



# Parenting Styles in Gifted and Talented Muslim Families: A Systematic Literature Review

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## Abstract

This study aims to analyze parenting patterns of gifted and talented children through a Systematic Literature Review approach. Gifted children have above-average intelligence (IQ > 130) which requires special parenting so that their potential can develop optimally. This research highlights the challenges faced by parents, including the unsynchronized cognitive, social and emotional development of gifted children, and how social, cultural and economic contexts influence parenting approaches. The results of the literature review indicate that authoritative parenting is the most effective parenting style for gifted children, combining high demands with strong emotional support. Research also found that cultural differences, such as collectivist orientation in Asia and individualism in the West, influence parenting patterns. On the other hand, limited economic resources are a significant challenge in the care of gifted children, especially in developing countries such as Indonesia. This study identifies a gap in the literature in Indonesia related to parenting gifted children, although many similar studies have been conducted in developed countries. By analyzing 23 international studies, this research provides new insights into parenting of parents of gifted children in the Indonesian context. The results of this study are expected to contribute to the development of the theory and practice of parenting gifted children, as well as assist parents, educators and policy makers in supporting the optimal development of gifted children.

## Article Information:

Received May 8, 2024

Revised June 20, 2024

Accepted July 18, 2024

**Keywords:** *Parenting, gifted children, systematic literature review*

## INTRODUCTION

Every child who is born must bring their own advantages and disadvantages. One of these advantages is children who have special intelligence or are highly intellectual (Yildiz & Altay, 2021). Children who have high intellect means children who have above-average intelligence abilities (IQ > 130) or in other terms are called

### How to cite:

Ningrum, R. W., Syafril, S. (2024). Parenting Styles in Gifted and Talented Muslim Families: A Systematic Literature Review. *International Journal of Islamic Studies Higher Education*, 3(2), 96-110. <https://doi.org/10.24036/insight.v3i2.203>

### E-ISSN:

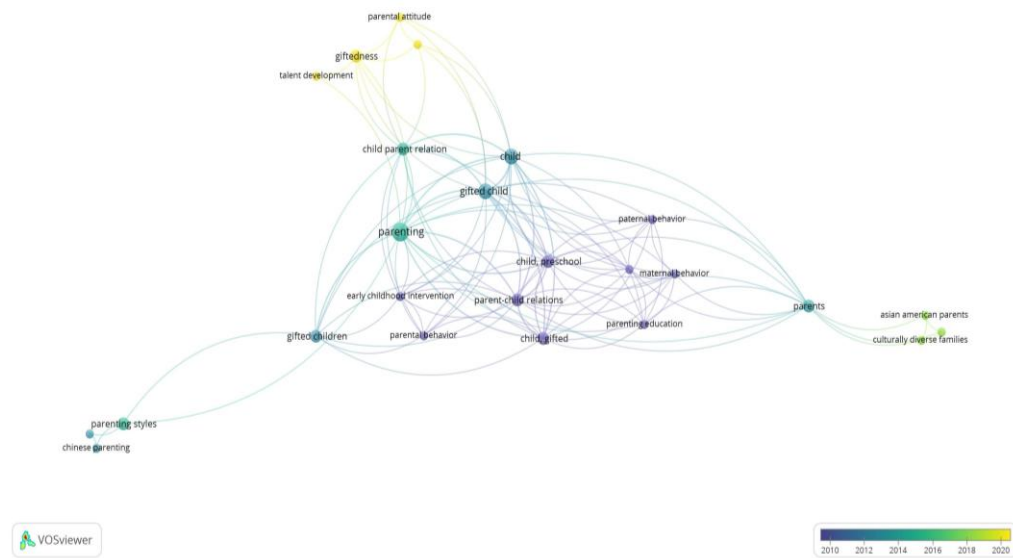
2964-1861

### Published by:

Islamic Studies and Development Center Universitas Negeri Padang

gifted children (Ben Artzey, 2020; Hidalgo, 2016; Morawska & Sanders, 2009; Porter, 2020; Syafril, 2021; Wu & Hertberg-Davis, 2009). The Renzulli-Monks Triadic Theory defines gifted children through three components: intelligence, creativity, and high motivation, with the important addition from Monks that environmental support, such as family and school, is necessary to develop this potential. This theory emphasizes that the potential talents of gifted children need encouragement and proper guidance from the environment to develop optimally, and has been adopted in many countries, especially in Europe (Ninkov, 2020).

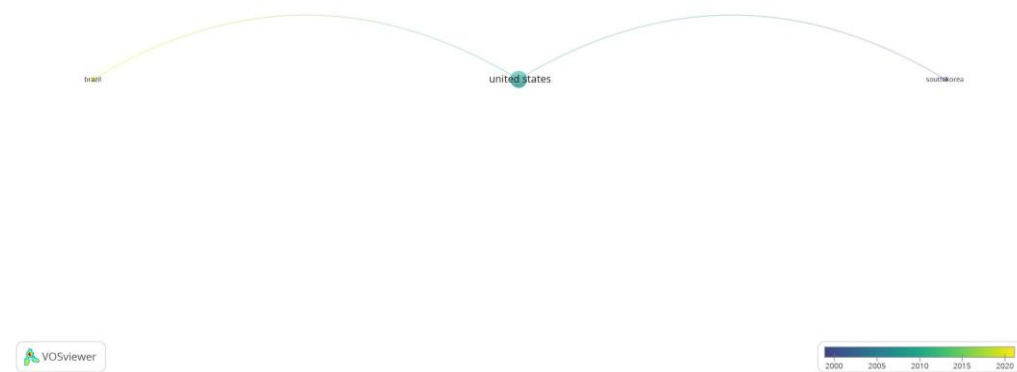
Books on the education of gifted children show that children with exceptionalities often face problems, both in achievement and development. One of the developmental problems they experience is developmental dyssynchrony, where one aspect develops rapidly while another lags behind (Karnes et al., 1984; Engkizar et al., 2023). In Indonesia, knowledge about gifted children is still less popular than that of autistic or hyperactive children, resulting in frequent misdiagnosis. Parents' lack of understanding leads to frustration, and some even express their anger violently. As parents and families in assisting children's development is to pay attention to the child's personality traits, it is largely determined by the parenting patterns applied by parents, so it is important for parents to understand and assist gifted children with different parenting patterns to develop their potential (Karnes et al., 1984; Pilarinos & Solomon, 2017). This study will analyze parenting patterns of gifted and talented children in the context of differences in parenting based on culture, social, and economic (Chan et al., 2013; Dwairy, 2004; Jeon & Jeon, 2001; Park et al., 2018; Tam & Phillipson, 2013). From the scopus data, the results of previous studies were found using keywords related to parenting gifted child research as shown in Figure 1.



**Fig 1. Keywords referring to parenting gifted children according to research in the world (scopus data)**

Based on the scopus data analyzed on November 16, 2024, 23 studies on parenting gifted children were found in various countries, such as Jordan, Saudi Arabia, United Arab Emirates, United States, Brazil, South Korea, Spain, Australia, Canada, Greece, Hong Kong, Israel, Taiwan (Chan et al., 2013; de Souza Fleith et al., 2024; Dwairy, 2004; Hidalgo, 2016; İNCİ, 2021; Jeon & Jeon, 2001; Karnes et al., 1984; Morawska & Sanders, 2008; Park, 2015; Park et al., 2018; Pilarinos &

Solomon, 2017; Spring, 2019; Wahsheh et al., 2024; Wu, 2008; Wu & Hertberg-Davis, 2009). Research in these countries connects parenting patterns with gifted children who are still rarely discussed about parenting patterns in gifted children. While research in Indonesia regarding parenting patterns in gifted and talented children is still small and the United States is the country that most often discusses parenting patterns in gifted and talented children as shown in Figure 2.



**Fig 2. Research in Several Countries Linking Parenting with Gifted and Talented**

The problem in this study is that there are still many parents who cannot deal with gifted and talented children and many gifted children are difficult to develop because parents cannot understand the right parenting patterns for gifted and talented children. Therefore, this study aims to examine parenting patterns in gifted and talented children. For this reason, this research focuses on exploring and analyzing data through Systematic Literature Review related to parenting patterns of gifted and talented children and the challenges they face.

## LITERATURE REVIEW

Although gifted children have tremendous potential, they often face various challenges in their development. One of the problems often encountered in gifted children is developmental dyssynchrony, where children have rapid cognitive development but their social or emotional aspects lag behind (Karnes et al., 1984). This dyssynchrony can cause gifted children to feel isolated, poorly understood, and have difficulty interacting with peers, potentially affecting their social and emotional development. Therefore, a deeper understanding of the characteristics of gifted children and how to effectively assist them is essential.

Parenting patterns applied by parents have a major impact on the development of children, especially children with special intelligence. Previous studies have shown that parenting can influence how gifted children cope with their developmental challenges, including dyssynchrony between cognitive and social-emotional aspects (Karnes et al., 1984; Pilarinos & Solomon, 2017). Gifted children require a different approach to parenting compared to the average child. They require special attention and a deeper understanding of how to support their potential, both intellectually and emotionally.

On the other hand, some studies suggest that social and emotional support from parents is very important for gifted children. Research by Pilarinos & Solomon (2017) revealed that parents who can understand the emotional needs of gifted children and provide space for them to develop in social and emotional aspects tend to have children who are more balanced in terms of development.

It is important to understand that parenting cannot be viewed in isolation

from the cultural, social and economic context in which children are raised. Showed that cultural differences can influence the way parents educate gifted children (Chan et al., 2013; Taslim & Jabar, 2019). In countries with highly competitive educational traditions such as the United States, parenting often emphasizes academic achievement and merit (Hidalgo, 2016; Spring, 2019). In contrast, in countries with more collectivist cultures such as South Korea or Japan, parents tend to focus more on developing social values and cooperation in supporting gifted children (İNCİ, 2021; Wu & Hertberg-Davis, 2009).

Research by (Dwairy, 2004) states that economic factors also have a major influence on parenting. In developing countries, limited economic resources often hamper parents' ability to provide facilities that support the development of gifted children. This includes access to special education, extra training and other self-development activities that gifted children need to hone their talents (Dai, 2020; Leana-Tascilar et al., 2016; Yazdani & Daryei, 2016). Therefore, it is important to examine how these factors influence the way parents support gifted children in various social, cultural and economic contexts (Ellala et al., 2022; Horn, 2021; Reis & Renzulli, 2021).

Based on data from Scopus, while there are a number of international studies linking parenting to the development of gifted children in various countries, similar research in Indonesia is limited. Existing studies in developed countries such as the United States and Europe more often discuss the relationship between parenting and the development of gifted children, while in Indonesia, there is not enough research on this topic. This research will focus on exploring the literature related to parenting of gifted children and the challenges faced in the Indonesian context. By analyzing the existing literature, this research aims to contribute to the development of a theory of parenting gifted children that is more relevant to the social, cultural and economic context in Indonesia (Febriani et al., 2023; Jeon & Jeon, 2001; Renati et al., 2023).

This research aims to fill the gaps in the literature regarding parenting of gifted children, especially in the Indonesian context. Using a Systematic Literature Review approach, this research will analyze the parenting patterns that have been applied by parents in various countries and their impact on the development of gifted children. It is hoped that this research can provide new insights into how parents in Indonesia can be more effective in assisting gifted children through appropriate parenting, taking into account existing social, cultural and economic factors. Overall, the results of this study are expected to make a significant contribution to the development of the theory of parenting gifted children and contribute to the practice of education and care of gifted children in Indonesia, as well as other developing countries.

## METHODS

The method used in this study is a systematic literature review which is carried out by determining, identifying and evaluating significant research related to certain phenomena or topics systematically which aims to find answers to the research formulated by the researcher (Kamal et al., 2023; Dwijayanti & Syafril, 2024; Saputra et al., 2023; Saputri et al., 2024). Where in using this method, it is necessary to analyze articles that are relevant to the topic to be reviewed, namely by reviewing the article by identifying based on the points or parts to be reviewed from several articles that discuss almost the same (Calderón & Ruiz, 2015; Cooper et al., 2018;

Dardas et al., 2016; Febriana et al., 2024).

Literature sources can be obtained through Scopus, Taylor, and Google Scholar, which begins by collecting data from search results based on keywords on the official website (Irhamni & Ashari, 2023). Searching for articles in Scopus indexed journals is assisted by the Publish or Perish 8 application, for the presentation of articles assisted by VOSviewer and analyzed with the help of the Nvivo plus 12 application. Writing ideas from articles that have been reviewed can be done by reading, understanding and analyzing (O’Dea et al., 2021; Engkizar et al., 2024). These important points can be made into an idea that has more or less the same meaning without rewriting the article that has been analyzed. Ramadhani, Amin & Ramadhani, 2014 explained that there are 4 steps to conduct a literature review, namely (1) determining the theme/issue to be reviewed, (2) selecting the same article, (3) analyzing the literature, (4) compiling review writing.

The article selection process includes searching, filtering, scoring and synthesizing (Soraya et al., 2023). From the Scopus data search results (N = 260), 23 documents were found that fit the theme. The purpose of this Literature Review System is to review and analyze the literature on parenting patterns of gifted and talented parents. Specifically, this research examines the parenting of parents of gifted and talented children at the Early Childhood Education level.

## RESULT AND DISCUSSION

Based on data collection through the Literature Review System, data retrieval is carried out by adjusting the keywords used, namely, parenting gifted children. The results of the literature review that have been analyzed, reviewed and summarized, the article is suitable for further analysis. Then the findings are described in the research discussion, namely parenting patterns in gifted and talented parents: A literature review.

The results of this study found parenting patterns in gifted and talented: Review Literature System. Which is focused on discussing parenting patterns of parents of gifted children in various European, Eastern and Asian cultures. The coding results produced themes about parenting of gifted children from various European, Eastern and Asian cultures. Influence in this case is interpreted in the parenting patterns of parents from various cultures presented in the project map in Figure 3.

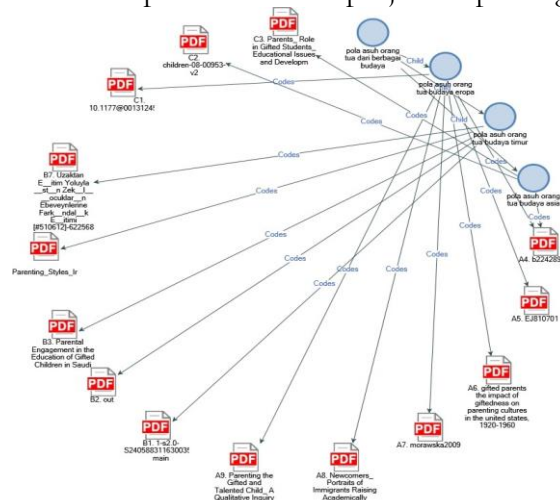


Fig 1. Project map of parenting of gifted and talented children from different cultures

This research reveals that parenting gifted and talented children is a complex and challenging process (Pilarinos & Solomon, 2017). Parenting often includes adaptive and proactive approaches to meet the unique needs of gifted children, both in academic and social-emotional aspects. Parents are required to make a huge commitment of time, financial and emotional support to support their child's extraordinary potential. However, challenges arise, including social pressure, isolation, and inequality in access to adequate educational resources (Morawska & Sanders, 2009).

Parenting styles of parents of gifted children show a predominance of authoritative parenting style, which balances high demands with emotional support (Porter, 2020). Parents tend to use an advocacy-based approach, create a supportive home environment, and establish collaboration with educators to ensure gifted children get optimal opportunities. In the cultural context, research shows that immigrant families often integrate traditional values with modern approaches, creating a bicultural academic home environment that encourages education while maintaining cultural values.

### **Parenting of Gifted Children in Europe**

Research on the upbringing of gifted children in Europe (1920-1960) shows parenting patterns influenced by traditional gender roles, where fathers are financially responsible, while mothers focus on emotional and pedagogical aspects. However, societal changes have made the role of mothers more central, especially in supporting the development of gifted children (Wu & Hertberg-Davis, 2009). Parents face high pressure to ensure their children access the best educational opportunities, which often exacerbates race and class inequalities (Pilarinos & Solomon, 2017). An authoritative parenting approach that balances high demands and emotional support is the ideal strategy, while an authoritarian style negatively impacts the well-being of gifted children (Chan et al., 2013). This research also highlights the importance of collaboration between parents and educators to create an environment that supports children's academic, social, and emotional development (Karnes et al., 1984).

Scott J. Peters in his paper identifies that systemic inequalities in gifted parenting are caused by a variety of factors, including race, socioeconomic status, and unequal opportunities. These inequalities are often rooted in structural injustices that create barriers for children from underrepresented groups to gain access to gifted education programs (Peters & Engerrand, 2016). Peters highlights that traditional test-based identification systems tend to be biased, as they are often designed without considering the diversity of cultures, languages and socio-economic backgrounds. For example, children from low-income families may lack access to early education resources that support their talent development, so their test scores do not reflect their true potential. Peters also criticizes the reliance on nominations by teachers or parents that can exclude gifted children who come from environments with limited access to advocacy or educational information (Grissom & Redding, 2016).

To address this inequality, Peters suggests implementing a universal consideration approach, where every child is automatically assessed for gifted programs, without relying on an initial nomination (Carman, 2011). This approach aims to increase the representation of gifted children from disadvantaged backgrounds and ensure that gifted programs are truly inclusive. Peters also emphasizes the importance of investing in early education programs and interventions designed to address opportunity gaps, such as providing support to

children who show potential, but lack adequate academic stimulation at home or in their environment (Card & Giuliano, 2016).

### **Parenting of Gifted Children in the Middle East**

In the Middle East, parenting styles of gifted children are strongly influenced by cultural values and religious norms (Yazdani & Daryei, 2016). Parents in Arab societies tend to adopt an authoritative parenting style that favors a balance between control and children's independence (Alyahya, 2018). Urbanization and modernization have introduced a blend of traditional and modern parenting styles, especially in regions such as Jordan and the UAE (Dwairy et al., 2006). However, challenges such as gender differences in caregiving roles and limited educational resources hinder the development of gifted children (Leana-Tascilar et al., 2016). This study emphasizes that parenting based on collaboration between parents, teachers, and the community can improve the effectiveness of managing gifted education programs (Alshehri, 2018).

Authoritative parenting plays an important role in supporting the development of gifted and talented children, especially in the East. It is characterized by a balance between high emotional support and clear boundaries, which helps gifted children achieve optimal psychological adjustment. Children with this parenting style tend to have higher self-esteem, lower anxiety levels, and positive relationships with parents (Dwairy et al., 2006; Yazdani & Daryei, 2016). According to Baumrind (1966, 1991), the authoritative parenting style provides sufficient autonomy to children while still setting reasonable limits, thus enabling children to develop good social and academic skills (Fadlillah & Fauziah, 2022). On the other hand, the dominant culture of collectivism in Eastern societies, particularly in Arab countries, influences the way parents educate gifted children (Marsh et al., 2015). Parenting styles in this region often combine firm authority with emotional warmth to meet the social and individual demands of the child.

Parental involvement in the education of gifted children is also a key element in supporting their success. In Saudi Arabia, parents act as guides, motivators, and advocates to ensure their child's academic and emotional needs are met (Alyahya, 2018). Collaboration between parents, teachers, and schools is considered essential to create an environment that supports the development of gifted children. In addition, training programs for parents in some countries, such as Turkey, show that education about the emotional, social, and academic needs of gifted children can significantly increase parental awareness and involvement (Leana-Tascilar et al., 2016). The use of technology as a medium of communication between parents and teachers was also identified as an effective way to support collaborative interaction in the education of gifted children. This approach shows that the active role of parents is needed to help gifted children reach their full potential (Alshehri, 2018; Nisa' & Fatmawati, 2020).

### **Gifted Parenting in Asia**

In Asia, the upbringing of gifted children is often based on the values of collectivity and the importance of education. Parents tend to provide strong support for their children's academic success, often with approaches that combine local traditions and Western methods (Papadopoulos, 2021). Authoritative parenting style becomes the main strategy to support the academic and social development of gifted

children. However, parents often face challenges in managing their child's out-of-sync emotional development, especially high sensitivity and perfectionism. Parent training programs in regions such as Turkey have shown success in increasing awareness of giftedness and stress management skills, although aspects such as perfectionism still require a more in-depth approach (Kim, 2020).

Parenting of gifted children in Indonesia and Malaysia is also often influenced by Bronfenbrenner's theory of the ecology of human development, which emphasizes the importance of micro (family, school) and macro (culture, social policy) environments in supporting the growth of gifted children. In this context, parenting approaches that integrate the value of collectivity are relevant, given that Southeast Asian cultures generally emphasize togetherness and close social relationships (Delvecchio et al., 2020). A study by Leung & Morris (2015) showed that emotional support and the strengthening of close family relationships contributed significantly to the emotional and social development of gifted children. On the other hand, perfectionism in gifted children can be exacerbated by the collective pressure to meet social expectations, especially in cultures that highly value academic achievement. This underscores the need for a balance between supporting children's achievement and protecting their mental health through more responsive and adaptive parenting approaches (Chan et al., 2013; Ginanjar, 2013; Saputra et al., 2023).

Furthermore, Vygotsky in his theory of the zone of proximal development (ZPD) also provides an important foundation for gifted parenting strategies in the region. Vygotsky argued that children need support from adults to develop their full potential, and this approach resonates with the authoritative parenting style common in Southeast Asia. However, the challenge is often a lack of access to relevant resources, such as specialized training programs for parents (Khodadadi et al., 2023). Research from (Mak et al (2020); Yildirim & Kayhan (2022) in Turkey showed that skills-based parent training was able to increase awareness of giftedness and skills to support the development of gifted children. However, this study also highlights the importance of an individualized approach in addressing unique aspects such as perfectionism, emotional sensitivity and developmental dyssynchrony, which often require multidisciplinary interventions to have a significant impact.

### **Complexities of Parenting Gifted Children**

Gifted children have unique needs that require sensitive and responsive parenting. Key challenges include asynchronous development, where their high cognitive abilities are not matched by equivalent emotional and social development. Lack of support from the education system and community adds pressure on parents, who often feel overwhelmed by their child's needs. This study highlights the importance of an authoritative approach that supports the child's autonomy while providing a stable and loving environment (Papadopoulos, 2021).

The authoritative approach often associated with successful parenting of gifted children is supported by Baumrind's theory, which emphasizes the importance of a balance between control and support in supporting children's development (Fadlillah & Fauziah, 2022). Gifted children need a clear structure to manage their cognitive potential, but also the freedom to explore their interests independently. According to



research by [Al-Dhamit & Kreishan \(2016\)](#); [Brown et al \(2021\)](#), gifted children raised with an authoritative approach tend to have higher intrinsic motivation, which is key in overcoming the challenges of asynchronous development. However, it is important for parents to understand that this approach is not “one-size-fits-all,” but rather needs to be tailored to the child's unique needs, including the emotional sensitivity and perfectionism that often accompany giftedness.

Furthermore, Vygotsky's theory of the Zone of Proximal Development (ZPD) is relevant in understanding how parents can optimally support gifted children. Vygotsky emphasized the importance of the role of adults in providing scaffolding or guidance that enables children to reach their highest potential ([van der Veer, 2020](#)). In the context of gifted children, this means providing challenges appropriate to their cognitive abilities while ensuring adequate emotional support to help them overcome frustration or anxiety. Studies from [Moon et al \(2002\)](#); [Rinn \(2017\)](#) show that gifted children who receive adequate emotional support tend to be better able to cope with social and academic pressures. Therefore, interventions involving parent training, such as emotional intelligence-based programs, can be an effective solution to help parents understand and respond to the unique needs of gifted children ([Reis & Renzulli, 2004](#)).

### **Collaboration and External Support**

Collaboration between parents, teachers and the education system is essential to support gifted children. Support models such as Supporting Emotional Needs of the Gifted (SENG) provide a space for parents to share experiences and develop more effective parenting skills. In addition, the development of distance training programs has shown success in providing parents with insights into the unique needs of gifted children, especially in hard-to-reach areas ([Papadopoulos, 2021](#)).

Collaboration between parents, teachers, and the education system can be understood more in the context of gifted children, the involvement of teachers as mediators between parents and the education system is essential to create an environment that supports children's optimal growth. Research from ([Dunn et al \(2020\)](#); [Smedsrud \(2018\)](#)) shows that when parents and teachers have good communication and a shared understanding of giftedness, gifted children tend to have more positive school experiences and are able to develop their potential to the fullest. In this case, models such as SENNG not only provide emotional support but also strengthen the relationship between parents and teachers through collaboration-based strategies ([Lestari, 2020](#)).

Furthermore, distance training programs for gifted parents, such as the one developed by [Peters & Jolly \(2018\)](#), show effectiveness in improving parents' understanding of the needs of gifted children, especially in different cultural contexts. The program emphasizes the importance of knowledge about perfectionism, emotional intelligence, and stress management strategies, which are often key challenges for gifted children. In addition, the remote approach allows for wider inclusion, especially for families in rural areas or regions that have limited access to special education services. This research highlights that technology-based approaches not only provide theoretical insights but also support the development of practical skills that parents can directly apply in supporting their child ([Horn, 2021](#); [Siegle, 2024](#); [Sundari, 2016](#); [Trail, 2022](#)). Thus, collaboration involving technology and active participation of all parties is a strategic step to create a holistic support system for gifted children.

## CONCLUSION

This research highlights the importance of an in-depth understanding of parenting patterns for gifted children in Indonesia, who have above-average intelligence (IQ > 130) but face unique developmental challenges, such as a dyssynchrony between cognitive and social-emotional development. Authoritative parenting, which emphasizes open communication, emotional support and respect for creativity, is considered more effective than authoritarian parenting, which tends to suppress children's expression. Social, cultural and economic factors play an important role in shaping these parenting styles, yet research on gifted children in the Indonesian context is limited. This study aims to fill this gap by exploring culturally relevant parenting patterns to support the optimal development of gifted children. In addition to contributing to the academic literature, the findings are expected to help parents, educators and communities understand appropriate mentoring strategies, so that gifted children are able to overcome their social-emotional challenges and maximize their potential.

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International Journal of Islamic Studies Higher Education

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