



IDENTIFIKASI ANAK BERBAKAT

-
- Apa identifikasi?
 - Apa yg hrs diidentifikasi?
 - Bgmn aturan umum dlm identifikasi?
 - Bgmn prosedur & tekniknya?
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IDENTIFIKASI

PENGERTIAN

umum

**PROSES MENGENALI /
MENEMUKAN SESUATU**

IDENTIFIKASI

□ PENGERTIAN

PROSES MENGENALI ANAK YG MEMILIKI POTENSI KECERDASAN & BAKAT ISTIMEWA SHG DIPERLUKAN LAYANAN BERDIFERENSIASI AGAR MEREKA DPT BERKEMBANG SECARA PENUH SESUAI POTENSI YANG DIMILIKINYA.

3 DIMENSI

- (1) MENGENALI**
 - (2) PERLU LAYANAN BERDIFERENSIASI**
 - (3) AGAR BERKEMBANG SECARA PENUH**
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TUJUAN IDENTIFIKASI

- MENEMUKAN ANAK & MEMBANTU MENGOPTIMALKAN POTENSI UNGGULNYA SHG MENJADI PRESTASI UNGGUL

 - UNTUK MENCAPAINYA PERLU AKTIVITAS KOMPLEKS.
 - ALAT HRS ABSAH & TERPERCAYA.
 - DATA HRS KOMPREHENSIF & AKURAT
 - BENTUK TIM.
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Identification Protocol

- Instruments used must be reliable and valid for the construct of giftedness being assessed.
- Instruments must be culture-free.
- Students cannot be assessed fully through any single assessment score.
- Identification must use a multiple measure/multiple criteria approach.
- Matrices that reduce multiple forms of data to a single score are not appropriate.
- Students must be identified and placed according to need and ability, rather than numbers of students that can be served by a program.

(NAGC Standards; NJAGC Position Paper;

PETUNJUK IDENTIFIKASI

- INSTRUMEN HRS RELIABEL & VALID SESUAI KONSTRUK KEBERBAKATAN
- INSTRUMEN HARUS BEBAS BUDAYA
- GUNAKAN MULTI METODE/MULTI PENDEKATAN
- MATRIK YG MEREDUKSI DATA JAMAK KE DALAM SKOR TUNGGAL – TIDAK TEPAT
- SISWA HRS DIIDENTIFIKASI & DITEMPATKAN SESUAI KEBUTUHAN DAN PUANNYA, LBH DR JML SISWA YG DPT DILAYANI OLEH SUATU PROGRAM

(NAGC Standards; NJAGC Position Paper;

The Identification Process has to Distinguish High Achievers from Gifted Learners

A High Achiever	Gift learner
Knows the answers Has good ideas Works hard Commits time and effort to learning Answers questions Is a top student Understands ideas Grasps meaning Is a good memorizer Is receptive Absorbs information Listens with interest Is pleased with own learning	Asks the questions Has original ideas Performs with ease May need less time to excel Offers detailed & unique responses Is beyond his or her age peers Constructs abstractions Draws inferences Is insightful; makes connections Is intense Manipulates information Shows strong feelings and opinions Is highly self-critical

Identification approaches might also include:

- Teacher observation and assessment using agreed criteria
 - Involvement and achievement in competitions
 - Achievements in extra-curricular activities
 - Peer-group nominations
 - External agency nominations.
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IDENTIFIKASI JUGA DAPAT MENCAKUP:

- ❑ OBSERVASI & ASESMEN GURU DGN GUNAKAN KRITERIA YG COCOK
 - ❑ KETERLIBATAN DAN PRESTASI DLM KOMPETISI
 - ❑ PRETASI DLM AKTIVITAS ESKUL
 - ❑ NOMINASI KELOMPOK SEBAYA
 - ❑ NOMINASI LEMBAGA / PIHAK EKSTERNAL.
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Five key principles of identification are:

- **Defensibility:** procedures should be devised to identify students in *all domains of giftedness and fields of talent*.
 - **Advocacy:** teachers should use assessments *to promote students' interests* and should not expect students to perform equally well on all measures.
 - **Equity:** there should be *equitable procedures for identifying groups who may be disadvantaged* by the mainstream identification procedures.
 - **Comprehensiveness:** there should be the appropriate use of *multiple sources of data*.
 - **Pragmatism:** identification needs to be *consistent with the level of resources available*.
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Five key principles of identification are:

- **Defensibility:** prosedur hrs mampu menemukan siswa dlm seluruh domain & bidang keberbakatan (*all domains of giftedness and fields of talent*).
 - **Advocacy:** Guru hrs menggunakan asesmen utk meningkatkan minat siswa & tdk berharap memiliki kesamaan yg sma dlm sama dlm seluruh area pengukuran.
 - **Equity:** dpt mengidentifikasi kelompok anak berbakat yg disadvantaged
 - **Comprehensiveness:** menggunakan sumber data jamak
 - **Pragmatism:** konsisten dgn tingkat ketersediaan data.
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The process for the identification of gifted and talented students must

- be dynamic and continuous
 - allow for identification at any stage of the student's development
 - allow for the highly talented to emerge from the larger talented group
 - ensure that the identification of students from disadvantaged and culturally diverse groups is not overlooked.
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PROSES IDENTIFIKASI HARUS :

- DINAMIK & BERKELANJUTAN
- DPT DIGUNAKAN UTK IDENTIFIKASI PADA BERBAGAI TAHAPAN PERKEMBANGAN ANAK
- DPT DIGUNAKAN BG YG MEMILIKI TALENTA TINGGI
- YAKIN BAHWA IDENT SISWA YG DISADVANTAGED & KELOMPOK YG SCR BUDAYA BERBEDA, TIDAK TERBAIKAN.

Stages of identification

Nomination

- This is the identification of gifted and talented students by parents/ caregivers, teachers, peers, school counselors, community members and the students themselves. It involves the collection of subjective information, usually via checklists. Checklists may need to be translated into the language of the target population to collect valid information.

Screening

- Screening involves the use of a combination of measures of potential and performance. It is more objective than nomination. Ability tests are useful for assessing potential, whereas achievement tests assess student performance in syllabus outcomes, and generally classify students into bands. Underachieving students with high intellectual potential may score poorly on achievement tests. Diagnostic tests are designed to identify specific areas of difficulty and do not identify students with higher abilities.

Monitoring

- Teachers should ask the questions, “What is being observed?” and “How should the observations be noted?” before beginning to formally observe students. Teachers can develop preformats to aid in recording observations of students. This information can give a picture of students’ performances, interests, strengths, weaknesses and skills. Specific data can be collected to reveal the effectiveness of the identification strategy.

□ SWASSING

PROSES identifikasi

1. PENYARINGAN (*Screening*)

proses pemisahan antara yg berbakat & tdk

2. IDENTIFIKASI AKTUAL (*actual Identification*)

Proses penelitian lebih mendalam ttg karakteristik utk ditetapkan sebagai kandidat

Renzulli :

Yg dpt dinominasikan sbg kandidat, yg termasuk kelompok 15-20% teratas dari seluruh jml anak di sekolah dlm kemampuan umum & khusus.

Conny Semiawan (1996)

□ PENJARINGAN

MISAL : MELALUI NOMINASI GURU, ORTU, TEMAN, ATAU DIRI

PRODUK → DITEMUKAN 3 KELOMPOK

- 1. KEL YG DIPASTIKAN TDK DITERIMA**
- 2. KEL TENGAH, BLM TENTU DITERIMA / DITOLAK**
- 3. KEL YG SDH MANTAP AKAN DITERIMA**

□ PENYARINGAN

**SELEKSI LBH HALUS DR PENYARINGAN → UTK KEL 2 & 3
DILAKUKAN MELALUI :**

- TES PSIKOLOGI BERDASAR ATAS KRITERIA INTELEGENSI, KREATIVITAS, & TASK COMMITMENT**
 - CEKLIS BERDASAR KARAKTERISTIKNYA**
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□ DIKNAS (2003)

KRITERIA SISWA UTK DPT DITERIMA DLM PROGRAM PERCEPATAN BELAJAR /AKSELARASI

1. INFORMASI DATA OBYEKTIF

- **AKADEMIS : RATA-RATA 8 UTK UAN SEBELUMNYA, TES KEMAMPUAN AKADEMIK, DAN RAPOR**
- **PSIKOLOGIS : IQ 140 KE ATAS ATAU MINIMAL 125 DGN KREATIVITAS & TASK KOMITMEN DI ATAS RATA-RATA**

2. INFORMASI DATA SUBYEKTIF

- **NOMINASI DIRI, GURU, OT, TEMAN SEBAYA.**

3. KESEHATAN FISIK

4. KESEDIAAN CALON & PERSETUJUAN ORANG TUA

Teknik

□ Non tes :

- nominasi
- observasi
- ceklis / angket
- wawancara

□ Tes

- tes prestasi
 - tes psikologi
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ALAT IDENTIFIKASI

KITANO & KIRBY (1986)

- PERINGKAT GURU**
- DOKUMEN NILAI**
- NOMINASI ORANG TUA**
- NOMINASI TEMAN SEPERMAINAN**
- NOMINASI DIRI SENDIRI**
- BIOGRAFI**
- CATATAN ANEKDOT**
- HASIL KERJA ANAK/portofolio**
- KEANGOTAAN DLM ORG**
- NOMINASI AHLI**

- TES**
 - 1. TES INTELEGENSI KELOMPOK**
 - 2. TES PENCAPAIAN KELOMPOK**
 - 3. TES INTELEGENSI INDIVIDUAL**
 - 4. TES PENCAPAIAN INDIVIDUAL**
 - 5. TES KREATIVITAS**
 - 6. TES KEMAMPUAN BERPIKIR KRITIS**
 - 7. TES KHUSUS (MISAL SENI)**

Ichrom (1996)

ASESMEN

- ❑ ASESMEN BUKAN UNTUK MEMBERI LABEL, MENCARI SEBAB, TETAPI MENEMUKAN DEFISIT (KEKURANGAN), KELEBIHAN & KEBUTUHAN KHUSUSNYA, SERTA PROGRAM LAYANAN KHUSUS YG DIBUTUHKAN.
 - ❑ ASESMEN PADA ANAK BERBAKAT SANGAT DISARANKAN, TERLEBIH UNTUK MEREKA YANG DISINKRONI / MASUK DLM KATEGORI *GIFTED WITH doble SPECIAL NEEDS* GUNA MENEMUKAN / MERUMUSKAN PROGRAM PEMBELAJARAN INDIVIDUAL YG DIANGGAP TEPAT SESUAI KAPASITAS ANAK.
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PELAKSANAAN ASESMEN

- TES
 - TES INTELEGENSI : WISC, IST, BINET, PM,
 - TES KREATIVITAS : TORANCE
 - TES TASK COMMITMENT : PAULI
- OBSERVASI
- WAWANCARA

AKAN TEPAT APABILA :

- DILAKUKAN DALAM SETTING NATURAL
 - SAMBIL BERMAIN
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Sekian

& **Terima Kasih**

