



Exploring the Allure of Music for Gifted and Talented Students

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ABSTRACT

Gifted and talented children are potentially marginalized due to a lack of awareness in society. Gifted and talented students in schools are at high risk if their educational needs are not met which can cause them to experience burnout, emotional disturbances and psychological problems. This article discusses explicitly the importance of music for gifted and talented students so that they can raise awareness among teachers, parents and the community. The analysis results from various literatures show that the role of music is so important in shaping and supporting positive emotions among gifted students, in fact it helps sharpen their gifted traits.

INTRODUCTION

Basically, intelligence is a difference in thinking that originates from brain function which produce to a diversity of science and knowledge. The different neurological aspects possessed by an individual create a neurotypically different trajectory of intellectual, academic and social-emotional development. The dimension of intelligence has been identified as having various conceptual definitions from various experts and philosophers. Gagne (2015) and Renzulli (2016) define intelligent as those who have a high cognitive level compared to their peers. Mayer and Salovey (1997) link intelligence with efficiency in controlling emotions. Zohar and Marshall (2012) focus on intelligence with spiritual power. Gardner (2000) has categorized intelligence into eight dimensions, namely linguistic, logical, visual, kinesthetic, interpersonal, intrapersonal, naturalistic, and musical. Even though they have high intelligence, gifted and talented children are actually exposed to the risk of marginalization from society and psychological problems.

As a result of asynchronous development between mental age and chronological age, gifted children have unique traits such as possess high curiosity, argue, question something and assertive. If their learning is not supported by knowledge commensurate with their level of thinking, it can cause these children to feel bored which ultimately disturbs their emotions and makes them feel depressed. Previous studies show that the role of music is very important in naturalizing emotions, sharpening intelligence and helping the development of gifted and talented students (Ismail et al., 2022; Ismail et al., 2021).

METODOLOGY

This research uses a qualitative research approach. According to Taylor and Bodgan (2010), qualitative methodology is a research process that produces descriptive words which will produce writing in the form of words as data itself, which is obtained from people at the research location. In this study, the researchers using textual analysis in collecting data from books and articles.

RESEARCH RESULT

The Influence of Music on Gifted and Talented Students

In the arts field, Clark and Zimmerman (1998) examined anecdotal record reports of bright and academically talented students. These students brought musical instruments to academic camp programs. They found that the majority of these students had an interest in music, which was a surprising result. This shows how important the field of music is, whether inside or outside school, to improve the skills of intelligent and talented students. Art and music can be used in intelligent education in complex ways.

Clarke (2006) conducted the only study of the difficulties and successes of implementing a music program in a class of academically gifted and talented children. Clarke has conducted interviews with teachers and students as well as

carried out inspections of music degree rooms. He found that activities related to musical composition were very important to this curriculum. Composition activities will allow teachers to differentiate students who have natural musical abilities from students who have musical abilities that can be honed. The results of the study also show that, even though they are just learning to play musical instruments, gifted and talented students can also play music.

However, learning other areas of music also needs to be taken into account. Music theory, musicology, composition, musical performance, and aural (hearing) are among the subjects that can be taught to talented and intelligent students (Tolar, 2016). This allows gifted and talented students to relate music theory to performance or create melodies based on what they have learned in class.

Schroth and Helfer (2011) support this idea by stating that the inclusion of the arts in Gifted Education should expose students to basic concepts, allowing them to speak and reach higher levels. Arts and music are necessary in intelligent education, according to Clark, Gilbert, and Zimmerman (1998). They believe that art and music should not be marginalized because they enable gifted and talented students to use their natural abilities and creativity.

McKay (1983) also agrees that music can help gifted and talented students. But musical activities must match their interests and truly match their abilities. Clark (2006) says that the use of group work in music, however, is important because it allows students to build proficiency in team work, and places less emphasis on academic competition. This shows that music attracts talented and gifted students to study in groups. Group learning may not attract students who prefer to study alone. However, the activities carried out in the group provide invaluable experience. Music makes learning more fun and does not put pressure on the students.

The activity of singing is considered very important and can be used for any subject taught in school. This is because singing or song is a skill that people most often do when they are happy or sad, and this can be used in the classroom. Mok and Lee (1989) stated that singing is a normal activity in everyday life. So, it is suitable to be done in the degree room as an effective tool to strengthen students' memories. Rhythm and beat as accompaniment are also said to strengthen teachers' memories and increase students' interest in learning (Rosli and Omar, 2013). This was also acknowledged by Hisyamuddin and Amir (2012), who stated that singing and music activities were very effective in improving students' social skills. Rief (2008) also states that students benefit from musically driven activities. This activity is usually carried out by teachers during transition times. They perform music with movements that resemble exercise, coordination and self-awareness, as well as following directions and for recreation. Rhythmic poetry, rhymes, finger picking sounds and mac beat songs are the materials used. Students must be educated on movement skills, formations, etc. before undertaking this activity.

Brownhill (2014) states that dance is a very effective way to improve students' physical skills. Using elements of spatial awareness and imagination, they explore music through movement. Performing is a major component of the

music curriculum. Students are exposed to the activity of playing musical instruments to perform.

Recorders and keyboards are among the musical instruments that are always taught (Wigfield et al., 1999). A study by Mahoney et al. (2005) found that students really like playing musical instruments. However, the majority of students only learn musical instruments halfway. Studies show that only students who are motivated and have a positive perspective want to continue learning musical instruments so that school completion will be sustainable.

CONCLUSIONS AND RECOMMENDATIONS

In the medical field, music functions as an effective therapy to restore emotions, soothe the soul and improve health. It is also used as entertainment for all ages, especially students. At school, students are taught to sing, play musical instruments, dance and music theory which ultimately creates an enjoyable learning experience. In the field of gifted and talented education, the function of music is found to be very important. Music is used as a mechanism to soothe the soul, spark motivation, shape behavior and sharpen intelligence. Music can also be used as an enrichment activity to complement the skills of gifted and talented students. This study has highlighted the various importance of music for gifted and talented students. However, there are still not many studies that prove the direct impact of music on the cognitive development of gifted and talented students. We suggest that a future comprehensive experimental study combining the fields of Music Education and Gifted Education be conducted as agenda to enrich the field of knowledge.

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