

Literature Study Social Competence of Gifted Intelligent Students

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ABSTRACT--- *This study is aimed at reviewing literatures about social competence of gifted intelligent students. Method applied here is literature study. Some source literatures include 1) abstract of research result, 2) journal review, and 3) references books. Data analysis method is in the form of comparison analysis between theories and meta analysis.*

Some theories and research findings stated that one of the most difficult individual development task is behaving effectively in any social situation. Social competence is very important for students psychosocial development including gifted intelligent students. Based on literature study, social competence closely related with social support. The source of social support in this study is teachers and peer students.

In conclusion, according to the review of literature study, social competence development of gifted intelligent students closely related with their social support. However, the relation of social support and social competence development of gifted intelligent students is still further researched through future study.

Keywords---- Gifted intelligent students, social competence, social support

1. INTRODUCTION

Social competence is very important for psychosocial development in all students including gifted intelligent students. In part, because social competence can improve the quality of participant in society (Zwaans, et al, 2008). Gifted intelligent students, besides having various types of strengths, are also known having difficulty in mastering social competence (Clikeman, 2007). Those students are called gifted intelligent / exceptional students because their conditions are beyond normal students in term of intellectual capacity which is above average and significantly they also have difference in some essential dimensions in their humanity function (Feldhusen, 2005; Gordon and Bridglall, 2005; Sword, 2001), greater academic achievement better than common students at their age (Mangunsong, 2009; Schanella and Mc Carthy, 2009). They also have great ability in receiving various different kinds of knowledge, strong memory, and big curiosity (Fornia and Frame, 2001; Renstra Ditjen Dikmen 2010; Sternberg, et al, 2011). Researchers found out that during their school period, gifted intelligent students showed optimum achievement, but at they grew into an adult, they were not more succesful than common students. Therefore, being gifted intelligent doesn't guarantee success and life quality (Clikeman, 2007, page 145).

Mastering of social competence is gained through a process where an individual get knowledge, skill, and various things that enable the individual to participate effectively as a member of society involving different elements, and it is also an interaction among various types of experiences with interaction environment of the individual including through social support surround him (Berns, 2004). Intellectual and social competence of gifted intelligent students really is diametrical so that further study is needed in order to make both competences in the same track.

2. METHOD AND DATA ANALYSIS

This scientific study applied literature study method in order to reanalyse results – results from previous researches related with social competence of gifted intelligent students. Some literatures used as sources in this study, among them covering 1) Handbook, 2) research journals review, and 3) reference books.

Literatures were searched manually by visiting some libraries as well as visiting places that are sources of information and also searching online via www.unair.ac.id to access E-journal, among other are EBSCO, ProQuest, Sage.pub, SpringerLink, ScienceDirect, and also Google Scholar using giftedness, Social Competence, and Social support as key words. Data analysis method used in this study is comparison analysis between theory and meta analysis. In this literature study, the researchers reviewed 10 handbooks, 42 research journals, and some related reference books.

3. RESULT

a. Gifted Intelligent Students

Every student develops at different time and situation as well as different behavior model (Borland, 2005). These differences affect the understanding about gifted intelligent students that is different from time to time (Borland, 2005; Roedell, 1984). There are many different terms used to refer to a child who is intellectually exceptional. Those terms are *gifted*, *talented* or *gifted intelligent*. Those different terms depend on the development of society's view against the concept itself (Cikleman, 2007; Sternberg, 2011), so that the terms are different from time to time (Borland, 2005; Roedell, 1984), and there is no absolute criteria (Kaufman and Sternberg, 2008).

The concept of the gifted intelligence itself was begun in relation to intelligence concept. It began when scientists started to measure talent and gift, and consider it as giftedness foundation (Feldhusen, 2005; Hurts, 1932; Stoeger, 2009). It was when Lewis M. Terman introduced mentality test to schools in America in the 19th century. Terman tested whether high intelligence correlated to physical function and achievement especially related to emotional imbalance. (Keating, 1975; Stoeger, 2009). Quantified intelligence was reliable in distinguishing individual intellectual capacity one another (Spearman, 1904; Stoeger, 2009), and also it was also as a main point that could be equal with the understanding of talent. (Gordon and Bridglall, 2005; Stoeger, 2009).

Giftedness became central topic in education field when Lewis M. Terman introduced the concept of mentality test to schools in America in the 19th century. Terman tested whether high intelligence correlated to physical function and achievement especially related to emotional imbalance. (Keating, 1975; Stoeger, 2009). Terman tested whether high intelligence correlated to physical function and achievement especially related to emotional imbalance. (Keating, 1975; Stoeger, 2009). Terman's test result shows that gifted intelligent students doesn't mean that the students accomplished great achievement. On the other hand instead, it is students with average intellectual capacity that perform better mental health, better academic achievement, better behavior, and show more of useful moral and emotional character (Roedell, 1984; Stoeger, 2009).

Gifted intelligent student is defined as students who have high IQ (Feldhusen, 2005; Gordon and bridglall, 2005; Sword, 2001) and academic achievement especially in mathematic and reading subject (Borland, 2005; Cochran, 2009). A number of researchers said that students whose *Intellectual Quotient* (IQ) categorized above 145 are indicated as gifted intelligent students with great ability. Another limitation of gifted intelligent students is students whose IQ is above 165, or IQ above 180 (Roedell, 1984). Renzulli (1978) defined giftedness through three rings concept, meaning that gifted intelligent students are students who have above average ability, task commitment, and creativity. The addition of creativity and talented into the definition of giftedness shows the present of other performances apart from traditional intelligence measurement (Hardman, et al, 2002; Villegas and Tomasini, 2012). Based on this definition, students categorized as being gifted intelligent based on high IQ score can no longer be gifted intelligent; on the other hand, students who aren't categorized as being gifted intelligent can become gifted intelligent because of their task commitment and creativity (Borland, 2005).

Miller and Callahan (2005; Renzulli, 2005) view gifted intelligent students from two different perspectives. First perspective is gifted intelligent students with activities in class. This model of gifted intelligent students is gifted intelligent students who have high ability in absorbing lesson material and also have big curiosity to any information, or things related to academic activities in class. This gifted intelligent students model refers to traditional view that students with high intellectual capacity in relation to synthesize analysis ability as well as critical thinking ability in every area (Cikleman, 2007; Hardman, et al, 2002; Winner, 2000). Class-activity based gifted intelligent students show variation in any strengths, among them are in language, mathematic logic, and certain skills. They have high speed in absorbing main symbol system at school, language and number, although probably they are only interested in one of the fields, such as art, mathematic, science, social knowledge, or language (Gardner, 1983; Miller and Callahan, 2005; Winner, 2000).

The second model of gifted intelligent students is gifted intelligent students who have innovation ability in solving problem, including having the ability to identify problem and also having initiative to find innovation and creativity in solving the problem (Callahan and Miller, 2005; Renzulli, 2005; Tannenbaum, 1986). The ability to create innovation in solving problem is collaboration of three rings concept, which consists of above average intellectual capacity, creativity, and task commitment (Callahan and Miller, 2005; Renzulli, 1978). Gifted intelligent students with

this category, including students with special synthesis analysis ability, have practical intelligence so that they can complete task demand. (Stenberg, 2011; Tannenbaum, 1986).

According to some understanding mentioned before, it can be concluded that gifted intelligent students are students who have above average intellectual ability, high ability in absorbing information and lesson materials, strong willingness to know any information, and also innovation ability in solving problem.

b. Social competence

Psychosocial development of an individual will occur based on stages that have been established through socialization process (L' Abate, dkk, 2010). Normally, every stage will progress (progressive), changes that occurred among the parts are an integral and systematic unite. The previous stage will influence the next stages. The success or failure of the next stages more or less is influenced by the previous stages (Nurihsan dan Agustin, 2011; Seifert dan Hoffnung, 2011).

Students' psychosocial aspect is developed and fulfilled through interaction with their social environment. Therefore, social environment is influential for the developing of students' social competence. The development of social competence enables students to reach their social goal effectively and suitably with the context, value as well as the social expectation (Guralnick, 2008; Taborsky, dkk, 2012). Students who have social competence will be able to find and give meaning to social interaction in their life, and also can minimize the present of behavior problems (Griffin, dkk, 2001).

Han and Kemple (2006) stated that to be a successful member of society, an individual must know and do many things. Simple things like greeting someone properly, which is done by young man to an adult man, is the realization of social competence. Social competence is highly needed and becomes instrument for students to be able to create an effective interaction either with peer friends, with older people, with teachers at school environment, or in a society. Student who is able to do his social function will be able to behave assertively by showing his ability in placing himself, without causing disturbance or disadvantages for other people. Furthermore, Papalia (2001) stated that in line with his psychosocial development task, a student must adapt himself with broader and relatively new environment because they will not only interact with their own family, but also with wider social scope. Therefore, students had better learn to behave according to socially agreed manner, take part in roles that are socially agreed, and develop social attitude. Generally, it can be said that students who develop socially are students who can behave according to his social situation (Hartinah, 2011). In order to reach the goal of good socialization pattern, students must learn a lot in order to have adequate social competence. It can be said that social competence is the first thing students need to socialize.

Individual ability in participating in society is seen in the social competence shown. Social competence involves behavior that is influenced by the ability to understand the feeling of other individuals, the ability to give proper respond, as well as understanding consequence of an action (Berns, 2004). Social competence is a social situation that enables an individual to be able to choose various types of behaviors which is suitable with expected context, and also maintain positive relation with other individuals in various different situations and time (Hutchby dan Ellis, 2005; Schulte dan Barrera, 2010). Social competence is mental ability to understand the condition of other individuals' thought, feeling, and desire so that the success of social interaction will be accomplished including maintaining the convenience of present social interaction (MaLlinckrodt, 2005; Walker, 2005;). Social competence is a term that can show individual ability to interact in various social situation, the ability to be able to give and take so that meaningful social interaction is reached (Bloom, dalam Gullota, dkk, 2009; Hutchby dan Ellis, 2005) and also based on the behavior flexibility in relation to other individuals (Taborsky dan Oliveira, 2012). Social competence can also be defined as an individual..ability to place himself in other individuals' position in certain situation, to learn from interaction experience and apply his social learning experience in different situation and chances (Clikeman, 2007).

Based on the above explanation, it can be concluded that social competence is an individual's ability to use cognitive (knowledge) and noncognitive ability (attitude) and skills that can predict the behavior tendency through effective ways in relation to its social context, and can be measured by specific criteria or certain standard.

c. Social Competence of Gifted Intelligent Students

Generally, gifted intelligent students are more mature socially and respected by their friends. Gifted intelligent students also tend to have wide social network. Beside that, they have better understanding about something compared to their peer friends at their age (Clikeman, 2007). However, as analytical thinkers, gifted intelligent students tend to think critically against themselves and view many thing in a complicated manner. Different intellectual complexity from their peer friends can trigger social pressure. Gifted intelligent students feel different, and experience isolated feeling and also loneliness. Internal pressure is also reflected in the difficulty in external and internal adjustment (Silverman, 1993). Terman (1925) found that during their school period, gifted intelligent students showed optimum achievement. However, after they got older, they were not more successful compared to other normal students. Therefore, giftedness does not guarantee the success and life quality (Clikeman, 2007).

Gifted intelligent students are blessed with big capacity, they tend to be more active compared to other students in general and have higher level of energy either physically, intellectually, or emotionally. The energy bring likely...greater effort and determination compared to average students generally. Even, the energy can be very great and extreme

Dabrowsky mentioned the excess kelebihan of energy as psychomotor overexcitability, and will be actualized in the form of an action. The concept of overexcitability shows that the whole picture of someone personal energy tends to be investigative (Jackson, 2009). Roedell (1984) also mentioned that gifted intelligent students characterize as prone development and difficulty in some areas. Those areas cover non general development, perfectionist, high sensitivity, high self esteem, high expectation, isolated, and not really able to adapt self with the environment, and experience role conflict. The willingness to examine something accurately and precisely, and to think precisely, and to express self causing gifted intelligent students become argumentative and tend to experience social conflict (Sword, 2001).

Gifted intelligent students tend to be seen inappropriate by their surrounding because they have different process and behavior to normal students in general. Critical questions are considered as breaking the authority, high imagination does not get attention, determination is considered as self image, and strong emotion and sensitivity are considered as immaturity, even creativity is considered as opposition disorder (Ackerman, 1997). Individual ability to participate in society is seen from social competence that he shows. Social competence involves behavior that is influenced by the ability to understand the feeling of other persons, the ability to give proper respond, and also the ability to understand consequence of an action (Berns, 2004).

In this case, temporary definition of gifted social student is the ability that is possessed in order to use cognitive (knowledge) and non cognitive (attitude) ability and skills that can predict the behavior tendency through effective ways in relation to its social context, and can be measured by specific criteria or certain standard on the students who have above average intellectual ability, with strong desire to know various information, and also have high ability in absorbing information and lesson materials as well as innovation ability in solving problem.

d. Forms of Social Competence

Social competence (Clikeman, 2007) can be seen from the present of the awareness of emotion and motivation condition, the ability to understand emotion of other people through non verbal language, the ability to use emotion language, empathy, the ability to understand that internal and external expression probably do not happen together, coping emotion pressure, the ability to understand that good relationship will be created when someone can communicate his emotion state, and it is also about the properness in expressing self emotion. Social competence can be shown from the existence of a tri-component, hierarchical model that covers social adjustment, social performance, and social skill (Cavell, et al, 2003; Schulte and Barrera, 2010). Social adjustment is the highest hierarchy. Social adjustment can be seen from an individual that is able to select proper behavior suitable with his social goal and context. This level refers to students who are able to meet the expectation of their parents, teachers, and people in general. Students who are able to reach this stage do not experience much trouble. On the other side, students who experience difficulty in accomplishing social adjustment will be rejected or excluded by their friends. Social performance is reflected in how a student is able to behave well in his social context and situation. This can be shown in the way a student interact and the student ability to select an effective style in his social interaction. The basic hierarchy is social skill or student's special ability in his social situation. Social skill is reflected in student's properness in choosing respond to a situation that is faced (Cavell, et al, 2003). Beside basic social skill, social competence can also be shown in the existence of the ability to resolve problem and the individual effectivity in communicating (Kazemi, et al, 2010).

Ten Dam & Volman (2007) describe social dimension in the form of attitude, knowledge, and skill in relation to own self (intrapersonal), other persons (interpersonal), and people in general (social). Social competence also covers basic skill and knowledge that are important to future performance and growth and also personal development in all life cycle (Weissberg dan Elias, 1993).

From the previous explanation, the researcher concludes temporarily that forms of social competence cover:

- a. The ability to understand self emotion : the awareness of the emotion state, understand that good relationship will occur when someone can communicate his emotion state and has properness in expressing self emotion.
- b. The ability to understand emotion of other persons is the ability to understand other persons' feeling and the ability to understand that internal and external expression probably do not occur at the same time.
- c. The ability to manage personal emotion is the ability to use emotion language and nonverbal language and also coping emotion pressure.
- d. Empathy.
- e. Social performance is the ability to behave well based on the social context and situation shown in the way of interaction and the ability to choose effective style in social interaction.
- f. Social skill is student's properness in choosing respond to situation that is faced.
- d. Social support that influences social competence

All individual actions are supported by various factors and so is social competence. From literature study, relevant articles, journals, and researches (researches of normal and gifted student, kids and teenager), it can be said that social competence is influenced by many social factors as supporting factors. It also can be said that social support is influential to gifted student social competence.

The concept of social support can be defined in various life contexts and it is complex. It means that to understand social support ideally we need to understand the social context first with expectation that the social support source can give positive and effective social support to the one who receives it (Williams, 2005). The understanding is related to

social support itself, in the beginning was related to health areas. Nowadays, the concept of social support is used more widely in various fields, among them are development field, industry-organisation, education and social (Hartini, 2014). It is simple said that social support influences the quality of behavior in various social context. Social context in this case is defined as support given through interaction with social sources that can be influential for cognitive and emotion function and behavior of the one who receives it (Cohen, 1988). Social support from environment functions to develop constructive social behavior so that social relation in various social contexts can be improved (Cohen, et al, 2000). Contact and interaction with social sources is strongly related to the success of an individual in the quality of his social relationship so that it also can enable an individual to be able to behave effectively in his social context. Furthermore, social sources who are the agents of socialisation that directly influence in daily behavior are peers and teachers (Cohen, dkk, 2000; Renk nd Phares, 2004; Santrock, 2003). Through the closest environment, an individual is expected that he will receive social support positively so that he is able to build constructive and competent behavior in various social contexts. In this case, schools through teachers and peers are expected to be social sources that often interact with the individual either in formal or informal social context, dan give support directly or indirectly, explicitly or implicitly; so that they also take part in giving support and are influential for the quality of gifted students behavior.

It is known that, students always socialize with their surrounding. Through social agents, students learn various kinds of things about life (Berns, 2004). Experience with environment as well as experience in socialisation is strong basic in the development of students' social behavior, either for the experiences that are strengthen or the ones that are weakened. Interacting with other people is an important part from self development. Learning to interact effectively is a complex process that can develop social competence (Clikeman, 2007; Teller dan Harrington, 2012).

Some researches show condition that environment as social agent supports and plays part in developing or maintaining students' social competence and healthy behavior. Weissberg and Elias research (1993) concluded that schools via teachers give lesson related with (a) how to behave effectively in daily task, responsibility, and challenge; (b) involving in positive and secure feeling and the practice of healthy behavior; (c) being socially skilled and having positive relationship with peers and adults; (d) feeling motivated to contribute responsibly and ethically to thier partner group, family, school, and society, and to give a set of basic skill, habit, and values as foundation that is meaningful to live in a society.

Another empirical study was conducted by Caughy, et al (2012) also shows that environment, where students live, including relationship with friends (Clikeman, 2007) influences significantly to students' social competence. Dealt with social competence, Rockhill's, et al, (2009) findings show that the improvement of social competence can be done through social support so that it can improve fuctional result, especially to avoid behavior disorder and symptoms of depression. The lack of social support is related with the arising of depression symptoms and other following behaviors. Separately, assessment conducted by Junttila, Voeten, Kaukiainen, and Marja (2013) finds that teachers, friends, and own self are relevant sources in evaluating students' social competence. Related to gifted students, Robinson's finding, et al (2002) also shows that to continue gifted students' success at school, teachers paly a big part in supporting the development of gifted students' social competence and in preparing gifted students in theri future accomplishment.

Therefore, educators and researchers must handle carefully and sensitively and also consider the supporting factors when they develop the stratgies to improve social competence. From the previous explanation, it can be concluded that surrounding, including teachers and friends is agents of social support for gifted students' social competence development.

4. CONCLUSION

- a. Gifted intelligent students are students that have intellectual ability above average, high ability in absorbing information and leson materials, and strong willingness to know various information, as well as inovation ability in solving problems.
- b. Social competence is individual ability to use cognitive (knowledge) and non cognitive (attitude) ability and skills that can predict the behavior tendency through effective ways in relation to its social context, and can be measured by specific criteria or certain standard.
- c. Social competence is very important for psychosocial development of common students including gifted intelligent students as well. Social competence can improve the quality of participation in society.
- d. Parents, educators, dan researchers must handle carefully dan sensitively and also consider support factors when developing strategy of improving social competence.

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