

CHAPTER I

INTRODUCTION

A. Research Background

Every human being is born with the ability of different intelligences. Each has advantages and disadvantages. Children, who have the intelligence capability above the average, some call them intelligent children (Agmarina, 2007: 1). Understanding of intelligent children is extensive. Definition of intelligent children that has been known so far in Indonesia was adopted from the definition of intelligent United States Office of Education, which states that intelligent children are those identified by professionally qualified individuals who have exceptional ability and capable of high achievement. These children require differentiated educational programs and or services beyond the regular school program in order to realize the contributions themselves or society (Hawadi, 2004: 35).

Talent is the result of a combination of three concepts: the ability above the average, the responsibility for the task, and creativity. The concept was then known as The Three Rings Conception. This concept refers to those who are as intelligent children in the specific activities carried out, the productivity was moved to the commitments in its activities. This concept is considered attractive because of the identifying of a person's superiority,

remarkable progress note after the execution of a task to show creativity and commitment to the task.

Students who called as intellectually intelligent students where they have a high intelligence or ability above the average in the field of intellectual property (including the power of abstraction, reasoning ability, and problem solving skills), and have the creativity and the binding of or responsibility for the task, and because of superior ability is able to provide high performance.

Intelligent children have unique personality. Generally they have a strong preference for the various areas of interest, high interest in the moral and ethical issues, very autonomous in making decisions and determining actions. A number of these unique characteristics if not properly understood by teachers and parents, it will create the perception as if the intelligent children are individuals stubborn, unwilling to compromise even in the extreme, there is a low-rate behavior of intelligent children.

Based on the concept and the potential contribution that can be given by the intellectually intelligent children in the future, in Government Regulation No. 28 of 1990 of Basic Education and Education Minister No. 0487/U/1992, the government provides educational services by implementing a program that is a special class for intelligent children with intelligence above the average so-called Acceleration classes. Acceleration within the scope of the curriculum or program means increased speed in mastering the material, which is done in special classes, special groups or

special school, within a certain time (Semiawan, 2008: 145). Basic requirement for students who will attend this acceleration is a student with Intelligence Quotient (IQ) above 125.

The idea of Acceleration learning is intended specifically for students who have the potential of intelligence and special talents (Hastuti, 2006: 4). In practical terms, it has been poured through the Decree of the Minister of Education and Culture No.: 0487/U/1992 for primary schools. Here it is stated that for students who have special talents and extraordinary intelligence through education, the school can organize acceleration program, special programs, special class programs and special education programs (Article 15: 2).

Implementation of an Acceleration program that recently implemented in some schools in Indonesia refers to curriculum delivery, by forming the acceleration class that uses telescoping method in which the material for regular students is given in a specified period is Acceleration for academic talented students. At the elementary level, by following the acceleration program, the study period of six years is Acceleration to five years. State-Owned Elementary School Cemara Dua Surakarta held an Acceleration program with high quality standards.

One of the deficiencies of the acceleration program, among others, the acceleration characteristics of students are less mature socially, physically, and emotionally to be in a higher grade level, although qualified

academically. The curriculum that is compacted and put aside the material that is considered not important can remove the students' opportunity to have experience as their peers in the regular program.

While in the acceleration classes, students are required to continue to develop the cognitive aspects, by constantly learning and getting good grades in order not to fall behind in class. Pacing cognitive aspect will make the psychosocial aspects of child neglect.

Neglect of the psychosocial aspects of students will cause some negative impact on students' social life among others, (1) because the students are encouraged to excel academically, then this will reduce the time for activities that are appropriate for their age. Students that are encouraged to learn faster will sacrifice their childhood for the sake of academic progress, (2) students do not have the opportunity to perform important social activities appropriate to their age, (3) the Acceleration program will reduce the number and frequency of contact with friends; (4) students will have fewer opportunities to develop leadership skills, because they are among friends who are older. More seriously, this can lead to poor social adjustment as adults.

To overcome these problems of course we need a strategy in the management of the Acceleration program. Like State-Owned Elementary School Cemara Dua Surakarta done. One strategy in the management of acceleration program is the implementation of a qualified learning and

balanced by the special coaching for special intelligent students. With the coaching and guidance, it is expected that students are able to improve their achievement and develop optimally.

B. Research Focus

Based on the research background, this study has a focus on “How is the management of acceleration program of the special intelligent children service at State-Owned Elementary School Cemara Dua Surakarta?”. This focus is elaborated into four subfocuses.

1. How are the characteristics of acceleration program curriculum of the special intelligent children service at State-Owned Elementary School Cemara Dua Surakarta?
2. How are the characteristics of the acceleration program learning of the special intelligent children service at State-Owned Elementary School Cemara Dua Surakarta?
3. How are the characteristics of acceleration program infrastructure of the special intelligent children service at State-Owned Elementary School Cemara Dua Surakarta?
4. How are the characteristics of acceleration program funding of the special intelligent children service at State-Owned Elementary School Cemara Dua Surakarta?

C. Research Objectives

1. General Objective

This study aims to describe the management of acceleration program of the special intelligent children service at State-Owned Elementary School Cemara Dua Surakarta

2. Special Objective

There are four specific objectives to be achieved.

- a. Describing the characteristics of acceleration program curriculum of the special intelligent children service at State-Owned Elementary School Cemara Dua Surakarta.
- b. Describing the characteristics of the acceleration program learning of the special intelligent children service at State-Owned Elementary School Cemara Dua Surakarta.
- c. Describing the characteristics of acceleration program infrastructure of the special intelligent children service at State-Owned Elementary School Cemara Dua Surakarta.
- d. Describing the characteristics of acceleration program funding of the special intelligent children service at State-Owned Elementary School Cemara Dua Surakarta.

D. Research Benefit

1. Theoretical benefit

This finding is expected to have a theoretical benefit for the development of science education, especially for the acceleration program management.

2. Practical benefit

- a. As an input for Educational Department in formulating policy of the management of the acceleration.
- b. As reference material for schools in improving the quality of the acceleration program.
- c. As an input for Citizens of the school, to improve performance in an effort to accelerate the success of the program.

E. Glossary

1. Special intelligent children are children who have three components- intelligence quotient, task commitment, and creativity above the average of their peers.
2. The curriculum of acceleration program is the curriculum for the Acceleration education in which the time for completing the education is faster than with the regular program.
3. Acceleration learning is one form of educational services for intelligent and talented academic children.

4. Acceleration facilities are facilities that are directly used and support the educational process, especially the learning process, such as buildings, classrooms, furniture, and tools and the medium of instruction.
5. The Acceleration program funds are all expenses that are directly related to the acceleration of education.