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Potential Test Gifted and Talented Children: Study of Elementary School in Indonesia

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Abstract. This study is an attempt to get a standardized instrument to reveal the potential ability of gifted and talented children. The purpose of this study was to produce a measuring tool for locate potential gifted and talented children. Samples of this research is student academic achievement in elementary school with school characteristics featured are 14 primary schools in Java and Sumatra, as many as 430 students. The results of this study are: (1) The result of the content validity measuring instrument indicates that the instrument has met the validity of the content.(2) The legibility test results show that all children have been able to understand and know well from the use of language, content and intent of questions. (3) Construct validity of test results showed that all items instruments have demonstrated high validity. (4) Concurrent validity of test results showed that the instrument has a high categories correlation with IQ test. (5) Predictive validity of test results showed that the instrument has a high correlation with the value of learning outcomes. (6) Internal consistency reliability of test result indicates that the instrument has the reliability and reliable in measuring the potential gifted and talented children. (7) Reliability test results with retest reliability instrument indicates that the instrument has a degree of test scores consistently over time. (8) Index of discrimination of test result has levels of varying difficulty, in which groups of children above class has an average value of about higher compared to average about lower class. (9) Index of difficulty test result indicates that the instrument has a difficulty level that is not balanced the proportion of questions for the category of being larger than the proportion of questions for the category of difficult and easy. Instruments limitations there are several things: (1) Working time in this instrument requires considerable time; (2) Imbalance about every aspect; (3) The cost of testing is quite expensive.

1. Introduction
In general,the purpose of education is to provide an environment that allows students to develop their talents and abilities optimally, so that it can manifest itself and to function fully in accordance with their personal and societyneeds. In the past people usually mean "gifted and talented children" as a child who has a level of intelligence (IQ) high. However, it is now increasingly recognized that the determining giftedness, not just intelligence (intelligence), but also creativity and motivation.

The main mistake of looking at gifted and talented children which cause not only the child is not detected as a gifted and talented children but also even be detected as a problem child, is because the concept of gifted and talented children are still many parties, both the profession and practitioners such as doctors,

psychologists, pedagogue, teacher, and also the parents and the general public, still using the old concepts (Gagne, 2008; Gardner, 1999). The old concept of this form of gifted and talented children only be understood as a single factor, namely the factor of intelligence or cognitive development that is observed is intelligence that can be shown by the high level of intelligence through standard tests of IQ.

So far, there has been no comprehensive instrument that can detect potential of gifted and talented children. Existing instruments identified for gifted and talented childrenonly partially generally through intelligence approach. This causes the instrument cannot capture at once the potential of gifted and talented children and ultimately potential discovery process cannot be performed optimally.

Attempts to find exactly children belonging gifted and talented children will require the identification process. The identification process is part of efforts gifted and talented children detection. Gifted and talented children identification purposes is to find students whose needs are not being met by a core curriculum that is applied in the conventional school system.

Identification gifted and talented children should not stop the efforts to find a particular personality characteristics as described above, but must be followed by measuring the way certain aspects so that the child in question can be detected to have a certain potential to be developed. The need for special attention to gifted and talented children is an effort to develop the full potential of learners and optimal (Van Tassel, 1992).

In discovering and determining gifted and talented childrencannot be done just like that, the necessary research and measurement. In determining that gifted children need to use a multidimensional approach which recognized the diversity in the criteria of the concept of giftedness children, requiring a variety of ways and means which are uniform in determining who gifted children. This means also that the question should be questioned anyway gifted and talented children identification of the measuring instrument. To what extent is a gifted and talented children has the potential to be developed.

Accordingly, this study tries to find a measuring tool that can be used to identify potential of gifted and talented children. Measuring tools is very important in finding potential of gifted and talented children. The availability of a reliable measurement tool is fundamental that must be met because the measuring instrument is a guide to steer gifted and talented children on the development of their potential. The measuring instrument used is the 'Test'. Understanding tests in this study is a set of questions or exercises or other tools used to measure the skills, knowledge, intelligence, abilities, or talents possessed by gifted and talented children. Based on the background mentioned above, the problem in this research is: "What kind of measuring instrument to identify potential of gifted and talented children?".

2. Methods

This research is a development aimed at developing and validating thetestsof potential identification for gifted and talented children. Stages of development of the instrument in this study include the following stages:

1. Development of theoretical studies and field studies related to potential instrument measuring for gifted and talented children.
2. Preparation of the initial draft identification tests for gifted and talented children.
3. Doing expert judgment by 6 experts associated with the instrument that is 2 expert gauges, 1 expert gifted and talented children, 2 expert guidance and counseling, and one expert Bahasa Indonesian.
4. Revise unity results from the research paper input and expert judgment and rearranging them in the form of Draft I.
5. To test the readability of the 30 students, where the readability test results conducted a second revision and recast in the form of Draft II.
6. Empirical testing the first stage (limited test) involving 30 students and then performed the test analysis of the level of difficulty, different power level test, test of validity (construct validity, concurrent validity, predictive validity), and test the reliability (internal consistency).
7. Do a third revision limited trial results and rearranging them in the form of Draft III.
8. To test empirically the second phase (pilot scale widely-1) involving 100 students and then performed the test analysis the level of difficulty, test the power level difference, the test of validity (construct validity, concurrent validity, predictive validity), and reliability testing (internal consistency).
9. Revise the fourth large-scale trial results of unity and putting it back in the form of Draft IV.
10. To test empirically the third phase (pilot scale broad-2) involving 300 students and then performed the test analysis the level of difficulty, test the power level difference, the test of validity (construct validity, concurrent validity, predictive validity), and reliability testing (internal consistency).

11. Revise the fifth and the test is limited to 30 students to conduct re-test analysis (Test retest reliability).
12. Develop instruments as the final product.

Test instruments are developed based on the theory Marland (1972). As is the gifted and talented children by Marland (1972) are: Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination: (1) General intellectual ability, (2) Specific academic aptitude, (3) Creative or productive thinking, (4) Leadership ability, (5) Visual and performance arts, (6) Kinestetic Ability.

3. Result and Discussion
3.1. Instrument Expert Judgment
Before performing statistical analysis of test instrument, the potential instrument of gifted and talented children has done the weighing test analysis expert. Weighing an expert in the study of six people who are experts in the field of grammar, a field instrument gauges, gifted and talented children field, the field of guidance and counseling and Indonesian experts. In this expert judgment was analyzed with Cochran Q test with the following provisions.

3.2. General Intellectual Ability
Based on the results of expert judgment on general intellectual ability by using the Cochran Q test data on Table 1.

Table 1. Expert judgment: general intellectual ability

No	Statistical	Review Test Results		
		Language	Content	Construct
1	N	90	90	90
2	Cochran's Q	10.798	1.667	2.069
3	Asymp. Sig.	0.056	0.893	0.840
Information		No Different	No Different	No Different

The results of expert judgment, instruments on general intellectual ability can be concluded that the expert judgment give different opinions that are not about language, content and contruct in instruments of general intellectual ability. Therefore, the overall instrument worthy of general intellectual abilities into research instruments.

3.3. Specific academic aptitude
Based on the results of expert judgment on specific academic aptitude by using the Cochran Q test data on Table 2.

Table 2. Expert judgment: specific academic aptitude

No	Statistical	Review Test Results		
		Language	Content	Construct
1	N	91	91	91
2	Cochran's Q	10.000	10.000	10.000
3	Asymp. Sig.	0.075	0.075	0.075
Information		No Different	No Different	No Different

The results of expert judgment, instruments on specific academic aptitude can be concluded that the expert judgment give different opinions that are not about language, content and construct in instruments of specific academic aptitude. Therefore, the overall instrument worthy of specific academic aptitude into research instruments.

3.4. Creative and Productive Thinking
Based on the results of expert judgment on creative and productive thinking by using the Cochran Q test data on Table 3.

Table 3. Expert judgment: creative and productive thinking

No	Statistical	Review Test Results		
		Language	Content	Construct
1	N	5	5	5
2	Cochran's Q	55.000	55.000	55.000
3	Asymp. Sig.	0.000	0.000	0.000
Information Improvement		Different Aspect Item Kel. 2 Aspect Item Kel. 3	Different Aspect Item Kel. 3	Different Aspect Item Kel. 2 Aspect Item Kel. 3

The results of the expert judgment on creative and productive thinking can be concluded that the expert judgment give different opinions regarding language, content and instruments construct in creative and productive thinking. Therefore, the instrument of creative and productive thinking undergone various changes to questions and sub-indicators, especially for sub-indicators 2, 3 sub-indicators and sub indicators 4. Researchers make changes to the sub-indicators and instruments inquiry item corresponding to the input of an expert judgment.

3.5. Leadership Ability
Based on the results of expert judgment on leadership ability by using the Cochran Q test data on Table 4.

Table 4. Expert judgment: leadership ability.

No	Statistical	Review Test Results		
		Language	Content	Construct
1	N	60	60	60
2	Cochran's Q	4.831	3.438	3.738
3	Asymp. Sig.	0.437	0.633	6.33
Information		No Different	No Different	No Different

Based on the results of expert judgment, instruments on leadership ability can be concluded that the expert judgment give different opinions that are not about language, content and contruct in instruments of leadership ability. Therefore, the overall instrument worthy of leadership ability into research instruments.

3.6. Visual and Performing Arts Ability
Based on the results of expert judgment on visual and performing arts ability by using the Cochran Q test data on Table 5.

Table 5. Expert judgment: visual and performing arts ability

No	Statistical	Review Test Results		
		Language	Content	Construct
1	N	105	105	105
2	Cochran's Q	2.799	4.209	2.799
3	Asymp. Sig.	.731	0.520	0.731
Information		No Different	No Different	No Different

The results of expert judgment, instruments on visual and performing arts ability can be concluded that the expert judgment give different opinions that are not about language, content and contruct in instruments of visual and performing arts ability. Therefore, the overall instrument worthy of visual and performing arts ability into research instruments.

3.7. Kinesthetic Ability
Based on the results of expert judgment on kinesthetic ability by using the Cochran Q test data on Table 6.

Table 6. Expert judgment: kinesthetic ability

No	Statistical	Review Test Results		
		Language	Content	Construct
1	N	30	30	30
2	Cochran's Q	1.563	1.563	0.692
3	Asymp. Sig.	0.906	0.906	0.983
Information		No Different	No Different	No Different

Based on the results of expert judgment, instruments on kinesthetic ability can be concluded that the expert judgment give different opinions that are not about language, content and contruct in instruments of kinesthetic ability. Therefore, the overall instrument worthy of kinesthetic ability into research instruments.

3.8. Readability Testing

Readability test conducted to 30 students to know their opinions and suggestions from students on the procedures and understanding of each question word instrument in this study. Recapitulation time about the completion of the overall indicator of potential testsfor gifted and talented children that researchers developed can be seen in the Table 7.

Table 7. Readability testing

No.	Aspect	Number of Items	Time (Minutes)
1.	General Intellectual Ability	90	41
2.	Specific Academic Aptitude	91	30
3.	Creative and Productive Thinking	5	25
4.	Leadership Ability	60	18
5.	Visual and Performing Arts Ability	105	45
6.	Kinesthetic Ability	30	15

Test legibility in 381 test items results in improvement in the language of questions identification test gifted and talented children easily understood by the respondent and the matter has the same meaning items selected one.

3.9. Limited Testing

The first test on potential instruments of gifted and talented children done to 30 elementary school students from the elementary school in the city of Padang.

3.10. Construct Validity Testing

Construct validity test is done by using the formula Pearson Product Moment by using SPSS for Windows 20.0. Based on the analysis of data Table 8.

Table 8. Readability testing

No.	Aspect	Number of Items	Test Results	
			Item Number Valid	Number of Items Invalid
1.	General Intellectual Ability	90	83	7
2.	Specific Academic Aptitude	91	83	8
3.	Creative and Productive Thinking	5	5	0
4.	Leadership Ability	60	55	5
5.	Visual and Performing Arts Ability	105	99	6
6.	Kinesthetic Ability	30	27	3
Total		381	352	29

According to the table above can be explained that there are 352 achievement that is otherwise valid test that deserve to be instruments of research and there are 29 achievement test are declared invalid and should be revised.

3.11. Concurrent Validity Testing

The analysis is done by correlating the total score of the results of the measuring instrument potential gifted and talented children with the IQ test results of students using the formula Pearson Product Moment. Conditions, if the value is greater Pearson Product Moment equal to 0.6, then declared valid, whereas if the value is smaller Pearson Product Moment 0.6, then declared invalid (Table 9).

Table 9. Concurrent Validity

No	Aspect	Average Test Scores	Average IQ Tests	Value	Criteria
1	General Intellectual Ability	76	129	0,765	Valid
2	Specific academic aptitude	89	129	0,781	Valid
3	Creative or productive thinking	40	129	0,792	Valid
4	Leadership ability	45	129	0,807	Valid
5	Visual and performance arts	102	129	0,741	Valid
6	Kinesthetic Ability	16	129	0,799	Valid
	Entire Measurement Tools	402	129	0,742	Valid

Overall based on a total score of the measuring instrument obtained a value of 0.742 means $0.742 \geq 0.600$, then declared valid.

3.12. Predictive Validity Testing

The analysis is done by correlating the total score of the potential test of gifted and talented childrenresults with the results rapor by using the formula Pearson Product Moment. Conditions, if the value is greater Pearson Product Moment equal to 0.6, then declared valid, whereas if the value is smaller Pearson Product Moment 0.6, then declared invalid (Table 10).

Table 10. Predictive Validity Testing

No	Aspect	Average Test Scores	Average Rapor	Value	Criteria
1	General Intellectual Ability	76	93	0,719	Valid
2	Specific Academic Aptitude	89	93	0,704	Valid
3	Creative or Productive Thinking	40	93	0,737	Valid
4	Leadership Ability	45	93	0,761	Valid
5	Visual and Performance Arts	102	93	0,664	Valid
6	Kinesthetic Ability	16	93	0,856	Valid
	Entire Measurement Tools	402	93	0,763	Valid

Overall based on a total score of the measuring instrument obtained a value of 0.763 means $0.763 \geq 0.600$, then declared valid.

3.13. Reliability Test Results with Internal Consistency

Test reliability is based on the value of Cronbach'sAlpha (α), if the value of Cronbach'sAlpha (α) greater than 0,600, the data research is considered good enough and reliable to be used as input in the process of analyzing research data (Table 11).

Table 11. Reliability Test Results with Internal Consistency

No.	Aspect	Test	Cronbach Alpha	Information
1.	General Intellectual Ability	1	0,844	Reliabel
		2	0,827	Reliabel
		3	0,859	Reliabel
		4	0,813	Reliabel
		5	0,836	Reliabel
		6	0,822	Reliabel
		7	0,875	Reliabel
		8	0,887	Reliabel
		9	0,853	Reliabel
2.	Specific Academic Aptitude	1	0,811	Reliabel
		2	0,820	Reliabel
		3	0,868	Reliabel
		4	0,857	Reliabel
		5	0,841	Reliabel
		6	0,892	Reliabel
		7	0,873	Reliabel
		8	0,840	Reliabel
		9	0,872	Reliabel
		10	0,855	Reliabel
3.	Creative or Productive Thinking	1	0,871	Reliabel
		2	0,890	Reliabel
		3	0,863	Reliabel
		4	0,875	Reliabel
		5	0,883	Reliabel
4.	Leadership Ability	1	0,842	Reliabel
		2	0,873	Reliabel
		3	0,887	Reliabel
		4	0,858	Reliabel
		5	0,806	Reliabel
		6	0,894	Reliabel
5.	Visual and Performance Arts	1	0,824	Reliabel
		2	0,857	Reliabel
		3	0,873	Reliabel
		4	0,858	Reliabel
		5	0,876	Reliabel
		6	0,825	Reliabel
		7	0,848	Reliabel
		8	0,854	Reliabel
		9	0,863	Reliabel
		10	0,835	Reliabel
		11	0,879	Reliabel
6.	Kinesthetic Ability	1	0,822	Reliabel
		2	0,856	Reliabel
		3	0,837	Reliabel

Overall achievement test in this instrument has a value of Cronbach'sAlpha (α) greater than 0,600 so it can be stated that the achievement test used is reliable.

3.14. Index of Discrimination
Based on the results of testing to 30 elementary students obtained the degree of difficulty of instruments as follows.

Table 12. Index of Discrimination

No	Aspect	Degree of Difficulty						Total	
		Hard		Moderate		Easy			
		F	%	F	%	F	%	F	%
1	General Intellectual Ability	15	16.67	56	62.22	19	21.11	90	100
2	Specific Academic Aptitude	22	24.18	47	51.65	22	24.18	91	100
3	Creative or Productive Thinking	1	20.00	2	40.00	2	40.00	5	100
4	Leadership Ability	17	28.33	29	48.33	14	23.33	60	100
5	Visual and Performance Arts	31	29.52	52	49.52	22	20.95	105	100
6	Kinesthetic Ability	7	23.33	16	53.33	7	23.33	30	100
Sum		93	24.41	202	53.02	86	22.57	381	100

Based on the table, it can be seen that for instruments categorized as difficult as many as 93 questions, 202 questions including the medium category and 86 questions categorized easily. This suggests that the overall sample is able to understand and fill every question properly.

3.15. Index of Difficulty
Based on test results obtained with the 30 elementary school students different power level instruments with the use of upper class and lower class, respectively 9 students as follows.

Table 13. Index of Difficulty

No	Aspect	Upper Class	Lower Class
1	General Intellectual Ability	8.64	6.24
2	Specific academic aptitude	7.24	5.46
3	Creative or productive thinking	7.71	5.48
4	Leadership ability	8.12	5.82
5	Visual and performance arts	7.11	5.78
6	Kinesthetic Ability	7.62	5.34

3.16. Size Scale Test Number 1
Size scaletest number 1 on potential test for gifted and talented childrenperformed on 100 elementary school students from the four elementary schools in some areas in the province of West Sumatra, North Sumatra, Jambi and Bangka Belitung.

3.17. Construct Validity
Construct validity test is done by using the formula Pearson Product Moment by using SPSS for Windows 20.0. Based on the analysis of data obtained as follows.

Table 14. Construct Validity

No.	Aspect	Number of Items	Test Results	
			Item Number Valid	Number of Items Invalid
1.	General Intellectual Ability	90	86	4
2.	Specific Academic Aptitude	91	89	2
3.	Creative and Productive Thinking	5	5	0
4.	Leadership Ability	60	57	3
5.	Visual and Performing Arts Ability	105	101	4
6.	Kinesthetic Ability	30	29	1
Total		381	362	19

According to the table above can be explained that there are 362 achievement that is otherwise valid test that deserve to be instruments of research and there are 19 achievement test are declared invalid and should be revised.

3.18. Concurrent Validity

The analysis is done by correlating the total score of the results of the measuring instrument potential gifted and talented children with the IQ test results of students using the formula Pearson Product Moment. Conditions, if the value is greater Pearson Product Moment equal to 0.6, then declared valid, whereas if the value is smaller Pearson Product Moment 0.6, then declared invalid.

Table 15. Concurrent Validity

No	Aspect	Average Test Scores	Average IQ Tests	Value	Criteria
1	General Intellectual Ability	71	116	0,641	Valid
2	Specific academic aptitude	88	116	0,750	Valid
3	Creative or productive thinking	32	116	0,811	Valid
4	Leadership ability	41	116	0,845	Valid
5	Visual and performance arts	98	116	0,622	Valid
6	Kinesthetic Ability	15	116	0,864	Valid
Total		368	116	0,788	Valid

Overall based on a total score of the measuring instrument obtained a value of 0.788 means $0.788 \geq 0.600$, then declared valid.

3.19. Predictive Validity

The analysis is done by correlating the total score of the potential test of gifted and talented children results with the results rapor by using the formula Pearson Product Moment. Conditions, if the value is greater Pearson Product Moment equal to 0.6, then declared valid, whereas if the value is smaller Pearson Product Moment 0.6, then declared invalid.

Table 16. Predictive Validity

No	Aspect	Average Test Scores	Average Rapor	Value	Criteria
1	General Intellectual Ability	71	91	0,624	Valid
2	Specific Academic Aptitude	88	91	0,672	Valid
3	Creative or Productive Thinking	32	91	0,721	Valid
4	Leadership Ability	41	91	0,754	Valid
5	Visual and Performance Arts	98	91	0,623	Valid
6	Kinesthetic Ability	15	91	0,842	Valid
Total		368	91	0,728	Valid

Overall based on a total score of the measuring instrument obtained a value of 0.728 means $0.728 \geq 0.600$, then declared valid.

3.20. Reliability Test with Internal Consistency

Instrument said to be reliable if it meets $CR \geq 0.70$ and $VE > 0.5$ so that the instrument can be used as input in the process of analyzing research data.

Table 17. Internal Consistency

No.	Aspect	Test	Test Result		Information
			CR	VE	
1.	General Intellectual Ability	1	0,88	0,5	Reliabel
		2	0,85	0,6	Reliabel
		3	0,83	0,6	Reliabel
		4	0,93	0,6	Reliabel
		5	0,94	0,6	Reliabel
		6	0,91	0,6	Reliabel
		7	0,96	0,7	Reliabel
		8	0,94	0,6	Reliabel
		9	0,93	0,6	Reliabel
2.	Specific Academic Aptitude	1	0,94	0,6	Reliabel
		2	0,95	0,7	Reliabel
		3	0,93	0,6	Reliabel
		4	0,93	0,5	Reliabel
		5	0,81	0,5	Reliabel
		6	0,89	0,6	Reliabel
		7	0,95	0,5	Reliabel
		8	0,90	0,6	Reliabel
		9	0,89	0,5	Reliabel
		10	0,95	0,6	Reliabel
3.	Creative or Productive Thinking	1	0,95	0,7	Reliabel
		2	0,85	0,5	Reliabel
		3	0,87	0,6	Reliabel
		4	0,88	0,5	Reliabel
		5	0,89	0,5	Reliabel
4.	Leadership Ability	1	0,96	0,7	Reliabel
		2	0,95	0,7	Reliabel
		3	0,92	0,6	Reliabel
		4	0,85	0,6	Reliabel
		5	0,88	0,6	Reliabel
		6	0,94	0,6	Reliabel
5.	Visual and Performance Arts	1	0,92	0,6	Reliabel
		2	0,92	0,6	Reliabel
		3	0,97	0,8	Reliabel
		4	0,95	0,7	Reliabel
		5	0,93	0,6	Reliabel
		6	0,91	0,7	Reliabel
		7	0,98	0,9	Reliabel
		8	0,96	0,7	Reliabel
		9	0,97	0,8	Reliabel
		10	0,96	0,8	Reliabel
		11	0,92	0,7	Reliabel
6.	Kinesthetic Ability	1	0,92	0,5	Reliabel
		2	0,95	0,7	Reliabel
		3	0,84	0,6	Reliabel

Overall achievement test in this instrument has a CR value ≥ 0.70 and VE > 0.5 so that it can be stated that the achievement test used is reliable.

3.21. Degree of Difficulty

Based on the results of testing to 100 elementary students obtained the degree of difficulty of instruments as follows.

Table 18. Degree of Difficulty

No	Aspect	Degree of Difficulty						Total	
		Hard		Moderate		Easy			
		F	%	F	%	F	%	F	%
1	General Intellectual Ability	15	16.67	56	62.22	19	21.11	90	100
2	Specific Academic Aptitude	20	21.98	46	50.55	24	26.37	91	100
3	Creative or Productive Thinking	1	20.00	2	40.00	2	40.00	5	100
4	Leadership Ability	13	21.67	33	55.00	14	23.33	60	100
5	Visual and Performance Arts	24	22.86	59	56.19	22	20.95	105	100
6	Kinesthetic Ability	7	23.33	14	46.67	9	30.00	30	100
Total		80	21.00	210	55.12	90	23.62	381	100

Based on the table 16, it can be seen that for instruments categorized as difficult as many as 80 questions, 210 questions including the medium category and 90 questions categorized easily. This suggests that the overall sample is able to understand and fill every question properly.

3.22. Index of Discrimination

Based on the results of testing to 100 elementary students obtained the degree of difficulty of instruments as follows.

Table 19. Degree of Difficulty

No	Aspek	Upper Class	Lower Class
1	General Intellectual Ability	22.9	17.6
2	Specific academic aptitude	21.4	15.4
3	Creative or productive thinking	20.1	14.7
4	Leadership ability	20.4	15.1
5	Visual and performance arts	21.2	13.7
6	Kinesthetic Ability	20.7	12.6

4. Conclusion

Test the potential for children smart and talented that researchers develop is as the prefix to chase the potential candidates who owned by children. There are six potential options listed in the test sheet potential sons, the general intellectual ability, specific academic aptitude, creative or another clear lesson thinking, leadership ability, visual and performance arts and psychomotor ability. Test the potential of researchers develop is expected to catches accurately the potential of children and smart talented, not only the heft alone but there is the talent of the talent found through testing of smartphone and talented.

By doing some test, then t es potential son of smartphone and talented that researchers develop can be said to be suitable for the appliance to perform excavations potential son of smartphone and talented so that it can be done the adjustment program that was adopted for children smart and talented in the classroom inclusive settings. The use of the potential test son of smartphone and talented this will make it easier for the teachers in the map the ability of students and smart and talented in developing the material and appropriate learning methods. And the treatment of special treatment that may be given to some students

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