

COMPREHENSIVE GUIDANCE AND COUNSELING FOR GIFTED CHILDREN THROUGH THE APPLICATION OF MILGRAM'S MODEL IN ACCELERATION-INCLUSION SETTING

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ABSTRACT

Acceleration program is claimed to be designated for gifted children. However, the implementation of the program is still considered sporadic and exclusive. This study aims at developing a comprehensive guidance and counselling for gifted child using Milgram's model in acceleration-inclusion setting. The research question is "how does the development of a comprehensive guidance and counseling for gifted children through Milgram's model in acceleration-inclusion setting is applicable and affective?. This research applies a mixed method as its design which utilizes research and development as the umbrella. This research applies the mix method in three phases. The first phase, a preliminary study which produces a hypothetic models. Finding shows that comprehensive guidance and counselling for gifted children in acceleration-inclusion setting (the model) be constructed based on home, school, community and non-gifted, mildly gifted, moderately gifted, and profoundly gifted profile, general critical thinking, specific creativity talent, general intelligence, specific intellectual ability, and Assessing, planning, implementation, evaluation as well as on integrated guidance and counselling context. The second stage is the validation of conceptual and empirically, which generates operating models to test its effectiveness in the third stage.

Keywords: *comprehensive guidance and counselling, gifted child, Milgram's model, acceleration-inclusion, applicable, mix method*

INTRODUCTION

The Comprehensive guidance and counseling has been developed since 1960s. In late 1980s, American Counseling Association (ACA) and the American School Counseling Association (ASCA) create new section worked for analyzing and promoting comprehensive guidance and counseling.

The idea was still growing until 2000s, where each school is expected to apply comprehensive guidance and counseling. Success was introduced in IOWA (1998) to mobilize children, family, teacher and society. All aspects participated in assessing needs, analyzing the best choice, developing, performing and evaluating. This process

supports the improvement of education quality for all (UNESCO,2014).

Since education for all is not essentially targeted for all aspects, this process became important. To re-enhance the education for all commitment, and as a correction towards the exclusive special education as well as the lack of divergent from general education, a movement towards inclusive education were made. Unfortunately, the implementation of this movement in Indonesia still lack of expectation. Misconceptions, loss contexts, and error in strategy may happen in some occasions: exclusivity of gifted children, for instance. Naturally, gifted children belong to general class, but since some schools provide accelerated class, these students are categorized as exclusive.

Based on preliminary research, the implementation of acceleration class in elementary level is varied. They mostly applied private class method, 20-25 students with 135-140 in IQ level. Some other schools invented innovation. Al-Mabrur elementary schools, for instance, develop accelerated-inclusive method designed for involving students intensively with service diversification on behalf of faster competence (Kartadinata, 2011).

Al-Mabrur elementary schools acceleration-inclusion categorized as unique and attracts many perceptions since acceleration and inclusion itself have different philosophy. Both can be combined in order to gain the best needs of children (Smith, 2006). In terms of child needs, acceleration-inclusion must not be seen as confusion. In contrast, it is considered as the missing link. To be stated as reasonable, understanding the missing link between acceleration and inclusion is important.

The acceptance of special education for gifted children is needed, but the implementation of acceleration class is incorrectly done. Some argue that joining gifted children with general classes would make them bored. In fact, the learning process is the main problem. When the

learning process is poor in quality, any kind of students would be easily bored. Thus, the acceleration process should be restarted to the origin form in order to optimize the potential.

The characteristic of comprehensive guidance and counseling serving all kind of students is relevant with education dynamics and understanding of cultural background. This is balancing the public service which by Padersen (Kartadinata, 2010) is called inclusion culture. This culture is brought in service accommodated the development of children from various background and ability. It demands guidance and counseling to facilitate students with divergent service. Divergence related with experience preparation for the development of students and context of inclusion education which give new perspective about human and education principal.

Talking about experience preparation, Milgram models have perspective with comprehensive guidance and counseling philosophy. Milgram models are conceptual framework organizing giftedness as a benefit for teacher, counselor, and parent. Milgram models define giftedness as multidimensional. It is designed to compare variety of giftedness and to emphasize giftedness happened in different level. Meanwhile, structure of giftedness models is related with Milgram's definition of giftedness, divided into four types, four levels and two other aspects.

Four types of giftedness are divided into two different categories: one is related to the intelligence aspects (General intellectual ability and specific intellectual ability) and the other category is related to innovative thinking aspects (general original/creative thinking and specific creative talent). First, general intellectual ability or overall general intelligence refers to abstract thinking ability and problem solving ability. Second, specific intellectual ability refers to understandable intellectual ability in certain area, such as mathematics, foreign language, music or science.

Third type, the general original/creative thinking is a problem solving process which creates unusual and high quality solution. Creative thinker produces imaginative, clever, elegant and unexpected ideas. Creative child is different not only because of the ideas, but also their point of view. They see things differently and think out of the box. They create unique/imaginative solutions. The last type, specific creative talent refers to the ability of specific creative talent. This original thinking ability is applied to specific range and manifested in original product.

Besides, the four ability levels are profoundly gifted, moderately gifted, mildly gifted and non-gifted. With these categorizations, the giftedness behavior can be found in mild, moderate, and profound level. These three levels were designed hierarchy. Two other aspects are related with learning environment and individual differences. Milgram models reflect the comprehension of gifted child needs by mentioning school setting, house, and society which affect and are affected by giftedness.

Milgram models is getting more interested because it reflects comprehension toward the giftedness as multidimensional phenomenon emphasizing in the different levels of giftedness and the influenced three settings. By this model, different level of gifted child would get different achievement. Adjustment and strategy in handling gifted child is different due to the unique profile of each child. Thus, developing comprehensive guidance and counseling through Milgram models help teacher, counselor, and parent in understanding the need of gifted child.

Some researches with comprehensive guidance and counseling based has given reinforcement. Kartadinata papers (1996-1999) recommended comprehensive guidance and counseling as an effective model and improved the quality of guidance and counseling at schools. This models can be applied in any level of education. It has been

presented through seminars, workshops and trainings since 1998. Comprehensive guidance and counseling has been implemented in Al-Mabrur elementary schools with integrated guidance and counseling terminology. It is executed by form teacher and facilitated by counselor (Kartadinata, 2011). Unfortunately, this model still needs development since it has not been socialized on a national scale.

Many things can be examined since acceleration-inclusion setting and how guidance and counseling is applied in Al-Mabrur elementary schools is seen as an innovation and towards inclusive education. This research aimed to the development of comprehensive guidance and counseling for gifted child in acceleration-inclusion setting. Research problem such as : How is the development of applicable and effective comprehensive guidance and counseling formulation for gifted child through Milgram models in acceleration-inclusion setting in elementary level? For getting an answer, the data is explored through research questions: (1) What is the applicable comprehensive guidance and counseling operational formulation for gifted child through Milgram models in acceleration-inclusion setting in elementary level? (2) How effective is the formulation of comprehensive guidance and counseling through Milgram models in acceleration-inclusion setting toward gifted child success for all in Al-Mabrur elementary schools?

METHOD

This research uses mixed method research design with research and development approach (Creswell, 2010). It is done in three phases referring to Borg and Gall's procedure, applied by Innovation Unit and Paul Hamlyn Foundation through learning future the engaging schools innovation (Putra, 2011). First Phase, Preliminary Study, includes literature and acceleration class field study, acceleration-inclusion at elementary level. Second Phase

is model development and validation for revision and development hypothetical model through theoretical conceptual validation as well as empirical contextual which involved experts and practitioners. Content validation has been done by qualified guidance and counseling experts using Delphi technique. Meanwhile, empirical practitioner validation has been done through focus group discussion. Revision in hypothetical model is used for the next step. Feedbacks are used for the basis in revision to convert hypothetical model as operational model.

The third phase is the model application. The implementation and effectiveness of this model is tested through pre-experimental design (one-group pretest-posttest design). The result of the test was used as the basis for revision operational model. Extended empirical model test is conducted over all elementary degrees in Al-Mabrur elementary schools, leading to continual revision as turning the operational model of comprehensive guidance and counseling for gifted child applicable and tested in terms of efficiency through Milgram models in acceleration-inclusion setting.

Research Subject and Setting

The present study is conducted in elementary schools which organize accelerated, inclusive, and accelerated-inclusive class in Bandung Region. The first research subject is schools with inclusive, accelerated and accelerated-inclusive class. Second and third research subject is accelerated-inclusive class in Al-Mabrur elementary schools.

Data Collection and Research Instrument Developing.

The qualitative data is collected from appropriate data source in order to answer the research question. The researcher serves as the main instrument of the research. According to Miles & Huberman (1992), qualitative approach employs naturalistic

enquiry which places the researcher as the instrument. The data is collected through interview, observation and documentation study. Field note format is also utilize in this research. Meanwhile, the quantitative data is related to success⁴ all.

RESULTS AND DISCUSSION

Referring to the steps of developing Research and Development models, three main activities are conducted: (1) Preliminary study, (2) Development and validation of hypothetical model, and (3) Empirical test of the model and model socialization/dissemination.

Findings of the Preliminary Study

Three main data were gained from the preliminary study, i.e. a) Comprehensive guidance and counseling, b) Milgram models, and c) Education for gifted children and its practice in the settings of inclusive class, acceleration class, and acceleration-inclusion class. Comprehensive guidance and counseling is derived from the analysis of Iowa's Comprehensive Counseling and Guidance Program Development Guide (State of Iowa Department of Education, 2001). Milgram Models is derived from the analysis of counseling gifted and talented children, a guide for teacher, counselors, and parents (Milgram,1991). Model for gifted children education and its practice is derived from the analysis of handbook of giftedness in children: Psycho-educational theory, Research & Best Practices (Pfeiffer,2008), Accelerating the Learning of All Students, Cultivating Culture, Change in Schools, Classrooms, and Individuals (Finnan, & Swanson,2000), Handbook of Inclusive Education for Educators, Administrators, and Planners (Ouri & Abraham,2004) and Pembelajaran Akselerasi dalam Setting Inklusi, Model Pembelajaran Akselerasi SD Al-Mabrur (Kartadinata,2011). The practical information is collected through document analysis, interview, and observation at

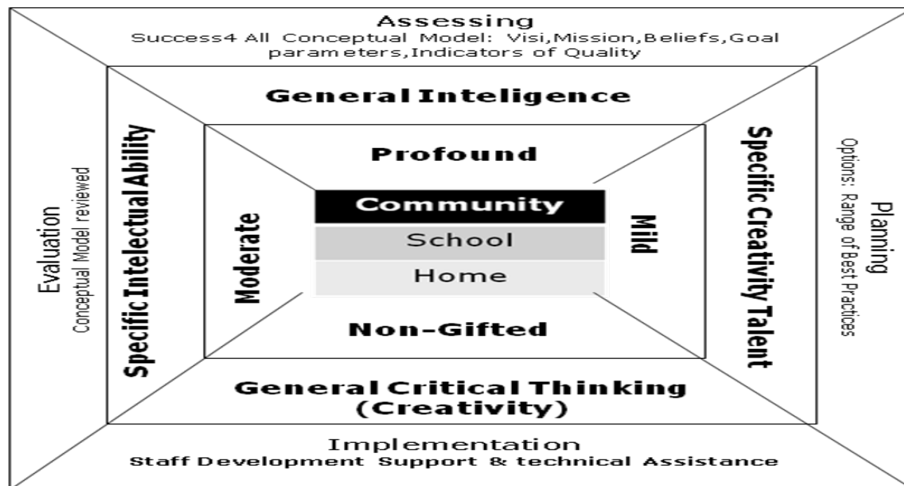


Figure. 01. Comprehensive Guidance and Counseling for Gifted Children through the Milgram Model in the Accelerated-Inclusive Setting (Adapted from: Milgram, (1991), State of IOWA Department of Education (2001))

inclusion, acceleration, and acceleration-inclusion class of an elementary school at Bandung region. Based on the synthesis of the preliminary study, a hypothetical model design of comprehensive guidance and counseling for gifted children using the Milgram model in the acceleration-inclusion setting is formulated to include: foundation, delivery system, management, and accountability. The Milgram model provides a diversified nuance by helping teachers, counselors, and parents to understand the needs of gifted children based on their unique profiles.

Based on the theoretical-conceptual-rational validation and empirical-practical-contextual validation, an important point is found which could assure that the comprehensive guidance and counseling model for gifted children through the Milgram models in the acceleration-inclusion setting is applicable. Based on the validation from three experts with doctorate qualifications in Guidance and Counseling, there are two dimensions that needed to be considered; the structure and content of the model. Those two components are deemed sufficient and operational to be restrictively tested. Based on the empirical-practical-contextual test

conducted by the counselor practitioners, the following operational model is constructed:

Assessing Success4 All Conceptual Model

Vision: to build high quality school climate for the success success4 all, through partnership among school, home, and community. Mission: to facilitate all children in mastering academic, personal-social, and job competencies based on normative standard of life and on religious values, including (1) Implementation of education that develops the potentials of multiple intelligence, scientific perceptions, piousness and religious values, and that promotes a culture of tolerance, democracy, and awareness, towards a whole, competitive, and high quality education. (2) Development and organization of accelerated learning which is relevant with the inclusive principles, supported by a professional education service system and management. (3) Preparing all children to be productive citizens by ensuring that all children are equipped with the competencies to be successful, along with parents and society. (4) Research and development to increase the internal quality of school and education development.

Beliefs & Goal Parameters

Comprehensive Guidance and Counseling is built on the foundation of belief that gifted children was able to participate in this program. It is designed to ensure that all children could benefit from it. It is consistent with the idea of counselor as the leader in success⁴ all, by promoting effective learning, through the partnership of school, home, and community in an inclusive culture. The inclusive culture is realized in form of experiences for all children with the diversified program. Milgram model is believed to provide a relevant perspective, both from the philosophy of Comprehensive Guidance and Counseling and from the inclusive culture. The Milgram model is a conceptual framework to organize talents and gifts into four categories, four levels, and two other aspects. The four categories included the two categories related with the intelligence aspects and the two categories related with the original thinking aspects. The four levels of gifts included profoundly gifted, moderately gifted, mildly gifted and non-gifted. The other two aspects related with the learning environment and individual differences.

Acceleration-inclusion is believed as the perfect setting for guidance and counseling. Acceleration-inclusion is an innovation, as a missing link in the perspective towards inclusive education. The inclusion philosophy is in fact underlying the concept of inclusive education. In the context of inclusive education, acceleration is a must, because it is essentially the satisfaction of needs of gifted children, and a form of diversified program. The challenge is how to enable students to study higher, with varied materials. The inclusion setting provides valuable experience for the children to live in an inclusive society.

Comprehensive guidance and counseling is meant to serve and provide direction in developing an effective guidance and counseling program. Goal parameter

describes what children should know and do, as a result of their involvement in the comprehensive guidance and counseling program. Comprehensive guidance and counseling is conducted individually and in groups. This is based on the rationale that the group target is essentially the same, the individual as part of the group. Comprehensive guidance and counseling uses the group situation as a media that allows the individual to actively participate and share experience, which are necessary to prevent problems.

Indicators of Quality

The national standard provides structure for implementing goals related with the competencies of students, especially at the level of elementary school. Its goal is an extension of the vision and missions, focusing on the result the students will get when they finish school. The service part on the National Standard of Indonesia Association of Guidance and Counseling (ABKIN) serves as the goal of school's guidance and counseling program, which are the development of academic, career, personal and social aspects of children. In the context of Al-Mabrur elementary schools, it means the success of achieving optimal academic achievement and the success of behavior/potentials (non-academic success).

Planning

The process involves planning of the program, building foundation, designing the delivery system, implementing the program, and developing the program based on the result of evaluation. Children and parents should believe in the continuity of the program, regardless of the changes in staffs, levels, or administrators. Gifted children learn in a quicker pace than other children and cannot be expected to wait for the others to catch up to them. Children might have great benefit from accelerated program. The key is ensuring the most suitable placement. Gifted

children are able to pass through a part of the curriculum faster than other children. They do this individually or in a small group. Gifted children move through the curriculum in a quicker pace and with deeper, more complex, and more abstract content than the regular level students. Facilitating this will need pre-assessment, curriculum differentiation, and consistent on-going assessment.

Implementation

In staff development, the classroom teacher is engaged in the development of professional educators for gifted children. The training suitable for high-ability/high-potential children, which is strategy and curriculum modification, will benefit all children in the class. The development topic includes: (1) Program development: conducting need assessment, writing up philosophy, designing identification process, selecting services, and building an action plan; (2) Identification of characteristics and needs: gifted children characteristics, identification of gifted children and their social and emotional needs; (3) Instructional strategies: content, process, product. In the context of Al-Mabrur, it is conducted through teachers meeting and various seminary activities and workshops, both internal and external.

In support and technical assistance, it is to provide curricular experiences for children. There must be a continuity of the program for children. The support and technical services include: (a) Administration/school board, colleague to colleague, teacher to others. The strategies of bibliotherapy, biography, and journal writing might be conducted with double aims. These strategies can be used as a means to measure the curriculum of gifted children program, and they can also, structurally, provide context for gifted children to discuss their emotions, thoughts, and ideas.

Teacher provides helps so the children focus on open activities, and encourage students not to take safe (not taking

unnecessary risk) approach. Teacher can encourage children to accept the reality of most situations in life which do not have one correct answer. This standard will be used by gifted children to rate themselves and others in their journey to success⁴ all. The next step is to develop a beneficial relationship and develop friendship. Teacher designs lesson units that focus on several key topics. The use of computer needs to be maximized in the guidance and counseling process.

Children are under heavy influence of parents' expectations. Thus, the school needs to cooperate with parents to identify every special gift/talent a child has. This process requires a personal meeting between the school and parents. The parents of a gifted child have a lot of information regarding the child. This information might help in finding certain things about the gifted child. Teachers, parents, and counselors need to be partners in guiding the development of gifted children. They may work as a team collaborating to help gifted children to realize their potentials. This synergy is related with each party's ability to be open in receiving experiences, sensitivity, intensity, gift/talent and ideas from the others. This synergy is related with the situation in which the combined effect of several components is more influential than the effect of each component. By meeting parents individually, or in groups, the counselor can serve as a catalyst in bringing about the synergy.

Meeting with parents is a formal meeting between teachers or counselor with parents of gifted children. The goal of this meeting is to share information useful for every effort to help gifted children in realizing their gift optimally. In such meeting, parents and teacher or counselor may share information concerning the child's gifts/talents, interests, and needs. The important decisions that will affect the gifted child's life are made at two places, at home and at school. The exchange of information in this meeting can result in a wiser decision.

Evaluation

Evaluation produces a written document that can be accessed by teachers, administrators, school board members, parents, or anyone interested in the program. The necessary changes should be made and then evaluated in the next cycle. Reevaluating identified students is necessary to decide whether or not further placement in this program is appropriate. Equivalence assessment aims to provide the most suitable placement in education. It is integrated to the entire school curriculum to bring a higher quality for the entire program. Program audit will provide evidence concerning the accordance of the school program to the national model of school guidance and counseling program provided by the ABKIN. The main goal of information gathering is to serve as manual for following up the program and to realize the expected results for future students.

Both parent and children have to be sure that there will be continuous program disregarding the changes of staff, level or administrator. Gifted children learn much faster than the other children and are not expected to wait for the other (Rogers, 2002a s Stated in Milgram,1991). Children can take great advantages from subject acceleration. The key is appropriate placement of classes and curriculum. Three main components for delivery system are learning management, learning process and curriculum modification.

Parents and society is a valuable aspect in the concept of success4 all. They build relationship and share with other parents at school. In finding mentor for gifted child, they can make use of the parents networking. Parent resource and society will be useful for children who conduct independent study. Parents can provide a reference library about gifted children. Each parent may contribute by submitting books or copied journals for the other parents and teachers. Parents' contribution in the education for gifted children can be a positive significant strength

(Dettman & Colangelo, 1980 as Stated in Milgram,1991).

For specific purposes, parents and society role have not been optimally organized. Al-Mabrur elementary schools has variety of parents and society resources to support success4 all concept. The variation of social-economic and education background can contribute to the main objective. There are some occasions where parents, teacher and counselor can share experiences: the beginning of school year, mid-year and end-year progress report presentation, extracurricular activity, religious ceremony, and the 5th year graduation.

Renzuli (Milgram,1991) stated that although the children were not identified as gifted earlier, the behavior may appear in the late stages: teenager and adult. The schools, families and societies can contribute to the actualization of giftedness through effective guiding, counseling, and education pattern. The giftedness can be identified not only from the outstanding academic intellectual, but also from creative thinking, leadership, musical art, visual art, etc.

Gifted children are defined based on the giftedness philosophy and concept. The concept is related to who the gifted children are, what the special needs are, and how the needs can be fulfilled. The philosophy and the concept of giftedness will influence the education system including guidance and counseling development of gifted children. The schools are responsible to provide education which relevant to fulfill the needs of all children and to develop their competence.

In Comprehensive Guidance and Counseling program for gifted children, they can be accommodated to create ideas through divergent and convergent reasoning combination. Therefore, comprehensive guidance and counseling program for gifted child should include complete individual and development through individual and group activity. The schools have to conduct comprehensive program to identify gifted

children in every degree. Generally, five to ten percent of the schools' population is identified as gifted/high-ability/high potential students. It is identified from their advance and different way of learning.

Counselors' main role is to organize and conduct schools' counseling program through effective and well-organize learning process for group activity. The counselors design individual planning component through education development and carrier plan. The counselors provide responsive service through individual, small group consultation and recommendation. Another important aspect is the learning environment: house, school and society.

Milgram models are relevant to answer the challenges. Understanding about giftedness level and category and the three settings which influence giftedness (counselor, teacher, parent and society) can be beneficial in comprehensive guidance and counseling for gifted children. The understanding leads to the needs of adjusting gifted children comprehensive guidance and counseling strategy and facilitates specific planning based on the unique potential profile. According to the model, gifted children with various ability levels are expected to reach different achievement. Milgram's point is relevant with the current believe that the ultimate manifestations of giftedness is creativity. Therefore, the main focus of gifted children education needs is in the development of creativity.

Class and subject teacher are also responsible for the execution of guidance and counseling for gifted children. Every parties involved the gifted children's education have knowledge of their needs. Unfortunately, the needs are seldom fulfilled. Because guidance and counseling focus on children with traditional "problem", gifted children are not set to be the main priority in the schools' guidance and counseling. Based on a survey over 200 parents with gifted child, there is only 9% get guidance and counseling service

(Van Tassel-Baska,1986). Counselors, class and subject teachers, and parents have the same important role in providing guidance and counseling for gifted children. Each of them can take part because of the same objective: helping gifted children making wise decision.

CONCLUSIONS

The nature of comprehensive guidance and counseling is proactive, emphasizing the balance between individual and group activity. This makes comprehensive guidance and Counseling models relevant with gifted children guidance and counseling needs. This model requires the counselor to pay attention to all children, to work with the parent, teachers, administrator and stake holders. In actualizing comprehensive guidance and counseling, inclusive culture is needed. This culture is reflected in the service which facilitates all children through diversification of the program. The two main points is embedded in acceleration-inclusion which involve the children intensively for faster knowledge comprehension and skills mastery. Acceleration-inclusion setting is seen as the solution to the problem for gifted children education. Historically, the children have already been in regular setting and the needs have not been facilitated. In acceleration-inclusion concept, the children needs can be facilitated without separating the from the natural environment. Based on conceptual and empirical validation, in the second phase, the system involves expert and practitioners. After revision, the whole comprehensive guidance and counseling conducted using Milgram's model can meet all the requirement (operational model), in order to be applied and tested in the third phase.

The development of hypothetic and conceptual and contextual validation resulted in two recommendation; (a) Comprehensive guidance and Counseling for Gifted children through Milgram model (operational mode),

should be immediately tested in order to generate applicable model, (b) it is important to test the effectiveness of the developed and conceptually and empirically validated model through both limited and broad aspects in relation to the application and context of success for all. Their lessons are different because they learn in different level. All children will learn to develop their personal potential. This process will challenge the children intelligence. Every children are unique, they have rights to develop their potential. The gifted children education practice and program can be beneficial.

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