"Enrichment" Learning Model to Identify the Talented Preschoolers based on Renzulli Approach

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Abstract: This paper was written based on a literature review of previous research on the Enrichment learning model based on the Renzulli approach and an overview of its application to preschoolers (3-6 years). The aim of this study is to bring the new ideas for early childhood education's teacher and the readers to seek identification of talented children in preschool age. It is important because many childern with special needed in Indonesia that still not getting the propotional education yet in their school. Findings from the results of this literature study are the relevance of "Enrichment" learning model with Renzulli approach of various learning methods for preschool children such as storytelling, drawing, playing and so on.

1 INTRODUCTION

Preschool is defined as children aged 3-6 years. According to Davies, preschool is different from infancy and toddler, a major transition period in the development of a child. furthermore, preschoolers live to play, especially playing fantasy and dramatization with their peers (Halimah, 2016). Imaginative play becomes an important vehicle for understanding the world around it, developing various abilities and skills, as well as a place to explore. For this reason, the role of the teacher is very important in creating a learning environment that is consistent with development and encourages children's curiosity.

Learning activities at non-inclusive schools in early childhood education often have problems dealing with special needs preschooler. This is because the teacher does not realize that his students who look normal need special handling in their education and care. Teachers are very instrumental in helping the development of students to realize their life goals optimally (Mulyasa, 2010). Interests, talents, and abilities that are in accordance with the potential possessed by students will not develop optimally without the help of teachers. However, the problem is that teachers often find it difficult to identify early childhood talents because they have unique characteristics. That character makes the teacher cannot understand what they want or their

needed. As a result, talented children often received underachiever status in their class because there was a gap between the achievements obtained based on the assessment of certain works with their potential.

The concept of talented childern shows a development from a "uni-dimensional" approach to a "multi-dimensional". Approach in Indonesia, the way to identify talented children usually uses a multi-dimensional approach. Talented children are those who are identified as children who are able to achieve high achievement because they have superior abilities (Davis, 2012). Another definition, talented children are those who are identified by professionals as children who can achieve high performance because they have superior abilities. These children need differentiated education programs and services beyond the reach of the regular school program to develop according to their achievements.

The problem of identifying talented children includes two things, there are know the characteristics of talented children (nature, attitude, interests, their habits, etc.) and based on the recognition of the characteristics of talented children develop ways to identify these children.

The factors that affect are divided into 2 domains, namely personal factors that include self-perception, courage, character, intuition, charisma, the need for progress, strengthening ego, energy, awareness of endurance, and personal interest; and environmental factors that include socio-economic status, parental personalities, parental education, childhood

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stimulation, family position, formal education, role models, and family welfare.

Talentedness is still getting less attention in this country, even though it really determines the growth and realization of individual potential for the welfare of the nation and state (Semiawan, 2010). For this reason, a learning model is needed that can support teachers in guessing talented students in order to facilitate their needs.

The enrichment learning model is one of the latest ideas put forward by the figure of an American educational psychologist, Joseph Renzulli. He is known for three-rings-conception which he initiated in identifying talented children. Therefore, researchers want to examine in depth about the application of this enrichment learning model as an effort to identify talented children in preschool age.

According to Renzulli, talented children are children who are able to develop their potential according to their abilities. Renzulli also stated that the identification of talented children must represent areas of general intellectual ability, commitment to tasks, and creativity (Munandar, 2012) The gift according to Renzulli includes three interrelated dimensions and is known as "Three-Ring Conception" namely:

1.1 High Potential Ability, which is intelligence above average or can also be called high intelligence. In terms of "normal intelligence" usually covers various areas of ability as measured by tests of intelligence, achievement, talent, primary mental abilities, and creative thinking. Normal ability or also known as general ability is also a sign of talentedness. The talentedness of a child can also be seen from the level of IQ he has, namely low talent (with an IQ of 115-129), medium talent (with an IQ of 130-144), and high talent (with an IQ of 145 and above).

1.2 Task Commitment is a form of internal motivation that encourages children to be diligent and tenacious in doing their work despite experiencing various obstacles or obstacles, but still trying to complete the tasks that have been given to them as a form of responsibility. If the child shows commitment to the task, it can be indicated that they have a high interest and enthusiasm with a particular problem or field.

1.3 High Creativity is an effort to express or try to create something in accordance with fantasy, provide new ideas that can be applied in solving a problem, the ability to see new relationships,

create new things, and create new combinations (Semiawan, 2004).

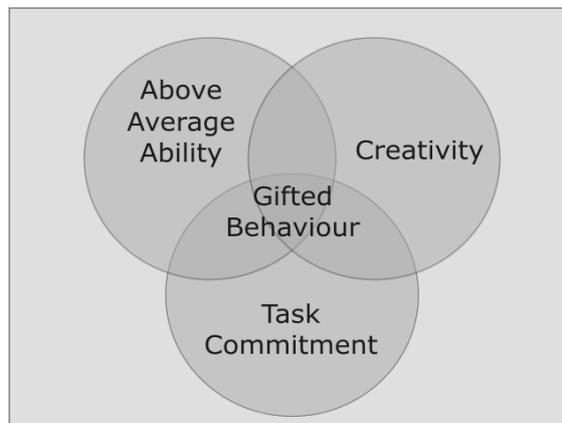The three things above are interrelated and can be described through the following Venn diagrams:

Figure 1: Venn Diagrams.

Based on these three dimensions, it is necessary to develop a learning model that can be a means of identifying talented children, especially in early childhood education.

2 METHODS

The method of this research is using literature reviews. Literature reviews play a critical role in scholarship because science remains, first and foremost, a cumulative endeavour (Brocke, 2009). As in any academic discipline, rigorous knowledge syntheses are becoming indispensable in keeping up with an exponentially growing eHealth literature, assisting practitioners, academics, and graduate students in finding, evaluating, and synthesizing the contents of many empirical and conceptual papers. Among other methods, literature reviews are essential for: (a) identifying what has been written on a subject or topic; (b) determining the extent to which a specific research area reveals any interpretable trends or patterns; (c) aggregating empirical findings related to a narrow research question to support evidence-based practice; (d) generating new frameworks and theories; and (e) identifying topics or questions requiring more investigation (Paré, Trudel, Jaana, & Kitsiou, 2015).

3 RESULT AND DISCUSSION

The learning model is the whole series of presentation of teaching materials that cover all aspects before the medium and after learning that is done by the teacher and all related facilities that are used directly or indirectly in the teaching and learning process. (At-Tabany, 2011) The one learning model that can be applied is the Enrichment model.

Enrichment comes from English which means to enrich. Enrichment can be interpreted as a way or step to add something more. The term enrichment is used more to refer to an enrichment program. In a broader scope, enrichment includes all modifications in the practices of standard education (Rino, 2015). In general, this model is more emphasized to help develop cognitive abilities found in students and improve the affective processes that have been experienced by students.

Through the enrichment model, in addition to being able to recall existing material for modification, it can also provide new experiences for students, especially related to its application to the learning they have done so far.

The principles of the enrichment model include:
3.1 Enrichment departs from the idea that each student has unique characteristics, meaning they have their own characteristics. Likewise, what happens to every learning experience they have gained, they have different experiences individually.
3.2 Every learning done by students will be more effective when students feel comfortable and happy in the learning done, therefore every learning experience must be able to pay attention to every goal that will be achieved by each student.
3.3 For early childhood, learning will be more meaningful when teaching material and its implementation are linked to real events. In addition, to provide more comfort, students are given the opportunity to look for any issues that interest them.

In the application of enrichment, the material obtained by students usually comes from things that are rarely obtained by students in learning life in school or outside the themes that become curriculum in school. In addition, the application of enrichment is a good activity in increasing teacher sensitivity. In seeing each talent that is owned by students, the teacher must be sensitive to the needs of students and their superiority. With the implementation of enrichment, the teacher is required to create a situation that shows students' interest in learning, and can provide a new challenge for students, until finally considered by students as a fun adventure.

According to Renzulli, this model has 2 main objectives. First is to give students the opportunity to develop their interests. Then helping students to identify realistically, can solve problems in accordance with their interests and be able to produce appropriate products (Davis, 2012)

For the implementation of Enrichment learning's model based on Renzulli approach, the teacher or parent can mix several learning methods. As for one of the learning methods that can be used in this model as the identification of talented children namely the storytelling method. The method most often used by early childhood education's teacher is very effective in applying the enrichment model. The aim of the storytelling method is to develop the ability to discuss, imagination, think logically, creatively, and systematically (Rachmawati and Kurniati, 2012). In identifying talented children, the teacher can modify this storytelling method with the following steps:
3.1 The teacher can choose or make a short story essay and let students complete the story, for example:
One day, a green frog named Kajo was walking by the river. Then he found a chest covered with dried leaves. The crates are very large and made of sparkling gold. Kajo is very curious and eager to open it. He approached and slowly opened the chest, suddenly ...
3.2 Students are asked to complete the story with their own ideas. They could answer, "Come a dinosaur!" Or "In the chest there is a princess!" And so on. This is where the enrichment model is applied in the explanation above.
3.3 If the story stops and cannot continue, the teacher can resume the story based on the student's idea so that what is created is a rich essay with their creativity and imagination.
3.4 After that, each student is given blank paper and each is asked to describe one of the most preferred scenes in the story.
3.5 Then some students are welcome to conclude or retell while showing pictures that have been made.
3.6 The teacher invites other students to respond to the stories that have been conveyed by some of the students and invites all students to appreciate the entire work.

In addition to the story telling method, there are many other learning methods that can be applied with enrichment models such as question and answer methods, discussion, free singing, and so on. The

most important thing is the approach used is Center Student Learning (CSL) or student-centered learning. Because if without involving students, teachers will find it difficult to identify talented children. Furthermore, the application of this model depends on the modification and creativity of the teacher.

As for some indicators to identify the talented student that can be used as guidelines for identifying talented children according to Renzulli's "Three-Ring Conception" namely:

3.1 Students are able to continue the story according to their ideas (High Potential Ability),
3.2 Students are able to express stories in pictures and verbally about what they can and they imagine (High Creativity),
3.3 Students are able to show an attitude of responsibility in completing each teacher's instruction (Task Commitment).

Remember, the instruments of assessment is flexible and appropiated by indicators of talented childern based on their development.

The implications of applying the Enrichment model based on the Renzulli concept are:
3.1 Teachers need to understand themselves, because children who learn are not only influenced by what the teacher does, but also how the teacher does it,
3.2 The teacher needs to have an understanding of obedience,
3.3 Teachers should seek a learning environment in accordance with superior development of children's abilities,
3.4 The teacher presents challenges rather than pressure,
3.5 Teachers not only pay attention to products or student learning outcomes, but moreover the learning process,
3.6 The teacher is better at giving feedback than assessment must provide several alternative learning strategies, and
3.7 Teachers should be able to create an atmosphere in the classroom that supports the child's self-esteem and where children feel safe and dare to take risks in determining opinions and decisions.

The following are the advantages gained from the application of the enrichment model:
3.1 The enrichment model is based on the fun and needs of all students, this has an impact on the development of high student creativity
3.2 The enrichment model can enrich new knowledge for students, because there will be many new ideas that emerge from each student that are actually unique
3.3 Through the enrichment model, students' cognitive abilities can be more honed and provide more opportunities to deepen interesting content and then become special skills or skills for students
3.4 Intensive and interpersonal interaction between students and teachers and students with students can result in a close emotional relationship, so students are more confident in expressing ideas.

While the weaknesses of this enrichment model are:
3.1 The implementation of the enrichment model in the regular class allows a lack of attention to capable students below the average
3.2 For talented students can cause high egoism and consider other students to be low, so they lack positive social attitudes.

4 CONCLUSION

The enrichment model is a new innovation in the field of early childhood education which can support teachers in identifying talented children in a class. This model uses the Renzulli approach which emphasizes 3 clusters, namely the ability of high potential abilities, high creativity, and task commitment known as three-rings-conception. The main purpose of the implementation of this model is so that teachers can take action that is appropriate to the needs of the child given the provision of facilities that are relevant to their conditions and interests is very important. The key factor in the success of this identification is the child's achievement to be fully involved in learning and teaching activities that have been implemented. The hope is that the talents and interests of normal and talented children can be developed optimally from an early age.

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