

Analysis of Learning Motivation of Gifted and Talented Children: an Islamic Perspective

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Abstract

Learning motivation is influenced by intrinsic and extrinsic factors; gifted children quickly get bored with activities that do not match their abilities and need higher challenges to stay motivated. This study aimed to analyze the learning motivation of gifted and talented children from an Islamic perspective. This study used the systematic literature review (SLR) method. Data collection used literature studies. The number of analyzed documents was 25 from highly reputable journals (Q1, Q2, Q3, Q4 and Sinta 2) obtained through Scopus, Springer, Eric, Scindirect, Doaj, Taylor, and Google Scholar. The data were analyzed using Miles and Huberman's interactive qualitative analysis with the help of NVIVO software 12. The study results showed that the intrinsic learning motivation of gifted and talented children was more dominant than the extrinsic one. It includes liking challenges, high curiosity, creativity and innovation, and liking exploration. Strong learning motivation in gifted and talented children aligns substantially with Islamic values. The encouragement to continue learning, exploring knowledge, innovating, and exploring one's potential is an integral part of the implementation of Allah's command to seek knowledge and utilize the intellect that He has given. This not only contributes to the achievement of academic and professional success but also deepens their faith and piety in God Almighty. This research could contribute to understanding learning motivation from the Islamic perspective and increase the learning motivation of gifted and talented children based on Islamic teachings.

Key Words: gifted and talented children, Islamic perspective, learning motivation

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A. Introduction

Academically gifted and talented students have above-average intellectual ability, excel and have special abilities in their field and an IQ above 130 (Sholehah & Putro, 2022; Syafril, 2021). From the Islamic perspective, gifted and talented children are considered a gift that must be maintained, developed and have a great responsibility to use their talents wisely and in a meaningful way for the community and always adhere to Islamic moral and ethical values (Almutairi et al., 2021). Gifted and talented children with high learning motivation will likely obtain better learning outcomes. This motivation will affect the learning process, as well as the learning outcomes that will be achieved both directly and indirectly (Chang et al., 2014; Dogan, 2015). The motivation of a process inspires consistent action and is driven by persistent goals (Schunk Pintrich dan Meece, 2008; Solari, 2014; Syafril et al., 2020). Motivation to learn of gifted and talented refers to internal and external encouragement, encouraging children with unique abilities and talents to learn and reach their maximum potential (Aziz et al., 2021). This motivation can involve a strong interest and desire to learn, achievement, curiosity, and a willingness to explore (Renzulli, 2017). Learning motivation plays a vital role in children's involvement and achievement. This happens to gifted and intellectually gifted children (Hornstra et al., 2023).

The learning motivation of gifted and talented children is influenced by intrinsic and extrinsic motivation. Intrinsic motivation can be obtained through the development of confidence and self-awareness. Gifted and talented children need to understand that they have tremendous potential and have a responsibility to develop it. Meanwhile, extrinsic motivation can be obtained from achievements and recognition from parents, teachers, peers, and the community. Gifted and talented children need to be praised and rewarded for their accomplishments so that they are inspired to continue to improve their abilities (Harmalis, 2019; Yana et al., 2022). The motivation to learn of gifted and talented children can be understood through concepts emphasized in Islamic religious teachings such as *tawakkal* (complete trust in Allah), *ikhlas* (sincere in doing everything to seek Allah's pleasure), and *ikhtiar* (maximum effort). In Islam, talent is considered a gift from Allah that must be used positively and productively for the good of oneself and society (Cahyono et al., 2022).

According to the Self-Determination Theory, intrinsic motivation arises within children, such as liking challenges, high curiosity, creativity and innovation, and exploration. Meanwhile, extrinsic motivation arises outside of learning, including receiving praise from parents, teachers, and adults (Aulina, 2018; Deci & Ryan, 2000). According to Abraham Maslow, the theory of basic needs emphasizes the importance of fulfilling five basic needs in learning motivation: physiological, security, social, self-esteem, and self-actualisation. Motivation has long attracted the attention of behaviorist researchers (Maslow, 2016; Solari, 2014; Tolman, 1932). According to Rubenstein and Siegle, the motivation to learn for gifted and talented people presents unique challenges (Vygotsky, 1978). The motivation to study from an Islamic perspective refers to the Qur'an and Hadith. It is based on sincere intentions, making learning a form of worship, having a goal in the hereafter, benefits for the ummah, good learning ethics, and support from an Islamic environment. This provides a comprehensive and integrated approach to motivating gifted children to pursue science that benefits the world and the hereafter (Halstead, 2004; Rosila, 2013). Seeking knowledge as worship, talented and talented children are motivated to see learning as an act that brings them closer to Allah. Islam obliges every Muslim to seek

knowledge. This gives a spiritual dimension to the learning process beyond worldly goals, thus creating more profound and meaningful motivation (Sateemae, 2022).

The problems researchers found are related to the motivation to learn of gifted and talented children; children with high intellectual potential often face challenges in terms of motivation (Harmalis, 2019; Whitney & Hirsch, 2007; Zubaedi et al., 2021). Providing challenges appropriate to the ability level of gifted and talented children is essential in motivating them (Morgan, 2020). Challenges that are too easy can lead to boredom. At the same time, challenges that are too difficult can cause children to become frustrated and lose motivation or interest in learning (Agaliotis & Kalyva, 2019). There needs to be an appropriate approach to providing proper challenges to maintain their motivation (Hornstra et al., 2023). The uniqueness found by the researcher is that gifted and talented children have a high interest and desire to learn and achieve academic success.

From the Islamic perspective, motivation is essential in daily life. Various teachings in Islam guide how to encourage oneself to do good and avoid harmful behavior. A study of motivation from an Islamic perspective can cover a wide range of topics, including the notion of intention that underpins all virtuous practices in Islam—assessing that having an honest and sincere intention when performing an action can cause extraordinary motivation to do good. Motivation in Islam, such as the idea of reward and sin, makes a person continue to be motivated to do good. They believe that every good deed will receive a great reward in the hereafter, and evil deeds will bring punishment in the hereafter. In addition, the concept of *tawakal* can be a motivating factor in the Islamic perspective (Azimi, 2024). When a person firmly believes that everything is by God's permission and that Allah will always provide a way out of every difficulty, the motivation to keep trying and praying will continue to increase (Harmalis, 2019; Sholihin, 2022; Yana et al., 2022).

Learning motivation is an internal drive that encourages people to learn or develop themselves actively. Learning motivation can come from various factors, such as the desire to achieve success, personal goals, the need for knowledge, curiosity, or social values and norms. Learning motivation plays a vital role in the educational and learning process, as individuals with high motivation to learn tend to be more diligent and patient (Ghasemi, 2023; Hornstra et al., 2023). Factors affecting learning motivation are both within the individual and the environment. These factors include psychological needs, clear learning goals, social support, and perception of self-ability. There are several motivational theories used to explain learning motivation, such as Self-Determination Theory (Deci & Ryan), Hope Theory (Vroom), and Goal Orientation Theory (Pintrich). These theories provide a deeper understanding of how learning motivation can be formed and maintained. Strategies to increase learning motivation have been developed to increase individual learning motivation, such as providing positive feedback, appropriate reinforcement (rewards), setting specific and realistic learning goals, and creating a supportive learning environment.

Several previous studies on the motivation of gifted and talented children discussed that giftedness is not only limited to intellectual ability but also involves social and emotional ability. This giftedness can be used in education to improve students' abilities and quality of education (Renzulli & Reis, 2021). Other studies focused on the academic motivation of intellectually gifted students and their classmates in regular elementary school classrooms (Hornstra et al., 2023) and learning motivation in gifted adolescents (Patrick et al., 2021b).

Many previous researchers have researched learning motivation, but very few current studies specifically address the motivation of gifted and talented students and discuss it from an Islamic perspective. Figure 1 illustrates researchers who studied the learning motivation of gifted and gifted children in general:

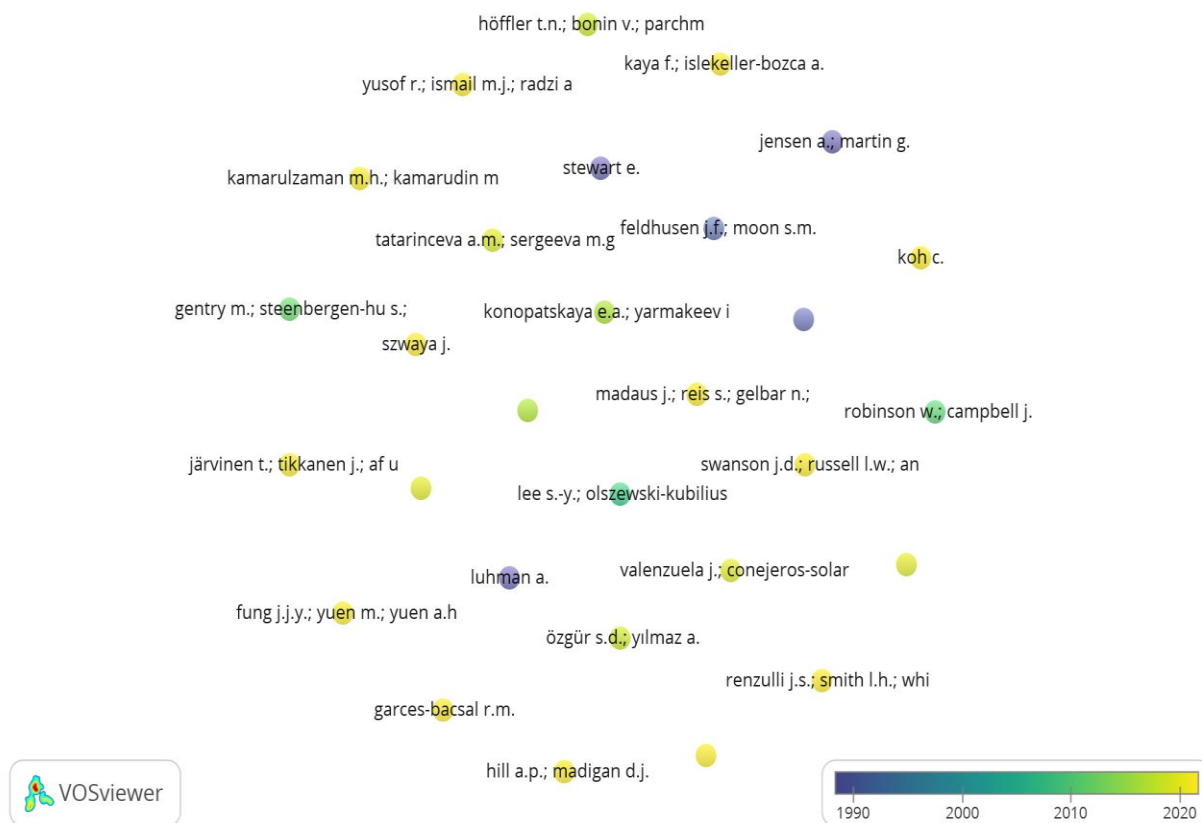


Figure 1. Learning Motivation Research Image

Some researchers who investigated the learning motivation of gifted and talented children in general (Maslow, 2016; Renzulli, 2017; Sandybayev, 2020; Vygotsky, 1978) link learning motivation in talented and gifted children with learning motivation mostly occurring through interaction. Therefore, it is hoped that teachers can awaken, nurture, and increase the learning motivation of gifted and talented children through interactions. Gifted and talented children must have high motivation to obtain optimal learning outcomes (Whitney & Hirsch, 2007). Based on the Scopus database, previous research used various keywords that referred to the research "learning motivation of gifted and talented students, as seen in Figure 2.

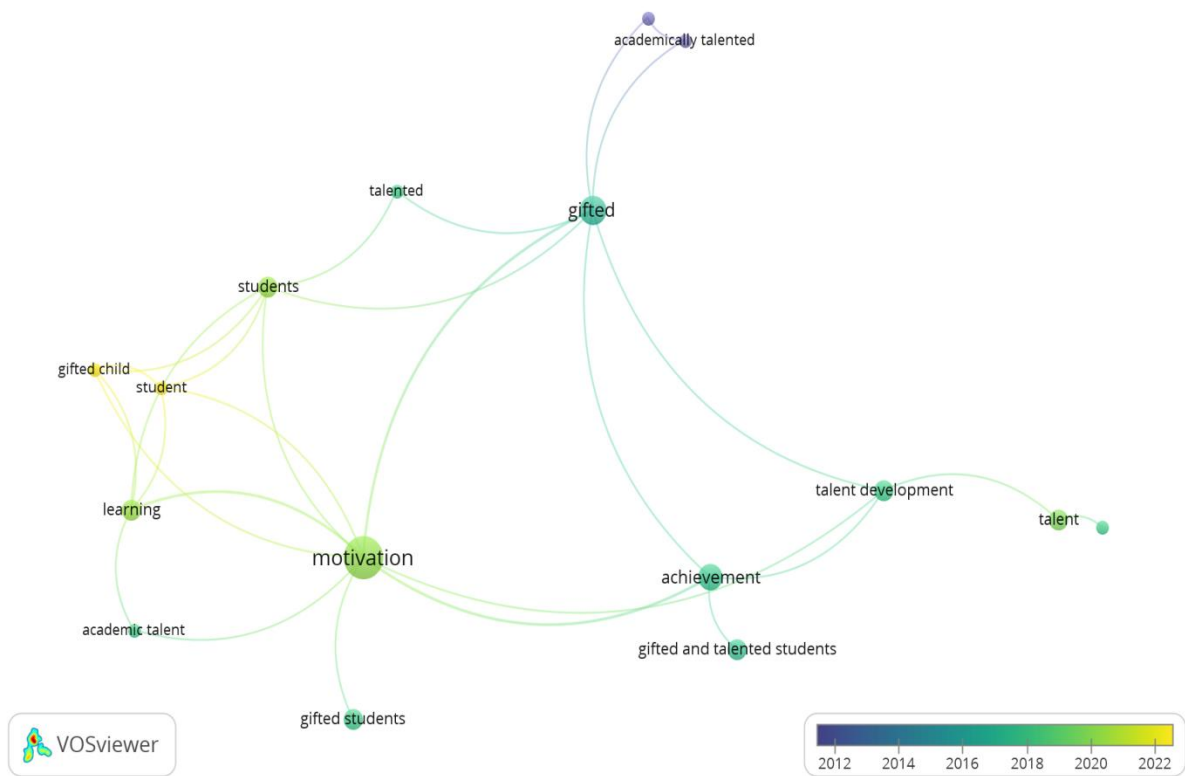


Figure 2. Some Keywords Refer to the Learning Motivation of Gifted and Talented Students According to World Researchers (Scopus Database) Figure

Based on the analysis of the Scopus database on Friday, January 26, 2024, at 10.56 WIB (West Indonesia Time), researchers found 37 general and specific studies on the learning motivation of gifted and talented children in all countries (Agaliotis & Kalyva, 2019; Atkinson, 1957; Aulina, 2018; Azhari et al., 2020; Brown & Yakimowski, 1987; Dai et al., 1998; Deci & Ryan, 1985; Gottfried & Gottfried, 1996; Harackiewicz & Elliot, 1993; Heilat & Seifert, 2019; Hornstra et al., 2023; Majid et al., 2012; Moch & Spring, 1990; Nisa & Sujarwo, 2020; Patrick et al., 2021a; Ryan, 1998; Stewart, 1981; Whitney & Hirsch, 2007; Zubaedi et al., 2021); Research linking motivation, learning, gifted and talented students can be found in a variety of countries around the world, including the United States, India, Turkey, Hong Kong, the United Kingdom, Germany, Singapore, and Australia.

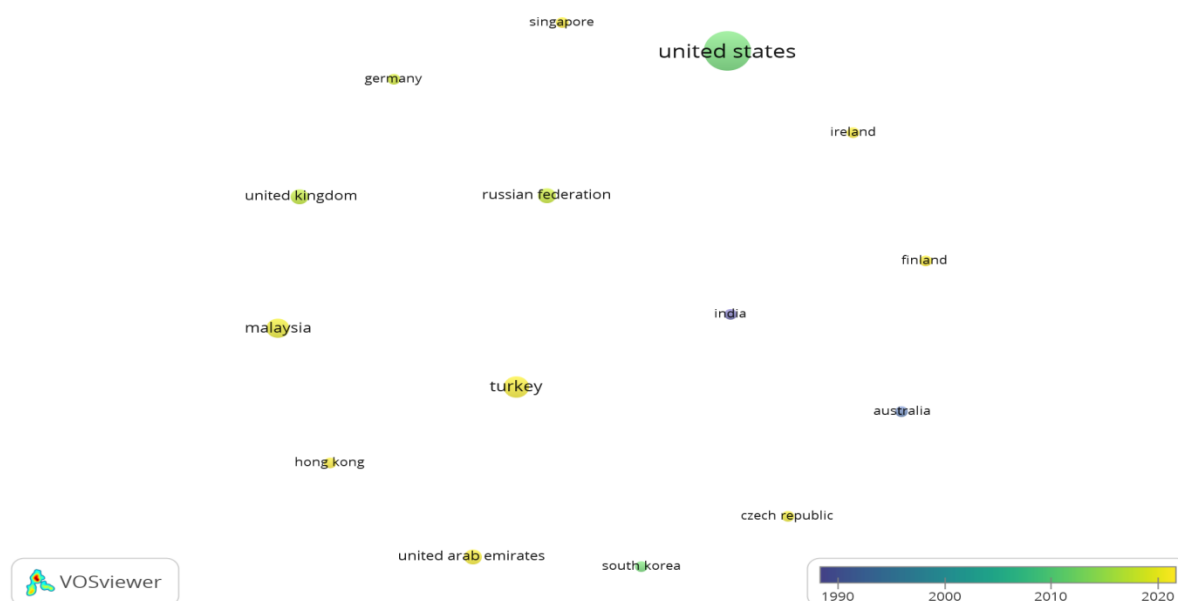


Figure 3. Several Countries Research the Learning Motivation of Gifted and Talented Students (Scopus Database)

Based on previous research, there has been no complex research on the learning motivation of gifted and talented children from an Islamic perspective. Therefore, this study aimed to examine how gifted and talented children are motivated to learn from an Islamic perspective. The research results would help educators and parents maximise the potential of the gifted and talented generation to prepare superior seeds as the nation's future assets. For this reason, this study focuses on exploring and analyzing the Motivation of Gifted Students through reputable articles and discusses it from an Islamic perspective.

B. Method

This study used the Systematic Literature Review (SLR) method, which involves identifying, examining, evaluating, and interpreting all relevant literature (Kitchenham et al., 2009; Triandini et al., 2019). This study focuses on the learning motivation of gifted and talented children; children with high intellectual potential often face challenges in terms of motivation. For this reason, this research was conducted to analyze the motivation to learn gifted and talented children from an Islamic perspective through reputable articles from various countries worldwide. Data collection techniques were carried out using literature studies. The number of analyzed documents was 25 from highly reputable journals (Q1, Q2, Q3, Q4 and Sinta 2) obtained through Scopus, Springer, Eric, Sciencedirect, Doaj, Taylor, and Google Scholar. The data obtained was analyzed using Miles and Huberman's interactive qualitative analysis with the help of NVIVO 12 software. The stages with the SLR approach used the Bettany-Saltikov scheme (Ibda et al., 2023), as shown in Figure 4.

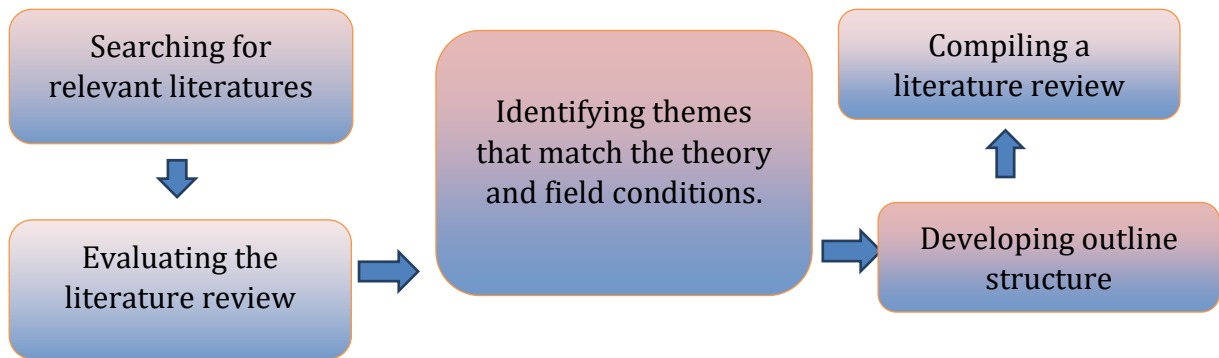


Figure 4. Steps of the Bettany-Saltikov Literature Review

C. Findings

The analysis of documents obtained from various countries found that the intrinsic learning motivation of gifted and talented children is more dominant than the extrinsic ones. The intrinsic motivation based on the findings of this study refers to four main points: (i) liking challenges, (ii) high curiosity, (iii) creativity and innovation, and (iv) liking exploration. A detailed explanation of the four points is seen in the following table 5:

Table 1. Learning motivation of gifted and talented children

NO	Results	Information	Transcription	Code
1	Liking Challenges	Gifted and talented children have a strong desire to learn, love to learn new things, are not easily oriented, and are not afraid of failure.	It makes it easier for gifted and gifted children to learn and solve problems.	LC
2	High Curiosity	Gifted and talented children ask deep and critical questions to satisfy their curiosity.	Gifted and talented children actively ask deep questions and think critically.	HC
3	Creative and Innovation	Gifted and talented children use creativity and export new ideas.	They learn from experience and solve problems with creative solutions and innovation.	CI
4	Liking Exploration	Encouraging gifted and talented children to develop themselves and helping them gain a deeper understanding of their field of interest	Gifted and talented children tend to be independent and initiative due to their deep curiosity and desire to understand the outside world in detail.	LE

D. Discussion

From the Islamic perspective, learning motivation is driven by several fundamental principles. First is *Tawakkal* (belief in Allah). Children are taught to work hard and surrender to Allah regarding the results, which helps them focus and be calm during the learning process. Second, sincerity (sincere intention), learning to seek Allah's pleasure, not for worldly praise, and increasing internal motivation and consistency in learning. Third, gratitude means using talent to thank Allah, trying the best, and contributing positively to society. Fourth is striving (hard work), teaching the importance of sincere effort and not giving up on developing talents, even believing in Allah's destiny. Fifth is Adab (ethics and manners), practicing good manners, being humble, respecting teachers, behaving well towards others, and focusing on academic achievement. (Harmalis, 2019; Irhamni & Ashari, 2023; Yana et al., 2022).

Liking Challenge

Gifted and talented children have a solid desire to learn (Baska & Stambaugh, 2005). They enjoy learning new things and are eager to understand complex concepts (Rotigel & Fello, 2004). Challenges are opportunities for them to develop their potential and learn. According to the flow theory, humans will experience flow when doing challenging activities and according to their abilities (Liao, 2006). Gifted and talented children love challenges and can overcome complex tasks, making learning and solving problems easier (Diezmann & Watters, 2001). Mindset theory emphasizes that the intelligence and abilities of gifted and talented children develop through perseverance and tend to like high challenges. Meanwhile, Renzulli emphasized that gifted and talented children tend to seek high challenges because they need to feel involved in realizing their full potential (Dweck, 2008; Mirvis, 1991; Renzulli, 1978). From the Islamic perspective, it is recommended that people try as much as possible, be patient, and never give up when facing obstacles. For example, in the idea of *jihad*, jihad refers to the struggle to achieve something correct and beneficial, including improving the quality of life through education. Liking challenges can be seen as part of one's jihad to improve oneself and achieve long-term goals. Islam strongly emphasizes the importance of education. Through knowledge, a person can overcome various obstacles and improve their quality of life. "Demand knowledge from the cradle to the grave" (HR. Muslim) (Baqi & Usman, 2017; Halstead, 2004).

High Curiosity

The study's findings show a link between more excellent knowledge, creativity, and discovery with a high level of curiosity (Chen et al., 2024; Kashdan & Silvia, 2009; Li et al., 2023). Some key aspects can be studied based on the theories and ideas found in the current literature, namely Cognitive Theory; one of the leading forces behind learning and cognitive development is curiosity. Cognitive theory states that people with a high level of curiosity are more likely to seek information (Song & Porath, 2006) actively. Curiosity is an essential quality that every Muslim must possess (Haque & Kamil, 2013). To glorify Allah, Islam urges its adherents to seek knowledge and understand the universe. Islamic ideas about knowledge and curiosity include the following: *Kauniyah* and *Kauriya*: The Qur'an contains verses that refer to *kauniyah*, or signs found in nature, that inspire humans to study, investigate, and understand God's creation (Jauhari et al., 2024). People with a strong curiosity are interested in studying nature and discovering the meaning behind God's creation. The hadith about

high curiosity reads: "Indeed, Allah prefers a servant who thinks about his religious affairs than a servant who only worships without understanding." (HR. Ath-Thabrani)(Syakur& Amir, 2011).

Creative and Innovation

According to the Three-Ring theory, creativity consists of three main elements: knowledge (creativity in discovering new things in existing information), personality (creativity in expressing an individual's distinctive personality), and skill (creativity in using skills)(Renzulli, 2016; Renzulli & Reis, 2018, 2021). High motivation can be a crucial motivator for gifted and talented children to explore new ideas and try innovative approaches to learning. Intrinsically motivated children are more receptive to new experiences and have greater resilience when facing setbacks when pursuing their artistic goals (Gómez & Ros, 2023; Hur & Yee, 2008; Zbainos & Belyianni, 2018). From the Islamic point of view, creativity is an idea related to understanding and practising Islamic principles in a dynamic environment. Islam urges its adherents to do *tafakkur*, or deep contemplation of Allah's creation, which can foster creativity and innovation in studying nature and advancing science (Winbaktianur, 2021). *Khair Ummah* is the idea of the most outstanding individuals in Islam, according to which Muslims are inspired to excel in various fields, such as science and technology by using their imagination and inventiveness to excel in various fields, such as science and technology (Roqib, 2014). It can be concluded that creativity and innovation are essential qualities that individuals, including gifted and talented children, must possess.

Liking Exploration

Exploration for gifted and talented children is critical in their development. According to Piaget's Theory of Cognitive Development, gifted and talented children actively investigate their surroundings at the developmental stage to gain a conceptual and structural understanding of their minds (Birlean & Shore, 2021; Steiner & Carr, 2003). This shows that gifted and talented children must be given opportunities and assistance to pursue their interests and abilities in an educational environment. This is in line with Maslow's theory of the Hierarchy of Needs. Self-actualization is the highest need in the individual; supporting the exploration of gifted and talented children in this context can be understood as allowing them to realize their full potential, which is an essential step in satisfying the urge for self-actualisation (Grant & Piechowski, 1999). From an Islamic point of view, humans are encouraged to study, contemplate, and understand God's works. In line with the hadith of the Prophet Muhammad SAW, "Seek knowledge from the cradle to the grave" (HR. Muslim)(Baqi & Usman, 2017), scientific exploration is part of this effort, human nature to learn. Exploration is seen as a means of realizing this essence and realizing a person's full potential as the caliph of the earth (Mujito, 2014).

E. Conclusions

Based on the findings, the intrinsic learning motivation of gifted and talented children is more dominant than the extrinsic ones. It means gifted and talented children learn primarily because of factors from themselves. Strong learning motivation in gifted and talented children aligns substantially with Islamic values. The encouragement to continue learning, exploring knowledge, innovating, and exploring one's potential is an integral part of the implementation of Allah's command to seek knowledge and utilize the intellect that He has given. This not only contributes to the

achievement of academic and professional success but also deepens their faith and piety in God Almighty. This research could contribute to understanding learning motivation from the Islamic perspective and increase the learning motivation of gifted and talented children based on Islamic teachings. Future research is recommended to identify effective educational strategies to increase intrinsic motivation in gifted and talented children in the context of Islamic education.

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