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Accessible Learning For Gifted Children

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ABSTRACT

Accessible learning for gifted children is an important topic in the context of inclusive education. Gifted children tend to demonstrate above average abilities in various areas, such as intellectual intelligence, creativity, and academic skills. However, the success of gifted children in developing their potential can be hampered if there is no effort to provide learning approaches that suit the needs of these children. The purpose of this literature review is to analyze and present research results related to accessible learning for gifted children. The method used in this research is through literature studies from various national and international articles. The results of this literature review identify several strategies that can be used to create accessible learning for gifted children. This literature review will provide important insights for educators and researchers to develop a learning environment that accommodates the diverse needs of gifted children so that they feel the benefits of proper education.

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1. INTRODUCTION

Gifted children are children who have excellence in academic and non-academic fields. In its educational services, gifted children need education that suits their needs. Education aims to create and provide a place to seek new knowledge. In fulfilling education for children with intelligence above the average, teachers and school officials and parents have their respective roles in it. It must be known that gifted children are children with the same development as children in general, so we must understand that they are children according to their age development.

Basically, giftedness in children can grow because of the results of the process of environmental stimuli and the process of abilities that exist in children. This shows that the environment has an important role in the growth of a child. In its development, gifted children need a place to vent the abilities that exist in them. Children with intelligence above average have characteristics that are far different from children in general. They have a high curiosity and have superior abilities. Education is needed that can meet the needs of children to avoid the emergence of deviant behaviour that can be shown by children.

Gifted children cannot be limited in their development, they need education and teaching according to their needs. If children are given inappropriate educational services, it will cause deviant behaviour such as not wanting to listen to orders, indifferent, and so on. Inappropriate services and programs can cause a decrease in children's ability in education or called "underachievers".

The educational approach for gifted children must be prioritized within the scope of school equipment such as teachers, curriculum, school environment, facilities and infrastructure, and so on. The role of teachers in realizing the fulfilment of the educational needs of gifted children is to provide lessons that are in accordance with children's learning goals.

2. METHODS

This study used the literature review method. Literature review is a framework that is related or continuous with new findings and previous findings or raises updates with the aim of identifying indications of whether there is progress from the results of a study through comprehensive research. This research focuses on the topic of accessible learning for gifted learners. Therefore, search results are also related and in line with the focus of the topic.

Article search using several sources from databases available on library genesis, published an perish, google scholar, e-resources national library, the criteria for articles used as data are articles that have a publication year of the last five years, namely from 2018 to 2022. This literature review is to find out accessible learning for talented students, the author wants to know the viewpoint or point of view from domestic and foreign perspectives. That way, the author identifies and selects appropriate article data so that the screening results obtained are ten articles including 4 international articles and 6 national articles.



Figure 1. Schema Data Search Literature Review

The data search scheme used in this literature involves the following steps:

1. Identify Research Objectives: Set clear literature review objectives, namely to analyze and present research results related to accessible learning for gifted children.
2. Literature Search: Search various relevant literature sources such as scientific journals, books, and research reports. The search was conducted using keywords that fit the research topic, such as "accessible learning", "gifted children", "inclusive education", and other variants.
3. Literature Selection: Selecting literature in accordance with predetermined inclusion criteria. Inclusion criteria may include the year of publication, relevance of the topic, accuracy, and credibility of the source, as well as the research methodology used.
4. Literature Analysis: Analyze each selected literature in detail. Identify and record important information such as key findings, research methodology, examples of accessible learning strategies for gifted children, and practical implications of the research.
5. Organizing Information: Organizing information gathered from selected literature. Classify relevant findings based on specific themes or topics, such as curriculum flexibility, technology use, and social-emotional support.
6. Abstract Preparation: Summarizes important findings from the analyzed literature into an abstract. The abstract includes information about the objectives of the literature review, accessible learning strategies for gifted children identified, and conclusions drawn from the literature review.
7. Conclusion: Combines findings from the analyzed literature into conclusions that present a comprehensive picture of accessible learning for gifted children. Highlight strategies identified as important in creating inclusive and empowering learning environments for gifted children.

This method is used by researchers to find, analyze and present findings from the relevant literature on accessible learning for gifted children. Using this approach, literature reviews can provide valuable insights for education practitioners and researchers to understand effective strategies to support the development of gifted children.

3. RESULTS AND DISCUSSION

3.1. Temperature

The results of the literature review on ten articles consisted of four international articles and six national articles. Each result found results in a topic related to learning that is accessible to gifted learners. The findings in the first article are that Self-Regulated Learning (SRL) is very important for gifted learners and the Metacognitive and Affective Model of SRL (MASRL) can be used as a framework for understanding the complex and dynamic process of Self-Regulated Learning (SRL). This article emphasizes the interaction between metacognition, motivation, and affection in Self-Regulated Learning (SRL) and suggests that interventions to cultivate Self-Regulated Learning (SRL) in gifted learners should address more aspects of the Self-Regulated Learning (SRL) process than just the use of cognitive strategies.

The second article's findings are that an international professional development program with a combined learning design in gifted education called the RITHA program is effective and successful. This article suggests that a blended learning model is recommended to reduce barriers to online learning and improve the relationship between instructors and participants.

The finding of the third article is that differentiated learning is very suitable to be applied to meet the learning needs of students with different backgrounds. Students will feel welcomed and feel very valued, there is real justice, teachers and students can collaborate, and most importantly the learning needs of students can be well facilitated.

The findings of the fourth article are that the differentiated learning model must provide stimulation to students by providing the needs needed by students provided by teachers and teachers must provide motivation to students who provide ideas or information in differentiated learning.

The findings of the fifth article are Education for gifted children has three main objectives, namely: it is expected that children are able to master concepts in various subjects, then children are expected to be able to become independent, creative and meet their own needs through the development of skills and strategies tailored to individual needs, and children can develop a pleasure and passion for learning that leads to enthusiasm for work. Education of gifted children can be implemented with various models, such as acceleration, enrichment and grouping.

The findings of the sixth article are Various mathematics education literature and gifted children show that there is support for curricula that focus on mathematical content and processes, incorporate accelerated and enrichment practices, address the range and diversity of learners' mathematical talents through differentiation, and encourage learners to process mathematics in a more professional way. The approach to mathematically gifted learners, perception, and understanding of mathematics is different from other learners. The content in the material is accelerated by at least one to two grade levels. The materials are also enriched with interesting and high-level mathematical investigations.

One of the educational services to modify the learning environment for gifted children is by curriculum modification, namely by modifying the curriculum using a differentiated or accelerated curriculum. Environmental modifications that can be made for gifted children include providing sitting patterns that make it easier for students to learn and busy and activities in the classroom.

Learning for gifted children should reflect on the knowledge, skills, beliefs, experiences, interests, and values of a child. In the learning process, gifted children need professional learning content supported by cultural awareness. Gifted learners need learning support both in academic and non-academic terms, besides that they need relationships between learners.

The finding of the ninth article is that educational programs for gifted children must also be adjusted according to the needs of gifted children. The learning process of gifted children cannot be integrated with children in general, this results in gifted children will not develop. More knowledge is needed in a society that considers gifted children do not need education.

The finding of the tenth article is that teachers of gifted children must master pedagogic competence, because it will determine the level of success in a learning process of gifted child students. These competencies are related to mastering the characteristics of students.

Table 1. Data analysis matrix on articles used in literature review.

Author, Title, Journal	Method Design	Result
Efklides, A. (2019). <i>Gifted students and self-regulated learning: The MASRL model and its implications for SRL. High Ability Studies</i> , 30(1–2), 79–102.	Literature study with literature review techniques	Self-Regulated Learning (SRL) is essential for gifted learners and the Metacognitive and Affective Model of SRL (MASRL) can be used as a framework for understanding complex and dynamic Self-Regulated Learning (SRL) processes. The journal emphasizes the interaction between metacognition, motivation, and affection in Self-Regulated Learning (SRL) and suggests that interventions to cultivate Self-Regulated Learning (SRL) in gifted learners should address more aspects of the Self-Regulated Learning (SRL) process than just the use of cognitive strategies. The article also highlights the challenges for Self-Regulated Learning (SRL) interventions in gifted learners and the need for more research on Self-Regulated Learning (SRL) in young and gifted learners. This article shows that gifted learners can have higher levels of self-efficacy, intrinsic motivation, task value beliefs, and adaptive implicit theory compared to non-gifted learners. They also showed higher consistency in the use of cognitive strategies and performed better on tasks. This article suggests that interventions targeting individuals' metacognitive, motivational, and affective characteristics have the potential to improve achievement, but more research is needed to understand their relationship to Self-Regulated Learning (SRL) skills.

Author, Title, Journal	Method Design	Result
Jen, E., & Hoogeveen, L. (2022). Design an international blended professional development model for gifted education: An evaluation study. <i>Evaluation and Program Planning</i> , 91.	Design-Based Research (DBR).	The results of the research in this article show that an international professional development program with a combined learning design in gifted education called the RITHA program is effective and successful. Trainees positively assessed the combined learning design in the RITHA program, with flexibility and the use of asynchronous discussion forums being the most mentioned benefits. International experts also gave a positive assessment of the combined learning content and design in the RITHA program. However, some concerns were also expressed related to maintaining good interaction and the quality of online courses. Trainees appreciate well-designed courses with good instruction, positive interactions, and quality feedback. Suggestions for improvement include more online meetings in online courses. The article also shows that although participants appreciated the flexibility of online learning, they still preferred face-to-face learning in general. This article suggests that a blended learning model is recommended to reduce barriers to online learning and improve the relationship between instructors and participants.
Sopianti, D. (2022). Implementation of differentiated learning in class XI cultural arts subjects at SMAN 5 Garut. <i>KANAYAGAN- Journal of Music Education</i> , 1(1), 1-8.	Descriptive analytical with qualitative approach	The journal discusses the implementation of differentiated learning in class XI cultural arts subjects at SMA Negeri 5 Garut. The research method used is an analytical descriptive method with a qualitative approach. The data collection techniques used are observation, interviews, and documentation. The location of the study was conducted at SMA Negeri 5 Garut involving 36 students. Differentiated learning is an effort to adjust the learning process in the classroom to meet the learning needs of each student. The steps in implementing differentiated learning in arts and culture subjects include mapping the learning needs of students, planning differentiated learning strategies using differentiation of content, processes, and products, carrying out differentiated learning in accordance with the learning implementation plan that has been made, and conducting evaluation and reflection.

Author, Title, Journal	Method Design	Result
<p data-bbox="193 584 448 734">Kusuma, Y. Y., Sumianto, S., & Aprinawati, I. (2023). Development of a Differentiated Learning Model Based on Character Values in Local Wisdom on the perspective of Global Education in Elementary Schools. <i>Journal of Education and Counseling (JPDK)</i>, 5(1), 2936-2941.</p>	<p data-bbox="448 584 655 696">Research and Development (R&D)</p>	<p data-bbox="655 282 1402 573">The results of this study show that differentiated learning is very suitable to be applied to meet the learning needs of students with different backgrounds. Students will feel welcomed and feel very valued, there is real justice, teachers and students can collaborate, and most importantly the learning needs of students can be well facilitated.</p> <p data-bbox="655 584 1402 853">The journal discusses the development of a differentiated learning model based on the character values of local wisdom in elementary schools. There are four learning theories that can be applied by professional teachers in teaching and learning activities, namely behavioristic, cognitivism, humanistic, and social.</p> <p data-bbox="655 875 1402 1066">The research method used is R&D method. The results of this study can be synthesized with research on the development of differentiated models, namely learning that mixes differences to obtain information or ideas obtained by elementary school learners.</p> <p data-bbox="655 1088 1402 1402">It is also explained that the differentiated learning model must provide stimulation to students by providing the needs needed by students given by teachers and teachers must provide motivation to students who provide ideas or information in differentiated learning. Differentiated learning based on character values is that students can form characters with existing character values.</p> <p data-bbox="655 1424 1402 1648">This study used data collection instruments in the form of questionnaires, interview sheets, observation sheets, and test questions. The validation carried out by all experts is guided by the assessment instrument prepared by the National Education Standards Agency (BSNP).</p> <p data-bbox="655 1671 1402 1964">From the results of validation conducted by several schools in several regions in Indonesia, the learning content prepared has accommodated the level of readiness, style, and interest in learning of students. The learning process generally accommodates the level of readiness, style, and interest in learning of students.</p>

Author, Title, Journal	Method Design	Result
Effendi, D., & Wahidy, D. A. (2021). Education based on the conception of giftedness.	Descriptive qualitative	<p>Gifted children are classified into criteria based on intelligence, aptitude, IQ, and aptitude interest abilities that are demonstrated triumphantly at a certain level. Further explained in this article giftedness is classified based on three dimensions proposed by Renzulli where giftedness is characterized by intelligence that is above average, creativity possessed and commitment in carrying out duties and responsibilities.</p> <p>The government's efforts in this regard were of course also discussed. One of them is the existence of a legal basis governing the education system contained in Law Number 20 of 2003 concerning the national education system reaffirmed hereby: "A country with intelligent potential and special talents deserves special education" (Article 5(4)). Also in Article 12 paragraph 1. Explains: "Every student of Every educational unit has the right: (b) to have adequate educational opportunities with their talents, interests and aptitudes; f) Completion of the training program according to the learning pace of each individual and does not deviate set a time limit"</p> <p>Education for gifted children has three main objectives, namely: it is expected that children can master concepts in various subjects, then children are expected to be able to become independent, creative, and meet their own needs through the development of skills and strategies tailored to individual needs, and children can develop a pleasure and passion for learning that leads to enthusiasm for work.</p> <p>Education of gifted children can be implemented with various models, such as acceleration, enrichment and grouping.</p> <p>a. The acceleration model in this model can be implemented in various ways: class jump and acceleration through individual services.</p> <p>b. The enrichment model in this model can be done by giving additional tasks that are still relevant to the field of study he receives. It is hoped that this enrichment model can meet the needs of students in developing their intellectual abilities by not separating them from their classmates.</p>

Author, Title, Journal	Method Design	Result
		<p>c. Grouping model by ability. This model can be organized through special schools, special classes, and integrated in regular/normal classes with special treatment /Normal with special treatment. The special school and special class models invite criticism because of their exclusivist and elitist tendencies that can cause social jealousy.</p> <p>d. Differentiated model. Differentiation refers to high-level cognitive concepts and processes, instructional strategies that are accommodating to the learning style of gifted children, and plans that facilitate learner performance. The differentiation model is based on differentiating material (content), skills, learning products, and learning environments</p>
<p>Zafirah, A., & Fauzan, A. (2023). Analysis of the Characteristics of Enrichment and Acceleration Programs for Talented and Talented Students in Mathematics Subjects. 4.</p>	<p>Library Research</p>	<p>Part of one of the first steps in addressing the needs of gifted and gifted children in mathematics is to provide an effective high-level curriculum. The wide range of mathematics and gifted child education literature suggests that there is support for curricula that focus on mathematical content and processes, incorporate accelerated and enrichment practices, address the range and diversity of learners' mathematical talents through differentiation, and encourage learners to process mathematics in a more professional way.</p> <p>The approach to mathematically gifted learners, perception, and understanding of mathematics is different from other learners. The content in the material is accelerated by at least one to two grade levels. The materials are also enriched with interesting and high-level mathematical investigations.</p>
<p>Firosad, A. M. (2019). Pattern of Education Development of Gifted Children. <i>Al-Taujih Journal: Islamic Guidance and Counseling</i></p>	<p>Descriptive Qualitative</p>	<p>Environmental modification is needed to improve educational services for gifted children. In the literature journal it was found that environmental modification for gifted children starts from classroom settings for learners. Classroom settings have benefits for learners to learn better. The level of learning of students and the speed adjusted to the child's ability can help children improve children's abilities and prevent children from decreasing learning ability or underachiever.</p>

Author, Title, Journal	Method Design	Result
Frame, 5(2), 133-146.		One of the educational services to modify the learning environment for gifted children is by curriculum modification, namely by modifying the curriculum using differentiated or accelerated curriculum. Environmental modifications that can be made for gifted children include providing sitting patterns that make it easier for students to learn and busy and activities in the classroom.
Novak, A. M., Lewis, K. D., & Weber, C. L. (2020). <i>Guiding Principles in Developing Equity-Driven Professional Learning for Educators of Gifted Children.</i> <i>Gifted Child Today</i> , 43(3), 169–183.	Study literature review with literature review techniques	Learning for gifted children should reflect the knowledge, skills, beliefs, experiences, interests, and values of a child. In the learning process, gifted children need professional learning content supported by cultural awareness. Gifted learners need learning support both in academic and non-academic terms, besides that they need relationships between learners. This is because academically gifted children will be more difficult to make friends with friends in their classes due to the nature of high competition. In the service of the learning environment for gifted children requires curricular practices that support students in learning and gaining experience in learning and its relationship with academic education and the surrounding environment.
HOTAMAN, D. (2020). The importance of education program in terms of equal opportunities in the education of talented and gifted students. <i>Journal of International Social Research</i> , 13(70), 530– 537.	Literature study with literature review techniques	The importance of Education Programs for Gifted Students is a reason why it is important that educational programs for gifted children are implemented. In ordinary people, when they know a gifted child, they don't need help. Because they have talents and knowledge than other children. It is argued by J. Davidson, who is one of the authors of "Genius Denied" that the biggest myth about gifted child education is that "gifted children do not need help because, because they have talents that many learners do not have, they can develop and prove themselves under any circumstances". The myth is a warped realm, it can be straightened out that everyone including gifted children needs an education that will bring luck and possibly create the difference between success and learning. The emotional factor is another important dimension of talent. Gifted children not only think differently than their peers, but they also feel differently.

Author, Title, Journal	Method Design	Result
		<p data-bbox="679 237 1396 577">Everyone, including gifted children, has the same right to education. Gifted children with their talents are included in children with special needs where gifted children need special services to explore more deeply their potential. If gifted children receive an education designed according to their individual needs, they develop a sense of freedom and a positive self-concept. Otherwise, they will probably be among the high-risk groups in terms of failure.</p> <p data-bbox="679 584 1396 1317">Gifted children have high potential. Gifted children learn more effectively and efficiently to solve high-level problems than the average child. Gifted children compared to children in general cannot be equated. So, in the educational program it cannot be equated with children in general. The result of gifted children being united with children in general is that gifted children will experience boredom and even failure in learning. Since the standard educational environment limits the potential of gifted children, education for gifted children requires wider educational opportunities, providing interesting and thought-provoking ideas, (Gökdere ve Ayyacı, 2004). In fact, in the field, PB Soedirman Islamic School has implemented different programs between gifted children and children in general. With this, talented students in grade 7 credits at PB Soedirman Islamic School can express higher thoughts than children in general.</p> <p data-bbox="679 1323 1396 1823">When classroom learning is carried out, students in grade 7 credits are easy to accept learning, as evidenced by the time of observation in class students have done worksheets to be discussed in class. Students come one by one to the front of the class to explain 1 question to their classmates. All students seem active to discuss the questions one by one and understand them well. When there is one other student who does not understand, the other friend explains, then the student who asked earlier can quickly understand it again. This shows that they have the potential for more effective and efficient learning to apply learning at a higher level.</p>

Author, Title, Journal	Method Design	Result
		<p>The school has implemented effective learning programs for gifted learners to meet the diverse learning needs of its learners. With the learning program at PB Soedirman Islamic School, students who have great competence will be channeled to express ideas and solutions from solving the problems they learn.</p>
<p>Sundari, T., Robandi, B., & Suherman, Y. (2020). Development of pedagogic competence of gifted child teachers. <i>School education journal pgsd fip unimed</i>, 10(3), 204–211.</p>	<p>Descriptive qualitative</p>	<p>Development of Pedagogic Competence of Gifted Child Teachers based on Law of the Republic of Indonesia Number 14 of 2005 Article 10 paragraph 1 concerning Teachers and Lecturers that teachers are required to have four teacher competencies, namely: pedagogic competence, personality competence, social competence, and professional competence.</p> <p>The word "pedagogic" comes from the Greek "paidagogos", which consists of the words "paidos" and "agogos" (lead). Pedagogic competence of teachers can be interpreted as the ability or expertise of a person in educating and teaching his learners. These competencies are related to mastering the characteristics of students.</p> <p>Teacher competence in teaching gifted children is more on pedagogic competence. Pedagogic competence is a competency that must be possessed by a teacher in achieving a learning process. Teachers must master their pedagogic abilities because it is not easy to manage the learning of gifted children because gifted children have different characteristics from other children. Teachers of gifted children must master pedagogic competence because it will determine the level of success in a learning process of gifted child learners.</p> <p>Gifted child teachers at Cugenang Gifted School revealed 10 aspects of pedagogic competence in teachers at the school.</p> <ol style="list-style-type: none"> mastering the characteristics of students from physical, moral, spiritual, sociocultural, emotional, and intellectual aspects; mastering learning theory and educational learning principles; develop a curriculum that is tied to the subjects being taught; organizing educational learning; utilizing information and communication technology for the benefit of learning;

Author, Title, Journal	Method Design	Result
		<p>f. facilitate the development of students' potential to actualize their various potentials;</p> <p>g. communicate effectively, empathetically, and courteously with learners;</p> <p>h. conducting assessments and evaluations of learning processes and outcomes;</p> <p>i. utilize the results of assessment and evaluation for the benefit of learning;</p> <p>j. take reflective actions to improve the quality of education.</p> <p>The competency aspects stated in the journal have several similarities in the field when researchers conducted research at PB Islam Soedirman school when researchers conducted interview sessions on walas from grade 7 credits such as mastering the characteristics of students, improving the quality of student education, developing curricula based on student needs, etc. Based on the observations made, teachers at PB Islam Soedirman school have mastered aspects of pedagogic competence well and will result in the learning process becoming more effective and successful. This will also make a teacher to be more professional because he has mastered aspects of pedagogic competence.</p>

From the results of the journal literature that has been analyzed found the relationship between the ten articles that have been analyzed. Factors affecting SRL (Self-Regulated Learning). The findings in the first article are the challenges faced by gifted learners in metacognitive and meta-motivational experiences, as well as their interactions. In this article there are factors that affect Self-Regulated Learning (SRL) and how these factors can be integrated for the dynamics of Self-Regulated Learning (SRL). In addition, there are constituents of Self-Regulated Learning (SRL) and how tasks, personal level, and x-factor tasks. The findings in the second article are the evaluation of the new teacher professional development program (TPD), the RITHA program, which uses a research-based design approach (DBR) and a blended learning model. The discussion included evaluation results from international experts and trainees, as well as findings on what participants valued from the program and suggestions for improving the program. The discussion also included the results of content analysis on topics considered important in gifted education and the strengths and limitations of the RITHA program.

The importance of developing a flexible and differentiated curriculum, the findings in the third article are to meet the individual needs of gifted children. This can include providing enriched material, challenging assignments, and different learning approaches to their abilities. The finding in the fourth article is that social-emotional support is also very important, by providing space for gifted children to share experiences, problem-solving and developing social skills can help them manage stress and improve their mental and emotional

well-being. In this case the findings in the fifth article are described three main models to make learning accessible for individuals with gifted characteristics namely, acceleration, enrichment and grouping based on individual abilities. In the sixth article is more emphasized the acceleration process in mathematics learning. Where in it mathematics learning for gifted children is very emphasized by combining accelerated and enrichment practices, discussing the range and diversity of students' mathematical talents through differentiation, and encouraging learners to process mathematics in a more professional way. Learners have exceeded learning that should not have been learned. Furthermore, the application of answering questions by explaining back to their friends is very important to train confidence in the students themselves. Furthermore, there is an enrichment program after the exam to increase the insight of students. The findings in the seventh article are that education for gifted children must actually support children's needs, ranging from teaching materials, facilities, and even educators. In their educational needs, gifted children need a learning environment that is able to support their learning process. Learning environments for gifted learners require modification to improve learner learning success. This modification is carried out starting from the curriculum for students, the shape or arrangement of student seating, and other things that support the success of learning talented students.

The findings in the eighth article are that learning for gifted children should reflect on the knowledge, skills, beliefs, experiences, interests, and values of a child. In the learning process, gifted children need professional learning content supported by cultural awareness. Gifted learners need learning support both in academic and non-academic terms, besides that they need relationships between learners. The learning environment for gifted children not only focuses on classroom learning but also learning in the community. Teachers and parents must provide children with opportunities to socialize and develop themselves in the community so that children have a much wider learning experience. The Importance of Educational Programs for Gifted learners. The findings in the ninth article found that education is a right for all human beings. For gifted children, education is also important to develop the abilities they already must increase. Education programs for gifted children should also be tailored according to the needs of gifted children. The learning process of gifted children cannot be integrated with children in general, this results in gifted children will not develop. More knowledge is needed in a society that considers gifted children do not need education. The finding in the tenth article is that teachers of gifted children must master pedagogic competence, because it will determine the level of success in a learning process of gifted child students. These competencies are related to mastering the characteristics of students. Teachers must master their pedagogic abilities because it is not easy to manage the learning of gifted children because gifted children have different characteristics from other children.

4. CONCLUSION

Based on a literature review of accessible learning for gifted children, there are several suggestions and recommendations that can be applied. First, it is important to develop a flexible curriculum that can match the individual needs of gifted children. This involves providing enriched and more complex materials and providing challenges that match their capabilities. Furthermore, differentiated teaching is key in meeting the needs of gifted children. Teachers need to use different teaching strategies, such as assigning challenging assignments and encouraging research-based discussion, to spur their academic development.

In addition, In the context of gifted children's learning environments, technology integration can be an important factor in improving their accessibility and learning experience. Social-emotional support is also important in a gifted child's learning environment. Providing a space for them to share experiences, solve problems, and develop social skills helps them manage stress and improve overall well-being. In addition, involving parents and carers in the educational process and supporting continued research and development is an important step in creating an inclusive learning environment and supporting the development of gifted children.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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