

## Learning Style Analysis of Gifted and Talented Children

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**ABSTRAK.** Karakteristik mudah bosan menyebabkan Gifted and talented child tidak bisa belajar dengan satu gaya jika materi pembelajaran dianggap terlalu mudah atau lambat. Kebosanan ini tidak hanya menghambat motivasi mereka, tetapi juga berdampak pada kemampuan belajar secara keseluruhan. Untuk itu, research ini dilakukan bertujuan untuk menganalisis secara mendalam terkait bagaimana Gaya Belajar Siswa Gifted pada taman kanak-kanak melalui artikel bereputasi dari berbagai dunia. Sehingga penelitian ini akan menghasilkan penelitian yang kompleks untuk mengetahui gaya belajar siswa berbakat Anak Usia Dini. Penelitian ini menggunakan metode yaitu systematic literatur review (SLR), Data yang diperoleh dianalisis menggunakan Iterative qualitative data analysis model dengan bantuan perangkat lunak NVIVO 12. Sumber literatur dapat di peroleh melalui Scopus, Springer, ERIC, Sciendirect, DOAJ, Taylor, dan Google Scholar. Ada 4 langkah untuk melakukan literatur review yaitu: menentukan tema/isu yang akan di review, memilih artikel yang sama, menganalisis literatur, menyusun penulisan review. Hasil penelitian menunjukkan bahwa gaya belajar pada gifted and talented child ada 6: gaya belajar visual, auditori, kinestetik, sensorik, kognitif dan afektif. Pemahaman mendalam mengenai gaya belajar ini menjadi kunci dalam menciptakan pengalaman pembelajaran yang sesuai dan efektif bagi mereka, dengan penekanan khusus pada anak-anak berbakat dan berprestasi tinggi.

**Kata Kunci:** *Learning Styles of Gifted Students*

**ABSTRACT.** The characteristic of easily getting bored means that gifted and talented children cannot learn in one style if the learning material is considered too easy or slow. This boredom not only hinders their motivation, but also impacts their overall learning ability. For this reason, this research was carried out with the aim of analyzing in depth the Learning Styles of Gifted Students in Kindergarten through reputable articles from various worlds. So this research will produce complex research to determine the learning styles of gifted students from early childhood. This research uses a method, namely systematic literature review (SLR). The data obtained was analyzed using an iterative qualitative data analysis model with the help of NVIVO 12 software. Literature sources can be obtained through Scopus, Springer, ERIC, Sciendirect, DOAJ, Taylor, and Google Scholar. There are 4 steps to conducting a literature review, namely determining the theme/issue to be reviewed, selecting similar articles, analyzing the literature, preparing the review. The research results show that there are 6 learning styles in gifted and talented children: visual, auditory, kinesthetic, sensory, cognitive and affective learning styles. A deep understanding of these learning styles is key to creating appropriate and effective learning experiences for them, with particular emphasis on gifted and high achieving children.

**Keyword:** *Learning Styles of Gifted and Talented Students*

### INTRODUCTION

Gifted and talented students have higher intellectual intelligence than the average (IQ > 130). They exhibit unique behaviour and high commitment, have a strong understanding of abstract concept ideas, excel in various fields of science, have an exceptional ability to transfer learning to new situations (creativity), have a positive self-perception and attitude, high self-motivation and measurable goals, use a lot of imagination in various academic activities, and can solve problems in analogy-construction transfer tasks (Brown & Yakimowski, 1987; Gallagher, 1997; Hodges et al., 2018; Johnson & Johnson, 2009; Majid et al., 2012; Renzulli, 2002)

Brown (2000) defines learning style as a student's ability to absorb and successfully transmit information, manifested in speech patterns, ways of learning, performing tasks, responding to others, and other preferred activities (Md Azhari et al., 2020). Dunn & Dunn (1993) define learning style as a student's capacity to focus, process, assimilate, and adapt to new and challenging material (INCI, 2021; Oktaviani & Widayat, 2013). According to Grasha (2014), there are six learning styles: independent, avoidant, collaborative, dependent, comparative, and participatory. Learning style is an excellent approach for improving the performance of gifted and talented children so that they can learn more effectively than other children their age (H. Altun & Serin, 2019; Ricca, 1984). Learning style in gifted and talented children refers to how they process and comprehend new information. They have distinct learning preferences and tendencies, which include sensory, thinking, communication, and learning environments (Renzulli, 2016).

Gifted and talented children cannot learn with one particular learning style, considering that because of the characteristics of gifted and talented, they easily experience boredom or boredom in learning which is considered too easy and slow, affecting learning abilities and learning outcomes (Smith, 2010). Boredom can inhibit motivation and affect the learning abilities of gifted students (F. Altun & Yazicia, 2010; Devi, 2017; Kaplan Sayı & Yurtseven, 2022). Gifted children often have unconventional learning styles and tend to be more experimental, creative, or independent. However, this is sometimes considered destructive because it is not in accordance with educational methods commonly used in schools (Fatt, 2000). Gifted and talented children also tend to have an independent learning style. They prefer to investigate knowledge independently and discover the most effective self-learning method. Gifted and talented children's problem-solving abilities reveal their learning styles. Plural intelligence or multiple intelligences is a popular concept put forward by Howard Gardner which states that each individual has different types of intelligence. Various types of intelligence that gifted children can have, namely; Logical-mathematical; interpersonal ; Intrapersonal ; visual-spatial; linguistic-verbal ; musical ; kinesthetic (Gardner, 2000, 2011). Apart from that, gifted and talented children can also face motivation problems. They feel unmotivated in routine learning that does not meet their intellectual needs (Md Azhari et al., 2020).

Previous researchers have frequently studied learning styles, as shown in Figure 1.

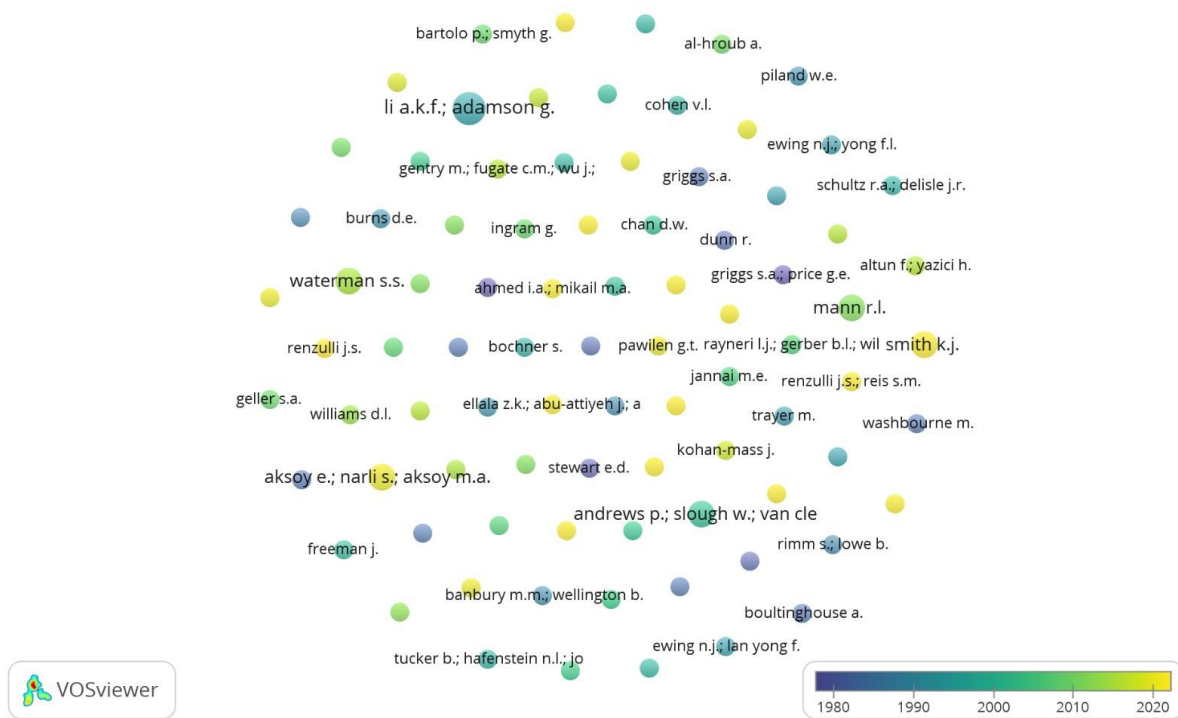


Figure 1. Figures Who Have Researched Learning Styles

Some of the figures above have researched the learning styles of gifted and talented children in general, such as (F. Altun & Yazicia, 2010; Dunn et al., 2002; Renzulli, 2016; Smith, 2015). linked learning styles to gifted and talented in Turkey, Gifted children in Indonesia and Turkey face several differences in terms of education, support and recognition of their talents. In Education: In Indonesia, gifted children have not been a priority in the education system. Many schools do not yet have special programs to support the development of gifted children. On the other hand, Turkey has a special education program for gifted children that allows them to develop their potential to the maximum. Furthermore, in terms of support from parents and the surrounding environment, gifted children in Turkey are more supported overall. Parents and teachers tend to better understand the importance of providing support to gifted children and encouraging them to explore their talents. In Indonesia, there is still a stigma or lack of understanding about the needs of gifted children (F. Altun & Yazicia, 2010; Santrock, 2014). Although there are several similarities in learning models in Indonesia and Türkiye, there are also differences in emphasis and implementation. The main difference in the implementation of learning models between Indonesia and Türkiye lies in institutional support and educational policies. Although these approaches exist in both countries, they are applied differently based on local context and educational conditions (Johnson & Johnson, 2009; Kaplan Sayı & Yurtseven, 2022).

According to the Scopus database, prior studies included various keywords that refer to research on the learning styles of gifted and talented children. The keywords utilized by past researchers are illustrated in Figure 2:

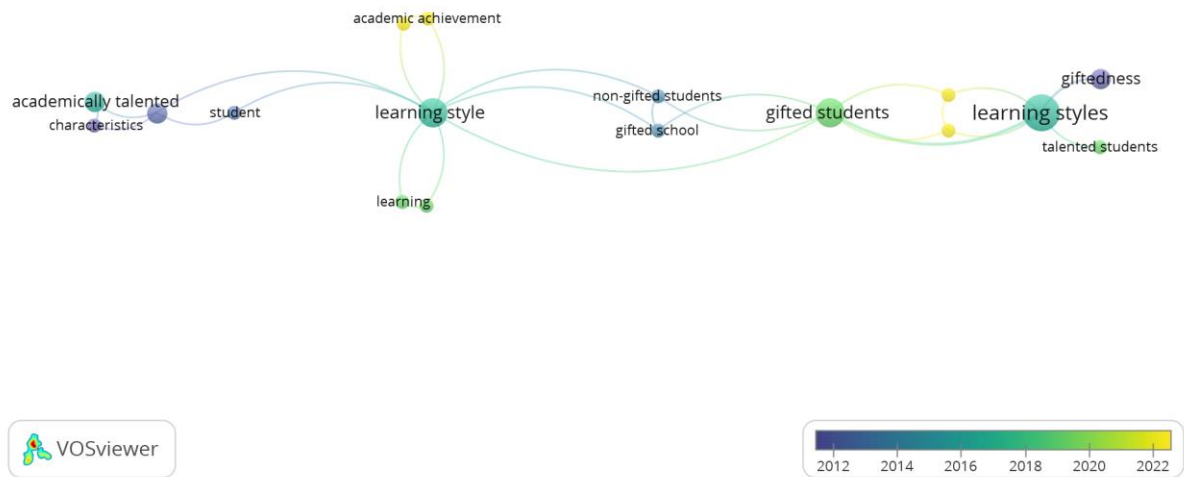


Figure 2. Some Keywords That Refer to Learning Styles of Gifted and Talented Children by World Researchers (Scopus Database)

Based on the analysis of the Scopus database conducted on Friday, January 26, 2024, at 10:53 WIB (Western Indonesian Time), the researchers found 94 pieces of research that discussed the learning styles of gifted and talented children specifically and in general in all countries of the world (F. Altun & Yazicia, 2010; H. Altun & Serin, 2019; DEMİR, 2021; Devi, 2017; Fatt, 2000; HasriRahmawati & Muhroji, 2022; İncelenmesi, 2023; Md Azhari et al., 2020; Oktaviani & Widayat, 2013; Smith, 2015; Turki, 2014; zubaedi., Amin, A., Asiyah., Suhirman., Alimni., Amaliyah, A., Kurniwan, 2021; ZUBAEDI et al., 2021). Research on the learning styles of gifted and talented students in general has been conducted in numerous countries, including the United States, South Korea, Canada, and China.

There are few studies in Indonesia on the learning patterns of gifted and talented children. The United States is the country that most frequently discusses the learning styles of gifted and talented children, as illustrated in Figure 3 below:

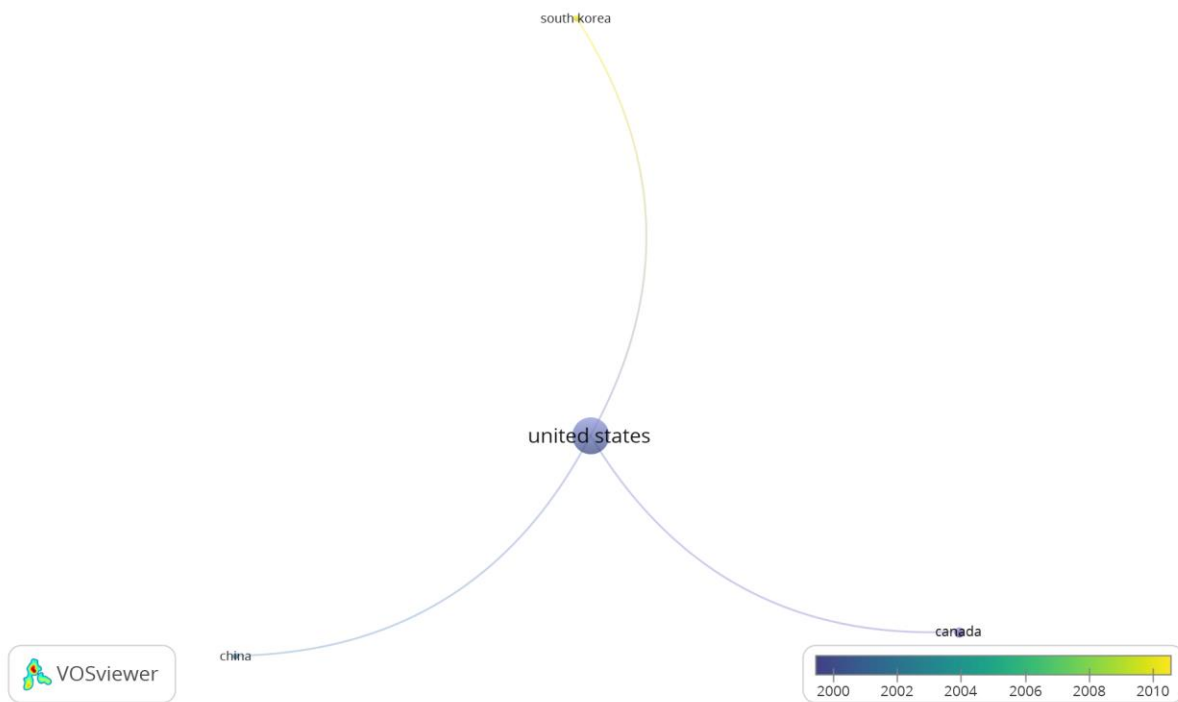


Figure 3. Research in Several Countries That Link the Keywords Learning Styles of Gifted and Talented Students

Research in the world, as shown in Figure 3, links learning styles in general with gifted and talented students, found in several countries, namely: United States States (Andrews, n.d.; Cross et al., 2007; Dwi Fitriani & Khotimah, 2018; Ewing & Lan Yong, 1993; Ewing & Yong, 1992; Faliyandra, 2019; Geller, 2008; Gentry et al., 2014; Hertzog, 1998; Hindal, 2014; Irna et al., 2022; Kahtz & Kling, 1999; M.-S. Lee & Siegle, 2009; D. Li et al., 2000; Mann, 2014; McPherson et al., 1984; Mills & Parker, 1998; Missett et al., 2010; Oakland et al., 2000; Pyryt et al., 1998; Rayneri et al., 2006; Rayneri & Gerber, 2004; Reid, 1987; Reis & Renzulli, 2003, 2023; Samardzija & Peterson, 2015; Schultz & Delisle, 1997; Stepien et al., 1993; Thornton et al., 2006; Tucker et al., 1997; Wisudayanti, 2020)Canada(French et al., 2011; A. K. F. Li & Adamson, 1995b, 1995a; Meaux, 1995) South Korea(Fadli, 2021) China(D. Li et al., 2000; Shi & Li, 2018).

In Indonesia, no research has been found that discusses the learning styles of gifted and talented children. It is important to develop student learning styles because they can help increase learning creativity, educators can design learning strategies that are more appropriate to students' learning needs and preferences thereby increasing their understanding (Felder, 2002; Kolb, 1984). It is believed that the research results can help educators and parents maximize the potential of gifted and talented in order to prepare superior seeds as assets for the nation's future. For this reason, this research focuses on exploring and analyzing in depth the Learning Styles of Gifted Students in Kindergarten through reputable articles from various worlds. So this research will produce complex research to determine the learning styles of gifted students from early childhood.

## METHODS

This study employed the Systematic Literature Review (SLR) method, which involves identifying, studying, evaluating, and interpreting existing research. This study reviews and

identifies in an organized manner using predefined stages (Triandini et al., 2019). Source searches have been performed on Publish or Perish 8, ScienceDirect, and Taylor & Francis.

Systematic Literature Review (SLR) is defined as the process of identifying, assessing and interpreting all available research evidence with the aim of providing answers to specific research questions (Ryynänen & Uusisalmi, 2021). Systematic Literature Review (SLR) is used in research to systematically identify, evaluate and synthesize all literature on a particular topic (Brereton et al., 2007). Ramadhani, Amin & Ramadhani, 2014 explained that there are 4 steps to conducting a literature review, namely (1) determining the theme/issue to be reviewed, (2) selecting similar articles, (3) analyzing the literature, (4) preparing the review. SLR requires reviewing articles relevant to the issue, especially by analyzing articles and identifying based on the points or portions to be reviewed from numerous articles that address practically identical topics (Rahayu titik, 2018). The articles were evaluated using the NVIVO 12 program. This research uses analytical data from 2000-2024 from researchers from various countries in the world, the most researched being the United States, which refers to research on blessed children.

The research period for document analysis was 3 months (January-March 2024). The analysis method uses an interactive qualitative data analysis model with the help of NVIVO 12 software. Literature sources can be obtained through Scopus, Springer, ERIC, Sciendirect, DOAJ, Taylor, and Google Scholar, starting with collecting data from search results based on keywords on the official website (Irrhamni & Ashari, 2023). Searching for articles in Scopus indexed journals is assisted by the VOSviewer application. To be able to write down ideas from articles that have been studied, this can be done by reading, understanding and analyzing (Rahayu titik, 2018). So that these important points can be turned into an idea that has more or less the same meaning without rewriting the article that has been analyzed. Using the NVivo 12 program and the VOSviewer application in the SLR method can strengthen the analysis and visualization of the resulting data. NVivo 12 can help in managing qualitative data, creating analysis schemes, and facilitating the process of coding and categorizing data (Keele, 2007). Meanwhile, the VOSviewer application can be used to analyze relationships between concepts from data found in SLR, such as co-word visualization and cluster analysis (Sundaram, 2018). The advantages of the Systematic Literature Review (SLR) method compared to other methods: (i) Objectivity (ii) Replicability (iii) Obtaining a Comprehensive Picture. Disadvantages of the Systematic Literature Review (SLR) Method: (i) Time and Energy Consuming (ii) Limited to Available Literature.

Figure 4 depicts the Bettany-Saltikov scheme (Ibda et al., 2023) that can be used during the stages of research using the SLR method.

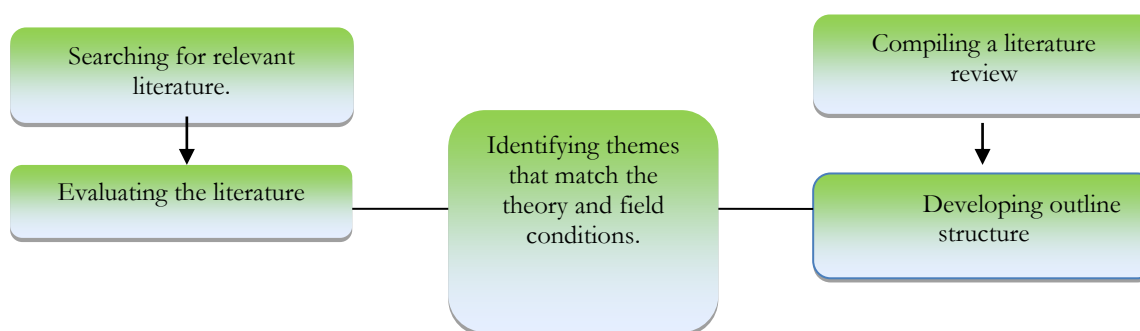


Figure 4. Bettany-Saltikov's Literature Review

## RESULTS AND DISCUSSION

Reid (1995) suggests three learning styles for gifted and talented children: sensory, cognitive, and affective. The suggestion that emerges for the learning style of gifted children is the emphasis on integration and development of multiple intelligences as well as adapting diverse learning to suit individual needs. covers various aspects of the learning styles of gifted children, including sensory, cognitive and affective, and pays attention to the multiple intelligences possessed by each individual (Tatarinceva et al., 2018). The sensory learning style, or the VAK/VARK (Visual, Auditory, and Kinesthetic) refers to learning through visual, auditory, reading/writing preferences, and kinesthetics, all of which receive and process information. model, refers to learning through visual, auditory, reading/writing preferences, and kinesthetics, all of which receive and process information. Cognitive learning style refers to an individual's mental processes for learning a concept. Cognitive aspects include the process of decoding, encoding, processing, storing, and retrieving information. Lastly, affective learning is concerned with emotions and feelings. However, without emotional stimulation in the affective domain, learners become bored and may disengage from sustained learning efforts (Putnam & Borko, 2000; Sobhani & Bechara, 2011).

According to the document analysis, gifted and talented children have six learning styles: (i) sensory learning style, (ii) cognitive learning style, (iii) affective learning style, (iv) visual learning style, (v) auditory learning style, and (vi) kinesthetic learning style. Figure 5 illustrates the learning styles.

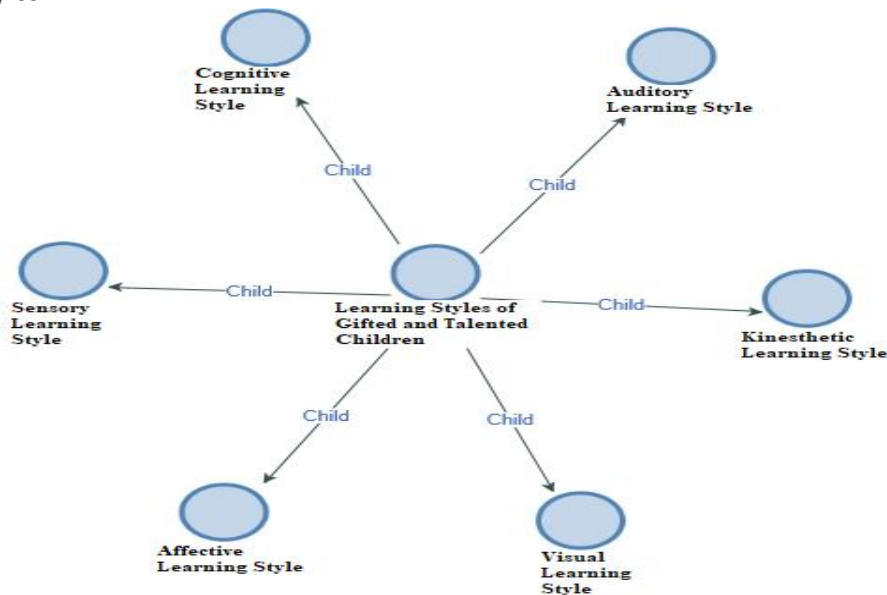


Figure 5. Gifted and Talented Children's Learning Styles

### Gifted and Talented Children's Learning Styles

Kolb, D. A. (1984) describes sensory learning as a sequential four-stage cycle that includes direct experience: concrete experience, reflection, abstract thinking, and concept testing. Therefore, the sensory learning style is more about how people absorb and interpret their learning experiences than it is about sensory in the classic sense. Kolb also emphasizes the value of varying learning styles to accommodate individual needs and preferences. Dunn, R., Beaudry, J. S., & Klavas, A. (1989) argue that sensory preferences, such as learning by hearing, sight, or bodily

experience, can influence how people receive information. Sensory learning style is the concept that individuals have distinct learning preferences based on how they use their five senses (sensory) to process information (Dunn et al., 1989; Kolb, 1984).

According to Gardner (1930), cognitive learning styles can differ based on the prevalent type of intelligence. A child with linguistic intelligence is inclined to learn through written words and language, whereas a child with spatial-visual intelligence prefers to learn through drawings and diagrams (McPherson et al., 1984). According to Rimm, gifted and talented children's cognitive learning styles frequently include a desire to learn autonomously and explore deeply into things that pique their interest. They can also draw complicated connections between distinct concepts (Rimm, 2008). Gifted and talented children with affective learning styles are more independent and rely on self-motivation rather than external motivation. They also want to participate in the learning process. Renzulli created the Three-Ring Conception of Giftedness, which encompasses three critical dimensions: creativity, commitment to the task, and academic competence. According to this concept, gifted and talented children's affective learning styles, such as intrinsic desire, curiosity, and dedication to task, are critical in detecting and developing giftedness and intelligence (Reid, 1987; Renzulli, 1999).

Gifted and talented students with auditory learning styles prefer sound mediums, allowing them to make more informed decisions about what they hear or read (Fatt, 2000). Fatt (2000) argues that auditory learners favour lectures, conversations, and sound recordings. Allowing gifted and talented children to listen to recordings increases their likelihood of asking what they learned and what they do not understand. Gifted and talented children are more responsive when the learning style matches theirs (Fatt, 2000). Kinesthetic learners use their emotions to interact with their surroundings (Fatt, 2000). They prefer to learn by experiences that allow them to accomplish, develop, and create based on what they learn. According to Silver et al. (1997), people with kinesthetic learning styles can utilize their bodies to develop relationships, entertain, convince, and assist others.

Gifted and talented children who excel academically prefer to learn through a range of activities, games, and self-learning over problem-solving, memorization, and lectures (Stewart, 1981). It is very difficult to actualize gifted and talented children's complex potential and particular abilities (leadership, creative thinking, artistic, musical, interpersonal conception, social sensitivity, or technical and practical capabilities) in restricted time and questions (Dunn, 1993). Establishing a comprehensive conceptualization that considers individual learning styles and educational methods will provide critical information about the approaches and resources needed to develop each giftedness (Dunn, 1993). Gifted and talented children have highly developed perceptions and can use different mediums simultaneously. One of the learning styles that exist in gifted children is a multimodal learning style (such as visual, auditory, kinesthetic). This learning style is characterized by the ability to use more than one channel of perception at the same time. In other words, gifted children can learn something by combining the use of visual, auditory and kinesthetic effectively

A child can learn at a high level using auditory, visual, and kinesthetic learning styles (Devi, 2017). Altun and Yazici (2010) claim that gifted children favour visual and kinesthetic learning styles over sensory, cognitive, and affective. They are more self-motivated and like to participate in learning (Ricca, 1984). Gifted and talented students require a more engaged classroom environment in which the teacher notes and responds to their preferences, inspiring them to attain greater outcomes (Kolb, 1984). Understanding these outcomes enables a more appropriate design of learning activities that matches the demands of the class's diverse abilities, resulting in a more dynamic learning environment (Dunn et al., 2002). Gifted and talented children favour learning approaches based on discussion and self-study, whereas younger age groups prefer planned activities and games over older age groups (Renzulli, 1999). Gifted



children in Indonesia have various learning styles and tendencies which can be influenced by several factors such as social environment, culture, education. The learning styles of gifted and talented children vary from visual, auditory and kinesthetic learning styles. Most of them tend to prefer learning visually or kinesthetically. This is because they have diverse abilities and are often more flexible in adapting learning methods according to the situation and subject matter at hand (Huda, 2013; Smith, 2015). The learning styles of gifted children in elementary school grades 1, 2, 3 use visual, auditory, kinesthetic learning styles (HasriRahmawati & Muhroji, 2022).

Gifted children in Indonesia have various learning styles and tendencies which can be influenced by several factors such as social environment, culture, education. The learning styles of gifted and talented children vary from visual, auditory and kinesthetic learning styles. Most of them tend to prefer learning visually or kinesthetically. This is because they have diverse abilities and are often more flexible in adapting learning methods according to the situation and subject matter at hand (García-Martínez et al., 2021; Huda, 2013; Rimm et al., 2018; Smith, 2015). Some ways gifted children learn in their learning environment are as follows; (i) Use of various media: Gifted children stretch themselves visually, auditorily and kinesthetically. They use images, videos, audio, and practical experiences to understand the concepts taught. (ii) Independent Study: Gifted children tend to prefer independent study of problems that interest them. They can do their own research, read more interestingly, or look for additional information relevant to the topic being taught to broaden their understanding. (iii) Discussion and Collaboration. However, gifted children are also invited to discuss problems with peers in class and contact teachers (Smith, 2015). The learning styles of gifted children in elementary school grades 1, 2, 3 use visual, auditory, kinesthetic learning styles (HasriRahmawati & Muhroji, 2022). There has been no research regarding the learning styles of gifted students. In Indonesia, gifted children and gifted education have not been paid attention to by the government. This is proven by the fact that there are not many or very few schools for gifted children in Indonesia (Pratiwi et al., 2022). Among the private schools that provide education for gifted and talented students in Indonesia are Noble Academy in Jakarta, Cugenang gifted school in Cibubur, and SD Al-Azhar Syifa Budi Cibubur in Cibubur. but not all talented children, especially those from the lower middle class, cannot enter this school because the fees are too high.

## **CONCLUSION**

Learning styles greatly influence a child's motivation to learn and achieve. Gifted and talented children learn more visually and kinesthetically than their peers, requiring a more engaged learning environment. Learning style has a big influence on children's learning motivation and achievement. The learning styles of gifted children vary from visual learning styles, auditory learning styles, kinesthetic learning styles, sensory learning styles, cognitive learning styles and affective learning styles. Gifted children use visual and kinesthetic learning styles more than other learning styles because they have diverse abilities and are often more flexible in adapting learning methods according to the situation and subject matter at hand. Based on the results of the analysis of research that has been carried out, there are variations in learning style preferences. However, there are several learning styles that appear more dominant in gifted children. The learning styles of gifted children are: (i) Visual (ii) Auditory (iii) kinesthetic. increased plus citations Some ways gifted children learn in their learning environment are as follows; (i) Use of various media (ii) Independent learning (iii) Discussion and collaboration. In a learning environment, it is important for teachers and educators to accommodate these diverse learning styles by providing a variety of materials, learning strategies, and a supportive environment. This enables gifted children to learn effectively and maximize their potential.

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