The Development of Gifted and Talented Well-Being Module (*Qalbun Salim*) on the Issue of Social Anxiety among Muslim Gifted and Talented Students in GENIUS Insan College

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Abstract
Gifted and talented students are students who possess a high cognitive level. Most preceding researches have concentrated more on analyzing students' cognitive, but the issue of students' socio-emotional well-being is often overlooked. Based on the conclusions of the needs analysis conducted among students and teachers, the principal issue among these students is the issue of social anxiety. This social anxiety issue will hinder students' true potential if one does not address it promptly. The issue of social anxiety occurs due to students' thinking fallacies, social avoidance and stress in themselves and the atmosphere. Hence, to help identify the socio-emotional problems of social anxiety among these gifted and talented students, the researchers proposed the development of *the Qalbun Salim* Module with the integration of Islamic counselling (Al-Ghazali Psycho-Spiritual Counseling Theory) and western counselling theory (Cognitive Behavioral Theory). This module would be developed through five phases of design and development (Design development research-DDR) using the ADDIE model approach, namely needs analysis, design and development and implementation and evaluation of the module. The development of this module is also a discovery in today's gifted and talented education. The researchers hope that this *Qalbun Salim* Module would help students and provide guidance to teachers, identify the level of students' socio-emotional well-being, and help establish students' potential to nurture students as Islamic Scholars in the future.
Keywords: Well-being, Socioemotional, Social Anxiety, Gifted, Talented, ADDIE Model.

Introduction
Based on past investigations, there are several debates about whether these gifted and talented students hold a low level of psychological well-being compared to other non-gifted

and talented students or vice versa. Earlier literacy studies revealed diverse findings of the psychological well-being of these gifted and talented students (Amini, 2005). These gifted and talented students display excellent academic achievement in examinations following their capacity as smart students (Reis & Renzulli, 2010). According to Mofield & Chakraborti-Ghosh (2010) intervention for the psychological well-being of these students is a compulsion for gifted and talented students. The fact is, despite their exceptional accomplishments in this academic area or termed as high cognitive achievement, they need support for socioemotional advancement that contributes to the well-being of this group of students.

Well-being
Some prominent scholars such as Pollard & Lee (2003) have reviewed this definition of well-being, claiming that well-being holds five domains: physical, psychological, cognitive, social, and economical. Meanwhile, Neihart (1999) discussed that well-being would materialise when one possesses a positive self-concept, does not have psychological obstacles, and can build a concrete relationship with the surrounding individuals. Furthermore, Lippman et al (2011); Pollard & Lee (2003) claimed that positive indicators such as positive emotions and positive mental health levels and negative indicators should be taken into account in concluding the level of well-being of an individual.

Past studies have also published that these well-being issues significantly impede the growth of gifted and talented students (Kroesbergen et al., 2016). Therefore, it is vital to ensure that students maintain a healthy level of well-being starting from the beginning so that the development of these gifted and talented students can be honed and they can prove their true potential.

Furthermore, studies on gifted and talented students nowadays are more focused on intelligence (cognitive) and less on the psychological needs that contribute to well-being factors for gifted and talented students (Zeidner, 2018). Earlier investigations have found that this well-being issue arises due to uneven development (asynchronised development) and underachievement (Kregel, 2017). Students who suffer from these well-being issues own specific limitations for balancing their social and emotional relationships (Stoeber et al., 2021; Yusof et al., 2017).

Cognitive and emotional imbalances cause students to be confused with their behaviour or response to an issue that transpires (Abu Bakar & Ishak, 2019). The myth of society appropriates that gifted and talented students are an intelligent group who can take care of themselves. Nevertheless, these gifted and talented students need help to grow themselves (Burger-veltmeijer et al., 2016). The reality is, the higher the level of intelligence of gifted and talented students, the higher the probability for them to be more exposed to self-adjustment subjects (Turkey & Al Qaisy, 2012; Basirion et al., 2014). In addition, according to Abd Razak et al (2019); Ishak (2019), research on the development of gifted and talented Muslim students locally is still insufficient and needs to be developed.

According to the Ministry of Health, based on the Health and National Census conducted in 2019, it confirmed that 424,000 children in Malaysia suffer mental health issues. It includes children aged 5 to 15 years. The Morbidity Survey discovered that these issues occur due to relationship problems with peers (43 per cent), emotional disorders (16 per cent) and

hyperactivity problems (2 per cent), as well as other mental health issues (Clarissa Chung, 2020). Sixteen per cent of children with emotional disturbance issues are an alarming figure. Moreover, these gifted and talented students are at risk of getting affected by this mental health well-being issue. Accordingly, this well-being issue needs to be taken seriously to be addressed productively and systematically among gifted and talented students (Jones et al., 2016).

If this well-being issue fails to be addressed reasonably, the system will fail to produce a smart and balanced generation to profit from the nation's growth (Abd Razak et al., 2019; Ishak 2019). The government will also incur losses due to the assets of gifted and talented students being affected due to this well-being issue.

Socioemotional Issues of Social Anxiety
Thus, in line with the opinion put forward by Kitsantas et al (2017); Pfeiffer (2018), studies in well-being education related to gifted and talented students are quintessential to be implemented now. Social anxiety is prevalent among gifted and talented students. It is due to the resulting stress as an outcome of an unsupportive background in addition to low self-concept. Social anxiety is known as social phobia. Individuals affected by this dilemma will try to limit activities in front of an audience and isolate themselves from facing the public (Mukhtar & Tian, 2011).

Individuals who experience social anxiety focus on the possibility that they are evaluated negatively in social appearance. Hence, the likelihood that they will not meet a high level of achievement and be evaluated negatively is high (Rapee & Heimberg, 1997). In social anxiety, the use of avoidant behaviours will disturb social performance and will be able to reinforce the belief dysfunction of a person experiencing this anxiety (Clark, 1995; Rapee, & Heimberg, 1997). In addition, individuals with social anxiety typically hold misinterpretations about the reactions of others (Clark, 1995).

The fact is, social anxiety is an issue of growing concern and needs to be addressed among students. These social concerns can significantly alter the personality disposition, academics, and future of adolescents in general (Castejón, Gilar, Miñano, & González, 2016) and gifted and talented Muslim students in particular. Therefore, the issue of social anxiety has been supported by previous investigations and is critical to perform among gifted and talented Muslim students in Malaysia. Accordingly, it is evident that the general study is mostly more focused on the analysis of educational psychology. Nonetheless, this particular study focused on *Naqli* and *Aqli* integration for Muslim students in promoting the development of human well-being. This is the research gap that the researchers attempted to address that motivated the integration of the knowledge of *Naqli* and *Aqli* among gifted and talented students.

Thus, the development of modules to help this social anxiety issue using the integration of *Naqli* and *Aqli* using the backing of Psycho-Spiritual Theory and Cognitive Behavioural Model is imperative. It mirrors the purpose of developing a module to better current issues in the population studied (Noah & Ahmad, 2005). Hopefully, this aspired module would be able to influence the development of students' socio-emotional well-being for this issue of social anxiety.

Module Development Interventions using the ADDIE Model

The ADDIE model is an acronym for the components involved in this instructional design process, namely; A - Analysis (analysis phase), D - Design (design phase), D - Develop (development phase), I -Implement (implementation phase), E -Evaluate (evaluation phase)
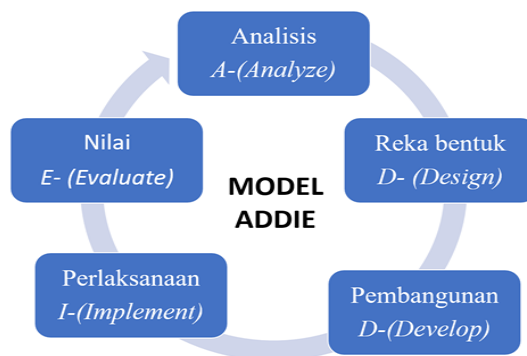

Figure 1 ADDIE Model

Based on Figure 1 above, the direction of the flow cycle between one component and the other components shows a picture of a systematic and iterative process starting from the beginning of the subsequent analysis phase to the last process, which is the module usability evaluation phase.

The design of the *Qalbun Salim* model refers to the design of the instructional study. According to Aldoobi (2015), this instructional study design is also known as instructional technology. The instructional study of this GIFTED Psychoeducational Module was based on the ADDIE model. Almomen et al (2016) argued that this ADDIE Model could develop training programs to improve student performance. This ADDIE model has been used in various domains such as medicine, information technology, marketing, and online learning to help systematically develop instructional research.

The ADDIE model is a model commonly used in education in developing instructional products. In this design, there is a systematic process aimed at assisting in developing quality products. There are five phases in *Qalbun Salim's* instructional framework, namely the phases of needs analysis, design, development, implementation and evaluation. Each phase in this ADDIE Model was interrelated and provided added value between one phase to the next.

Nine activities of this module would be developed in this *Qalbun Salim* Module. The development of this activity was based on the sub-theory of social anxiety, namely three activities to reduce students' negative assessment, three activities to reduce social avoidance and three more activities to reduce student stress. The development process of this module was developed through the ADDIE model approach to ensuring the high quality of modules because it needed to go through a systematic process.

Theoretical Approach used in the Module Development Process
This module was developed on two approaches, particularly the Psycho-Spiritual Counseling Theory approach and the Cognitive Behavioral Model approach;

a. Al-Ghazali's Psycho-Spiritual Counseling Theory

This Psycho-Spiritual counselling approach is a method that combines elements of spirituality and religion sourced from the Quran and Hadith (Nor & Mohd, 2019). According to Hanin (2010), who coined the phrase spiritual and religious guidance in counselling based on the view of Al-Ghazali, she divided spiritual guidance based on two words, specifically guidance (*Al-Irshad*) and spiritual (*Al-nafsiy*). Both of these methods work in guiding, teaching and showing the way towards the goal or goodness based on the law of Islam. This method centres on four elements: *qalb* or heart, *ruh* or soul, *nafs* or psyche, and *'aqal* or intellect.

The development of this module is also relevant to the verses of the Qur'an in Surah Asy-Syu'ara' as follows;

يَوْمَ لَا يَنفَعُ مَالٌ وَلَا بَنُونَ ٨٨ إِلَّا مَنْ أَتَى ٱللَّهَ بِقَلْبٍ سَلِيمٍ ٨٩

The translation:
The Day when there will not benefit [anyone] wealth or children. But only one who comes to Allah with a sound heart (Asy-Syu'ara':26)

b. Cognitive-behavioural Model Approach

The Cognitive Behavioral Model by Rapee and Heimberg (1997) is one of the most commonly employed models in psychosocial treatment. This model has been widely used globally. This model contains three subconstructs, namely negative thinking, social avoidance and stress. Based on this model, individuals with social anxiety may be raised by overprotective or micromanaging parents (Yazdani & Daryei, 2016). For parents, the evaluation of others is inherent, and they make themselves a model as they are evaluated by society.

Conclusion

Ergo, the module that would be introduced would play an indispensable role in enhancing the socio-emotional well-being of students for this issue of social anxiety. This module is expected to assist in reducing the issue of social anxiety by using the activities that would be developed. Students are expected to be more self-reliant and more focused on improving their well-being by adopting the innovative approach of this module. This module intended to facilitate the intervention becomes attractive. The proposed activity would go through expert validation and reliability by users to guarantee that the module produced is of high quality and tailored to the population of gifted and talented students.

The socio-emotional well-being module for social anxiety was based on Islamic psycho-spiritual theory, and this cognitive model of behavior is expected to positively impact these gifted and talented students. All players need to be responsive to the socio-emotional issues of students to boost the socio-emotional well-being of gifted and talented students.

This module would also be tested for its usability to promote its application in the future. Hopefully, this module could overcome the issue of social anxiety among gifted and talented students today.

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