

The Importance of Developing Interests and Talents in Student Mis Fathul Munir Ternate

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Abstract: In general, students have the right and opportunity to develop according to their potential, especially in the field of education. Therefore, the aim of this research is to find out how to develop interests and talents in students. The research method was used is a descriptive qualitative approach. The research subjects were 4 people including 3 teachers and 1 school principal. This research was conducted in Mis Fathul Munir, Ternate City. Data collection techniques used observation, interviews and documentation. The data analysis technique used the analysis model from Miles & Huberman, namely data collection, data reduction, data presentation, triangulation, and drawing conclusions. The research results show that students at Mis Fathul Munir have diverse interests and talents. Developing students' interests and talents is carried out through learning, tutoring and extracurricular programs as well as opportunities for students to take part in competitions to hone their abilities.

Keywords: interests, talents, teacher's role, students

1. Introduction

Education is a place for the process of acquiring knowledge within a person to form personality traits and abilities that exist from within and outside a person (Sari, Saputri & Sasmita, 2017; Warsito, 2019). In order to achieve quality education, student management is needed for its management and implementation. Apart from coming from within oneself, this achievement can also come from supporting factors, such as the role of parents, teachers and also the environment in order to recognize and develop students' interests, talents and creativity (Oktaria, 2013; Silahudin, 2017).

Each student has different potential, because some of them are born with innate potential such as talent, intellectual ability and so on (Maghfiroh, 2017; Novianingsih, 2017; Abidin & Nasiruddin, 2021). Interest is a feeling of liking and attachment to an activity or activity without anyone ordering it to achieve the form and intensity of the desired goal, for example students whose interest is in martial arts will aspire to become an expert in that field. as well as other fields (Friantini & Winata, 2019; Karisma, Setiawan & Oktavianti, 2022).

Interest has two aspects, namely, (1) cognitive aspect, based on concepts that a person develops regarding areas related to interest. The concepts that build cognitive aspects are based on experience and what is learned from the environment. (2) affective aspect, is a concept that builds cognitive concepts and is expressed in attitudes towards activities or objects that arouse interest (Sahputra, 2013; Kambuaya, 2015). The factors that influence the emergence of interest in a person are, a) interest that comes from nature, this interest comes from within a person and is usually influenced by natural talent, b) interest that arises due to external influences, this interest is strongly influenced by the environment and habits (Soraya, 2015; Setyani, 2016).

By having an interest, it can make it easier for someone to carry out their activities or activities, because interest is a factor that can help in developing a person's talents (Anggraini, Utami & Rahma, 2020; Magdalena, Fatharani, Oktavia & Amini, 2020; Saputri & Sa'adah, 2021). Talent is defined as an innate ability from birth that still needs to be developed and trained. Developing the talents of students does not only come from the school, but this can also be done from the family, environment or government (Amanu, 2015; Elvida & Subaidi, 2022).

Talent has several aspects, namely, a) perceptual aspect, including the ability to assess or understand something, b) psychomotor aspect, including physical strength, speed of movement, accuracy and flexibility of body parts, c) intellectual aspect, including the ability to remember and evaluate things. information (Endang, 2016; Anggraini, Utami & Rahma, 2020).

Other factors that influence the development of students' interests and talents include, (1) internal factors, this factor is a drive from within a person to achieve an achievement, apart from that, family factors can also influence a child in developing his talents. If these factors are implemented, they can support the development of a child's talents, because the family is the main educational institution for exploring a child's interests and talents, (2) external factors, these factors are factors that come from the environment, for example in the school environment children can improve their mastery. knowledge, abilities, skills, development of attitudes and

talents, as well as the school environment influence the development of students' interests and talents (Marlina & Sholehun, 2021; Bahri, 2022).

Based on problems in the field, we found that there tend to be things that need to be developed regarding the way teachers guide students at school, teachers guide students' interests only by asking students who have these abilities to explain to their friends who don't understand the lesson. However, this method is still not effective because it requires teacher involvement in helping students so that all students can understand the lesson. The teachers at the school also still do not know, understand and recognize their students' interests and talents, they feel that only students who are active in class have an interest in a subject. Therefore, teachers and parents need understanding in recognizing and developing students' interests and talents. Apart from that, we found that teachers had not explored students' interests and talents, lacked attention from teachers and lacked a platform to channel their interests and talents.

Based on the explanation above, it can be concluded that knowing and developing talents and interests is very important for elementary school children to help them discover their potential. Apart from that, they have an idea of what they will do in the future. So based on the description above, we are interested in researching the importance of developing interests and talents in Mis Fathul Munir Ternate students.

2. Method

This research method uses a descriptive qualitative research approach. Research methods are a scientific way to obtain data with specific purposes and uses. The scientific method means that research activities are based on scientific characteristics, namely rational, empirical and systematic (Fatah, 2023). Qualitative research is research that is intended to understand the phenomena experienced by research subjects, for example behavior, perceptions, motivations, actions, etc. holistically and in a descriptive manner in the form of words and language in a special, natural context. Descriptive qualitative research is a series of research procedures that produce descriptive data both verbally and in writing from sources or the behavior of people that can be observed (Nasution, 2022). In this research, the researcher describes events and happenings in the field. This research was used to describe and obtain data regarding the importance of developing interests and talents in students at Mis Fathul Munir Ternate.

The research subjects consisted of teachers and students. The number of teachers interviewed was 3 teachers per class from grades 4, 5 and 6. Then, 1 person was to validate the interview results, namely the school principal. The place of research was Mis Fathul Munir Ternate. This research was conducted on 05 October-01 December 2023. The data collection techniques in this research used observation, interviews and documentation. The type of observation carried out is participant observation where the researcher is directly involved and sees directly in the classroom the interests and talents of the students. The next data collection technique is by interviewing respondents, namely teachers as well as homeroom teachers and also several students with the aim of finding out about the development of interests and talents in students at Mis Fathul Munir Ternate. The final data collection technique is documentation, in the form of photos of learning activities during data collection. The data analysis technique used in this research is data analysis from Miles & Huberman, namely first data collection, in the form of observation, interviews and documentation. Second, data reduction means making a summary, selecting and focusing on the important things. Third, data presentation is carried out to obtain a structured collection of information that allows conclusions and actions to be drawn. Fourth, data validation uses triangulation techniques by interviewing school principals as a process of verifying the accuracy or correctness of the data that is the basis of the research. Fifth, drawing conclusions is an effort to review the meaning or explanation of the research results (Nurharsono & Raharjo, 2013).

3. Result and Discussion

3.1 Extracurricular activities in school

Based on the interviews conducted with three subjects, the first subject, A, mentioned that current extracurricular activities at school couldn't be implemented because they recently moved to a new school location. However, in their previous school, they organized activities such as memorization competitions and inter-class reading competitions. This aligns with subject B, who stated that extracurricular activities like playing soccer couldn't be done in their previous school, but it wasn't a hindrance as students could participate in other events during the August 17th celebration. Additionally, memorization competitions and lectures for students have already been conducted. Subject C added that the school has supportive activities every Saturday, where students focus on self-development, especially in Quranic reading. Moreover, the school has additional activities like English tutoring and dance practice held on both Saturdays and Sundays.

The interview results are consistent with the school principal's statement, indicating that the mandatory extracurricular activity is limited to scouting. Additionally, after each semester, the school organizes simple inter-class competitions, such as Quran reading, memorization, and recitation. The principal also mentioned that

due to limitations in space and location, extracurricular activities are somewhat disrupted, leading to the organization of these activities based on grade levels.

From the subject's statement, supported by one theory from Salsabila, Syaflita & Indriani (2023), which states that extracurricular activities can assist students in developing their potentials aligned with their interests and talents through activities specifically organized by the school.

3.2 The interests and talents possessed by students

Based on the interviews conducted with three subjects, Subject A mentioned that some students have interests and talents, such as three students with a strong interest in religion to the extent of memorizing all 30 chapters (juz). Additionally, a fifth-grade student has a keen interest in mathematics or science, leading the school to register them for competitions. For sixth graders, they aren't participating in competitions as they are focused on exams. However, the school has yet to identify students with non-academic interests and talents. This aligns with Subject B, who stated that some students excel in various subjects like mathematics, English, Bahasa Indonesia, and science. Moreover, children enjoy physical education, especially boys who love playing soccer and eagerly anticipate the arrival of the sports teacher. Subject C added that some students have talents and interests, such as a passion for English, mathematics, and Arabic. Furthermore, there are students interested in non-academic fields like dance, soccer, and chess, with some even participating in national chess competitions and achieving first place.

The interview results above are also in line with the school principal's opinion, stating that there is a student with talents in non-academic fields such as sports, specifically soccer. Therefore, the soccer coach requested permission to include that student in the soccer team. However, there are also students who already possess competencies acquired at home.

From the statement of the subject, supported by one of the theories from Safitri, Azuanni & Rahmi (2020), which asserts that each child has different interests that can change depending on new experiences and insights gained by the child. Thus, something that is liked can turn into disinterest, and vice versa. Therefore, once aware of students' interests and talents, teachers and parents should provide appropriate stimuli to the child.

3.3 Developing students' interests and talents

Based on the interview results conducted with three subjects, Subject A stated that teachers attempt to develop students' interests by testing them with exercises to solve. If a student enjoys mathematics, the teacher will assist and enroll the student in competitions. This aligns with Subject B's statement that teachers foster students' interests by encouraging them to join study groups, but participation is optional. Additionally, only students in grades 5 and 6 are allowed to participate in the Madrasah Science Competition (KSM) and Olympiad. Subject C mentioned that the school supports students in developing their interests and talents by granting permission for competition participation and awarding certificates specifically to students who achieve First place as appreciation for their achievements. The school also provides additional study guidance for students' self-development, allowing them to freely choose their preferred field, with the school facilitating the process.

The interview results above are also consistent with the school principal's opinion, stating that tutoring is not mandatory but depends on the parents' desire to enroll their children. If tutoring were free, the principal believes that all students would participate, but due to its cost, the school anticipates by adopting an affordable and cost-effective approach.

From the subject's statement, supported by one of the theories by Purwaji & Rahmawati (2022), which states that a way to develop students' interests and talents is by recognizing and providing stimuli to students. Recognizing and providing stimuli, as mentioned earlier, includes giving exercises and study guidance to students.

Based on the above discussion, the researcher found that extracurricular activities exist to help develop students' interests and talents. Additionally, there is also a tutoring program for interested students. This is evident from statements made by several teachers and validated through triangulation.

4. Conclusion

Based on the conducted research, it can be concluded that students at Mis Fathul Munir have diverse interests and talents. The school develops students' interests and talents by assessing their potential during learning activities. Additionally, the school offers tutoring programs and extracurricular activities as avenues for students to channel and develop their interests and talents. Development is further facilitated by providing opportunities for students to participate in competitions, motivating them to refine and enhance their abilities.

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