

MANAGEMENT ANALYSIS DEVELOPMENT INTERESTS AND TALENTS OF STUDENTS MAN INSAN CENDEKIA SERPONG – SOUTH TANGERANG

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Abstract

The purpose of this research is to analyze the management of interest and talent development of Madrasah Aliyah Negeri Insan Cendekia Serpong Tangerang Selatan students, the management studied consists of planning, implementation, and evaluation of the development of students' interests and talents. The research method used in this research is Descriptive Qualitative research method with explanatory research type that is telling and describe the real findings found by the researcher.

The results obtained by researchers in the form of madrasah profile, history of madrasah, and findings obtained through observation of facts and photographs documentation, interviews, and document data. The results of the study describe the process of student development planning designed during work meetings and school coordination conducted every year, then performed the implementation that begins with the recruitment of students to enter the program of interest and talent development of students in the form of extracurricular, compulsory school program, and Club Field of Study. After the implementation, the evaluation of the talent development program and the interests of the shortcomings that occur during implementation and there are recommendations that answer follow-up implementation of development programs to be implemented in the next year.

In this study coordination that occurs between the Principal, Guidance and Counseling Services, and Student Section has been structured and regularly according to job desk assigned to the description of each section. Coordination is done regularly and the implementation has been organized with a clear structure that can be controlled by the development of interests, talents, and achievements that are on the part of Student Affairs. There is an interesting discovery that there is no difficulty in the development of gifted students because of their achievement orientation and fully facilitated in all aspects of the school.

Keywords: Analysis, Management, Gifted Students, MAN IC Serpong, Interest and Talent Development.

Preliminary

All aspect of life can support the creation of comprehensive development in human resources. However, there is the main point as the support of national development. The increase in human resources quality is the main priority of development (Rahmawati, 2012). Since education includes human development starting from terms of intellectual, moral, skills, and competencies for the future. In general, education aims to provide an environment that enables people to develop their own potential, interests, and talents optimally. So that the result from people who succeed in getting an education in school are able to realize their abilities according to their personal needs and the needs of the surrounding community.

In addition, to support the improvement of these human resources, education services are needed that consider the talents, interest, abilities, and

intelligence of the student. The result from several research shows that one-third of students classified as gifted students get experience symptoms of “lack of achievement”, according to Ministry of Education in 1994 (Reni A, 2004:13). These are because of the students didn't get the supportive and less challenging of learning conditions to devote all of their abilities optimally.

While students didn't devote their abilities appropriately, their other abilities can't devote well too, because they didn't get the spirit in their learning process. Even though, Ministry of Education, Wardiman Djojonegoro, said that the attention for talented kids will push superpower abilities for Indonesia Nation to carry out the future (Nashori, 1994:13). And the statistic data has shown that Indonesia has approximately 252.164.800 residents so there are around 5.043.296 residents who have a special intelligence and giftedness (Syafatania, 2016).

In addition, strengthening which found in journals written by Jeremy S. Page, with the research "Challenges faced by Gifted Learners in school and beyond" expressing the opinion of Diezman and Watters that if children's talents are not channeled, children will easily feel bored and not interested in learning.

"If the gifted child is not recognized, he or she quickly becomes bored and disinterested with the content taught (Jeremy, 2010:1)."

If children didn't feel interested in learning, the result of the study didn't maximum too and culminating in the quality of students. According to the described above, the talent students should be channeled optimally in school, and do systematic management to obtain satisfaction output for students and schools. With the right management, human development can be obtained optimally.

Nanang Fattah explained about education management, that schools as one of effort to improve the human resources and increase the social degree of the nations' people. Schools as the education institution need to be managed, organized, and empowered so that schools can produce products or result optimally.

Tilaar explained that education management is very important because education is not only a basic needs of Indonesian people but also one of dynamist nation development itself (Tilaar, 2008:4). Therefore, education improvement for Indonesia nation should be starting from management itself. Evidently, education management of this country still need to recovery and requires a lot of improvement. With good management, it will improve human development and have an impact on improve the quality of human resources.

Schools management is regulated by the government and has been determined by school-based management, in other hand management implementation for non academic learning as a talent show in school, like extracurricular, should to regulated and include a program for distributing student's talents, because even though there is an extracurricular program at school, don't limit it to only the extracurricular activities, because not all children have the same interest, schools can do other activities that children prefer to channel their energy (Metrotvnews: 27 December 2017). With so much benefit from extracurricular activities for the development of talents and interests of students, it is expected that each education unit will carry out these activities. Every education unit should make a program and extracurricular activities guide that valid in the education unit (Bangka Tribunnews).

Based on the background above, the researcher will examine the application of talents development management of students in MAN Insan Cendekia Serpong, because of the importance of implementing talents development management to achieving the optimal result. The reason why researchers choose MAN Insan Cendekia is that this

school has a good distribution of talents for students and as a school which is the people's choice for the development of students according to their talents and interests. That is indicated by MAN Insan Cendekia by becoming an Aliyah Madrasah that was rich with achievements and acknowledgment of the Director General of Islamic Education Ministry of Religion, Kamaruddin Amin, that MAN IC is a madrasa that has a brilliant achievement (Rozali, 2014).

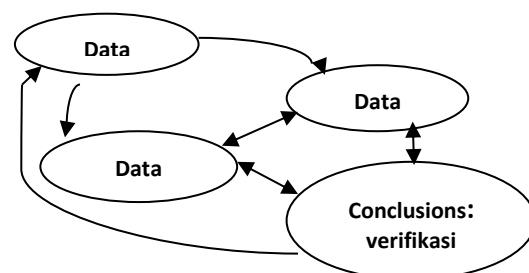
From the result of researchers' study, in the concept of education management, management becomes simpler in the form of aspects of planning, organizing, directing, and controlling human resources that contained in the education unit in order to achieve goals that match with the will effectively.

Research Methods

The methods of this research are qualitative research. The qualitative research method that carried out is according with Maleong theory, research that used the natural background, with the aim to interpreting the phenomena that occur and carried out by the way of involving various methods. In practice, this research method involves importance efforts, collecting specific data from participants, and analyzing data inductively starting from the specific themes to general themes, and interpreting the meaning of data. In this case, the researchers use the qualitative research methods by describing descriptively about phenomena that occur in the form of narration.

Analisis dan Interpretasi Data

Data analysis is done by examining the books, important notes about the condition related to the research. The documentation can as a letter such as history, story, fact, school role, and school policy. In this case, the researchers do research in the form of finding the advantages in School of MAN IC. After being analyzed, there is special management that manages the development of student talent in structural school. The analysis that carried out by the researchers is interview data analysis, especially if the researchers have done the analysis in interview phase not well, so the researchers need to continue the questions again until they get the credible data. The steps for retrieving data are shown in the following figure:



Gambar 1. Komponen dalam analisis data

In this research, researchers do a collecting data, then a sort of data collected by reducing data, so the data display will obtain and conclusions are drawn from all data obtained.

Conclusions

The development of talents and interests program is guided by several structural parts of Madrasah, such as Guidance and Counseling Service Section, Deputy Head of Student Madrasah, and the teachers. All aspects are cooperating to implement the development of talent student. Talent students development is given special advice by Counseling Guidance Service in the student section by forming a special club for gifted children called The Study Club. Students WKM develops technically and technically supported by teachers/ instructor to develop the student talents. Management stages analyzed by the researchers on this research include Planning, Implementation, and Management Evaluation of the development of student talents and interests in MAN IC Serpong South Tangerang :

1. Planning the development of student interests and competencies is carried out at School Work Meeting in the new year. Technical of planning was carried out during School Work Meeting which was attended by five commissions, each commission consisted of 12 to 14 peoples. Writing program planning is written and recorded, and program planning is made for a year there, constraints are made, and the target has been reached or not.
2. The implementation of developing student interests and talents has been structurally directed, that the development program of talent and interests student is fully technically carried out by the Development of Talent, Interests, and Achievement Student Coordinator who collaborates with the Student Council adviser. The technic of implementation is carried out by the Development of Talent, Interests, and Achievement Student in the form of a student recruitment schedule, training instruction/ student guidance, coordination with non-extracurricular coach (KBS teacher, women coach, and scout) while extracurricular coach coordination is carried out by OSIS. Coach present list and journal of coaching material are technically watched over by the development of talents, interests, and achievement student coordinator.
3. Evaluating process of development of student talents program are consists of several elements, student evaluation element at extracurricular program is carried out by giving the student scores and student scores are written with the description by extracurricular coach, KBS evaluation

element has seen as student achievement, and overall evaluation element is carried out at Work Meeting End of Year program that accompanied by input/ recommendations from commission participants who attend the school program evaluation plenary session.

Overall, researchers are finding that development of talent and interests student management that carried out by MAN Insan Cendekia Serpong adhering to the management theory that was sparked by Malayu and G.R Tery. Management for reach the goal, do a planning process that carried out at Work Meeting School structurally clear and appropriate job desk, organized instructions are carried out by Student WKM, and control in the field carried out by the Coordinator of Developing Interests, Talents, Achievements Student and Student Council Advisers.

In addition, there are some interesting findings that were discovered by researchers while conducting research in MAN Insan Cendekia, including to produce students who excel in all elements of school, work together well and coordinate with each other for the develop students (principals, school committees, teachers, school staff, borders, and parents through school Counseling Guidance service), then fostering gifted children is not difficult as fostering students in regular class because there has been appropriate direction of talent for students who are intellectually gifted through the Club of Study.

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Izatul Silmi was born on Bukittinggi, West of Sumatera, April 13, 1991. The author is usually called Silmi. Graduate from the Department of Electronic Engineering Education, Jakarta State University in 2016. The author had been an advisor to the scientific community of the UNJ Circle of Inspiration in 2015 as a member of Indonesian Non-Governmental Organization, Indonesian Society of Scientists and Technologists Student Clusters fosters by Indonesian Researcher Dr. Warsito Puro Taruno, and once carried out fieldwork practices at the Physics Lab in Serpong LIPI. After completing the Undergraduate Degree, the author becomes the Beneficiary of the Indonesian Teachers School Dompot Dhuafa Professional Class program with a Strata II scholarship at the UIN Syarif Hidayatullah Jakarta Islamic Education Management Masters Program. By becoming a Beneficiary as well as a student, the author is also active as a trainer for Indonesian Teacher Schools in several teacher training programs for the Bogor, Pandeglang, and Teachers in Bogor MI as well as STAI Al-Fatah Cileungsi Bogor. After that, the author actively formed several learning communities and became the Co-founder of the National community, Indonesian Youth Education Forum (IYEF). After that, the author was sent as a trainer and education volunteer by SGI to the 3T area, Central Sulawesi, Kab. Tolitoli to foster 120 teachers by instilling 10 teacher leadership, becoming a model teacher, as well as an education consultant in MI Darul Ihsan Dampal Selatan Tolitoli District, Central Sulawesi. In addition, the author is also active in writing in various local mass media kab. Tolitoli.