An Analysis of Linguistic Intelligence in Gifted and Talented Children of Muslim Schools

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Abstract

The lack of understanding from educators and parents of linguistic intelligence in gifted and talented children in Muslim schools can hinder children's linguistic development. For this reason, this research aims to analyze in depth the stages of linguistic intelligence in gifted and talented children, who show extraordinary abilities in speaking, listening, reading and writing. So that this research will produce complex research to find out the stages of linguistic intelligence in gifted and talented children for early childhood. This research uses the Systematic Literature Review (SLR) method with Nvivo 12 software. 35 relevant articles were analyzed through thematic coding to identify data patterns. As a result, five stages of linguistic intelligence were found: i) pre-linguistic (0-2 years), ii) vocabulary acquisition (2-3 years), iii) early simple sentences (3-4 years), iv) complex sentences (4-5 years), and v) narratives and stories. This research confirms the importance of creating an age-appropriate educational environment and appropriate stimulation to accelerate the linguistic development of gifted children.

INTRODUCTION

Gifted and Talented Children have above-average intellectual intelligence (IQ ≥ 130) (Bucaille et al., 2022; Francis et al., 2016; Syafril et al., 2020; Febriani, 2023). Gifted and talented refers to children who have exceptional abilities that go beyond the average in one or more aspects of development, especially in linguistic aspects. From an early age, gifted children show striking signs, such as rapid language development, the ability to solve complex problems, sharp memory, and high creativity in various play and learning activities (Asril et al., 2023; Uno & Umar, 2023). Gifted children not only have high intellectual abilities, but have the motivation and creativity to overcome challenges and achieve extraordinary feats (McGowan et al., 2016; Renzulli, 2020; Trail, 2022). These abilities include mastery of a diverse vocabulary, and the ability to apply language in a variety of social, emotional, and cognitive contexts. According to Charles Spearman, the G-factor theory (general factor) reveals that human intelligence is based on general factors that affect various cognitive abilities (Anunciação et al., 2024; Michell, 2023).

Linguistic intelligence is known as one type of intelligence that was first introduced by Howard Gardner in his theory of multiple intelligences (Cavas & Cavas, 2020). Children who have high linguistic intelligence tend to show exceptional abilities in the effective use of language, both in speaking, listening, reading and writing (Haryati, 2017; Karim et al., 2023; Tanfidiyah & Utama, 2019). Linguistic intelligence in gifted and talented children has stages of linguistic intelligence development that are very different from children in general (Hasanah et al., 2019). Understanding the stages of linguistic intelligence in gifted and talented children can provide important insights into how linguistic intelligence develops, and how best to support children's linguistic development. Therefore, understanding the stages of linguistic intelligence in gifted and talented children has a very important role.

In line with the importance of understanding the stages of linguistic intelligence in gifted and talented children, the educational environment, especially in Muslim schools, has a significant role in supporting the development of linguistic potential of gifted children. Muslim schools, not only focus on developing academic aspects (Akmaliyah et al., 2021). But integrating religious values, has an important role in supporting the development of linguistic intelligence in gifted children. In this study, it is important to examine how the educational environment in Muslim schools can facilitate the development of linguistic intelligence in gifted and talented children, especially in early childhood. Supportive environmental factors, such as the use of Arabic in religious learning activities (Wekke, 2015), and policies that support effective communication (Eden et al., 2024), can contribute greatly to the development of linguistic intelligence in gifted children.

Although gifted and talented children often show exceptional abilities especially in linguistics, research on the stages of linguistic intelligence in gifted and talented children, especially in Muslim schools is limited (Fadhli et al., 2022; Makkonen et al., 2022; Shahpo & Alfadil, 2021). This study aims to analyze the stages of linguistic intelligence in gifted and talented children in Muslim schools. Understanding these stages is very important because it helps educators and parents provide appropriate stimulation, so that the potential of children's linguistic intelligence can develop optimally (Bening & Ichsan, 2022; Suryana, 2016).

Gifted and talented children often face challenges such as a mismatch between their linguistic development and the curriculum (Hartnett et al., 2023; McKean & Reilly, 2023; Prasanna et al., 2024), lack of adequate support from educators (Lee & Kim, 2021; Lew & Choi, 2022), inappropriate stimulation (Jeti & Herliyani, 2018; Shavit et al., 2018), and difficulties in social interaction (Andrés-Roqueta et al., 2016; Peters, 2022). Therefore, there is a need for stages of linguistic intelligence in gifted and talented children to optimize age-appropriate learning. This research will analyze linguistic intelligence in gifted and talented children in Muslim schools with a sub-focus on the stages of linguistic intelligence in gifted and talented children specifically for early childhood.

Based on the Scopus database, previous studies used several keywords that refer to research on multiple intelligences, gifted students, and linguistic intelligence. Among the keywords used by previous researchers as shown in Figure 1.
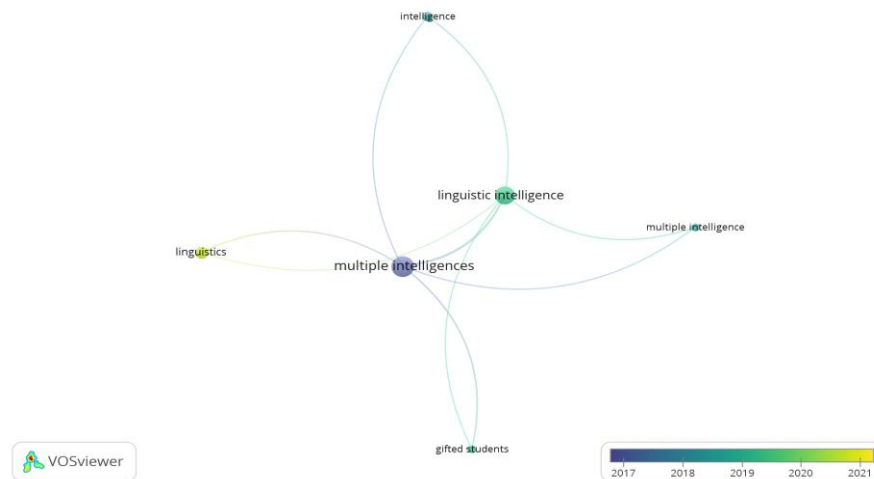
Fig 1. VOSviwer analysis based on keywords referring to linguistic intelligence, gifted student by world researchers

Based on Scopus database analysis conducted on November 16, 2024 at 21.04 WIB, 153 were found about linguistic intelligence in gifted and talented children in various countries, such as: Indonesia, United States, China, Iran, United Kingdom, Turkey, and Saudi Arabia. Their research deals with linguistic intelligence and gifted children, linguistic intelligence and multiple intelligences, and linguistic intelligence. The research specifically on linguistic and intelligence of gifted and students taken from 1987-2024 (Al-Zoubi, 2024; Chan, 2005, 2007; Ellala et al., 2022; Hersi, 2005; Horn, 2015; Kahraman & Beduk, 2016; Kamis et al., 2019; Kiser-Chuc, 2021; Makkonen et al., 2022; Matthews & Keating, 1995; Öpengin & Bal Sezerel, 2023; Osman & Yunus, 2012; Sarouphim, 2005; Sarouphim, 2000; Sarouphim, 1999, 2007, 2009; Shahpo & Alfadil, 2021; VanTassel-Baska, 1987; Vista, 2015; Wahsheh et al., 2024; Wan, 2024). This research comes from Lebanon, the United States, Hong Kong, Turkey, Saudi Arabia, Malaysia, and Jordan. However, there are 32 studies in Indonesia that discuss linguistic intelligence, one of which is the multiple intelligence profile of junior high school students in Indonesia (Emmiyati et al., 2014), and turning children's linguistic intelligence into gamification with the Duolingo application: A case study from Indonesia (Fadhli et al., 2022). As shown in Figure 2.
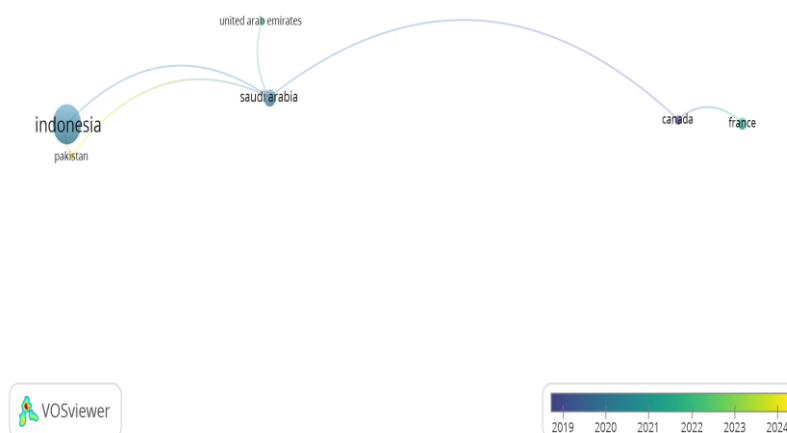

Fig 2. Research in several countries that relate linguistic intelligence keywords

Based on previous studies, research on linguistic intelligence in gifted and talented children was found. However, previous research linked linguistic intelligence with children's social-emotional (Wirth et al., 2020), math learning and language comprehension, and developing linguistic intelligence through the story method (Mazzanti & Karsli-Calamak, 2022). From previous research, it shows that the analysis of linguistic intelligence in gifted and talented children in Muslim schools has not been adequately explored. Therefore, this study aims to analyze in depth the linguistic intelligence of gifted and talented children in Muslim schools with a sub-focus on the stages of linguistic intelligence in gifted and talented children.

LITERATURE REVIEW

In general, linguistic intelligence in early childhood develops gradually. However, in gifted and talented children these stages are often more rapid and complex (Biedroń & Pawlak, 2016). There is little research on the stages of linguistic intelligence in gifted and talented children in Muslim schools. Gifted and talented children not only learn linguistics faster than their peers, but can understand more complex language structures at an early age (Robinson, 2021; Rohman, 2022). According to Gardner, gifted and talented children with high linguistic intelligence have sharper verbal memories and analytical abilities that allow gifted children to construct more complex sentences than their peers (Hali, 2017; Shearer, 2020).

Gifted children often demonstrate the ability to write and read at a very early age (Haryati, 2017), even before entering primary school. Not only has that, but the ability of gifted children to understand and use various social, emotional, and cognitive contexts developed more quickly (Snikkers-Mommer et al., 2024). Thus, gifted and talented children can think abstractly, solve complex problems, and generate new ideas that are often innovative and original (Ozcan & Kotek, 2015; Piirto, 2021). Linguistic intelligence is highly valued today, as others tend to judge people by the way they speak and write. States that linguistic intelligence is essential for everyday life and education, as language is the primary tool for learning, interacting, and organizing thought (Erlina et al., 2019).

However, there are several factors that influence the development of linguistic intelligence in gifted and talented children in Muslim schools, including internal (innate) and external (innate) factors, such as: 1) genetic factors, the linguistic intelligence of gifted children is strongly influenced by genetic factors. Children often inherit extraordinary verbal abilities from parents or relatives who have high linguistic intelligence (Ben, 2018). Children's linguistic understanding and abilities develop along with learning the mother tongue (Adnyani et al., 2017). 2) educational environment, gifted children need education that suits their abilities, a challenging curriculum, and appropriate stimulation to accelerate linguistic development (Aziz et al., 2021; Miedijensky, 2018). 3) Social and family environment, gifted children develop faster in a supportive environment, with opportunities to talk, discuss, and learn in a stimulating atmosphere. Interactions with parents, siblings, and friends improve children's linguistic abilities (Farrall & Henderson, 2015; Rinn, 2018).

Although gifted and talented children have exceptional linguistic abilities, they also face challenges that hinder language development (Aziz et al., 2021; Peters, 2022). Some of the main challenges include: 1) lack of proper stimulation, gifted children often feel bored with material that is not challenging. A curriculum that

lacks stimulation can lead to loss of interest in learning and hinder the child's linguistic development (Aziz et al., 2024). 2) difficulties in social interaction, gifted children with high linguistic intelligence often have difficulty interacting with peers, which can reduce children's opportunities to engage in conversations and discussions that stimulate children's language development (Mardiyani & Widyasari, 2023). 3) lack of understanding from parents and educators, failure to recognize a child's linguistic potential and provide a supportive environment can hinder a child's language development (Brulles et al., 2021; Trail, 2022).

Research related to the issue of linguistic intelligence in gifted children has been studied by many previous researchers such as (Jeti & Herliyani, 2018; Lee & Kim, 2021; Peters, 2022). However, the above researchers focused on the problem of lack of support from educators and parents in developing children's linguistic intelligence, lack of stimulation in developing language in children, and lack of social interaction with peers. While research specifically discussing linguistic intelligence in gifted and talented children in Muslim schools with a sub-focus on the stages of linguistic intelligence has not been found.

METHODS

This research uses the Systematic Literature Review method to identify, review, evaluate and interpret relevant research evidence to answer research questions. This process is carried out with a structured review according to the specified steps (Putra & Afrilia, 2020; Triandini et al., 2019). This included analysis of topic-related articles, critical evaluation of their methodology, results and contributions. Relevant articles were selected from various sources to ensure a comprehensive review (Mancin et al., 2024; Rahayu & Syafril, 2018).

In this study, the data were analyzed using the Iterative Qualitative Data Analysis model with the help of NVivo 12 software. Literature references came from highly reputable journals such as Scopus, Taylor & Francis Online, ERIC, Science Direct, and Elsevier, searching for articles on Scopus was carried out using the help of the VOSviewer application. Ideas from articles are compiled through the process of reading, understanding, and analyzing (Rahayu & Syafril, 2018). The use of NVivo 12 and VOSviewer strengthens data analysis and visualization. Shafiq et al., (2021) mentioned four stages of literature review: (1) determining the theme (2) selecting relevant articles, (3) analyzing the literature, (4) compiling the report. The Bettany-Saltikov scheme can also be used in the SLR method (Ibda et al., 2023; Palfreyman, 2012) which is shown in figure 3.
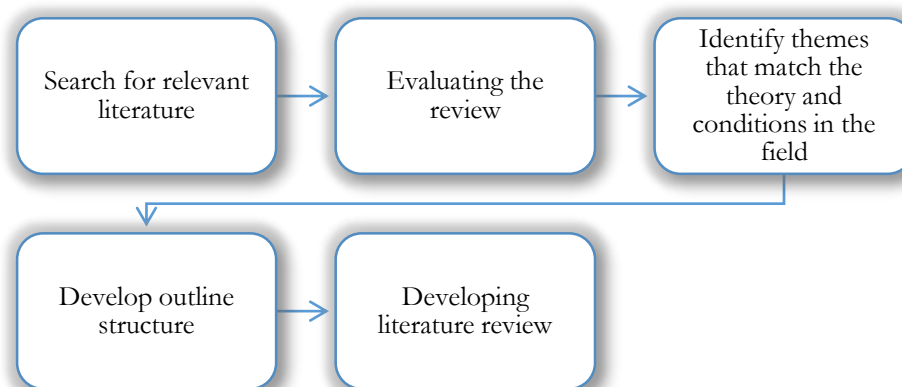

Fig 1. Literature Review Steps by Bettany-Saltikov

The collected material was processed using Nvivo 12 software, with descriptive analysis to identify relevant findings. A total of 35 articles were uploaded into the program to visualize the data. The researcher then conducted an in-depth review of the main topics related to linguistic intelligence in gifted and talented children, using thematic coding techniques to identify patterns and themes. The results of this descriptive study were used to provide recommendations on the stages of linguistic intelligence in gifted and talented children, with the aim of improving the quality of education and support available to gifted children.

RESULT AND DISCUSSION

In general, this study found that linguistic intelligence in gifted and talented children in Muslim schools, especially early childhood, has 5 stages, namely: pre-linguistic stage (0-2 years), vocabulary acquisition stage (2-3 years), simple sentence stage (3-4 years), complex sentence stage (4-5 years), narration and story stage (5-6 years). Described in figure 3 below:
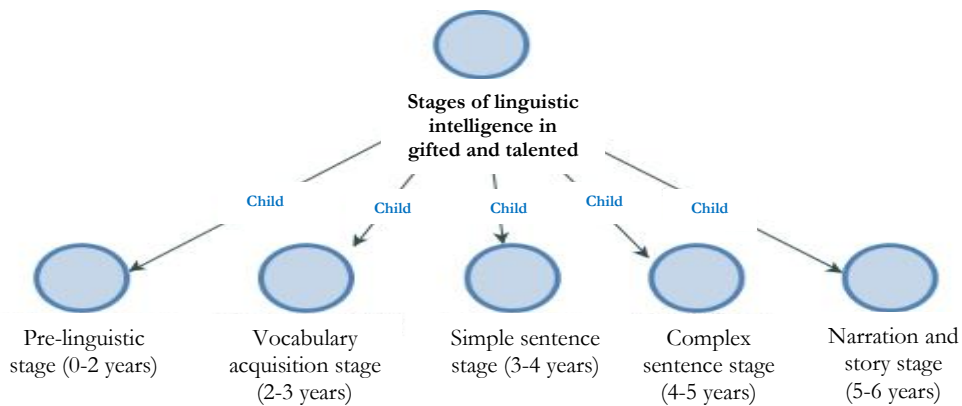

Fig 4. Stages of Linguistic Intelligence in Gifted and Talented Children

Pre-linguistic stage (0-2 years)

In gifted and talented early childhood, the pre-linguistic stage (0-2 years) shows faster and more complex language development than typical children (Afat & Kadıoğlu Ateş, 2018; Yumi et al., 2019). Although not yet able to speak, children show expression through sounds and body movements to convey needs and feelings, such as crying when hungry or sick (Sentosa & Apriliani, 2020). Some of the pre-linguistic stages in gifted children include: 1) observation of sound and intonation, Children show greater attention to the intonation and rhythm of adult conversation (Isna, 2019). 2) cooing, aged 2-4 months, children begin to make sounds such as "*oo*", "*ee*", and "*ah*" (Nurhayati & Wahyuni, 2020; Purbaningrum & Rofiah, 2020). 3) babbling, children begin to make structured sounds such as "*ba-ba*", "*ma-ma*", and "*pa-pa*" (Sugiyanti, 2021). 4) responses to the environment, children respond more quickly to adult voices and speech (Tanfidiyah & Utama, 2019). 5) early social and interaction skills, children show longer eye contact and clear body movements when trying to communicate (Age & Hamzanwadi, 2020).

Linguistic development in gifted children at the pre-linguistic stage is in line with Howard Gardner's theory of multiple intelligences (Fauziaturromah & Listiana, 2023). Gifted children pick up more quickly on sounds, sound patterns, and the relationship between words and meaning. According to Jean Piaget, in the sensorimotor stage, infants develop their world through sensory and motor experiences (Hafiz et al., 2023; Ibda, 2015), and gifted children tend to utilize sensory

experiences to accelerate language comprehension. At the age of 0-2 years, gifted children are still in the process of developing basic language skills. However, the introduction to religious concepts can be started in a simple way and based on children's sensory experiences such as listening to religious songs or *sholawat nabi* (Julia et al., 2022).

Vocabulary acquisition stage (2-3 years)

At this stage, children begin to use three to five sentences, children try to string sentences to convey to others even though they still sound awkward (Aris et al., 2023). The vocabulary acquisition stage is an important phase in children's language development. At the age of 2-3 years, children begin to develop the ability to understand and use various words faster and more broadly than children in general (François-Sévigny et al., 2022). Gifted children have the ability to master more and complex vocabulary in a shorter time. Here are some characteristics of vocabulary mastery in gifted and talented, namely: 1) increased speed of vocabulary mastery, such as identifying various objects, people, places, and associating words with more complex meanings (Darmadi, 2016; Fransiska, 2018). 2) a broader and more diverse vocabulary, such as using more abstract words, and describing actions, traits/feelings (François-Sévigny et al., 2022). 3) cleverness in using words in context, for example children can use words that match situations or more complex requests such as "please", and "thank you" (Ribino, 2023).

According to Chomsky, children have a built-in mechanism in the brain called languange acquisition device (LAD), allowing children to learn language quickly and naturally (Humairoh & Agustina, 2021). At the age of 2-3 years gifted and talented children have begun to utilize LAD in a more efficient way, so that children can master vocabulary faster and more. Muslim schools, with a curriculum that integrates religious learning (Humairoh & Agustina, 2021), can provide stimulation in the development of gifted children's vocabulary by emphasizing the use of complex and meaningful language in everyday and worship contexts (Saputri et al., 2024; Yusof et al., 2020 ; Asril et al., 2023).

Simple sentence stage (3-4 years)

At the age of 3-4 years, children begin to develop the ability to compose simple sentences, thus improving children's abilities (Yumi et al., 2019). At this stage, the language skills of gifted and talented children occur more quickly and structured than children in general (Eva, 2016; Uno & Umar, 2023). Children not only say words, but begin to compose sentences with a clear basic structure. The characteristics of simple sentences in gifted and talented children are: 1) basic sentence structure, at the age of 3-4 years, simple sentences used consist of subjects (actors) and predicates (actions), for example "doni ate an apple" (Hamidah et al., 2021). 2) the use of adjectives, the use of adjectives can enrich sentences in children and show a better understanding of language. For example, "black cat" (Yumi et al., 2019).3) the use of adverbs, gifted children begin to use adverbs to provide clearer information. For example, "spoke loudly" (Nurhayati & Wahyuni, 2020; Sari et al., 2022).

According to Vygotsky in the Zone of Proximal Development theory, language development in children is strongly influenced by social interaction (Etnawati, 2022; Suardipa, 2020). Gifted and talented children aged 3-4 years are often in a higher Zone of Proximal Development. So children can quickly learn and use more complex sentence structures with the help of adults or peers. In Muslim schools, social

interactions that emphasize religious values such as discussing the story of the prophet (Hambali et al., 2022), and prayers for daily activities can support the language development of gifted children through more structured and meaningful conversations.

Complex sentence stage (4-5 years)

Gifted and talented children aged 4-5 years begin to develop the ability to construct complex sentences (Yumi et al., 2019). Complex sentences are sentences consisting of two or more sentences, consisting of main clauses (independent) and subordinate clauses (dependent), which are connected by conjunctions. Where children can already express things using good sentences, are active in conversation, and can understand simple stories (Rambe et al., 2021). The characteristics of complex sentences in gifted and talented children, namely: 1) the use of subordinate clauses and congjunctions such as "because", "although", and "if". The example is "he went to the park even though it was raining" (Ramadhani et al., 2022). 2) The use of conditional sentences, which are used to show the conditions and consequences of certain actions. For example "if you are diligent, you will get a prize" (Oktamarin et al., 2022; Vinet & Zhedanov, 2011). 5) the ability to organize more complex ideas, for example "Rika likes to read books about fruits because Rika likes to eat fruit" (Nuryanto, 2016; Silawati, 2018).

According to Piaget, children 4-5 years old are in the concrete operational stage, children are able to develop the ability to think logically (Bujuri, 2018). Children's understanding of the relationship between cause, effect, and sentence structure becomes more mature. So that children can compose complex sentences that connect various information or ideas. In a Muslim school environment, the use of Arabic in daily prayers and interactions can help gifted children understand complex sentence structures (Kusainun & Berngacha, 2023), both in religious and social contexts. This can enrich gifted children's ability to construct complex sentences and improve gifted children's communication skills.

Narration and story stage (5-6 years)

At this stage, gifted and talented children have the ability to compose stories. Storytelling is an important aspect of storytelling for early childhood language development, with good storytelling skills gifted children are able to communicate everything smoothly, well, and thoroughly (Lestari, 2018). Gifted children can combine more complicated narrative elements and show creativity in composing stories (Oka, 2022). The following are the characteristics of narratives and stories in gifed and talented children, namely: 1) the use of a clear story structure, for example, There was a rabbit caught in a trap in the forest. the rabbit met a bear who saved the rabbit from the trap (Kurnia et al., 2018; Sari, 2021).2) the use of detailed descriptions, for example "In a large garden, colorful flowers grew around a large shady tree, while the breeze made the leaves sway" (Pertiwi et al., 2021).3) delivery of messages or morals in storytelling, for example "The cat learned that working together with friends will make everything easier" (Darihastining et al., 2020; Novayanty, 2021).

Vygotsky's theory, the role of social in language development in the Zone of Proximal Development theory emphasizes the importance of social interaction in children's language development (Suardipa, 2020). At this stage, gifted and talented children use stories to interact with adults or peers (Sari, 2019). Gifted and talented children enrich their ability to construct more complex narratives. In Muslim schools, religious stories or good moral stories told in Arabic or Indonesian can be an excellent medium to help gifted children construct more complex narratives and enrich the

linguistic abilities of gifted children (Huth et al., 2021).

CONCLUSION

Gifted and talented children show a faster and more complex development of linguistic intelligence than the average child. Starting from the pre-linguistic stage (0-2 years) to narratives and stories (5-6 years). Gifted children master vocabulary faster, construct simple to complex sentences, and are able to create narratives with a clear structure. Nonetheless, gifted children face challenges such as inappropriate curriculum, lack of stimulation, and difficulties in social interaction. Therefore, it is important to understand the stages of linguistic intelligence so that education and support can be optimized, and to ensure that the potential of gifted children is well developed according to the age of the child.

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