

ABSTRAK

Analisis Program Akselerasi bagi Siswa Cerdas Istimewa dilihat dari Prestasi Akademik, Kecerdasan Emosional dan Kreativitas Siswa. **Rini Restu Handayani. Pendidikan Kebutuhan Khusus (2013).**

Penelitian ini bermula dari pemikiran bahwa untuk memenuhi kebutuhan siswa cerdas istimewa diperlukan pendidikan khusus. Akselerasi sebagai salah satu program pendidikan khusus bagi siswa cerdas istimewa telah dilaksanakan di Indonesia sejak tahun pelajaran 2001-2002. Dalam pelaksanaannya berbagai isu kritis mewarnai berjalannya program akselerasi yang dinilai hanya mampu mengembangkan prestasi akademik siswa tapi tidak dengan kecerdasan emosionalnya. Sebagai lingkungan yang berperan penting dalam perkembangan siswa, pendidikan termasuk program akselerasi diharapkan mampu mengembangkan potensi yang dimiliki oleh siswa.

Metode penelitian yang digunakan adalah metode kombinasi. Penelitian dilakukan melalui pendekatan kualitatif untuk mengkaji pelaksanaan akselerasi yang diselenggarakan SMA Negeri 3 Kota Sukabumi yang telah menyelenggarakan program akselerasi sejak tahun pelajaran 2002-2003. Dan pendekatan kuantitatif untuk melihat gambaran prestasi akademik, kecerdasan emosional dan kreativitas siswa baik siswa yang mengikuti program akselerasi maupun siswa reguler.

Hasil penelitian menunjukkan bahwa: (1) pelaksanaan akselerasi di SMA Negeri 3 Kota Sukabumi dimulai dengan mengidentifikasi siswa cerdas istimewa sesuai dengan konsep Renzulli, dkk (2002). Siswa yang diidentifikasi cerdas istimewa berhak mendapatkan pelayanan program percepatan belajar (akselerasi). Kurikulum yang dipergunakan adalah kurikulum nasional berdiferensiasi tapi belum digunakan secara maksimal dan evaluasi keberhasilan akselerasi baru dilihat dari berhasilnya siswa lulus dengan baik dan diterima di perguruan tinggi negeri. (2) terdapat perbedaan prestasi akademik yang signifikan antara siswa akselerasi dan siswa reguler. (3) tidak ada perbedaan yang signifikan antara kecerdasan emosional siswa akselerasi dan siswa reguler. Dan (4) terdapat perbedaan yang signifikan antara kreativitas siswa akselerasi dan siswa reguler. Artinya siswa akselerasi menunjukkan prestasi akademik dan kreativitas siswa yang lebih baik dari siswa reguler, tetapi tidak menunjukkan perbedaan yang signifikan dalam hal kecerdasan emosional.

ABSTRACT

Analysis of Acceleration Program for Gifted Students Viewed from The Academic Achievement, Emotional Intelligence, and Student's Creativity. **Rini Restu Handayani. Special Need Education. (2013).**

The research was conducted based on the reason of the fulfillment of the gifted students needs, a special education is required. Acceleration as one of the special education programs has been applied in Indonesia since the academic year of 2001-2002. In the implementation of the program, many critical issues have been colouring the process. One of the critical issues is that the acceleration program is only able to develop students academic achievement, but not about emotional intelligence. School has an important role to influence students developments, and acceleration program is hopefully able to develop student's potentials.

The method used in this research is mixed methods. The qualitative approach was used to study the implementation of acceleration program in SMA 3 Sukabumi. The program has been held since the academic year of 2002-2003. The Quantitative approach was used to study student's academic achievement, emotional intelligence, and creativity. The study involved the students in both regular program and acceleration program.

The results showed that: (1) the implementation of acceleration program in SMA 3 Sukabumi was started by indentifying gifted students based on Renzuli, et.al concept (2002). Students indentified as gifted get services in acceleration program. The program uses the differentiated national curriculum, but it has not been optimally used. The evaluation on the program success is merely viewed from the number of students who were accepted in public university. (2) there is a significant difference in academic achievement between acceleration students and regular students. (3) there is no significant difference in emotional intelligence between acceleration students and regular students. And (4) there is significant difference in creativity between acceleration students with regular students. It's means that acceleration students are better than regular students in both academic achievement and creativity aspects, but in emotional intelligence there is no significant difference between them.