excel in areas where their peers often struggle, who show exceptional skill in select areas, and who reach the greatest levels of accomplishment in those areas. Throughout the course of a typical counselling session, a minimum of five of the seven theoretical components of guidance and counselling will be used. The distinctiveness of the student, the encouragement of teachers and peers, the student's personal interests and drive, the resources available at the madrasa, and the community all play a role in offering aid. Constraints of time, location, and the availability of all required resources, as well as the impression of counselling and guidance instructors' lack of attention, all operate against pupils.

Keywords: *Gifted Children; Counselling; Guidance; Program*

Introduction

People who are talented or children who are gifted have abilities that are essentially natural to them, and they have the capability to develop to their full potential if they are supplied with an environment that is suitable to their area of expertise (Sternberg et al., 2021). Because children who are talented possess unique skills in comparison to those of other children, the education they get must be separate from the education that is provided to children who are not gifted (Manasawala & Desai, 2019). Children who have the potential for intelligence as well as the potential to gain gifts and remarkable talents have the right to get special education. Children who have the potential for intelligence as well as the potential to get gifts and exceptional abilities (Haenlein & Kaplan, 2019). In addition, the document places an emphasis on the aforementioned right. In addition, it is the duty of the education unit to make certain that every student has the chance to obtain educational services that are individualized to the student's particular aptitudes, interests, and interests in the subject matter (Brandt et al., 2019).

(Moreau, 2022) suggest that the issue of children with exceptional abilities is investigated from a number of perspectives, one could come away with a fresh point of view. The first point of view claims that some individuals are born with natural capabilities, and that these gifts could take the form of intellectual ability, academic aptitude, or other talents. This point of view believes that some people are born with these inherent skills (Lövdén et al., 2020). The second theory proposes that a person's degree of giftedness may be deduced by adding up all of the different experiences they have had throughout their lifetimes (Sternberg, 2017). The third school of thought maintains that giftedness is the result of a functional link between an individual's genetic make-up and the experiences that they have accumulated during the course of their lives (Feldman, 2020). This view holds that giftedness is the product of an individual's life. The purpose of education is to facilitate the development of optimal performance by fostering the construction of functional links between innate abilities and the formation of favourable environmental conditions (Chams & García-Blandón, 2019). Education plays a strategic role in accomplishing this aim. All three of these points of view highlight the significance of educational attainment in this respect.

The public has a strong understanding of counselling and guiding; it is often thought of as a service that is entirely dedicated to children who are having difficulty, and a school caretaker teacher is typically considered as being responsible for delivering this service (Hirano et al., 2018). In addition, students and members of the general public have the perception that those who work in the counselling profession are unyielding in their approach. When it comes down to it, the majority of individuals in society do not have a good understanding of guiding and counselling. The genuine help that is being provided by the counsellor is characterized by a kind manner and a high degree of empathy (Ray, 2019). Counselling and support are made available not just to students who are struggling academically, but also to children who are extremely talented in their studies (Seward & Gaesser, 2018). Because children who are gifted also require guidance in order to develop their giftedness and enhance their present potential, which must be continually supported and led in order for them to be able to achieve the goals that they have set for themselves, it is important to recognize children who have this ability and provide them with it (Mhlolo, 2017).

Because talented children often demonstrate a diverse range of characteristics, there is a larger possibility that these characteristics will be the root of the child's challenges. This is due to the fact that talented children tend to excel in a variety of areas (Haimovitz & Dweck, 2017). This may result in confusion over the nature of giftedness, as well as emotions of being different, feelings of inappropriateness, self-criticism, increased levels of internal conflict, a lack of understanding of others, and unrealistic expectations of others. Because of all of these diverse concerns, it is very necessary for schools to provide counselling programs that students have the opportunity to take part in. As a result, adequate facilities and adult supervision from trained professionals are essential for the growth and development of children (Wilfley et al., 2017). The provision of counselling services, the goals of which are to aid talented children in overcoming the attitudes of society and to assist them in finding answers to an educational system that is tailored to maximize their skills, satisfies this need (Mofield & Parker Peters, 2019).

To have a better grasp of how to administer guidance and counselling services for children who are talented, there is a need for deeper understanding. In the context of these efforts, the conduct of research to demonstrate the significance of guidance and counselling services for gifted children is one of the activities that is carried out (Zeidner, 2017). In the process of enhancing the abilities of students, gifted children are nurtured by instructors who specialize in guidance and counselling, and of course, with the collaboration of the teachers who are in charge of overseeing the pupils (Wright & Ford, 2017). Therefore, there is a strong interest among academics in doing research to highlight the relevance of the roles performed by guidance and counselling for children who are gifted.

The fundamental concern of this research is, as the title suggests, the advice and counselling assistance that is offered to children that have exceptional abilities (Bray et al., 2017). The researchers came to the conclusion that the best approach would be to conduct the investigation using qualitative research methodologies. This research is carried out in classes that are able to identify exceptionally bright pupils and elicit participation from a sizeable percentage of students. Because qualitative research creates descriptive data directly from the observed issue, makes it easier to deal with reality, and improves the possibility that as a consequence, in-depth information may be obtained, we made the decision to engage in qualitative research (Moser & Korstjens, 2018).

Methods

During the course of this inquiry, a qualitative approach served as the technique of choice. The methodology used in this study are designed for talented children and the counselling guidance instructors who deal with them. This is because researchers focus largely on the degree to which children's potential to develop their own giftedness. And just how the efforts that are made to offer services that are in accordance with the gifted sector and that are developed to their fullest potential in the schools are investigated.

During the course of the data gathering process for this study, the research methods of observation, interviews, and documentation were used. For the purpose of this study, the approach suggested by Miles and Huberman was used to conduct the data analysis. The analysis of the data, the reduction of the data, the display of the data, and the drawing of conclusions are all covered in this process.

Results and Discussion

Teacher's View on Gifted Students

During this portion of the lesson, the instructor discusses children who have exceptional abilities before moving on to provide further information on the many educational opportunities that are open to students. Gifted children should be provided with an education that enables them to master significant conceptual systems at a level that is proportional to their abilities, acquire skills that enable them to be self-reliant and creative, and cultivate a love of learning that enables them to excel in their academic pursuits. This type of education should be provided by schools that are equipped to teach gifted students. In addition, children with exceptional intelligence should get an education that allows them to develop into self-reliant and inventive individuals. Students will get assistance from the Guidance and Counselling Services in the formation of their individual identities, as well as their participation in social interactions and educational pursuits. In addition, students will get guidance and support in the process of planning and developing their future occupations. One aspect of one's self-development that may be worked on is the development of one's abilities, and the provision of guidance and counselling services may be of some support in this endeavour. As a consequence of this, the purpose of this service is to provide students aid in overcoming the limitations, obstacles, and other problems that they experience in their day-to-day lives.

"Gifted children are children with a higher degree of ability, and these talents include the consequence of intrinsic need to constantly be educated and developed to achieve accomplishments that are customized to their skills to achieve accomplishments as a manifestation of their talents and abilities."

As a result of the interviews that were conducted earlier, it has been determined that the world of education will serve as the focal point of efforts to cultivate the abilities of students in this region. More specifically, it will be the responsibility of schools to be in a position to offer the appropriate attention and services to gifted children. This will be accomplished by cultivating the students' already existing abilities in such a way that they are directed toward more optimal development. The skill that has evolved swiftly to date and has achieved a high degree of accomplishment is in the production of scientific writing sheets that have been included in the national championship. This talent has been recognized on a national level.

At the school, a class for exceptional children is being developed, and it will be reserved only for students who participate in research and who have accomplishments that are beyond the school's average. Children in these advanced courses get instruction and direction in the production of scientific writings, as well as limitations on their participation in extracurricular activities at school. Classes for talented students that are not in the subject of Scientific Writing are not classified particularly like the superior class; rather, they are included in the normal class as a distinct section. From these regular sessions, many new students go on to attempt to develop their current skills by taking part in a variety of extracurricular activities offered at their school. Additionally, there are individuals who already had skill before to enrolling, which is further developed throughout their time here.

There has been a trend by counselling instructors to develop the skills of students before they attend the madrasa. This movement is aimed at the formation of abilities held by students that would allow them to attain high levels of success.

"Since the inception of the New Student Enrolment program, the counselling guidance instructor has been a member of the student admissions committee, where one of the aims is to interview personality and also specialty, which is a very important factor."

"During the interview, the instructor will inquire about the student's accomplishments and abilities, among other things. Regarding the giftedness of instructors, they also give extracurricular surveys that are used to pick extracurricular activities based on their interests and skills."

According to this rationale, the educational system devotes additional attention to the abilities that are held by children who have been categorized as having unique talents. This is done in order to ensure that these children get the best possible education. Schools not only provide students with a range of services that are precisely adapted to their skills, but they also aid students in identifying the abilities that already exist inside themselves. Schools provide students a variety of services that are specifically customized to their talents. Students are able to notice the abilities that are already there in themselves while simultaneously being able to encourage and guide themselves as creative persons, have autonomous personalities, and be able to generate successes as a result of this.

Implemented Counselling Guidance Services

A reciprocal activity in which the counsellor and the client provide assistance to the counselee in expressing the counselee's problems and enabling the counselee to recognize himself, accept, and be able to solve the problems he is experiencing is an example of counselling guidance. Counselling guidance is also known as counselling guidance. In a similar vein, the function that it plays requires that there are certain services and tactics that must be used as supports in order to simplify the process of identifying children's abilities and directing their growth in a more ideal way.

The provision of information regarding test and assessment results, the application of academic subject areas in real life, the direction of meaningful mentor relationships towards the cognitive/academic needs and effectiveness of gifted children, and the provision of information regarding program and subject options are all considered to be necessary components of academic counselling.

"Strategies for career counselling include talking about a few key topics and doing activities that help students plan their careers. Because gifted kids have certain traits and their homes, schools, and communities can get in the way of them being creative, they can feel a lot of tension. This can make it hard for them to learn and lead to bad behaviour."

The aforementioned reasoning may be explained by the availability of counselling and aid in the area of education for children who are brilliant; in addition, there are a number of things that need to be taken into account in order to develop their abilities. When it comes to the academic potential of these exceptional children, there are strategies that are put into action to constantly lead and counsel them in the right direction. As part of these programs, these kids will be directed toward significant mentors who are able to successfully satisfy both their cognitive and academic demands. Additionally, these students will be given information on the subject options that are available to them. In addition, the procedures that are done when selecting which jobs gifted children should follow are also taken by the Counselling Guidance department while developing these careers themselves. These stages include determining which careers gifted children should pursue. These procedures include providing assistance to students in the process of career planning in line with their skills and continuously participating in dialogues regarding crucial problems, such as the benefits and drawbacks of having talented children in the household.

In addition to discovering some information about his giftedness, it was revealed that the guiding and counselling services that had been implemented in the madrasa had been applied to him ever since he had entered the madrasa. This was disclosed in the material that was provided.

"Classical Guidance, Information Services, Orientation Services, Distribution and Placement Services, Consultation, Group Guidance, and Collaboration with different parties are some of the guidance and counselling services for gifted children that have been put in place in schools."

It is clear, as a consequence of the findings presented above in the interviews, that the madrasa has been providing students with access to counselling and guidance services from the very first day they enrolled there. This is achieved by having students participate in personality interviews and specialties, which serve as benchmarks and are taken into account when selecting majors for students, and selecting majors that are suited for individuals based on their talents. There is a questionnaire that is used in the selection of skills. This questionnaire is utilized as a material of choice in line with the abilities and talents that the individuals have. Therefore, students are not coerced into picking and participating in extracurricular activities; this allows pupils the opportunity to develop their skills to the fullest possible extent. As a result, students are able to boost their self-confidence on their own and achieve their full potential in their profession. In schools, there is also a role for counselling and guidance instructors, whose job it is to attempt to offer direction by disseminating knowledge and introducing students to a number of organizations. When I initially started school, I was placed in the advanced class, and I chose to major in science since I wanted to pursue a career in that area; as a result, my competence in that area was immediately apparent. Additionally, the counselling guidance instructor stepped in to aid the direct supervisor in the area of scientific work in supplying some information in order to resolve the situation.

"The service offered for gifted children must be regarded for gifted children who play a significant part in it. They may assist pupils grow and find their skills with the coaching provided to talented youngsters."

According to the previous teacher's explanation of counselling and guidance, it is clear that the teacher has always given priority to his pupils in terms of determining the giftedness of children by classifying them according to the areas in which they excel. This has been the case ever since the students entered the school. It is primarily focused on offering distribution and placement services, as well as orientation services to students, and it does not lag behind in terms of providing information services to educate students so that they are able to put themselves into activities that may support their skills.

There is also a classical service that is held once a week, which inspires and reminds kids, and may create in them the ability to constantly attempt, as well as motivates them to always develop their skills. There are guidance and counselling services that are tailored to the requirements of the students, and there are also facilities that provide support for the students so that they may also channel their inspiration. In addition, the supply of services is going swimmingly, but it is ultimately up to the students themselves to decide whether or not they wish to make use of the services that are being offered.

Factors to be Considered in Facing Gifted Children

“With programs, services, training, teaching provided in madrasas, it can support children's giftedness.”

On the basis of the results of the interviews that were mentioned, one may reach the conclusion that the aspects of the school environment that play the principal role in the development of children's capabilities are situated there. Where the educational environment serves as a location for learning, practicing, and engaging actively and fruitfully, and where it is bolstered by the provision of extra activities that may support the talents of talented children who are selected according to how effectively they make use of their gifts. In addition to this, the personality component of students who already have a positive perspective, are self-assured, and are able to accept their talents is also significant. This is because these students are more likely to succeed academically. It is much easier for students and the counselling instructors who deal with them to aid one another in the development of the abilities of pupils when they are working together.

“It is tremendously beneficial to encourage gifted children to pursue their goals.”

Students develop a sense of ease and comfort when they are provided with a variety of encouragements, which may be facilitated by the consistent provision of incentive for children who are talented. In other words, students feel more at ease and comfortable when they are encouraged in a variety of ways. Through the use of analogies that go in a positive direction, with the goal of boosting the students' confidence and getting them more interested. And are able to go forward together, supporting one another, in order to achieve the goals that have been predicted in order to move forward together.

“Students continue to have the view that guidance counselors are school police.”

According to the findings of the interviews that were discussed previously, there are still certain students who have the misconception that counselling teachers are menacing figures. These students believe that counselling teachers are anything but kind and gentle, and that they typically only serve and care for the congregation of children who have social problems and are nonconformist. Students are unable to be open and do not have confidence in what they are doing when their teachers have this sort of thinking since it is a negative aspect in the perspectives addressed to counselling teachers. Therefore, the pupils decide to keep their issues to themselves and not communicate them.

“Some of the students feel like their parents have no concern about them because they are busy with their jobs. Parents often forget to pay their kids extra attention and help them develop their talents. as such kids tend to be quiet and unmotivated and cannot get a chance to show what they are capable of.”

It is thus possible to draw the following conclusion based on the findings of the interview that was presented earlier: the next aspect that acts as a barrier in the way of supporting talented kids is the home environment. Where one's family is the primary educational resource and the first place to go. It is possible that if children are not paid attention to and understood in all aspects of their being, from their

personalities to the capabilities they already possess, this will cause them to be fearful and unmotivated to develop the capabilities they already possess in themselves.

The primary factor that determines how a child will develop their personality is their upbringing. Because the environment has a role in molding social behavior, which in turn influences the path that society will take in the future, both positively and negatively. In addition, the atmosphere of the educational setting is the single most important factor in the development of talent. Since school is a place for learning and training that is supported by the provision of a variety of services, programs, and supporting facilities and infrastructure that are offered in schools to be able to assist in identifying and developing student talents to their full potential. In addition to the role that school administrators, instructors of counselling and guidance, and other staff who participate and contribute to the effort to develop student abilities play in this endeavour.

Conclusion

In the schools that were looked into, the term "gifted student" refers to a student who excels in a particular area of study and is able to show that they are among the best in their field in terms of their skills to perform at the highest levels. These abilities are able to exist owing to the fact that they are innate; nevertheless, in order for them to be developed and to reach the intended accomplishments in accordance with the skills that they have, they need to be taught via a number of training techniques.

The growth of a student's giftedness is influenced by several factors, including the student's personality, the support they get from a number of sources, the student's interests and motivation, the facilities supplied by the madrasa, and the surrounding environment. The biggest obstacle that prevents students from discovering and developing their talents is a lack of motivation on the part of the students themselves, which acts as a barrier. Students are also unable to recognize the exceptional skills that are uniquely theirs. The availability of equipment that is not beneficial to the development of talent, time constraints, and the belief that the counselling guidance teacher does not care as much about them as they should be some other factors that inhibit students from disclosing their talents.

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