
Designing a Counseling Service for Senior Highschool Gifted Students in Surabaya

Evy Tjahjono
University of Surabaya Faculty of Psychology
evy_tjahjono@staff.ubaya.ac.id

ABSTRACT

In the accelerated classroom for the gifted students in Surabaya, counseling services cannot catering the special needs of the gifted students since the service only focusing on the needs of the regular students. This research aim to explore the accelerated gifted students' needs in counseling services that might be catered for their social and emotional needs and to design a model of counseling services that suitable for those students. Data is collected by psychological testing (IQ test, creativity test, and personality test) and a questionnaire about the students' needs in counseling service, social-emotional problems, and learning problems. A brief discussion about the students profile (cognitive and affective characteristic, needs, and problems) and the counseling model that suitable for the gifted students' profile will be explained. Counseling content and method will be a part of the discussion.

Key words: counseling service, gifted students, senior high school, acceleration.

A. INTRODUCTION

The importance of providing special educational service for gifted student has been stated in State no. 2 concerning the National Education System (1989) i.e.: 'citizens with extraordinary abilities and intelligence are entitled to get special attention' (article 8, paragraph 1). However gifted education has not been institutionalized within the school education until nowadays. Although special educational services have been introduced widely around the nation, it is not an obligation for a school to provide special educational service for gifted students in their school. The distribution of schools providing special educational services in each province around the nation is not balancing. Therefore, a lot of gifted students far urban area could not get any access to special education for catering their specific needs due to their giftedness.

The government of Republic Indonesia has introduced the acceleration program (telescoping) for catering the learning needs of gifted students since 2000. This policy has begun since 2000 by determining 11 schools i.e.: one primary school, five junior secondary schools and five senior secondary schools in DKI Jakarta and West Java Provinces (Munandar, 1996). In 2001 the policy was spreaded to all of the nation and the policy has been developing until today. Now, there are 74 senior high schools and around 120 primary and junior secondary schools provide acceleration program for the gifted students in their schools.

In the implementation of the acceleration program there are eight indicators for evaluating the program, i.e. curriculum and teaching school management and administration, institution and organization, facilities, human resources, funding, student profile, and community

participation. From the eight indicators, counseling program for gifted students is not stressed at all as the part of evaluation in the acceleration program. It seems that counseling services is not perceived as an important factor in developing gifted students optimally. It is not only abandoned as the part of evaluation in the acceleration program, counseling services for gifted students is considered as an important issues in the last three years that encourage the government to make a guideline for providing counseling service in each acceleration program.

The needs of providing counseling service for gifted students is encouraged by teachers difficulties in handling some gifted students with social or emotional problems that restraining the optimal learning process. This issue is captured from the monitoring process in which some students were fail to achieve in acceleration program and therefore they should return to the regular classroom. In order to help gifted students to develop their potential optimally, the government include counseling service in the Guidelines of Educational Services for Gifted Students (Depdiknas, 2007). The guidelines stated that psychologist is involved 1) to handle learning problems and personal problems inhibiting the gifted actualization of potential, 2) to handle motivational problems and developing ability to manage stress, 3) to increase learning effectiveness, 4) to help students identifying problems and choosing the right strategy for solving the problem, 5) to help students handling problems in learning situation, 6) to counsel parents who have problems due to their child's giftedness, and 7) to help student solving problem originated from social environment.

Interview with school counselors in five schools providing an acceleration program in East Java indicates that there are no specific counseling service for gifted students in the acceleration program. The counseling service provided is similar to the counseling service for students in regular classroom, including: 1) academic guidance service such as: student orientation during the first time entering the school including organization, curriculum, teaching and learning system at school; 2) Social – Personal Guidance service such as: handling emotional problems and social problems; 3) Career Guidance service such as: providing information about learning system in higher education, and majoring in higher education. There are no differentiation between counseling gifted students and counseling students in regular classroom. The condition in those schools reflects lack of specific counseling services for gifted students in the acceleration program.

Silverman (1993) and Van Tassel-Baska and Baska (cited in Silverman, 1993) point out the importance of giving attention to affective development of gifted students. Gifted students hold some unique characteristics followed by some specific needs either in learning or in social-emotional life. They learn faster, have wider interests, remember more, think with greater depth about what they learn, generate original ideas spontaneously, more perceptive, and have deep interest in humanities and social issues. Therefore they need specific learning stimulation that should stress complex, abstract, theoretical thinking, higher-level thinking, scientific research skills, library research skills, study and communication skills (Davis & Rimm, 1998). Some other characteristics such as highly perceptive, different perspective in viewing the world, emotional overexcitability possibly become the source of anxiety in makes them being

recognized as a 'weird' by other students. Therefore, gifted students often withdraw themselves from other students and feeling lonely. Considering gifted students' vulnerability in social and emotional development, it should be considered to include counseling service in each acceleration program for the gifted students.

The importance of providing counseling service not only for helping the students dealing with their problems, but also for preventing them from suffering any problems due to their specific characteristics as gifted students. Silverman (1993) stated that the counseling interventions are life preservers for the gifted, preventing alienation, depression, underachievement, and damage to their self-esteem. These interventions foster a sense of self-efficacy and facilitate the process of self-actualization.

Considering the importance of counseling services in preventing social and emotional problems damaging the students self-esteem and generating underachievement, it is important to find any suitable model for counseling service for gifted students. The intellectual, creativity and personality characteristic of the gifted that are unique leads to any specific dynamic in viewing the world. Therefore, gifted students needs any special intervention that suitable with their specific characteristics due to their giftedness.

The purpose of this study is to design a counseling model for gifted students in the acceleration program based on their psychological profile.

B. METHOD

1. Participants and Setting

Sixty one students of the acceleration program from two senior highschools i.e. SMA Negeri 5 Surabaya and SMA Negeri 2 Lumajang were selected as subjects of this research. SMA Negeri 5 Surabaya is a favorite public high school in Surabaya (second largest city in Indonesia as the capital of East Java province) and SMA Negeri 2 Lumajang is a favorite public high school in Lumajang (one of the city in East Java). The participants were collected from the total population of the gifted students in the acceleration program at those schools.

2. Data collection

A questionnaire was used to obtain data. The questionnaire is designed to obtaine data about problems of the gifted students in acceleration program. Some documentary data were included, i.e. intelligence test (IST), creativity test (adaptation of Torance circle test by Utami Munandar), task-commitment questionnaire, emotional intelligence quuestionnaire (Reuven Bar On), and Edwards Personal Preference Schedule (EPPS).

3. Data Analysis

SPSS was used to define the cluster of gifted students profile based on intelligence, creativity, task-commitment, emotional intelligence quotient,EPPS and problems of the gifted students.

C. RESULTS AND DISCUSSION

1. Students' profile

There are two groups of gifted students in the acceleration program, i.e. energetic critical accelerated learners and conceptual dependent learners

Figure 1.

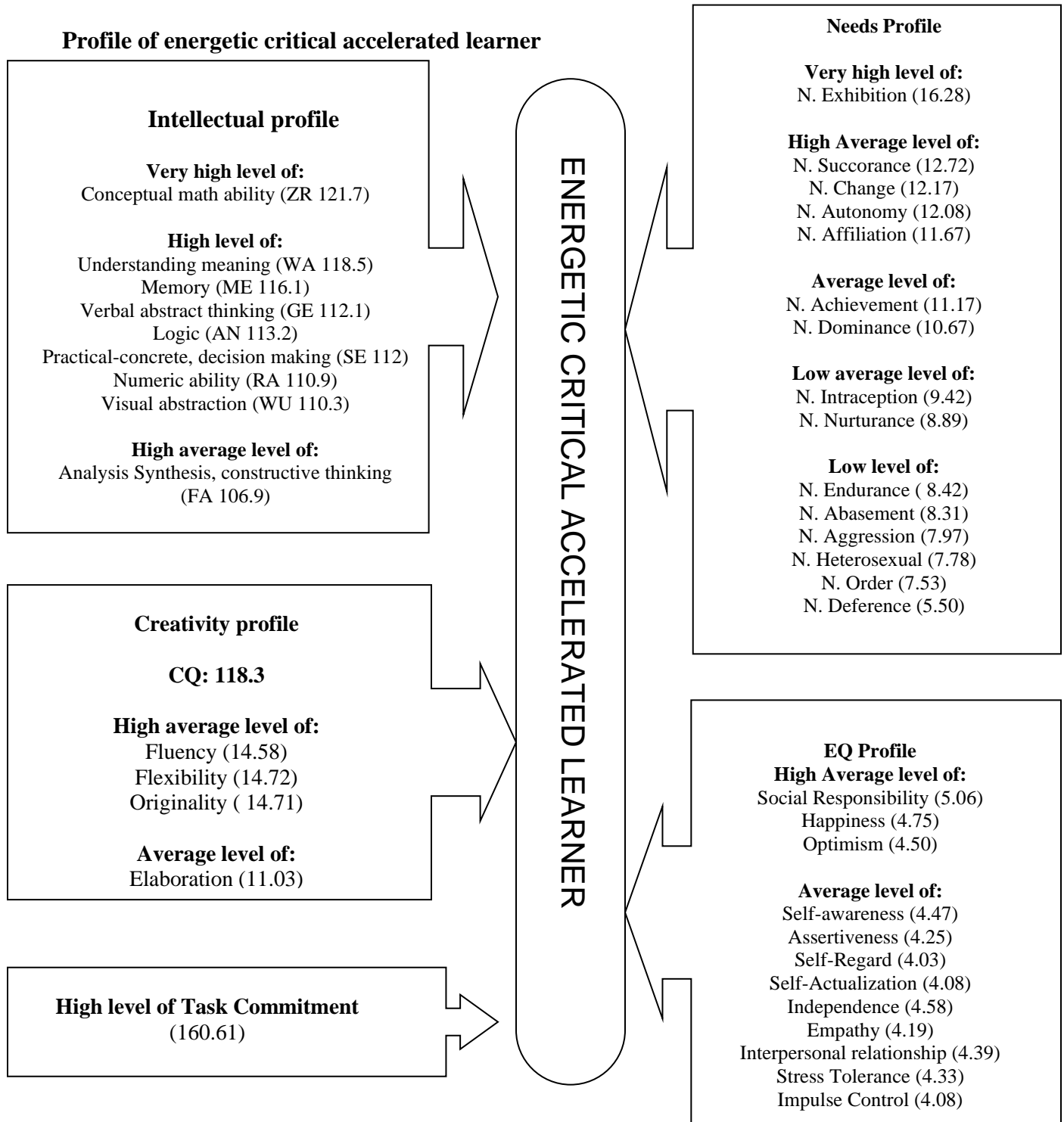
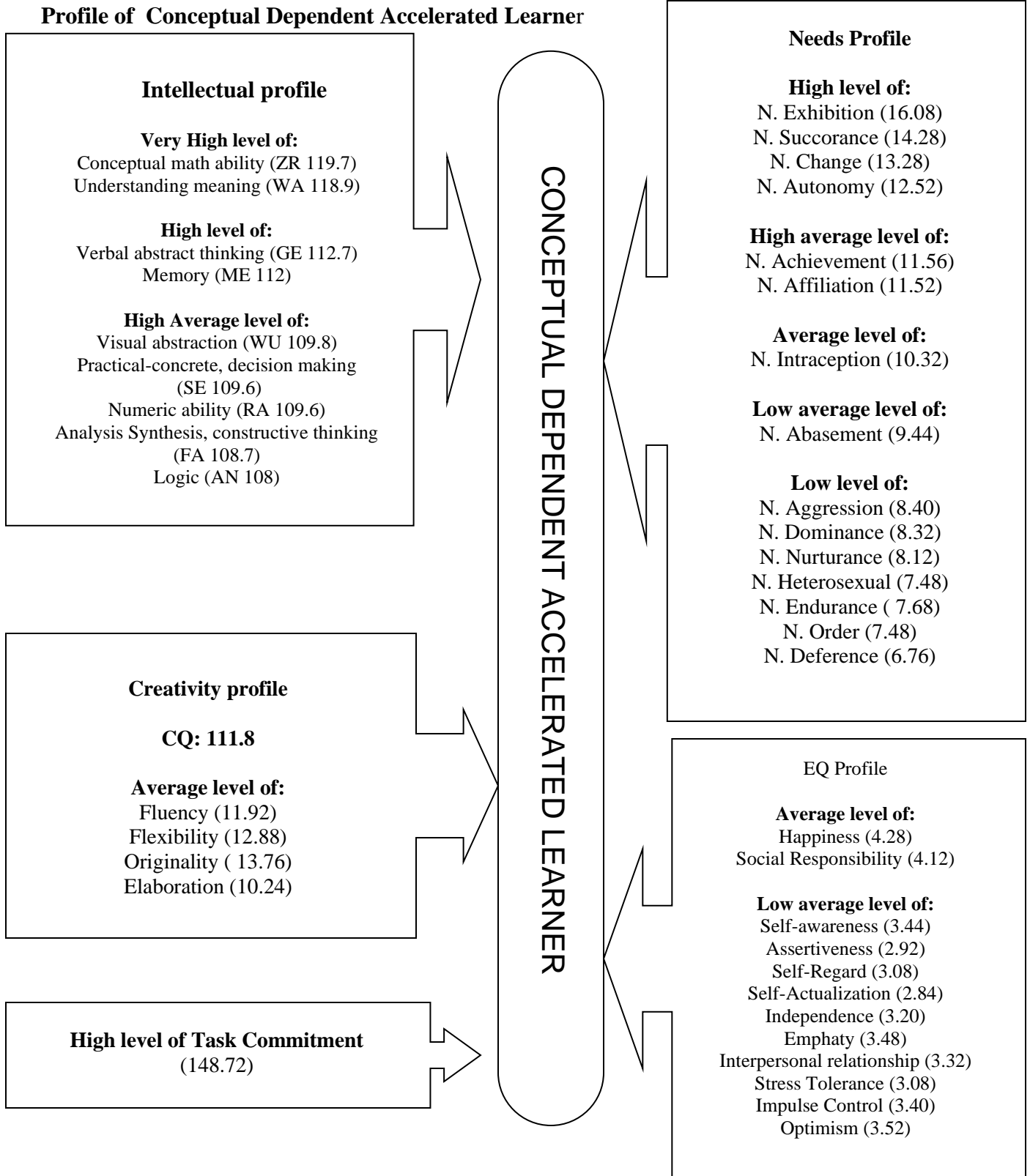


Figure 2

Profile of Conceptual Dependent Accelerated Learner



The first cluster, Energetic critical accelerated learners are students who comprehend information critically. They do not just perceiving information they catch but they always connecting new information to the information they have already got in their mind. They actively organize the information in a systematic ways by finding the relation among those information. Therefore they are not only memorising the learning material, but they try to give a meaning into each information they get in their mind so they could be kept in mind more longer. They are fast learners who comprehend learning material in a minute by integrating complex concept to construct meaning. As in Gestalt approach in learning, building meaning to what we learn is one effective ways to understanding a new material that we learn (Hergenhahn & Olson, 2008). They are effective thinkers with learning ability and strong memory which illustrate accelerated learner characteristics (Clark, 1997). Accelerated learners tend to succeed in logical analytical learning tasks since they have high level of logical thinking. They are also be able to understand mathematical concept easily, since they could find the relationship among numbers and building concepts in understanding the pattern.

High level need of change get along with high average creativity makes them need challenges in thinking. They have a starving brain which require a lot of challenging thinking. Higher order of thinking are more challenging for keeping them to learn in depth. Routine learning tasks make them frustrated. Some intellectual characteristics combine with high need of change and high average level of creativity encourage them to think actively. They are energetic in thinking as thinking is an excitement for them.

Energetic critical accelerated learners tend to be pioneers since they like changes and have enough optimism that keep them believing the possibility to succeed in producing new ideas. They like to initiate something but they are bored easily. They also have self-confident since they are aware enough about who they are and what they can do. It is supported with a quite positive self-regard and encourage them to actualize themselves. Low level need of deference and high level needs of autonomy encourage them to express themselves in unusual ways. Challenges are important to encourage them to keep thinking and working. Therefore they possess a high level of task-commitment. The tendency to be pioneers is also facilitated by originality in thinking, low level need of deference and order along with very high level need of exhibition. Thinking differently also encourage reaction from others that could cater their very high level need of exhibition. These students will be productive thinkers when they get suitable learning stimulation.

Achievement is not the focus of their life, however, they need to actualize themselves and since they possess high capacity to perform especially in academic area, it is not difficult for them to reach academic achievement.

Although they are not working in an order way, they do not have any significant problem in learning since they can solve any problem they face easily due to their creative and critical thinking. They enjoy to work not in order ways, since they enjoy a surprise and an excitement of being challenged by problems. Obstacles are being perceived as challenges that makes them excited to keep working and thinking.

The second cluster, conceptual dependent learners, are fast learner, especially in understanding numeric concept. They can understand abstract concepts easily due to a very high ability in understanding meaning. Therefore they can learn very fast. Though they comprehend quickly they do not too fast in connecting theoretical concept with daily life experiences. They tend to stress on textbooks they have read. As the result, they think in a textbook thinking way. In addition they are not confident enough to express their opinion without support from others though actually they could understand any information they have found.

Students of this cluster require some supports for encouraging them to express their idea originally. However, they still have any courage to express their argument. A strong will to be accepted by others along with high level need of autonomy encourage them to show their opinion. Since their need of succorance quite dominance, they will try to find supports from others around them for strengthening their opinions. This condition is the result of interaction among high level need of exhibition, succorance and autonomy that reducing self-regard and inhibiting them to actualize themselves. Frequently, even they have their own opinion, they choose to act upon what other people have been said, abandoning their own thinking. They tend to generate an instant conclusion as they are eager to come into an immediate decision and therefore they are not strong enough to defend their own argument as their arguments are not based on complex and logical thinking. As the result they might not expressing themselves just the way they are.

High level need for support along with low level need of dominance bring them into complying with others' opinion or choosing to follow opinion that has been accepted by a lot of people around them. They need a guideline to do their job, but the guideline should be quite flexible for providing them a chance to do some changes. They enjoy to be a follower who achieved well so they can show their talents to other people and get more attention from others around them.

Dependency toward supports reducing optimism in facing problem in their daily life. However they are quite happy with their life. This kind of person enjoy their life as they could live with other people supports and acceptance.

Table 1. Learning problems of gifted students in the acceleration program

PROBLEM	GRADE X/XI						GRADE XII					
	Cluster 1		Cluster 2		Total		Cluster 1		Cluster 2		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Time management in learning	8	25.81	7	22.58	15	48.39	7	23.34	4	13.34	11	36.67
Task/exam degree of difficulty	2	6.46	2	6.46	4	12.91	3	10.00			3	10.00
Material overloaded	2	6.46			2	6.46	2	6.67	2	6.67	4	13.34
Achievement	1	3.23	2	6.46	3	9.68	2	6.67	1	3.34	3	10.00
Limited time for doing activities for developing interests	1	3.23	1	3.23	2	6.46	2	6.67	1	3.34	3	10.00
Incompatible method of teaching			1	3.23	1	3.23	2	6.67			2	6.67
Value of task/exam									1	3.34	1	3.34
Degree of difficulty in material	2	6.46	1	3.23	3	9.68						
Motivation			1	3.23	1	3.23						
No response							2	6.67	1	3.34	3	10.00
Total	16	51.61	15	48.39	31	100	20	66.67	10	33.33	30	100

Table 1 indicates that gifted students in the acceleration program from grade X/XI (48.39%) and XII (36.67%) from both clusters are largely have time management problem that possibly relates to the low need of order and high need of change. Both clusters are eager to get any challenges in their live due to their need of change but do not like to work in order ways.

Table 2. Problems in learning needs realization

PROBLEM	GRADE X/XI						GRADE XII					
	Cluster 1		Cluster 2		Total		Cluster 1		Cluster 2		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Inflexible teaching system	13	41.94	9	29.04	22	70.97	8	26.67	3	10.00	11	36.67
Less in independent thinking			2	6.46	2	6.46	3	10.00	3	10.00	6	20.00
Too many repetition	1	3.23	2	6.46	3	9.68	1	3.34	1	3.34	2	6.67
Incompatible learning challenges	1	3.23			1	3.23	1	3.34	1	3.34	2	6.67
Limited learning time							1	3.34			1	3.34
No response	1	3.23	2	6.46	3	9.68	6	20.00	2	6.67	8	26.67
Total	16	51.62	15	48.39	31	100	20	66.67	10	33.33	30	100

Table 2 indicates that inflexible teaching system is perceived as problems for most of gifted students in the acceleration program from both clusters. High level need of change and autonomy require more flexibility in teaching style. Constructivist approach in teaching with a

larger variation of teaching method might be suitable for smart and creative students who can regulate their learning with a little direction (Egen & Kauchak, 2004; Woolfolk, 2004). For teaching these students, teacher's role is more as a facilitator, a motivator or a supporter rather than an instructor. Therefore, it is important to choose the right teacher for teaching the gifted students in order to reduce problems such in the table 2. Feldhusen (1997) identified some personal characteristics of teacher for gifted students, including: self confident, patient, fair and objective, openness to changes, flexible in thinking, creative, has sense of humor, smart and has wide interests, achievement oriented, shows positive attitude toward gifted students, able to appreciate gifted students, understand and accept individual differences, emphatic, has a strong will to develop students' learning ability, enthusiastic and good motivator.

Tabel 3. Problems in learning material

PROBLEM	GRADE X/XI						GRADE XII					
	Cluster 1		Cluster 2		Total		Cluster 1		Cluster 2		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Incompatible methods in explaining the material	12	38.71	10	32.26	22	70.97	2	6.67	2	6.67	4	13.33
Difficult	1	3.23	1	3.23	2	6.45	6	20.00	4	13.33	10	33.33
Unclear							2	6.67	1	3.33	3	10.00
Superficial							2	6.67	1	3.33	3	10.00
Overload	1	3.23	1	3.23	2	6.45	2	6.67		0.00	2	6.67
Boredom due to the material	1	3.23	1	3.23	2	6.45			1	3.33	1	3.33
Material different from the handout	1	3.23	1	3.23	2	6.45						
Partial material							1	3.33		0.00	1	3.33
No response			1	3.23	1	3.23	5	16.67	1	3.33	5	16.67
TOTAL	16	51.61	15	48.39	31	100.00	20	66.67	10	33.33	30	100

Table 3 indicates that grade X/XI students perceived incompatible methods in explaining the material as the largest percentage of problem (70.97%) in learning material. Grade XII students largely perceived learning material as difficult as their problem in learning material (33.33%). Actually, gifted student require more abstract, complex, and higher order thinking material with student oriented approach that stimulate them to use critical and creative thinking skills (Davis & Rimm, 1998).

Tabel 4. Problems in method of teaching

PROBLEM	GRADE X/XI						GRADE XII					
	Cluster 1		Cluster 2		Total		Cluster 1		Cluster 2		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Incompatible method of teaching	11	35.49	8	25.81	19	61.29	6	20.02	2	6.67	7	26.69
Overload in tasks	2	6.46	2	6.46	4	12.91	1	3.34	2	6.67	3	10.00
Boredom due to method of teaching	2	6.46	2	6.46	4	12.91	2	6.67			2	6.67
Unclear explanation			1	3.23	1	3.23	3	10.00	1	3.34	4	13.34
Detrimental Learning environment			1	3.23	1	3.23	1	3.34	1	3.34	2	6.67
Less variation in method							2	6.67			2	6.67
Less interaction between teacher and students									1	3.34	1	3.34
No response	2	6.46			2	6.46	4	13.34	4	13.34	8	26.68
	17	54.84	14	45.16	31	100	19	63.33	11	36.67	30	100

Table 4 indicated that incompatible method of teaching is perceived as the largest percentage problem in method of teaching by gifted students in the acceleration classroom from both cluster (Grade X/XI 61.29%, Grade XII 26.69%). Other problems in teaching method seems to be the result of teacher's lack of competence in teaching gifted students. Lack of competence in teaching gifted students might be influenced by lack of teachers' training in gifted education (Davis & Rimm, 1998).

Tabel 5. Frequency of social-emotional problems

PROBLEM	GRADE X/XI (N = 31)						GRADE XII (N = 30)					
	Cluster 1		Cluster 2		Total		Cluster 1		Cluster 2		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Self-control	15	48	14	45	29	93	16	53	9	30	25	83
Boredom	12	39	15	48	27	87	17	57	9	30	26	87
Stress management	14	45	13	42	27	87	17	57	8	27	25	84
Perfectionism	13	42	13	42	26	84	15	50	7	23	22	73
Loneliness	12	39	13	42	25	81	14	47	8	27	22	74
Hipersensitivity	10	32	12	39	22	71	16	53	5	17	21	70
Self actualization vs popularity	7	23	11	35	18	58	11	37	5	17	16	54

Gifted students in the acceleration program are vulnerable to social and emotional problems and learning problems since they experience overexcitabilities in their life (Silverman, 1993). Table 5 supporting Silverman's statemen whereas self-control, boredom, stress

management, perfectionism, loneliness, hipersensitivity and conflict between self-actualization and popularity are perceived as problem by more than 50% students.

Table 6. Perception about giftedness

Perception about giftedness	F	%
Perceiving self as gifted	19	31.15
Perceiving self as not gifted	23	37.71
Feeling indifferent as gifted	6	9.84
Does not know that is gifted	5	8.20
Perceiving self as has not been gifted yet	5	8.20
No response	3	4.92
Total	61	100.00

In addition to the problem faced by gifted students, most of all awareness about being a gifted person is an important issue leading into misperception in understanding themselves. Table 6 indicated that only 31.15% of gifted students in the acceleration program perceiving themselves as gifted students. The other are not really aware about their giftedness. Misunderstanding about giftedness bring them into a confused self-identity that might damage their self-concept. Giftedness characteristics possibly manifest as positive behavior such as learning fast, care for others, generate a lot of idea, but it might manifest as negative behavior such as withdraw from peers, indifferent toward teachers' explanation, stubborn, overactive, etc. (Clark, 1997).

Table 7. Skills of gifted students in the acceleration program

SKILLS	GRADE X/XI (N = 31)								GRADE XII (N = 30)							
	CLUSTER 1				CLUSTER 2				CLUSTER 1				CLUSTER 2			
	UNSKILLED		SKILLED		UNSKILLED		SKILLED		UNSKILLED		SKILLED		UNSKILLED		SKILLED	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Time management	12	39	4	13	12	39	2	6	14	48	4	13	7	23	2	7
Academic writing skill	10	32	6	19	8	26	6	19	10	33	8	27	5	17	4	13
Preparing exam strategy	10	32	6	19	7	23	7	23	7	23	11	37	4	13	5	17
Negotiation skill	9	29	7	23	7	23	7	23	11	37	7	23	4	13	5	17
Controlling drive	8	26	8	26	7	23	7	23	9	30	9	30	5	17	4	13
Interview skill	7	23	9	29	9	29	5	16	5	17	13	43	4	13	5	17
Expressing opinion positively	6	19	10	32	10	32	3	10	4	13	14	47	5	17	4	13
Controlling emotion	8	26	8	26	6	19	8	26	8	27	10	33	5	17	4	13
Presentation skill	7	23	9	29	7	23	7	23	5	17	13	43	5	17	4	13
Stress management	5	16	11	35	9	29	5	16	9	30	9	30	3	10	6	20
Team-work	6	19	10	32	5	16	8	26	3	10	15	50	4	13	5	17
Emphaty	5	16	10	32	7	23	7	23	5	17	13	43	4	13	5	17
Academic reading skill	6	19	10	32	7	23	7	23	8	27	10	33	2	7	7	23
Notetaking skill	6	19	10	32	4	13	9	29	7	23	11	37	4	13	5	17
Accesing information	2	6	12	39	1	3	13	42	2	7	16	53	1	3	8	27

Gifted students have potential to develop their potential to reach high achievement. However, to reach high achievement they require some skills that should be trained as the tools to help them developing their potential optimally. Table 7 indicated that more than 20 – 48% of gifted students in grade X/XI and XII from energetic critical accelerated learners are unskillful in some study skills such as: managing time, academic writing, preparing exam strategy, and negotiation skills. Some of them (26 – 30%) are also unskillful in controlling drive and controlling emotion. In the conceptual dependent learners less percentage in the same skills are unskillful as well. Lack of study skills in those gifted students seems to be the result of lack of training in those study skills. Unsystematic ways of learning due to low needs for order and endurance make them to work as they want. They do not manage their learning schedule well and make some preparation for regulating their learning. However, their high level of intelligence help them to keep achieving in academic field.

Table 8. Choice in higher education

CHOICE	GRADE X/XI		GRADE XII	
	F	%	F	%
Indecisive	7	23.33	2	6.46
Depend on parents' choice			3	9.68
Faculty with good career opportunity	7	23.33		
One choice	14	46.67	17	54.84
Two choices	1	3.33	2	6.46
Three choices			7	22.58
Depend on psychological testing report	1	3.33		
Total	30	100	31	100

Most of gifted students in the acceleration program have decided what they want in higher education. Table 8 indicated that more than 45% of students decided one choice of study. However, some of them (more than 40%) could not decide what exactly they want for higher education.

Table 9. Knowledge about competencies in higher education compatible to choice of study

	GRADE X/XI		GRADE XII	
	F	%	F	%
Accurate	1	3.23	4	13.33
Partly accurate	18	58.06	21	70.00
No information	12	38.71	5	16.67
Total	31	100	30	100

Information about higher education should be provided for senior highschool gifted students, since they should think about career earlier. However, table 9 indicated that more than 50% of gifted students in the acceleration program did not have enough information about competencies required in higher education. In order to prepare their career students should know about the demand of each field of study in higher education so they can develop all competencies that will support their learning in higher education.

Proposed model of counseling

Considering the gifted students' profile there are some consideration should be taken in deciding a model for counseling, such as: problems they have faced largely originated from unsystematic ways in learning due to low need of order and high need of change. They also need more learning stimulation to challenge their intellectual capacity. Though they have been accelerated, it seems that the program not challenging enough to encourage them using their thinking. Therefore, learning issues should be considered as the content of counseling.

Lack of some study skills also existing as their problem, particularly in managing time. Telescoping program in those schools which are not designed properly might load students with a lot of learning task that are not essential for their learning. Interview with the program coordinator of the acceleration program in both schools indicated that they have not differentiated the curriculum yet and they have not done the exact evaluation to the curriculum. Therefore, students should have a good time management for struggling in the acceleration program.

Since differentiation has not been done properly, the gifted students possibly experiencing unchallenging learning task though they have been accelerated. This condition leads to boredom and then reducing students' motivation to learn. In counseling service, there should be any discussion about designing an action plan for learning. This part of counseling is important particularly because of the students profile showed that they are not a good self-regulated learner. Self-regulated learner possess skills including good study skills, sufficient intellectual capacity, good thinking skills and also possess will including learning motivation and achievement motivation (Woolfolk, 2004).

The other problem of self awareness as gifted students also should be taken into consideration as an issue in the counseling. The first step in counseling gifted students is helping them to understand the impact of giftedness into their life in order to bring enlightenment about experiencing overexcitabilities as the part of healthy self development. Brunt, et al. (1994) point out the importance of counseling process as one of reframing negative attitudes that are expressed and experienced by the gifted students so as to redirect the energy currently being used in destructive self-depreciation.

Career issues should also be stressed as some of gifted students in the acceleration classroom are still indecisive in planning their career (see table 8). Gifted students are often multi-talented and as a result have the potential to succeed in a variety of fields of endeavour in

later life (Brunt, et al, 1994). Delisle and Squires (1989) pointed out that coping with multiple talents and interests is a serious problem for most gifted students.

Students' characteristic that are smart, dependent and have high level need of change should be considered for deciding the model of counseling. A dynamic developmental approach in counseling should be applied in order to help gifted students actualizing their potential to reach the highest achievement they could. Monitoring of action plan in the counseling process is important since those students tend to be unsystematic in action.

Considering all of condition described above, a proposed model of counseling can be described as follow:

1. Purpose of counseling:
 - a. Bringing awareness about what does it mean to be gifted
 - b. Recognizing strengths and weaknesses as the gifted learner
 - c. Identifying learning and social-emotional potential problems and choosing strategy to solve the problems
 - d. Designing an action plan for studying in the acceleration program
 - e. Designing an action plan for career opportunity
 - f. Evaluating the implementation of the action plans.

2. Issues in counseling:
 - a. Understanding giftedness
 - b. Self expectations
 - c. Dealing with expectation of others
 - d. Turning negative emotion into positive energy
 - e. Managing stress
 - f. Effective learning strategy
 - g. Career exploration

3. Counseling procedure:
 - a. Collecting data: as the baseline assesment
 - b. Group discussion:
 - 1) understanding giftedness
 - 2) self-expectation
 - 3) dealing with expectation of others
 - c. Group experiential learning process
 - 1) experiencing response of others
 - 2) Counselor as reflector
 - 3) Reflection: comparing game & real life
 - d. Individual counseling: SWOT analysis
 - e. Individual activity: designing academic action plan
 - f. Study skills training

-
- g. Group discussion: career exploration (guest speaker)
 - h. Individual counseling: designing action plan in career choice.
 - i. Monitoring the implementation of academic action plan and career choice
 - j. Evaluating the strategy
4. Counselor
- a. A counselor for an individual counseling should be a professional counselor
 - b. A counselor for a group counseling should be a trained counselor who understands issues in counseling the gifted

D. CONCLUSION

Gifted students have some unique characteristics such as fast learner, highly creative, highly motivated to learn, perfectionist, and highly sensitive. However those characteristics might be demonstrated in some negative ways when they were misunderstood. Misperceptions about giftedness create negative perspectives in viewing giftedness. Some gifted students who demonstrate criticism behaviors in satisfying their need for curiosity seem to be labeled as rebel students since they were too straightforward in communicating their thoughts. Lack of positive communication skills result in interpersonal conflict.

Due to all of these characteristics those gifted students are vulnerable to face learning problems such as boredom, and social emotional problems such as anxiety, withdrawal and loneliness. Therefore they need social supports from parents, teachers and friends to get a better life.

Unfulfilled learning needs due to an incompatible curriculum lead into boredom and ineffectiveness in learning. Passion in learning requires learning in depth that are not catered in a regular classroom. An enrichment program and accelerated program should be provided to increase their motivation to learn.

Helping gifted students to understand consequences of being gifted and being aware of their specific needs enable them to have a better awareness about their individuality so it will bring self-acceptance leading to a better psychological well-being. Providing skills for managing emotion and stress increasing their resilience. Therefore counseling should be provided for gifted students.

REFERENCES

- Clark, B. (1997). *Growing up gifted: Developing the potential of children at home and at school (5th ed.)*. Upper Saddle River, NJ: Prentice-Hall, Inc.
- Davis, G. A., & Rimm, S. B. (1998). *Education of the gifted and talented (4th ed.)* Englewood Cliffs, NJ: Prentice-Hall.
- Eggen, P. and Kauchak, D. (2004) *Educational psychology: Windows, classrooms*. Pearson Prentice Hall, Upper Saddle River.
- Feldhusen, J.F. (1997) *Educating Teachers for Work with Talented Youth*. In N.Colangelo & G.A. Davis (Eds.). *Handbook of gifted education (2nd ed.)*. Boston: Allyn & Bacon

-
- Hergenhahn, B.R. & Olson, M.H. (1997) *An introduction to theories of learning*. Upper Saddle River, NJ: Prentice Hall.
- Munandar, S.C.U. (1996). *Mengembangkan kreativitas dan keberbakatan*. Jakarta: Gramedia Pustaka Utama.
- Silverman. L. (1993). *Counseling the gifted and talented*. Denver: Love Publishing Company.
- Woolfolk, A.E. (2004). *Educational psychology (9th ed.)*. Boston: Allyn & Bacon