

**SOCIO-EMOTIONAL DYNAMICS IN SELF-CONCEPT
DEVELOPMENT AMONG GIFTED INDONESIAN ADOLESCENTS: A
YOUTH-LED PODCAST-BASED PARTICIPATORY STUDY**

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Abstract.

Despite the critical importance of addressing the social-emotional development of gifted adolescents, discourse around this issue remains limited in Indonesia. Gifted students are often grouped under the broad “special needs” category, creating sociocultural confusion and resistance. This reflects a mismatch between societal perceptions of giftedness as privilege and educational ideals that acknowledge their complex, multidimensional needs. This study explores how gifted adolescents experience socio-emotional dynamics and how these influence their self-concept development. Using a Youth Participatory Action Research (Y-PAR) approach, three adolescents (ages 12–18) participated as co-researchers, contributing to the research design, data collection, and analysis. Data were collected through a youth-led podcast format. Reflective Thematic Analysis revealed four interrelated themes: (1) “I’m not smart, I’m just different, and my environments react to that”, (2) “Being gifted is a double-edged sword”, (3) “They should see us as real people, not as pawns”, (4) “I’m trying to accept myself and be a better person”. These findings suggest that self-concept development in gifted youth is shaped not only by individual traits but also by social misrecognition and emotional burdens. The study highlights the need for more inclusive, context-sensitive educational responses. It concludes with a reflection on researcher positionality and the transformative potential of participatory, youth-centered inquiry.

Keywords: *gifted adolescents, participatory action research, podcast, socio-emotional, self-concept development*

Abstrak.

Meskipun aspek sosial-emosional remaja berbakat merupakan masalah kritis di lanskap perkembangan, tetapi kesadaran dan pembahasan mengenai isu ini masih terbatas di Indonesia. Klasifikasi siswa berbakat dalam kategori “siswa kebutuhan khusus” justru menimbulkan keraguan dan resistensi di kalangan masyarakat. Fenomena ini mencerminkan ketidakcocokan antara praktik umum yang kerap

menyamakan kecerdasan berbakat dengan privilese dan idealisasi kurikulum yang mengakui kebutuhan kompleks dan multidimensional siswa berbakat. Studi ini bertujuan untuk mengeksplorasi bagaimana remaja berbakat mengalami dinamika sosial-emosional dalam perkembangan konsep diri mereka di tengah kontradiksi tersebut. Menggunakan kerangka kerja Penelitian Aksi Partisipatif Remaja (Y-PAR), tiga remaja berbakat berusia 12–18 tahun berpartisipasi sebagai rekan peneliti, berkontribusi dalam desain penelitian, pengumpulan data, dan analisis. Siniar digunakan sebagai metode pengumpulan data melalui yang dekat dengan remaja serta mendukung perkembangan digital. Empat tema inti diidentifikasi melalui analisis tematik reflektif: (1) *“I’m not smart, I’m just different, and my environments react to that”*, (2) *“Being gifted is a double-edged sword”*, (3) *“They should see us as real people, not as pawns”*, (4) *“I’m trying to accept myself and be a better person”*. Temuan ini menyoroti bagaimana perjuangan sosial-emosional menjadi inti dari pengalaman hidup remaja berbakat dan mengimplikasikan saran pembuatan kerangka kerja pendidikan yang melek konteks. Peneliti menyimpulkan penelitian melalui refleksi terhadap posisi dan kolaborasi, menekankan potensi transformatif dari penelitian partisipatif yang berpusat pada remaja.

Kata kunci: *remaja berbakat, penelitian aksi partisipatif, siniar, aspek sosial-emosional, pengembangan konsep diri*