

Optimization of Twice-exceptional Students' Giftedness in Memorizing the Qur'an

Rochmat Wahab [✉], Hermanto¹, Bayu Pamungkas¹, Angga Damayanto¹

¹Special Education, Universitas Negeri Yogyakarta, Indonesia

ABSTRACT

Purpose – This study aims to describe the teachers' efforts to optimize the giftedness of twice-exceptional students in memorizing the Qur'an.

Design/methods/approach – The method used in this study was qualitative research with observation, interviews, and documentation as data collection techniques. Respondents in this study consist of 50 teachers of twice-exceptional students selected by random sampling. The data was then analysed through data condensation, data presentation, and drawing conclusions.

Findings – The optimization of twice-exceptional students to memorize the Qur'an is shown by an assessment, direction of learning, and memorizing programs of the Qur'an according to their specificity, involvement in socio-religious activities in the community, and cooperation with the family.

Research implications/limitations – This study was conducted in Yogyakarta City with teachers of twice-exceptional students as the respondents in the categories of gifted students with visual impairments, gifted students with hearing impairments, gifted students with physical barriers, and gifted students with autism.

Originality/value – The development of Qur'an learning models for twice-exceptional students on different types of specificities needs to be enhanced to accommodate their specific abilities and needs.

 OPEN ACCESS

ARTICLE HISTORY

Received: 09-12-2022

Revised: 20-12-2022

Accepted: 30-12-2022

KEYWORDS

Giftedness, Twice-exceptional, Qur'an

Introduction

Building religiosity through Islamic education is part of the goals of national education, so that Islamic education is an integral part of the national education system. Islamic education also aims to enable students to understand, appreciate and practice Islamic teachings, so that students are able to internalize the values of religious teachings in their personal lives, and become filters as well as being an antidote to all negative things from their environment (Maftuhin & Jauhar, 2018). Implementation of Islamic education must be fair to all children, including children with special needs because every citizen has the same right to obtain quality education to improve the development of his or her personality. Through Islamic education, mental development of faith and devotion in children with special needs can be realized.

CONTACT: [✉] rochmat_wb@uny.ac.id

One condition of the children's special needs is those gifted with special needs (twice-exceptional). Twice-exceptional defines students showing exceptional ability and disability, which results in a series of typical circumstances. By understanding gifts, students can build confidence and create a positive identity. Educational programs for twice-exceptional students must consider the influence of chronosystem (environmental events and transitions), macrosystems (cultural contexts), and microsystems (family, school, environment, etc.), as well as links and interconnections among those systems (Kail, R. V., & Cavanaugh, 2015). Thus far, twice-exceptional has not been a much-discussed condition in Indonesia compared to certain special needs conditions and the secondary impacts of those special needs. Extraordinary abilities are domineering, hiding their disability, or their disability may be domineering, hiding their extraordinary ability. Each can cover the other, resulting in nothing of the condition being recognized or getting proper treatment. Twice-exceptional students can perform below or above the grade level (Trail, 2010).

Twice-exceptional students are often difficult to identify. These students may fail to demonstrate either high abilities or incompetence in the school system. Their extraordinary abilities are domineering, hiding their disability, or their disability may be domineering, hiding their extraordinary ability. Each can cover the other so that nothing in the condition is being recognized or getting proper treatment so that their prevalence is less identifiable (Park et al., 2018; Grigorenko, 2020).

In the implementation of Islamic education, various teachers' effort in optimizing the giftedness of twice-exceptional students need to be studied to find patterns related to efforts to find recognition of twice-exceptional students to the service efforts that can be provided in addition to minimizing the impact of the specificity experienced (Susanto, 2021). This study examines a comprehensive picture of the teachers' effort in optimizing the giftedness of twice-exceptional students in memorizing the Qur'an as a consideration in the development of Islamic education services for twice-exceptional students.

The teacher competency factor is critical in optimizing the talents of children with special needs. Ideally, teachers must have adequate knowledge, skills and attitudes in carrying out learning. The problem currently faced in inclusive schools is limited teacher resources to teach students with special needs. This limitation can be seen from the lack of special inclusion teachers who are graduates of the inclusion department. This makes it difficult for teachers to design and implement learning. At the same time, the existing teachers are general teachers or class teachers whose competence in the field of inclusion is limited. On the other hand, schools must implement inclusive education, which technically combines ordinary students with students with special needs.

Methods

This research uses a qualitative approach. A qualitative approach is used to identify research participants and locations based on locations and individuals whose abilities help

researchers understand the central phenomenon (Creswell, 2008). Researchers use a descriptive case study design to gain broad access or opportunity to conduct in-depth, detailed, intensive and comprehensive studies of teachers' efforts to optimize students' talents. The data collection instruments in this research were questionnaires, interviews and documentation studies to optimize the talents of twice-achieving students in memorizing the Al-Qur'an, which were collected from 50 teacher respondents of twice-achieving students who were chosen intentionally. The 50 teacher respondents were divided into 15 teachers for blind students, 15 teachers for deaf students, 10 teachers for blind students, and 10 teachers for autistic students. The data obtained was then analyzed through data condensation, data presentation and drawing conclusions. Efforts to optimize students' ability to memorize the Al-Qur'an are divided into pre-learning, implementation of learning, and post-learning at school.

Result

Here are the various teachers' efforts in optimizing the gifts of the students:

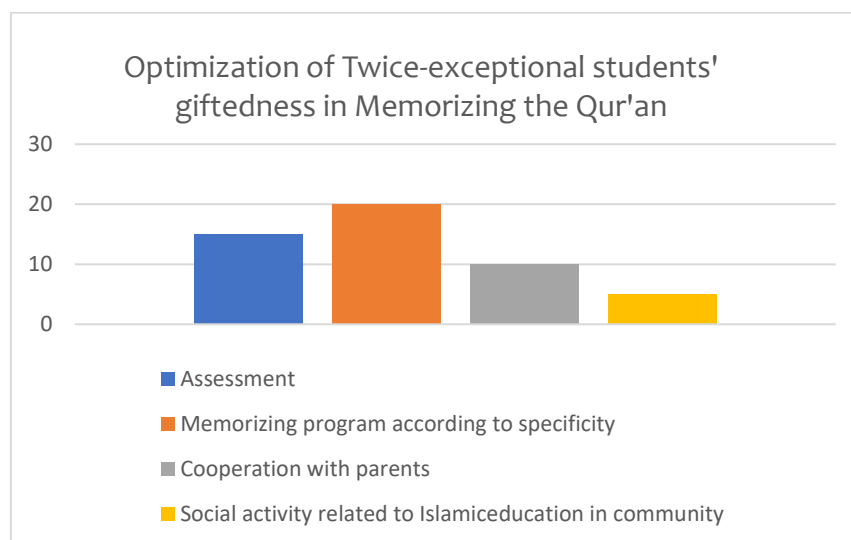


Figure 1. Optimization of Twice-exceptional students' giftedness in memorizing the Qur'an

The teachers' efforts to optimize the giftedness of twice-exceptional students in memorizing the Qur'an are done by conducting assessments, providing memorization programs under the specificity, collaborating with parents, and involving them in various social activities related to Islamic education in the community. In addition, the data also showed that various directing efforts on various programs to develop students' gifts in memorization according to specificity. The following diagram illustrates the memorization program according to the specificity of the student:

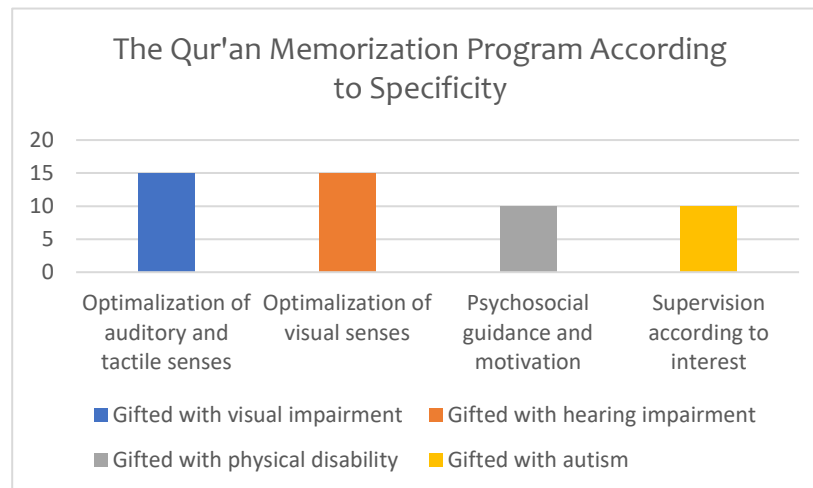


Figure 2. Memorization program according to specificity

Based on the results of the identification of the gifts, interests, and potential of children with special needs, 50 respondents stated that the types of specificity of students include visual impairments, hearing impairments, physical barriers, and autism with various grade levels ranging from elementary school to high school.

In giftedness of visual impairments, twice-exceptional students are directed to memorize the Qur'an by optimizing the sense of hearing and touch through listening of *murottal* and recitation using braille Qur'an.

This is in line with the results of interviews conducted with the first participant, who explained that,

"blind children, in particular, have intense hearing and touching abilities. So we adapted learning for them by listening to *murottal* and using the braille Al-Quran".

In giftedness of hearing impairments, students are directed to read and memorize the Qur'an with *hijaiyah* sign language letters. Gifted students with physical barriers can be directed to read and memorize the Qur'an as per usual but with psychosocial guidance and more motivation from the teacher to build personal's confidence.

This result was also strengthened by an interview with a second participant who explained that,

"students in the deaf category are specifically given learning using sign language. This is clearly because their abilities focus more on movement, not hearing. In general, children with special needs have problems with self-confidence; we also help them learn to remain confident in their abilities with regular counseling and motivation".

Meanwhile, students in the Asperger-type autism category are directed by making memorization activities of the Qur'an as the main activity of each day and directing their focus to various activities that support the memorization process, including listening to

murottals and participating in online programs that facilitate the memorization of the Qur'an.

It is slightly different from children in the autism category, so it is necessary to emphasize the concentration level in students with autism. Children like this have problems concentrating and focusing on something. The active and repetitive movements that this child often makes and communication barriers with other people are also significant problems. Teachers who teach the Koran to these children have their own experiences and methods of teaching them. as expressed by the third part, which explains that,

"Autistic children have difficulty concentrating and focusing. Usually we educate them by providing activities that require concentration, such as watching films or videos. What is no less important is ongoing communication in the form of conversations or questions. This will make them focus and follow what they are told."

Another interesting finding was the existence of activities for students with special needs to interact with the surrounding community. According to the fourth respondent,

"Another strategy is provided by activities held in collaboration with the community when there are religious activities at school such as recitation of the Koran. This is a form of understanding to society. Children with special needs also need space in society and do not need to be given a negative stigma. "This activity can strengthen students to be accepted in society so they have self-confidence."

Discussion

Based on the data obtained, assessment activities for twice-exceptional students in memorizing the Qur'an have a critical role of knowing the in-depth profile of twice-exceptional students to determine the next Qur'an learning program. The information obtained from the assessment is used to determine the educational services needed by children with special needs, so that the scope of the assessment not only contains the obstacles owned by the child, but also the modalities (potentials) possessed by the child and what is needed by the child in the future (Nurfadhilah et al., 2022). The existence of teachers and school psychologists is indispensable for assessing and helping students to assess their potential using alternative/dynamic approaches. A thorough psychological evaluation can provide information about differentiated educational plans providing appropriate support in the potentially gifted areas of the child with support or accommodation for areas of weakness (Al-Hroub & Whitebread, 2019; Maddocks, 2020).

In implementing the gifted program, it is necessary to group groups according to types of interest, talent and potential so that twice as many extraordinary students' abilities per type of Al-Qur'an memorization service can be provided without exception. Amka et al. (2021) explained that the provision of gifted children's education involves the way children are managed in schools through a grouping system. The basis of grouping is certain abilities or special interests. Individualized planning services for gifted children

focus on self-development including the selection of appropriate courses or supplementary lessons. The curriculum for gifted students needs to be designed more adaptively by developing the existing regular curriculum in order to accommodate their abilities (Lisyawati & Setyaningrum, 2022). In supporting this process, there needs to be a collaboration between subject teachers and special accompanying teachers who understand special education settings. Collaboration begins before the semester started, in the planning sessions and throughout teaching activities. (Suralaga, 2021; Suprihatiningrum et al., 2022). Participating twice-exceptional students' in programs according to their familiarity can help twice-exceptional students to understand their own talents, build their confidence, create a positive identity, and find like-minded friends (Trail, 2010).

The optimization of the twice-exceptional students' giftedness in the category of gifted with visual impairments in this study was carried out by optimizing their auditory and tactile abilities in memorizing the Qur'an. This is following the principle of learning for students with visual impairments that minimize visual activity. With the proper learning process, students with visual impairments are proven to be able to memorize the Qur'an. These limitations are not caused by low intellectual abilities, but due to lack of cognitive experience of visually impaired children. The cognitive experience of such children can be developed through the use of the sense of touch and the experience of knowledge during the learning process (Handoyo, 2022). Teachers can accommodate visually impaired students to use Braille in the process of memorizing the Qur'an. The braille Qur'an is a version of the Qur'an written using the braille system, consisting of dots that can be read by fingering. Teachers can use repetition methods and exercises under the abilities of visually impaired children, such as by reading verses of the Qur'an repeatedly. In addition to the methods mentioned above, teachers can also combine them with auditory learning models. Agustina (2021) explains that students with an auditory learning style (Auditory Learners) use their ears to remember, understand, and capture learning material. This learning style is quite effective to be applied for visually impaired students because, besides the sense of touch, the sense of hearing is also one of the main aspects for them in acquiring knowledge, so they must listen to something first before understanding it. Teachers can use recordings of Qur'anic verses so that visually impaired students can listen to the recordings repeatedly while following the text of the braille Qur'an.

In twice-exceptional students with hearing impairment, the use of *hijaiyah* sign language as an approach to learning the Qur'an can accommodate the needs of these children. Students with hearing impairments who learn the Qur'an are able to read and memorize the Qur'an with *hijaiyah* letters as to optimize their visual abilities. Pamungkas & Hermanto (2022) explained that sign language could help students recognize *hijaiyah* letters in learning the Qur'an. Children with cognitive hearing impairments have the same adaptive abilities as children can hear when the communication modalities they use at home and school are appropriate (Fisher et al., 2021). These capable cognitive abilities help

children with hearing impairments read and memorize letter by letter of the Qur'an that they read through *hijaiyah* sign language as an appropriate communication modality.

In twice-exceptional students with physical barriers, it is necessary to know that cognitive aspects are not fundamentally a co-occurring problem of students with disabilities, so that general methods can be used in the process of optimizing the gifts of memorizing the Qur'an. It is just that teachers need to provide emotional help and support to the disabled in the process of memorizing the Qur'an, such as by providing motivation and encouragement to continue learning and trying. Psychosocial motivation and support can help children with special needs feel more confident in the process of learning to memorize the Qur'an, so that they can learn more effectively and feel more successful. If people with physical disabilities have positive social contact, they will feel that they have the support of their surroundings. This can improve the psychological condition of people with physical disabilities to be more positive than before (Fajar, 2020). In twice-exceptional students with Asperger's autism, there is a distinctive characteristic, which is having a tendency to focus on one particular thing or topic very deeply, or a tendency to perform activities with a regular and consistent pattern. Rokhman (2020) explains that students with Asperger's syndrome have several traits, namely that they may have poor social skills, prefer routines, and dislike change. This condition can be used to direct people with Asperger's autism by only focusing on memorizing verses of the Qur'an.

Another effort made by teachers to optimize memorizing the Al-Qur'an is through collaboration with parents. Susilawati (2020) explains that parents can act as educators, motivators, facilitators, supporters and role models. Parents play an active role in building a harmonious relationship with the school. They must be able to discuss their child's strengths and weaknesses with the teacher and trust the teacher to guide their child at school. Apart from that, parents must also understand the characteristics and potential of their children, so that they are able to accurately explain their conditions and potential, both positive and negative. Parents can better understand their needs and provide appropriate support for their child's growth and development. Bunga et al. (2018) explained that students with special needs have greater opportunities to develop themselves in a learning environment created through collaboration between parents and teachers. There needs to be two-way communication between teachers and parents in handling students' twice-extraordinary memorization of the Qur'an. Besnoy (2018) explains that when a two-way dialogue between school and home is established, trust will emerge, so that a collaborative partnership between school and home can develop.

An effort that is no less important is to involve twice-achieving students in social activities that support the activity of memorizing the Al-Qur'an. Ivenna (2019) explains that to help talented students socialize with their peers and express their ideas and thoughts, teachers can form groups consisting of several children who have the same interests. This will help students find peers to channel their abilities. Ronksley, Pavia, et al. (2019) explained that students who excel twice often receive different treatment and become

targets of bullying. Teachers and principals must proactively monitor the entire school environment, during breaks and try to prevent bullying behavior among all students. By involving twice achieving students in social activities, bullying behavior towards twice achieving students will be minimized. Age classification sometimes forces gifted children to have few, or no friends. The role of teachers and parents to intervene to create opportunities for gifted children to make friends with a wider range of friends is very necessary so that friendly relationships can be established between students who will need each other so they can overcome differences (Lukmana, 2022).

Assessment of learning program planning including optimizing talents, appropriate program direction, reinforced by collaboration with parents and student involvement in various social activities is a complete effort by teachers to optimize the effectiveness of twice achieving students. In memorizing the Qur'an from the microsystem to the macrosystem scope which increases and accommodates their abilities and needs. Efforts to identify double-achieving students, working with colleagues and other professionals to assess and plan programs for them, and collaborating with parents to successfully implement the program are key factors in educational success for double-achieving students (Gierczyk & Hornby, 2021).

Conclusion

Various teachers' effort to optimize the giftedness of twice-exceptional students in memorizing the Qur'an were done by various programs ranging from assessments to find out the abilities and needs of the students more deeply, directing to various Qur'an learning programs while paying attention to their special needs, collaborating with parents to establish program synergies in memorizing the Qur'an and involving students in social activities in the neighborhood that support the Qur'an memorizing.

The synergy of giftedness support programs in Islamic education, especially in memorizing the Qur'an for twice-exceptional students, need to be emphasized so that at-school and at-home activities can support the talents, interests and potentials of twice-exceptional students in the religious field. In addition, efforts to develop a learning model in memorizing the Qur'an for students with various types of specificity also need to be considered in addition to the efforts fulfilling the optimization of student giftedness in memorizing the Qur'an.

Declarations

Funding statement

The author would like to thank the Directorate General of Higher Education, Research, and Technology-MOECRT Indonesia for funding this research through the DIPA fund of Yogyakarta State University in 2021.

References

- Agustina, N. U. & P. M. & S. (2021). Upaya Meningkatkan Kelancaran Menghafal Al Qur'an Pada Anak Menggunakan Gaya Belajar Auditory Di Pondok Al Qur'an Zainuddin Tembung Medan. *Jurnal Iqtirahaat*, 5(2), E-ISSN. 2597-9965.
- Al-Hroub, A., & Whitebread, D. (2019). Dynamic Assessment for Identification of Twice-exceptional Learners Exhibiting Mathematical Giftedness and Specific Learning Disabilities. *Roeper Review*, 41(2), 129–142. <https://doi.org/10.1080/02783193.2019.1585396>
- Amka, Mirnawati, Lestari, A. I., & Fatimah, S. (2021). *Identifikasi Anak Berbakat/Gifted di Sekolah Inklusi*. 150.
- Besnoy, K. (2018). Educating the twice-exceptional child: Creating strong school- to- home collaborative partnerships. *Twice-exceptional: Supporting and Educating Bright and Creative Students with Learning Difficulties*, <https://doi.org/10.1093/oso/9780190645472.003.0011>
- Creswell. (2008). *Creswell, J. W. (2008). Educational Research – Planning, Conducting, And Evaluating Quantitative And Qualitative Research. Third Edition. New Jersey: Pearson Education, Inc. 2008.*
- Fajar, M. (2020). Peran Dukungan Sosial Dan Harga Diri Terhadap Kesejahteraan Subjektif Penyandang Disabilitas Fisik. *E Print UMS*. <http://eprints.ums.ac.id/id/eprint/85583>
- Fisher, E. L., Thibodaux, L. K., Previ, D., & Reesman, J. (2021). Impact of communication modality on caregiver ratings for deaf and hard of hearing children. *Applied Neuropsychology: Child*, 0(0), 1–12. <https://doi.org/10.1080/21622965.2021.1916495>
- Flowers, C., Test, D. W., Povenmire-Kirk, T. C., Diegelmann, K. M., Bunch-Crump, K. R., Kemp-Inman, A., & Goodnight, C. I. (2018). A Demonstration Model of Interagency Collaboration for Students With Disabilities: A Multilevel Approach. *Journal of Special Education*, 51(4), 211–221. <https://doi.org/10.1177/0022466917720764>
- Gierczyk, M., & Hornby, G. (2021). Twice-exceptional Students: Review of Implications for Special and Inclusive Education. *Education Sciences*, 11(2), 85. <https://doi.org/10.3390/educsci11020085>
- Grigorenko, E. L. (2020). Twice-exceptional Students: Gifts and Talents, the Performing Arts, and Juvenile Delinquency. *New Directions for Child and Adolescent Development*, 2020(169), 59–74. <https://doi.org/10.1002/cad.20326>
- Handoyo, R. R. (2022). Analisis Teori Belajar dalam Metode Pembelajaran Membaca Braille pada Anak Tunanetra. *Jurnal Studi Guru Dan Pembelajaran*, 5(1), 60–70. <https://doi.org/10.30605/jsgp.5.1.2022.1616>
- Ivenna. (2019). Motivasi Belajar dan Interaksi Sosial Anak “Gifted”, Peran Guru, Orangtua, dan Sekolah. *Prosiding Seminar Nasional Pendidikan FKIP*, 2(1), 449–455.
- Kail, R. V., & Cavanaugh, J. C. (2015). *A life-span view*, (7th ed.). Boston: Wadsworth, Cengage Learning. *Human Development*., 7(Boston: Wadsworth, Cengage Learning).
- Lisyawati, E., & Setyaningrum, N. (2022). *A Model of Inclusive Education Curriculum in Islamic Education Institutions : A Case Study in Banten Province , Indonesia*. 19(2).

- Lukmana, D. A. (2022). Gifted students' skill in solving mathematics problems: A study used gender and ethnicity as differentiating factors in senior high school. *International Journal of Trends in Mathematics Education Research*, 5(1), 19–28. <https://doi.org/10.33122/ijtmr.v5i1.108>
- M, M. A., & Jauhar, F. (2018). PEMBELAJARAN PENDIDIKAN AGAMA ISLAM PADA ANAK BERKEBUTUHAN KHUSUS. *Pembelajaran Pendidikan*, 3(1), 76–90.
- Maddocks, D. L. S. (2020). Cognitive and Achievement Characteristics of Students From a National Sample Identified as Potentially Twice-exceptional (Gifted With a Learning Disability). *Gifted Child Quarterly*, 64(1), 3–18. <https://doi.org/10.1177/0016986219886668>
- Nurfadhilah, S., Salsabila, A., & Firdaus, C. C. (2022). Analisis Assessment dalam Pendidikan Inklusi di SDIT Dauroh. 2(07), 1116–1124. <https://doi.org/10.36418/comserva.v2i07.437>
- Pamungkas, B., & Hermanto, H. (2022). Tahapan Belajar Al Qur'an Menggunakan Huruf Hijaiyah Isyarat bagi Anak dengan Hambatan Pendengaran. *Jurnal Pendidikan Kebutuhan Khusus*, 6(1), 34–41. <https://doi.org/10.24036/jpkk.v6i1.621>
- Park, S., Foley-Nicpon, M., Choate, A., & Bolenbaugh, M. (2018). “Nothing Fits Exactly”: Experiences of Asian American Parents of Twice-exceptional Children. *Gifted Child Quarterly*, 62(3), 306–319. <https://doi.org/10.1177/0016986218758442>
- Rokhman, A. N. (2020). Pendekatan Floor Time Untuk Meningkatkan Efektivitas Pembelajaran Pai Bagi Pengidap Sindrom Asperger. *Andragogi: Jurnal Pendidikan Islam Dan Manajemen Pendidikan Islam*, 2(1), 66–81. <https://doi.org/10.36671/andragogi.v2i1.75>
- Ronksley-Pavia, M., Grootenboer, P., & Pendergast, D. (2019). Bullying and the Unique Experiences of Twice-exceptional Learners: Student Perspective Narratives. *Gifted Child Today*, 42(1), 19–35. <https://doi.org/10.1177/1076217518804856>
- Suprihatiningrum, J., Palmer, C., & Aldous, C. (2022). The Orthodoxy of Special Education Among Public, Private, and Islamic Secondary Schools Providing Inclusive Education. *Jurnal Pendidikan Agama Islam*, 19(1), ISSN: 1829-5746 | EISSN: 2502-2075.
- Suralaga, F. (2021). Layanan Keberbakatan Siswa Madrasah. In *UIN Jakarta Press* (Vols. 978-602–34).
- Susanto, S. (2021). Learning Tahfidz Al-Qur'an During the Covid-19 Pandemic. *Jurnal Pendidikan Agama Islam*, 18(2).
- Susilawati, N. (2020). Peranan Orang Tua Dalam Mengembangkan Potensi Anak Berbakat (Gifted). *Jurnal Sikola: Jurnal Kajian Pendidikan Dan Pembelajaran*, 2(2), 135–146. <https://doi.org/10.24036/sikola.v2i2.102>
- Trail, B. A. (2010). Twice-exceptional gifted children: Understanding, teaching, and counseling gifted students. *Twice-exceptional Gifted Children: Understanding, Teaching, and Counseling Gifted Students*, 1, 1–268. <https://doi.org/10.4324/9781003261216>