

# The Chance of Gifted Intelligent Students' Success in Career

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**Keywords:** Gifted Intelligent Students, Success in Career, Soft Skill.

**Abstract:** In some cases, in working world, workers who tend to have satisfactory academic achievement do not always have career as bright as their intellectual capacity. This study employs qualitative-phenomenological approach which is aimed at describing the chance of success in career of gifted intelligent students. Method used is interview. The subject in this study is gifted intelligent student who live in a dormitory. Soft Skill is defined as the quality of interpersonal and personal attribute that an individual has that influences success at work. This study has identified 10 soft skills that are believed to be the most important and necessary to be mastered in order to gain success in career for gifted intelligent students. The ten soft skills are Continuous Learning, Good orientation and futuristic thinking, Effort and responsibility, Hardworking, actively asking question, Enthusiastic, Self-management, Positive vibes to team or classmates, Empathy, and Respect to others. From the result of the research, in conclusion, the chance of success in career of gifted intelligent students is closely related to their soft skills.

## 1 INTRODUCTION

Human resources are precious assets (Suhariadi, 2013). Achieving bright career is a dream of every individual, even more for an individual as the prospective human resources who have intellectual capacity above average, with high GPA and awareness of competition demand in the future. However, as a matter of fact, many of those excellent human resources, having high intellectual capacity as well as high GPA score, are lacked of or even not able to develop their career.

Gifted intelligent students are students with high IQ (Feldhusen, 2005; Gordon and Bridglall, 2005; Sword, 2001) and have academic achievement in math and reading subjects (Borland, 2005; Cochran, 2009). They are called extraordinary students because their intellectual capacity is beyond normal students' intellectual capacity, which is above average. In addition, they have significant differences in some important dimensions of their humanity function (Feldhusen, 2005; Gordon and Bridglall, 2005; Sword, 2001), and more excellent academic achievement compared to other normal students at their age (Mangunsong, 2009; Schanella dan Mc Carthy, 2009). They also have great ability in receiving various kinds of knowledge and strong

memory as well as big curiosity (Fornia and Frame, 2001; Renstra Ditjen Dikmen 2010; Sternberg, et al, 2011).

Indonesia has approximately 1.3 million gifted intelligent students at school age. Renstra Ditjen Dikmen 2010-2014 shows that based on Wechsler IQ classification, Indonesian children classified as gifted intelligent students with IQ above 130 are as much as 2.2% of the total population. As much as 2.2 percent or approximately 4,118 people among them are classified as gifted intelligent. Gifted intelligent students as prospective human resources in the future are equipped with a bigger ability to develop and tend to have over excitability compared to normal students in general, either from physical, intellectual, imagination or emotional side. Gifted intelligent students as prospective human resources, who have intellectual potential above average, theoretically, have bright chance to achieve their future (Swaans, et al, 2008). Therefore, as stated by Fornia and Frame (2001) and also Goleman (2006), the optimisation of intellectual strength is ideally accompanied with various things as well including the development of emotional, personality and social aspect (Sugiarti and Suhariadi, 2017). Non-intellectual aspects are as important as intellectual or academic ability aspects because achieving success

in future life, besides influenced by intellectual capacity, is also supported by other aspects, known as soft skill. Gifted intelligent students are one of prospective human resources in the future.

Soft skill is an important aspect for prospective human resources especially when they enter working world or start their career (Matteson, et al, 2016). The most influencing factor of failure in career for human resources is the lack of learning and implementing intangible skill, or commonly known as soft skill. There is lack of awareness that soft skill is the key of success when someone enters working world or career world (Manutti, 2015; Pratt and Richard, 2014). How determinant prospective human resources are in preparing themselves for their future, perhaps even by obtaining a very satisfying GPA score, but without the support of soft skill, it will be difficult for anyone to reach bright success in career. Satisfactory GPA score and competence in a field as parameters will only help them to get the job, not to reach bright career (Manuti, et al, 2015).

### 1.1 The Focus of the Research

This research focuses more on the following:

- a. The picture of future career owned by the subject.
- b. Subject making an effort to accomplish the best achievement through soft skill indicators owned.

### 1.2 The Objective of the Research

This research is aimed at providing description and understanding:

- a. How is the picture of future career owned by the subject?
- b. How does the subject make an effort to accomplish the best achievement through soft skill indicators owned?

## 2 RESEARCH METHOD

This study applied phenomenological qualitative approach. Phenomenological approach was used in this research. In Kamus Besar Bahasa Indonesia (Dictionary of Indonesian Language), phenomenology is the study of consciousness development and human self-recognition. It is a science that came before philosophy.

Phenomenology comes from Greek word "pahainomenon" (symptom/phenomena).

Phenomenology is a science of what is seen about a symptom or phenomena that has ever been a human experience that can be a parameter to conduct a qualitative research. Phenomenology also means "logos" (knowledge) about what is seen (phainomenon). Thus, phenomenology studies what is seen or what appears (Smith, 2008; Smith and Osborn, 2008).

### 2.1 The Technique of Data Collecting

The data in this study were collected through interview and observation technique suited to the objective of this research. Stages of data collecting process were: building rapport with the research subject so that the subject can feel convenient and is able to give information regarding the object of the research. The researcher made an observation during the interview and recorded the result of the observation.

The researcher performed an interview in natural setting and applied in depth interview by following interview guidelines according to the objective of the research. Data obtained were verbatim interview data and summary. Observation method was also used, apart from interview, in order to collect information that couldn't be obtained during the interview process. Observation made consists of observation of subject's activities, behavior and comment both verbal and nonverbal (Creswell, 210).

Guidelines of Interview on the Characteristics of Behavior seen in a gifted intelligent student's action in completing a task and his interaction at school so that they gain chance of career success in the future are as follows the table 1:

Table 1: Guidelines of interview on the characteristics of behavior.

NO	DIMENSION	INTERVIEW GUIDELINES
1	Description of future (career) owned by subject	- knowledge about future - knowledge about future target

2	the form and way of subject in the effort to accomplish best achievement through soft skill he has	<ul style="list-style-type: none"> <li>- Attitude and behavior in the effort to accomplish best achievement</li> <li>- Characteristics of positive behavior in completing school tasks (achievement) through soft skill indicators</li> </ul>
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## 2.2 Technique of Data Organization and Analysis

Data analysis performed in this research was Interpretative Phenomenological Analysis by Smith (2008). It generates data related to experience, perspective, and meaning of employees' productive behavior which was either experienced or observed by the research subject.

Stages of Interpretative Phenomenological Analysis are:

- a. Reading and reading lag
- b. Recording
- c. Developing themes that come up
- d. Searching for connection of various themes that come up
- e. Moving on to the next case
- f. Finding the pattern of the case

## 2.3 Technique of Research Credibility Test

Explicit data collection method, collecting strategy and data analysis were revealed openly and well documented in order to validate the credibility of the

research. Data obtained from interview and observation were stored and protected. The researcher also assessed the completion and validation of data gathered. The researcher performed stages of data collecting according to stages of phenomenology method approach (Moleong, 2005; Smith and Osborn, 2008).

## 2.4 Setting of the Research

Research location is one factor that supports this study. Conducive research location can support data collected from the subject because it can provide convenience and make the subject more open in giving the information. In the interview process, location and time were adjusted to the condition and subject availability. The researcher performed the interview and observation when the subject was in mid semester break.

## 3 RESEARCH RESULTS

The research was conducted based on the schedule that had been arranged, which was on 5th of March 2017 in the subject's house. Interview and observation were performed carefully. The subject's comfort was the main priority so that he was able to tell his experience and perception on the characteristics seen in gifted intelligent students' action in completing a task and interaction at school so that they gain chance of career success in the future.

The following is the transcript of the interview (table 2):

Table 2: Transcript of the interview.

Subject Initial: AA		Subject Code: AA
Interviewer: RS		Interviewer code: RS
Location: Subject's house		Date of the Interview: 5 <sup>th</sup> March 2017
CODE	RESULT OF INTERVIEW	INTERPRETATION
RS-0101-1	<p>Good day, how are you?</p> <p>I've got information from school that you are one of students received scholarship in one of Senior High School in Singapore.</p> <p>Can you tell me how you see and understand the future?</p>	<p>Subject understands the definition of future.</p> <p>Subject has good orientation and futuristic thinking</p>

AA-0101-2	Yes, I am one of Indonesian students received scholarship opportunity for studying in one of Senior High School in Singapore. Future is something that every person heads to. Every person must have desire for their future. Future is something that will be achieved through step by step processes. Everybody definitely wishes to reach bright, proud, and great future.	
RN-0102-1	How can you understand future target that you want?	Subject knows and understands academic achievement target for his future.
MN-0102-2	At first, I was also confused about my future target. Here, I am as one of the scholars prepared to achieve so that in the future I will be "something". After I explored and discussed with my mentor and also my teachers, I began to know and have interest in some school subjects that I want to take.	
RN-0103-1	How do you reach academic achievement target?	Subject knows and understands how to reach academic achievement target.
AA-0103-2	At first, I was so confused because I had not figured out what I am supposed to do, basically feeling so tense and stressful as well. I felt this particularly during the first semester as a scholar. Being separated with my family and adapting to a different environment and habits felt so hard. Must be able to concentrate, focus and be brave to ask question. I don't want to waste any chances given to me. only few Indonesian students who got the opportunity like I have.	
RS-0201-1	How is your attitude and behavior towards achieving the best?	Gifted intelligent students who gain chance of career success in the future have the following characteristics:
AA-0201-2	I always study continuously and consistently. I have a strong determination and responsibility for all tasks given by my teachers. I work hard to give my best effort. In the class, if there is anything I don't really understand, I immediately ask question. I have big interest and enthusiasm in subjects especially chemistry and physics. Tasks given are so many that I must be able to manage my time in order to complete all of them well. Sometimes, I can't finish the task alone so I need to work together with my classmates or other friends. Sometimes my friends need me so we help and support each other. If one of us doesn't feel able to do something, we had better support him/her to be successful together. Never belittle other people, whatever his/her condition is.	<ul style="list-style-type: none"> <li>• Continuous Learning</li> <li>• Effort and responsible.</li> <li>• Hardworking</li> <li>• Actively asking question</li> <li>• Enthusiastic</li> <li>• Self-management</li> <li>• Empathy</li> <li>• Respect to others</li> </ul>

### 3.1 The Result of the Observation

During interview process, the subject seemed excited and serious in giving answers. However, sometimes the interview was interspersed with jokes and laughs sometimes particularly when answering questions about communication ability he has. The interview lasted for approximately 1.5 hours. The condition of subject's house was pretty clean and conducive. The subject was also enthusiastic enough in answering questions from the researcher.

### 3.2 Discussion

Phenomenology approach in this study is in depth disclosure about self-experience and way of view things or perspective of characteristics seen in gifted intelligent students' action in completing a task and their interaction at school. Interpretation obtained from the result of the interview gives clues and information about characteristics seen in gifted intelligent students' action in completing a task and their interaction at school so that he achieves chance of career success in the future according to the

subject. Thus, the result will be different if the interview is performed with another subject.

Phenomenology is a research strategy that a researcher identifies the essence of experience of gifted intelligent students' action in completing a task and their interaction at school that makes them gain chance of career success in the future. Findings in this study show that the subject:

1. Understands the definition of future – good orientation and futuristic thinking.
2. Knows and understands academic achievement target for his future.
3. Knows and understands how to reach his academic achievement target.
4. Has the following characteristics:
  - Continuous Learning
  - Futuristic thinking
  - Effort and responsible.
  - Hardworking
  - Actively asking question
  - Enthusiastic
  - Self-management
  - Positive vibes to team or classmates
  - Empathy
  - Respect to others

Soft skill is not merely to be learned, memorized or remembered. What is important is how to implement soft skills in daily life. It is not easy to teach soft skill, but it is easy to spread (Shakir, 2009). It means that soft skill is not merely understood as a concept, but it is about how the prospective human resources are able to apply them continuously in order to reach bright career (Matteson, et al, 2016).

Continuous learning shows that the subjects are willing to go through a learning process. The subjects are also active to improve themselves through practices and exercises until the goal of the learning is achieved. Moreover, the subjects also always make an effort to learn a new concept, apply a new method, and know various kinds of relatively new technologies. Other soft skills reflected from the subjects are good orientation and futuristic thinking. These soft skills show that the subjects have the ability to focus their effort to reach the goal and to project necessary things that has not been achieved.

Effort and responsible is the third soft skill found in the subjects of this research. This indicates that the subjects implement their personal characters to accomplish their achievement by working on everything that becomes their responsibility wholeheartedly. Hardworking is soft skill or

personal characteristic that is also seen in the subjects' everyday life. It indicates that the subjects also have toughness in doing all the tasks that should be done. Actively asking question. This soft skill or personal character shows the willingness of the subjects to actively ask questions, clarify things particularly for things that they do not understand in order to get the same perception. On the other side, enthusiastic is as part of characters shown by the subjects in receiving stimulus and other activities. This enthusiasm shows big interest, spirit and passion as the strength to do all activities to reach the intended final goal. Enthusiasm also becomes great motivation for them to reach their life dream. Enthusiasm encourages the scholars to never stop learning.

Self-management is the ability to manage self, potential and time effectively. Self-management is a procedure an individual does to manage his/her own behavior (Gie, 1996). Self-management is a condition where, after an individual determines his/her future life goal for him/herself, he/she must manage and maintain him/herself as well as he/she can in order to direct him/herself to the path of his/her life goal; including managing all steps and activities and self (Gie, 1996).

Positive vibes to team or classmates is one of soft skills found in this study. Positive vibes are another term for positive thinking that later is implemented in daily life by spreading aura and positive spirit to the surrounding. It can be seen in the willingness to support group or individual success of the classmates. Another soft skill found in the subjects in this study is empathy. This soft skill can be seen from the willingness of the subjects to show their care to others and their surroundings. Meanwhile, respect to others that is also one soft skill revealed in this study is the willingness to respect another individual (Matteson, 2016) in any condition. The subjects show all those characters in their daily life.

The ten soft skills found in this study are a group of important personal characters to support success. Soft skills are not merely to be learned, memorized, or remembered. What is more important is how to implement the soft skills in everyday life. Soft skills are not easy to be taught, but they are easy to be spread to others (Shakir, 2009).

## 4 CONCLUSIONS

Human resources are precious assets. In some cases, in working world, workers who tend to have



satisfactory academic achievement do not always have career as bright as their intellectual capacity.

Soft skill is an important aspect for prospective human resources especially when they enter working world or start their career. Soft skills are not merely to be learned, memorized, or remembered. What is more important is how to implement the soft skills in everyday life. By making soft skills as habit, soft skills will become the most important key for gifted intelligent students as prospective human resources to prepare their bright future career.

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