



Planning Program for Gifted and Talented Students in Madrasa

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Abstract: Madrasas support the development of gifted students by integrating general and religious education in a supportive environment. However, discrimination in education policies causes inequality and a lack of support for these students. Thus, special programs are essential for optimal development and career success. This research analyzes the planning of such programs in madrasas using a Systematic Literature Review. Data were collected from 34 documents from reputable scientific journals worldwide and analyzed using the Miles and Huberman interactive model. The findings reveal four key program components: (i) Identification of gifted students using assessment tools, expert teams, and multidimensional evaluation; (ii) Teacher training and professional development focusing on differential teaching strategies, collaborative learning, and partnerships with parents and stakeholders; (iii) Curriculum development including compression and enrichment; (iv) Development of special talents through artistic skills, academic competitions, creative skills, and collaborative activities. This research contributes to better educational policies and practices, ensuring gifted students receive the necessary support to reach their potential and succeed in their future careers.

Keywords: program planning, gifted and talented student, madrasa

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INTRODUCTION

Gifted and Talented Students have above-average intellectual intelligence (IQ > 130). They have unique behaviour due to asynchronous development (an uneven psychological development, for example, cognitive, emotional, and psychomotor). In terms of learning characteristics, gifted and talented showed high commitment, high understanding of abstract concepts, extraordinary ability to transfer learning to new situations (creativity), sound perception and attitude, high motivation, and measurable goals (Anderson & Krathwohl, 2001; Milne et al., 2003). They can be excelled in various fields of science, use high imagination in various academic activities, and solve problems in analogy-construct transfer tasks (Brown & Yakimowski, 1987; Hands, 2023; Özbek & Erdoğan, 2022; Reis & Renzulli, 1984; Renzulli, 1990; Ronksley-Pavia, 2023; Sak et al., 2019; Smedsrud, 2020).

Planning is always related to the concept of management, as stated by Henri Fayol, "To manage is to forecast and plan, to organize, to command, to coordinate and to control" (Fayol, 1918; Godwin et al., 2017). Gifted and Talented Students program planning involves creating and implementing educational programs for students who demonstrate exceptional abilities in various areas, such as academic, artistic, or creative skills. These programs aim to provide differentiated experiences that enable gifted and talented students to reach their full potential. To do this, various teaching-learning strategies, including acceleration, enrichment, and curriculum compression, allow pupils to master instructional information more rapidly and in-depth (Briggs et al., 2008; Elhoweris et al., 2022).

Program planning for gifted and talented students is critical because it ensures their unique needs are met so they can develop to their full potential. The importance and impact of this planning include proper identification, which ensures that gifted students are correctly identified so that no one is missed or does not receive the services they need (Pfeiffer, 2002; Tirri & Margrain, 2023). In addition, professional teacher training and development is also crucial because specially trained teachers can create a supportive and challenging learning environment, ultimately improving student learning outcomes (Byrka, 2019; Qi, 2023). Developing a more challenging curriculum is also needed to prevent boredom and increase student engagement, which will help them develop to their potential (Kitano & Kirby, 1986). Lastly, special talent development is essential in developing skills and knowledge in specific areas, which will better prepare talented students for the future (Gagné, 2015; Jöstl et al., 2023).

According to (Hicks, 1999), (Sork, 2000), and (Hainsworth & Wilson 1992) planning activities go through four stages: setting goals, framing the current situation, identifying all advantages and disadvantages, and developing a plan or series of activities to achieve the goal. Program planning concepts address how strategy influences decision-making, setting goals and objectives, managing the curriculum, allocating resources, and

managing various administrative elements (Diaz et al., 2017; Göksu, & Gelişli, 2023; Guyadeen et al., 2023; Kalaji & Alborno, 2023; Lloyd & Aho, 2020; Petrov et al., 2022; Sandmann et al., 2009; Shain & Savicky, 1979). This technique entails assessing talented individuals' requirements and designing a learning environment promoting growth. Furthermore, program design is required to ensure that each student receives assistance tailored to their specific requirements, including approaches that emphasize enrichment and acceleration (Gubbins et al., 2021; Lee et al., 2021; Reis et al., 2021; Sternberg, 2010).

Education in Madrasas greatly contributes to the education of gifted and talented students. Planning a gifted and talented student program in madrasas is the right choice because madrasas combine general and religious education, forming the student's character as a whole. With a curriculum that focuses on ethical and moral values and a conducive environment, madrasas enable individual attention and support intellectual and spiritual development. Community support, learning flexibility, and an emphasis on leadership through various activities ensure gifted and talented students develop optimally in a positive and supportive context (Reis et al., 2021; Zakariyah, 2024). However, on the other hand, there are several studies (Floyd, 2022; Gundara, 2000; Parr & Stevens, 2020; Peters, 2022). This discusses the existence of discrimination in educational policies within madrasas, which results in inequality in the education system. Consequently, there is a concern that gifted and talented students may not receive the necessary support to develop their potential. Therefore, it becomes urgent to plan programs for these students to ensure their potential is optimally developed and beneficial for their future careers. Therefore, it is feared that gifted and talented students will not receive support for their potential. Therefore, talented students' career interests continue to grow as their potential strengthens, providing a solid foundation for future success.

In Madrasa, there are several problems in the planning process for gifted and talented programs, among them are lack of understanding about gifted children (Arnstein et al., 2023; Majida & Alias, 2010), inadequate gifted curriculum (Rasheed, 2020; Scott, 2023), lack of training for teachers (Berman et al., 2012; Kalobo & Setlalentoa, 2024), and lack of leader support (Michael-Chadwell, 2011). Therefore, there is a need for structured planning to optimize the Gifted and Talented Students program. This research will discuss the complex planning of the Madrasa Gifted and Talented Students program in terms of identifying teachers' professional training and development, curriculum development, and special talent development. Research on program planning for gifted and talented students has been carried out. Several figures who conducted related research are presented in Figure 1.

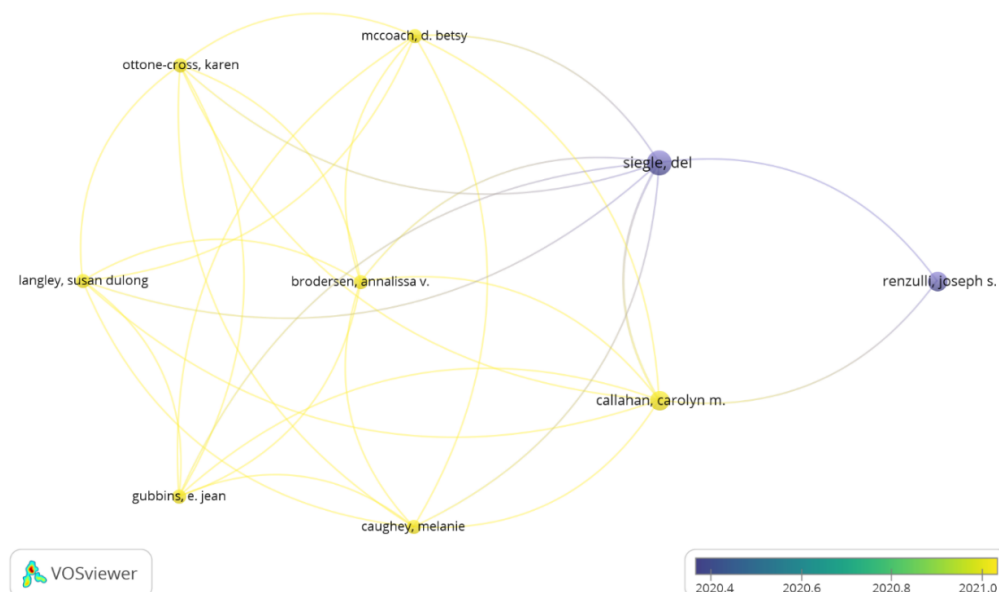


Figure 1. Figures of Researched authors on Gifted and Talented Students Planning

The figures in Figure 1 (Gubbins et al., 2021; Renzulli, 1990; Siegle, 2017) showed the researchers on Gifted and Talented Students planning related to identification, program design (needs analysis, formulation of goals and objectives, and development of work plans), education creative technology (coding education), The use of creative technology in education, such as coding education, creative use of technology in education. Coding education is also a key element in developing the special talents of gifted and talented students (Kocaman, 2023) and curriculum development. All of this research works together to ensure that gifted and talented students receive an education that meets their needs and potential so that they can develop optimally. In addition to Scopus data, past studies that use keywords related to research on gifted and talented program planning are shown in Figure 2.

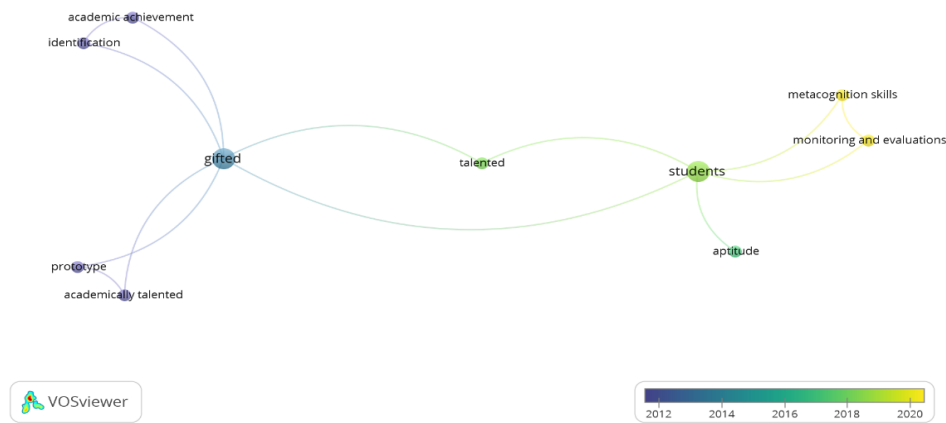


Figure 2. Keywords Referring to Gifted and Talented Student Planning by World Researchers (Scopus Data)

Based on Scopus data analyzed in February 2024, 43 research on gifted and talented student planning were found in various countries, such as the United States of America, Saudi Arabia, United Arab Emirates, Cyprus, Brazil, Israel, China, New Zealand, Slovenia, Malaysia and Indonesia. Their research relates to planning and identification, planning and curriculum, planning and service selection, planning and professional development, program planning and evaluation, and educational planning and development. Nine studies on program planning for gifted and talented students in schools were found (Batista et al., 2017; Majid et al., 2012; Morgan, 1993; Perry & Hoback, 1984; Sihotang & Hutagalung, 2020; Whitton, 1997; Wood et al., 2010; Wood, 1985). Research comes from Poland, USA, and Central Virginia. Their research relates to planning and student development. However, only one study in Indonesia linked mathematical metacognition skills and giftedness (Sihotang & Hutagalung, 2020), as shown in Figure 3.

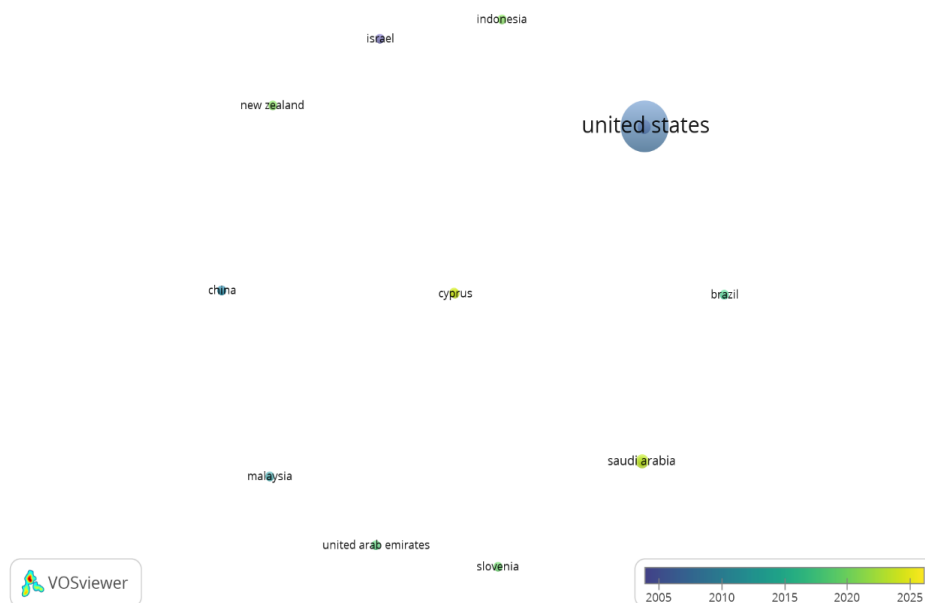


Figure 3. Research in Several Countries Linking Planning with Gifted and Talented Students

Based on previous studies, no research finding was found regarding planning the Gifted and Talented Students program at Madrasa. Previous research shows that program planning for gifted and talented students in madrasas has not been adequately explored so that this research can provide significant new contributions. This research is essential for developing effective educational strategies specific to the madrasa context and ensuring that talented students in madrasas receive appropriate support to optimize their potential. For this reason, this research aims to analyze the planning of the Gifted and Talented Students program in Madrasa: identification, teachers' professional training and development, curriculum development, and special talent development.

METHODS

This research method is a systematic literature review (SLR) or identifying, assessing, and interpreting all research evidence to answer research questions specifically (Kitchenham et al., 2009). This method is applied systematically according to steps and protocols that help avoid subjective understanding and bias with research in the literature review. This method requires reviewing articles relevant to the topic, including a critical evaluation of their methodologies, findings, and contributions to the field. By adhering to these systematic procedures, researchers can ensure comprehensive review. The article is reviewed by identifying points or sections that will be reviewed from several articles whose discussion is almost the same (Rahayu & Syafril, 2018). Articles were analyzed with NVIVO 12 software. Literature sourced was searched from Scopus, Springer, ERIC, ScienceDirect, DOAJ, Taylor, and Google Scholar. The research began by collecting data from search results based on keywords on the official website (Bettany-Saltikov, 2016; Khan et al., 2003; Van Dinter et al., 2021). Articles in Scopus-indexed journals were searched using the VOSviewer application. The ideas from the articles studied were written by reading, understanding, and analyzing (Rahayu & Syafril, 2018). These crucial points can be turned into ideas with more or less the same meaning without rewriting the article. Four steps for conducting a literature review: (1) determining the theme/issue to be reviewed, (2) selecting similar articles, (3) analyzing the literature, and (4) preparing the review. Research with the SLR method can also use the steps by Bettany-Saltikov (Bettany-Saltikov, 2016; Khan et al., 2003; Van Dinter et al., 2021) presented in Figure 4.

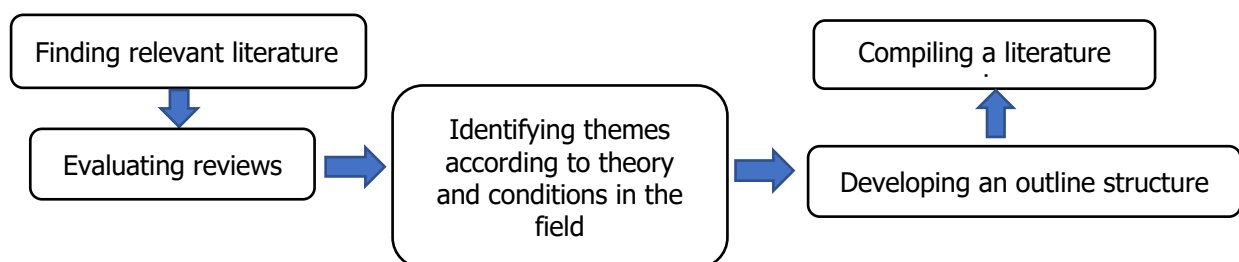


Figure 4. Steps of Literature Review by Bettany-Saltikov (2016)

The materials retrieved were processed using the NVIVO 12 software package. The author analyzed the descriptives by sorting the findings' indications. The author uploaded 36 relevant papers into the NVIVO 12 software to visualize data. Next, the researchers thoroughly examined the primary topics through studies on planning gifted and talented student programs in madrasas. This research used thematic coding to discover patterns and themes in the data. The coding process involves identifying and categorizing data into relevant themes, which are then analyzed to understand the relationships between themes and their implications in the context of program planning. The findings of this descriptive study are utilized to make suggestions for planning methods for gifted and talented student programs in madrasas, aiming to increase the quality of education and assistance available to gifted students.

RESULT AND DISCUSSION

This research found that the planning of the Gifted and Talented Students program was divided into four sub-focus areas, as described in the research objectives. (i) Identifying gifted and talented students includes understanding gifts and talents, measuring tools, selecting a gifted and talented student team, and performing multidimensional evaluations. (ii) Teachers' professional training and development includes knowledge about gifted and talented students, differential teaching strategies, establishing collaborative learning strategies, and partnerships with parents and stakeholders. (iii) Curriculum development includes Curriculum Compression and curriculum enrichment. Meanwhile, (iv) special talent development for gifted and talented students includes artistic skills development, academic competence, creative skills development, and collaborative activities. The overall focus is displayed in Table 1.

Table 1. Planning of gifted and talented Students' program

	Findings	Description
Identifying Gifted and talented students	Measuring and assessment tools	Measurement and assessment tools, such as IQ tests, personality tests, and creativity tests, are needed to identify gifted and talented students through observation, interviews, and achievement ability tests
	Gifted and talented student selection team	The team that identifies gifted and talented students is the principal, teachers, administrators, parents, counsellors, and experts.
	Multidimensional evaluation	A multidimensional evaluation identifies gifted students using standardized tests, observations, interviews, creative portfolios, and assessments by teachers and parents. It considers academic ability, creativity, social skills, and problem-solving to provide a holistic view of students' potential and needs.
Teachers' Professional training and development	Increase teachers' knowledge about gifted and talented education	Gifted and talented student programs necessitate careful planning, including teachers' understanding of identifying gifted students' professional development and the use of specific instructional practices like differentiation and creativity to meet their learning needs and maximize their potential
	Differential teaching strategies	In differentiating instruction for gifted and talented students, teachers use pre-assessments, flexible study groups, access to advanced materials, and self-directed learning projects to meet their unique needs and optimally challenge them.
	Establishing collaborative learning strategies	Teachers of gifted students should receive training and development that includes collaborative learning communities, asynchronous discussions, real-world problem-solving projects, and engagement with parents and stakeholders to ensure consistent support at school and home. Collaborative learning strategies and professional learning communities should also promote the exchange of best practices and educational innovations.
	Partnerships with parents and stakeholders	Strong relationships between teachers, stakeholders, and parents in gifted education through open communication, regular meetings, parental involvement, and support from administrators and educational specialists are crucial for student success
Curriculum development	Curriculum compression	Curriculum compression and differentiated instruction for gifted students promote independent and project-based learning, teamwork, and accelerated classes, offering various ways to demonstrate learning and allowing high-ability learners to progress faster through academic content
	Curriculum Enrichment	Curriculum enrichment provides subject integration that emphasizes teaching adaptation to meet each student's unique needs and potential for significant improvement.
Special talent development for gifted and talented students	Artistic skill development	Gifted students possess exceptional artistic talents, which gifted and can be nurtured through specialized courses in various art forms, fostering creativity and skill development.
	Academic competence	process of carefully designing strategies or steps to assist students in enhancing their abilities to achieve high or outstanding academic outcomes
	Creative skills development	creative skills development involves creating a supportive environment, providing challenging tasks, and adopting collaborative approaches to facilitate students' idea exploration and creativity growth.
	Collaborative activities	designing collaborative activities to improve students' social interactions, communication skills, and problem-solving abilities through joint active learning.

Measuring and assessment tools are needed to identify gifted and talented students. This measuring and assessment tool aims to provide a clear understanding of children who are classified as gifted and talented. According to (Anuruthwong, 2017; Lockhart et al., 2022; Worrell & Erwin, 2011), there are measuring and assessment tools used to identify gifted and talented students, such as IQ tests to determine student intelligence, personality or house-tree-person tests to assess students' personalities, and creative tests to estimate students' creative thinking. After carrying out various identification tests on gifted and talented students, data was collected through observation, interviews, and achievement ability tests (Anuruthwong, 2017; Lockhart et al., 2022). Gifted and talented student selection team: The team that identifies gifted and talented students is the principal, teachers, administrators, parents, counselors, and experts (Lockhart et al., 2022; Worrell & Erwin, 2011). The identification procedure begins with gathering information from numerous sources, such as the results of IQ tests, academic ability assessments, and behavioral observations. Outstanding academic accomplishment, innovation, and leadership skills are all essential qualities. The instructor will submit a report on the students' problem-solving ability, critical thinking, and communication skills. In addition, feedback from parents is taken into account, as they have in-depth observations of children in circumstances outside of the school environment.

Multidimensional evaluation: A multidimensional evaluation was carried out to identify gifted and talented students, involving standard tests, observations, interviews, creative portfolios, and assessments by teachers and parents. Multidimensional assessment looks at more than just academic ability; it also considers creativity, social skills, and problem-solving abilities. Standardized examinations aid in assessing students' cognitive capacity, whereas observations allow educators to see how students behave in various scenarios. Interviews with students and parents detail students' origins, interests, and motivations. The creative portfolio, which incorporates students' greatest work, demonstrates their ability to apply their knowledge and abilities in real-world circumstances. Furthermore, evaluations by teachers and parents give a unique and essential viewpoint since they get to know kids in everyday situations and can provide information that is not always readily available in the classroom. Considering various dimensions of intelligence and talent, multidimensional evaluation can provide a more holistic and comprehensive picture of talented and high-achieving students' potential and needs (Anuruthwong, 2017; Sihotang & Hutagalung, 2020; Wood et al., 2010). Increase teachers' knowledge about gifted and talented education. Gifted and talented student programs require careful preparation to encourage growth and optimize their extraordinary potential in various fields. Therefore, teachers must identify and describe gifted and talented students. Fraser-Seeto (2013) and Lee (1999) show that teachers must understand the following conceptions: excellence, potential, rarity, behaviour, innate ability, and motivation for gifted and talented students. Understanding these notions allows instructors to recognize better the many expressions of giftedness and aptitude, which may not necessarily conform to typical academic measures.

In planning the Gifted and Talented Students program, teachers' professional training and development aims to increase teachers' knowledge about gifted and talented education, foster positive attitudes towards school-based gifted and talented student education, and promote the use of specific instructional practices, such as differentiation (Cheung et al., 2022; Wood et al., 2010). In schools, creativity is also a challenge for most teachers because they do not realize its importance, and without realizing it, they are hampered by teaching methods that do not aim to awaken students' potential. Besides that, teaching becomes monotonous and tiring; therefore, teachers must be equipped with training and professional development for teaching gifted and talented students (Piske et al., 2014, 2016, 2017). Attention to the special characteristics of gifted and talented students will make specific learning needs visible. If this is not done, their needs will not be met, and their potential will not be developed. Differential teaching strategies: According to the research results (Demir, 2021; Donche et al., 2013; Eguabor & Adeleke, 2017), in differential teaching of gifted and talented students, teachers use a variety of strategies to meet their unique needs and challenge them optimally. One key strategy is a pre-assessment to understand the student's level of knowledge and skills before starting instruction, allowing for more appropriate adaptation of the material. Teachers should implement flexible study groups, where students can work in small groups based on their interests and abilities, facilitating collaboration and in-depth discussions (Tomlinson, 2001; Tomlinson et al., 2003). Another critical approach is giving students access to more complex and challenging material beyond the standard curriculum and self-directed learning (Betts & Neihart, 1986). It is also a strategy for teachers in differential teaching in which students are free to pursue projects or research, developing independence and responsibility for their learning.

Establishing collaborative learning strategies, training and development for gifted and talented student education teachers must have a design that includes collaborative learning communities, asynchronous threaded discussions, and projects with authentic problem-solving (Edinger, 2017; Hull et al., 2000). In developing gifted and talented students, teachers must also be involved with parents and stakeholders to ensure consistency in student support in the school environment and at home (Dettmann & Colangelo, 1980; Penney & Wilgosh, 2000). Creating collaborative learning strategies is critical for creating an atmosphere where teachers may share

best practices, exchange novel ideas, and continually enhance their teaching approaches. In this context, Professional Learning Communities (PLCs) (Hai et al., 2021; Khasawneh et al., 2023) can provide a forum for instructors to cooperate regularly, address issues, and create innovative solutions adapted to the specific requirements of exceptional kids. Furthermore, these networks can encourage peer mentorship and coaching, allowing newer instructors to learn from more experienced colleagues.

Partnerships with parents and stakeholders: Establishing strong relationships between teachers, stakeholders and parents in the education of gifted and talented students is critical to ensure the success of their education. According to the research results (Lockhart & Mun, 2020; Luo & Kiewra, 2021; Radaszewski-Byrne, 2001), teachers must communicate openly and regularly with parents and stakeholders to discuss students' progress and special needs. This collaboration can be facilitated through regular meetings, detailed progress reports, and the use of digital platforms for effective communication. Involving parents in the educational process, such as inviting them to school events or asking for their input in program planning, helps create a harmonious and supportive learning environment at home and school. Additionally, in research (Robinson, 2021), School administrators and educational specialists must work closely with teachers to provide necessary resources and support. Developing an individualized education plan (IEP) that involves input from all parties can ensure that the learning strategies implemented meet the unique needs of each gifted student.

Renzulli developed the Three-Ring Conception of Giftedness (Renzulli, 2003, 2016, 2021), emphasizing the importance of high-average intelligence, high creativity, and involvement in demanding tasks as critical aspects of identifying gifted and talented students. According to Renzulli, a suitable curriculum for gifted and talented students should include enriching material, emphasize creativity, and provide opportunities for challenging research projects or exploration projects (Elhoweris et al., 2022; Göksu & Gelişli, 2023; Miller, 1981; Perry & Hoback, 1984; Wood, 1985). Refer to Renzulli's theory, which shows that there are exciting programs in the gifted and talented student curriculum in most schools or madrasas that are tailored to the talents and interests of each student to maximize the potential of gifted and talented students. Examples of programs are enrichment classes or expanded learning experiences, accelerated classes, cluster groupings within classes, seminars, mini-courses, independent learning opportunities, and guidance and counselling. The enrichment program is integrated into five main subjects: mathematics, languages, social sciences, art, and music. Curriculum compression for gifted and talented students allows time for independent learning and project-based learning. Students can bring a wealth of knowledge into project learning that can be validated and incorporated into their learning. Students develop independence as they solve their problems. Gifted and talented students also learn teamwork when they work in groups to solve problems (Cheung et al., 2022; Kokotsaki et al., 2016; Siegle, 2017; Webber et al., 2020). In differentiated instruction, students work in large groups interspersed with small group and individual activities. By consciously planning how learning can be demonstrated through written, oral, visual, and kinesthetic means, students are given various options to utilize diverse talents. Accelerated classes are instructional modifications that allow high-ability learners to move through academic content faster than their typically developing peers. Every document in the sample explicitly discusses the importance of providing accelerated options (Cupertino, 2007; Kettler, 2021; Lockhart et al., 2022; Luo et al., 2020; Sak & Ayas, 2020).

Curriculum enrichment, according to the research results (Anuruthwong, 2017; Miller, 1981; Perry & Hoback, 1984; Wood, 1985) The enrichment program is integrated into five main subjects: mathematics, languages, social sciences, art, and music. About 40 first-grade students were selected to take part in enrichment activities, and the results showed significant changes within three months. The project also involves students interviewing local music figures to discuss their careers and the training required. Learning difficulty levels are carefully planned to accommodate individual differences, with large groups, small groups, and individual activities designed to demonstrate learning through various means, such as written, oral, visual, and kinesthetic, so that students can utilize their various talents. Based on the results of this research, it is proven that Curriculum Enrichment provides subject integration, which emphasizes the adaptation of teaching to meet the unique needs and potential of each student, and there is a significant improvement in a short time, which focuses on providing richer learning and accelerating student development.

Special talent development for gifted and talented students is crucial to ensure their maximum potential. Therefore, it is necessary to make special talent development plans for gifted and talented students. Several research results show that special classes are needed to develop the special talents of gifted and talented students (Anuruthwong, 2017; Bailey, 1994; Krause, 1987; Lupkowski-Shoplik & Assouline, 1994; Wood et al., 2010). To increase their knowledge and involvement in developing special talents, all schools design programs approved by the Ministry of Education. Students are taken out of class periodically to receive instruction from sources such as journalists, lawyers, doctors, scientists, artists, or musicians. Many opportunities are provided in this program for children to interact with professional artists, musicians, poets, storytellers, writers, and dancers. These talented speakers' model behavior and inspire children to use their creative thinking processes fully. Artistic skills development, according to Winner, one of the special talents gifted and talented students

have is artistic talent. This talent involves extraordinary sensitivity to the elements of art, such as line, shape, color, and texture, and the ability to express emotions and ideas through artistic mediums (Hetland & Winner, 2001; Winner & Martino, 2003). Referring to Winner's theory, several previous researchers found that gifted children have artistic or artistic skills and explained that special talent development is designed to be effective for young people who are artistically and intellectually talented (Brajcic et al., 2020; Gubbins et al., 2021; Krause, 1987; Majid et al., 2012; Rostan et al., 2002; Wood, 1985). Some of the courses designed include nature drawing, optical design, titled sculpture classes, creative writing, calligraphy, dance, drama, folk singing, orgy, pottery, musical composition, storytelling, design, or *wayang golek*. Creative behavior and artistic skills are fostered throughout the training sessions as children work creatively as puppeteers, actors, artists, storytellers, poets, dancers, music composers, folk singers, and photographers. Prospective subjects come from a student's specific area of interest and may include classical, country, rock, or ethnic music styles. The artistic characteristics are seen in sensitivity to the environment: keen observer - seeing unusual things, what others might overlook, symphony orchestras, operas, and the like. Academic competence, Mihaly Csikszentmihalyi put forward the flow theory, which highlights the optimal experience in which a person is fully involved in a challenging activity that can be mastered. In the context of academic competition, the experience of flow can occur when students feel fully involved in completing academic assignments or preparing for competitions, creating feelings of satisfaction and achievement (Petrov et al., 2022). Research referring to Mihaly Csikszentmihalyi's theory found that metacognitive, cognitive, and affective skills help students solve academic problems and have consistent academic achievement patterns (Krause, 1987; Majid et al., 2012; Sihotang & Hutagalung, 2020). Talented students with special academic competencies also managed to get grades in all subjects tested in the Primary School Achievement Test and PMR test. In addition, special skills in academic competencies help determine strategies for big-picture developmental intuition that are broadly useful.

Creative skills development: Teresa Amabile developed a theory about creativity. According to Amabile, creativity occurs when someone feels inspired, is free to express, and receives support from the surrounding environment. In developing creative skills in gifted and talented students, teachers as facilitators help develop their creative skills for exploring ideas, providing challenging challenges, and providing freedom for expression (Hennessey & Amabile, 1987, 2010). Special talents in creative, collaborative discussion activities lead students to find ideas (Cooper et al., 2004; Goertz et al., 1988; Jannai, 2005; Krause, 1987; Morgan, 1993; Muratori et al., 2006; Siegle, 2017; Tang et al., 2020; Wood et al., 2010). Visual brainstorming occurs at this point in the problem-solving process and is achieved by conducting a series of conceptual drawings and miniature models of the solution to the problem. Collaborative activities include exchanging ideas, discussions, decision-making, and role-playing. These activities help children respect other people's ideas and opinions and develop self-awareness. In an encounter with a text, there is a combination of affective and experiential elements and cognitive factors related to the production and organization of knowledge. The interaction between these two dimensions emphasizes increased awareness of the reading process and the individual's place within it. Children's encounters with literary texts become richer when such awareness is present. Therefore, this contributes to their self-improvement process. In collaborative activities, the research results (Jannai, 2005; Krause, 1987; Troussas et al., 2023; Wood et al., 2010) find that formal training, such as courses and workshops, as well as informal training, such as discussions with colleagues and reading books, were used to improve teacher skills. Online collaborative spaces assist teachers in weekly discussions, decision-making, and evaluation. Students are involved in the "idea search" stage by conducting "visual brainstorming" through conceptual drawings and miniature models. For example, students are interested in differences in acceleration by attaching clay wings to a toy car. According to Kozma (1991) and Kozma and Johnston (1991), this activity is essential for developing mental models. In interactions with texts, combining affective elements, experiences, and cognitive factors increases reading awareness, enriches children's literacy experiences, and contributes to self-formation. Therefore, collaborative activities are essential in planning gifted and talented student education programs at madrasas so that gifted and talented students will have an adequate learning environment for optimal growth in achievement and talent.

CONCLUSION

Planning the Gifted and Talented Student Program in madrasas is a series of strategies to explore the various potentials of gifted and talented students. By integrating various program planning strategies through identification, training, and professional development of teachers, curriculum development, and special talent development, madrasas can help improve and provide input in planning gifted and talented student programs in madrasas. Gifted and talented student program planning contributes significantly to the overall quality of education. The right strategy in identifying gifted students allows madrasas to pay special attention to students with extraordinary abilities so that they can develop optimally. Teacher training and professional development are critical to ensuring that teachers have the skills and knowledge to support gifted students' unique needs. A

curriculum developed with flexibility in mind and a focus on student interests helps create a more inclusive and motivating learning environment. Developing special talents through special artistic talent development programs and creative skills, academic competitions, and collaborative activities allows students to explore and hone their specific skills, which in turn can improve their achievements in various fields. Overall, a comprehensive and structured approach to planning gifted student programs can bring significant positive changes in the madrasa education system, making it more responsive and adaptive to the needs of gifted and talented students.

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