

The Urgency of Developing Student's Interests and Talents in Educational Institutions

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Article History

Received : March 06th, 2025

Revised : April 27th, 2025

Accepted : May 05th, 2025

Abstract: This study aims to examine the importance of developing students' interests and talents, the stages that are passed in the process, and who plays a role in the process of developing students' interests and talents. This research uses a qualitative method with the type of literature study. Data collection is obtained from written sources, in the form of reading books, journals, scientific research and other documents relevant to the topic of discussion. Data analysis techniques with stages: 1) Condensation of data, 2) Presentation of data, 3) Describing data and verification of conclusions. The results showed that the development of interests and talents has an important urgency for students to help students discover and increase their potential, form self-identity and build self-confidence. It can also reduce cases of gadget addiction and online games for teenagers caused by a lack of positive activities. The establishment of interest and talent development activities needs to go through initial planning, implementation according to established standards, as well as regular control and evaluation so that it can be carried out properly. The role of teachers and parents is important for the success of this development activity. They help students find out their interests and talents, guide, become facilitators, motivators, and become role models.

Keywords: Development, Interest, Student, Talent, Urgency.

INTRODUCTION

Learners as the main object in the world of education, each has different interests and talents. In accordance with human nature who are born with their own advantages. Some have more potential in the field of sports, some are more prominent in the academic field, some like the world of art, music, or things related to nature, some stand out in leadership, social and many more. Some even have interests and talents in more than just one field (Halimah, Fatah, Megawati, Rosa, & Putra, 2025). Potential in the form of interests and talents is a basic ability that has not been revealed. Every human has the potential to develop their interests and talents in different ways according to their respective fields (Amaliyah & Rahmat, 2021). The potential in every human being is a gift given by God and we must be grateful, one of which is by managing and developing it so that it can be useful and beneficial not only for yourself, but also for many people.

Every learner has potential, interests and talents that need to be empowered and developed. The development of this potential can be achieved through continuous practice and

dedication (Intan Oktaviani Agustina, Juliantika Juliantika, Selly Ade Saputri, & Syahla Rizkia Putri N, 2023). This potential must be developed as much as possible in the right way, so that it can become a provision of expertise other than in the academic field (Rahmawati & Ihsan, 2022). Nowadays, competence in the academic field is not the only measure of one's success in competing. Nowadays, it cannot be denied that many people also consider soft skills to be more important. Seriousness in developing interests and talents in a field will support the development of soft skills, so that it will become a distinct advantage for each individual who is different from other individuals. This will certainly be very useful in going through various competitions in this life (Oktaviani, 2019).

The interests and talents of each student are crucial for educational institutions and need high attention. Every educational institution should provide sufficient interest and talent development facilities, not only academic learning facilities but also non-academic (Faridah & Darussallam, 2021). As stated in the Regulation of the Minister of National Education of the Republic of Indonesia No. 34 of 2006 that "Students who have the potential for intelligence

and/or special talents have a great opportunity to make the nation, country, region, and education unit proud, and therefore a coaching system is needed to actualize their potential and talent. Decentralization in the field of education is expected to provide opportunities for students who have the potential for intelligence and/or special talents to actualize their special potential and/or talents (Supriyanti & Ardiani, 2022). The potential that exists in students in the form of their interests and talents is a privilege that needs to be considered and managed properly, not only in the home and family environment, but also in the formal education environment, that is at school.

The development of students' interests and talents is something that needs to be considered by educational institutions to form a young generation with potential, competence and quality. Schools need to provide learning programs not only in the classroom, but also outside the classroom, especially to support the self-development, interests and talents of students (Magdalena, Septina, & Pratiwi, 2020). The learning program included in the curriculum at school consists of intracurricular, co-curricular and extracurricular programs. Development of interests and talents can be carried out through these three activity programs, especially in extracurricular programs. Extracurricular is a special learning program outside of class hours with the main objective of developing the potential and skills of students according to their interests and talents (Saputri & Sa'adah, 2021). In addition, the existence of counseling guidance teachers in schools is also a support to help students find their appropriate interests and talents, so that they can be channeled properly and optimally (Lengkey, 2020). Schools are expected to play an active and creative role in organizing these interest and talent development activities by providing appropriate facilities, and ensuring that students are actively involved in the program.

Based on researchers' observations, there are several previous studies that discuss the development of interests and talents. Research by Nur Halimah and others (2025) analyzes the important role of student management in improving the development of students' interests and talents in schools. Reza Hawari's research and others (2023) which examines the role of counseling guidance to provide direction and motivation to students to understand and develop

their talent interests. Ulfah and Arifudin's research (2022) discusses the role of a teacher not only teaching in class, but also playing a role in helping to develop the interests and talents of students. Saputri and Sa'adah's research (2021) analyzes extracurricular activities that can be used as a means of developing students' interests and talents at school. Hakim and Iskandar's research (2023) which examines the management of interest and talent development starting from planning, organizing, implementing and evaluating in high schools. As well as Juwita and others' research (2020) discussing the management process of extracurricular activities as an interest and talent development program in senior high schools.

Some of the research above shows that the development of interests and talents is an important thing that requires a lot of attention from various parties. Because the gifts and privileges possessed by each individual do not only lie in the academic aspect. Learners can also excel with their respective interests and talents. This needs to be supported by facilities and support from various parties, starting from family, school and the surrounding environment. Based on this, this research aims to examine the reasons behind the importance of developing students' interests and talents, the stages that are passed in the process, and who plays a role in the process of developing students' interests and talents.

METHODS

In this study using qualitative research methods with the type of library research. In qualitative research, researchers try to understand new phenomena needed in science and poured in detailed and in-depth descriptions with descriptive words in accordance with the natural context (Fadli, 2021). Research with the literature study method through the research stage by collecting sources from various literatures that are in accordance with the topic to be discussed (Darmalaksana, 2020). Data sources in this study were obtained by looking for information about the development of students' interests and talents in written sources, namely from scientific research journals, literature, books or other documents. This literature study aims to obtain theoretical information to become a strong theoretical basis for researchers. Research data is obtained through reading references from books,

journals, scientific research and other documents relevant to the topic discussed.

Data analysis techniques are carried out by studying data from previous studies on the development of students' interests and talents with descriptive analysis, where the data in this study are the opinions of experts who have studied the topic. These data become the author's reference in strengthening the argument about the development of interests and talents. The data analysis technique used by researchers is the Miles, Huberman and Saldana model (Arbainah, Habibi, & Wibowo, 2024) with stages: 1) Data Condensation, at this stage the researcher selects data, classifies and adjusts the data obtained according to the research theme; 2) Data Display, this stage is the process of presenting the information that has been obtained into a display that is easier to understand for further analysis and conclusions; 3) Drawing Conclusions and Verification, the last stage is drawing conclusions and verifying the data, the results of the previously processed data are then formed into a conclusion which is then presented in the form of narrative text.

FINDINGS AND DISCUSSION

A. The Urgency of Developing Student's Interests and Talents

Interest is a person's tendency to show attention and focus on something that is done continuously accompanied by feelings of pleasure and satisfaction (Nastiti & Laili, 2020). Someone who is interested in a field, and happy when involved in it shows that he has an interest in that field. Interest can also be one of the motivations for someone to pursue something seriously (Moesarofah, Mufidah, Mudhar, & Muwakhidah, 2023). A psychologist John L. Holland suggested that a person's interest has a relationship with his personality type, which is then divided into six types, namely, realistic, investigative, artistic, social, enterprising and conventional (Muwakhidah, Mufidah, Mudhar, & Moesarofah, 2023). These personality types are related to a person's interest tendencies. For example, a person with an artistic personality type tends to be interested and happy doing creative activities, such as things that smell like art, making crafts or music, and tends to avoid repetitive or monotonous activities. They like activities that require imagination and creativity (Yuline, 2023).

Talent is a person's innate ability in a field, which still requires training and coaching to be more developed and maximized. Talent is something that is inherent or inherent in a person. It can be said that someone who is talented in a field, then he will stand out more than others when doing it (Ulfah & Arifudin, 2022). Talent as a person's innate skill is related to the type of intelligence. Howard Gardner put forward a concept that bridges the relationship between intelligence and human talent which is divided into nine types, namely, linguistic, mathematical logic, spatial visual, kinesthetic, musical, interpersonal, intrapersonal, naturalist, and existential (Romadhina & Ruja, 2024). The type of intelligence shows the skills or talents that a person has. For example, someone with linguistic intelligence has expertise in using and processing words both orally and in writing. He is skilled in putting his feelings and thoughts into words that are easily understood by others (Asnawi, Rakhmat, & Sidik, 2023). Talent, although a person's natural ability, still requires a serious and consistent development process in order to become an extraordinary achievement (Hawari et al., 2023).

Masril in Acikatura (2021) reveals that success in a field that is of great interest to someone needs to be supported by adequate talents. A person's achievement, especially in education, has a close relationship with two internal factors, namely interest and talent. A person's interest in a field is strongly influenced by his talent, and vice versa. Interests and talents that are honed in such a way will produce extraordinary talents and provide many benefits for life (Thilavongsa, Phoumai, & Souvande, 2020). Every individual must have their own interests and talents, and every individual needs to know what interests and talents they have. Someone who already knows what interests and talents he has, of course it will be easier to determine the future path of life, both in education and career (Magdalena, Septina, et al., 2020). So that the interest and talent development program for students, especially in supporting their future, has the same urgency as learning in other academic fields.

The development of interests and talents has its own urgency for the development of students. This development program will help students to find out the potential hidden in themselves that has not been known before (Safitri, Azuanni, & Rahmi, 2020). With this

introduction, students will focus more on the process of developing their interests and talents. Learners who already know their potential will find it easier to determine the focus of their development and the purpose of the development (Alamsyah, Burhamzah, Fatimah, Asri, & Mannahali, 2023). In addition, developing interests and talents will shape students' self-identity. Through this development, they can explore their interests and talents. They can also build a better understanding of themselves. Learners will know themselves and their abilities better, so that their identity is formed which can then foster strong self-confidence (Zubaidah, Alhamdika, Setiawati, & Aryanto, 2024). Learners will be more confident to show their potential and abilities. And will be encouraged to continue to improve and develop it.

The main task of educational institutions is to provide opportunities for students to develop their potential, both in the academic and non-academic fields, which will be useful for determining careers or higher education levels, especially for students at the senior high school level (Sinaga, 2021). Developing these interests and talents allows students to be more adaptive in an ever-changing and competitive environment. The development of the current era encourages teenagers to participate in enriching and developing their skills in various fields. The development of these interests and talents will be a useful investment for students to achieve success in the future, and can provide benefits to the surrounding environment by channeling their abilities for the benefit of the surrounding community (Alamsyah et al., 2023).

The development of interests and talents, in addition to providing benefits to the development of students' potential and being a provision in the future, is also a solution to the problems that occur in many teenagers today, namely gadget addiction, excessive internet usage and online games. The rapid development of technology certainly provides many conveniences for our lives today, including in the education sector (Armando & Abdurrahman, 2021). However, negative impacts have also emerged with the development of these technologies that occur among adolescents. Some studies suggest that one of the causes of gadget addiction, excessive internet use and online games in adolescents is the lack of positive activities and makes them prefer to play cellphones rather than participating in other

activities at school (Pautina, Tuasikal, & Siregar, 2023; Pratiwi & Malwa, 2021; Sapira, Mayasari, & Suwanto, 2022). Many students are less interested in participating in extracurricular activities at school and choose to go home after learning so they can immediately play gadgets with their friends (Hakim & Iskandar, 2023). These problems can be avoided by providing interesting activities for students, namely through interest and talent development programs. With these activities, the time previously filled with playing cellphones will be reduced, and replaced with activities that are more positive and have a positive impact on students (Nur Hakim & Sari, 2024).

B. Stages of Learner Interest and Talent Development

The development of interests and talents will get maximum results through appropriate stages and supported by adequate facilities. Before that we also need to know what factors can affect the development of student's interests and talents both internally and externally (Abduloh, Suntoko, Purbangkara, & Abikusna, 2022). The Ministry of Education Culture Research and Technology suggests these factors in the guide to the development of talents and interests. Internal factors in this case are factors that come from within the individual himself, namely native or innate traits that appear consistently in different situations over time and are usually genetically based. These internal factors will interact with external factors and shape individual behavior. A person who has the traits of risk-taking, perseverance, tenacity, perseverance will be able to influence their ability to face challenges and obstacles during this development process. So this factor is quite important to be a motivation and encouragement, in addition to the individual's own interests (Kemendikbudristek, 2023).

External factors, this factor comes from outside and is continuous with the internal factors themselves. First, the facilities and infrastructure factor, the development of interests and talents requires adequate infrastructure. Each field requires different facilities. The suitability of this infrastructure will affect the results of talent interest development. Second, the availability of time, the process of developing interests and talents requires sufficient time. Flying hours will affect the results of this development process (Kemendikbudristek, 2023). Third, moral support, the moral support provided will be a

motivation that arouses the enthusiasm to develop students' interests and talents. Support can come from parents, family, school and peers. Fourth, the social environment is one of the impetus in determining a person's interest. For example, someone who lives in a land craftsman environment since childhood, can show interest in (Thilavongsa et al., 2020).

The importance of developing interests and talents has been widely recognized by various parties, especially in the scope of educational institutions. Various programs are formed to support the development of students' interests and talents. In order for the interest and talent development program provided to be implemented optimally and with quality, it is necessary to go through several stages, namely, planning interest and talent development activities, implementing interest and talent development activities and controlling and evaluating (Sinaga, 2021).

1. Planning of interest and talent development activities

Planning is the earliest step that needs to be taken in shaping a program. Nanang Fattah said that planning is done to determine what will be done, how to do it, who does it and when to do it (Abidin & Nasirudin, 2021). This planning is an important step so that the implementation of the activities that have been designed runs smoothly and in accordance with what is expected. In the context of interest and talent development programs, the planning stage includes determining the objectives of interest and talent development, identifying and collecting student's interests and talents, selecting and establishing interest and talent development programs (Fitriani & Setyono, 2022).

Goal setting is carried out so that each activity has a clear implementation objective, and each member of the educational institution knows and understands the purpose of carrying out the activity (Pulungan & Sulasmi, 2024). Furthermore, identification and data collection of student's interests and talents are carried out. The identification of student's interests and talents is carried out so that all activities planned are in accordance with the needs of students. This identification can be done through assessment using tests or non-tests. The assessment can also help students know their potential and interest in a particular field. Furthermore, the data from the assessment results are then used as the basis for

determining the interest and talent development program (Kemendikbudristek, 2023). By going through the previous stages, determining the interest and talent development program that will be implemented becomes easier. In this determination process, the evaluation results in the previous year are important to be used as a reference so that it can be an improvement for the new program. This planning is usually carried out during a meeting at the beginning of the school year, along with the preparation of other learning programs.

2. Implementation of interest and talent development activities

The next stage is implementation. At this stage, the program designs and plans that have been prepared previously are operated using policy strategies and directed activities, using human resources and supporting facilities to achieve goals (Abidin & Nasirudin, 2021). The implementation of interest and talent development can be carried out through intracurricular, co-curricular and extracurricular learning. Various kinds of activities are formed, both scheduled and unscheduled activities (Pulungan & Sulasmi, 2024). The development of interests and talents through intracurricular programs includes learning practices carried out outside the classroom or in the classroom, enrichment of abilities and skills, and contribution to competitions in the academic field (Sinaga, 2021). The co-curricular program includes training, workshops, outing classes, study tours, and several other activities that are carried out outside of active learning hours. The development of interests and talents carried out through extracurricular programs focuses more on non-academic aspects. This program includes a variety of fields, ranging from arts, sports, scientific writing, technology, scouting, social and broadcasting (Magdalena, Ramadanti, & Rossatia, 2020). In addition, developing interests and talents can also be done by involving students in competitions according to their interests or talents. By participating in competitions, children will be more confident in displaying their abilities and spur their enthusiasm to be even better (Magdalena, Septina, et al., 2020).

All activities related to students must have the role of student management in it, because the main task of student management is to manage all activities related to students, from the beginning of entry to the period of student graduation from school. Likewise, in the process of developing

students' interests and talents. The student affairs section has a big role in this, which works closely with the curriculum section, counseling guidance teachers, extracurricular coaches, homeroom teachers and other educators and education personnel (Noho et al., 2022). In this case, the student affairs department also has the authority to ensure that the implementation of interest and talent development activities goes according to what was previously designed

3. Control and evaluation of interest and talent development activities

After running the interest and talent development program, the next stage is control and evaluation. Control and evaluation are carried out to ensure the implementation of all activities in accordance with the plans, strategies, policies, schedules and budgets that have been decided previously. At the control stage, it is necessary to have standards set as benchmarks and comparisons for the implementation of activities, so that the evaluation process is more objective and directed (Abidin & Nasirudin, 2021). This control activity can also be carried out directly or indirectly. Direct control is carried out by seeing and supervising during the activity. Meanwhile, indirect control is carried out through the results of the reported activity report. Direct control is usually carried out by the person in charge of the activity, while indirect control is carried out by the principal through the results of the report from the person in charge of the activity (Noho et al., 2022).

This control and evaluation should be carried out regularly and periodically, so that pressing problems during implementation can be resolved more quickly. Apart from routine evaluations, every educational institution also usually carries out a major evaluation which is carried out once a year twice at the beginning of the semester (Jaenullah, Sudadi, Masduki, & Sari, 2021). This evaluation is usually carried out to read reports on the implementation of overall interest and talent development activities. Referring to the design that has been prepared at the beginning, whether the implementation of activities has run according to the policies, schedules and budgets set, and whether the development of interests and talents can achieve the desired targets. In addition, the activeness and interest of students in these activities are also seen, as a consideration of the effectiveness of their implementation, and whether they will be maintained or replaced with other activities that

suit the needs of developing students' interests and talents (Hakim & Iskandar, 2023).

C. Parties Who Play a Role in The Development of Student's Interests and Talents

The development of students' interests and talents certainly requires supporting components to be carried out properly. Teachers as the main educators in schools have an important role in the implementation of interest and talent development. Teachers play a role in guiding, modeling, motivating and providing the needs of students in developing interests and talents. In accordance with the duties of the teacher as educator, facilitator and motivator (Rambe & Fadhli, 2024). As a facilitator, the teacher's role is to assist students in meeting the needs of developing their interests and talents both in the form of material and non-material. Teachers also help students when experiencing obstacles in the process of developing interests and talents, in order to facilitate and smooth the process that is being undertaken (Magdalena, Fatharani, Oktavia, Amini, & Tangerang, 2020). As a motivator, teachers play a role in providing support, arousing enthusiasm and confidence in students to further develop their potential. Teachers also play a role in creating a supportive environment for the development of students' interests and talents (Halimah et al., 2025).

At school there is a service called counseling guidance service. The teacher in charge of it is the counseling guidance teacher. The development of students' interests and talents in schools requires the role of counseling guidance teachers (Lengkey, 2020). In this case, the role of the counseling guidance teacher is to help students know and understand their interests and talents, because not all students already know their potential and the role of parents in identifying it is not optimal. With this counseling guidance, students will be able to know their respective interests and talents, to further determine the steps and development activities that are in accordance with their potential needs (Fuadi & Casmini, 2023). In addition to the important role of teachers, parents also play a very important role in the development of students' interests and talents. Parents are the first individuals to recognize the potential of their children early on. Through observation and identification of children's interests and talents, so that children's interests and talents can be

known early (Rijkiyani, Syarifuddin, & Mauizdati, 2022). Every parent has a role to support and motivate their children. Through this support, it will arouse the enthusiasm of children to explore their potential more optimally (Zubaidah et al., 2024). With this, if teachers and parents build good cooperation and carry out their roles optimally, then the development of students' interests and talents will provide maximum results.

CONCLUSION

From this research, it can be concluded that the development of interests and talents has an important urgency for the development of students, especially increasing their potential. The development of interests and talents is considered important to help learners discover their potential. In addition, through the development of interests and talents, learners' self-identity can be formed and their self-confidence also increases over time. The development of interests and talents can also reduce cases of gadget and online game addiction among teenagers due to the lack of positive activities, so they seek pleasure to fill their time by playing gadgets. Adolescence is a time for children to grow and develop, so it is necessary to present positive supporting activities, one of which is this interest and talent development. The development of interests and talents in schools can be carried out through intracurricular, co-curricular and extracurricular programs. In managing these activities, in order to run well and optimally, it is necessary to go through the stages of initial planning, implementation according to established standards, as well as regular control and evaluation. In its implementation, there is an important role for teachers who help a lot with the things students need, as well as provide support in the form of motivation and encouragement to succeed in the course of this development activity. In addition to the role of teachers, parents also play an important role in this, because they are the closest and most aware of the circumstances and potential of their children.

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