

## **Efforts to Develop Children's Talents Through Extracurricular Activities at Nur El-Qolam Islamic Middle School Serang Banten**

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**Abstract:** Humans are born with potential and innate abilities that need to be developed. This research aims to describe and analyze how to develop students' interests and talents through extracurricular activities, as well as supporting and inhibiting factors in carrying out extracurricular activities. The approach taken in this research uses a qualitative approach with field study methods. Meanwhile, the data sources in this research contain two sources, namely primary and secondary. Primary includes interviews with teachers and students who take part in extracurricular activities, while secondary includes: journal articles, school documents, archives extracurricular mentoring books, and other internet media that are relevant to this research. The data collection techniques are observation, interviews, documentation, and triangulation. Meanwhile, the data analysis technique uses Miles and Huberman's theory, namely data reduction, data display, data presentation, and data verification so that the results can be interpreted accurately and precisely. The results of this research show that in developing students' interests and talents there are several things, including through extracurricular activities, including martial arts (taekwondo), futsal, harsh music, and scouts. As well as supporting factors in carrying out extracurricular activities: (students are in a dormitory environment because at the school all students are Santri so mum is on site. The inhibiting factors are still the large number of students' lack of discipline and the lack of mentors who guide students in developing their interests and talents.

**Keywords:** Extracurricular; Potential; Talent

**Abstrak:** Manusia lahir dengan kemampuan bawaan yang merupakan potensi yang perlu dikembangkan. Tujuan penelitian ini untuk mengurai dan menganalisis bagaimana cara mengembangkan minat dan bakat siswa melalui kegiatan ekstrakurikuler, serta faktor pendukung dan faktor penghambat dalam melaksanakan kegiatan ekstrakurikuler. Adapun pendekatan yang dilakukan dalam penelitian ini menggunakan pendekatan kualitatif dengan metode studi lapangan (field research). Sedangkan sumber data dalam penelitian ini memuat dua sumber yakni primer dan sekunder primer. Primer meliputi wawancara dengan guru dan siswa yang mengikuti ekstrakurikuler, sedangkan sekunder meliputi: artikel jurnal, dokumen sekolah, arsip serta buku mentoring ekstrakurikuler dan media internet lainnya yang relevan dengan penelitian ini. Adapun Teknik pengumpulan data melalui observasi, wawancara, dokumentasi dan triangulasi. Sedangkan Teknik analisis data menggunakan teori Miles dan

*Huberman yakni reduksi data, display data, menyajikan data serta verifikasi data sehingga hasilnya dapat diinterpretasikan dengan akurat dan tepat. Hasil penelitian ini menunjukkan bahwa dalam menumbuhkembangkan minat dan bakat siswa ada beberapa hal di antaranya melalui kegiatan ekstrakurikuler di antaranya: seni bela diri (taekwondo), futsal, seni musik hadroh dan pramuka. Serta faktor pendukung dalam melaksanakan kegiatan ekstrakurikuler: (notabennya siswa berada di lingkungan asrama karena sekolah seluruh siswanya merupakan santri jadi muqim di tempat. Adapun faktor penghambatnya masih banyaknya tidak disiplin siswa dan kurangnya mentor yang membimbing siswa dalam menumbuhkembangkan minat dan bakatnya.*

**Kata Kunci:** *Bakat; Ekstrakurikuler; Potensi*

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## INTRODUCTION

Every child is born with various potentials that they are born with and are related to the brain. So talent needs to be explored and developed so that it can be realized (Murniarti, 2020). This fact illustrates that orientation in developing students' talents needs to be supported by activities that can direct and identify the potential of each student. Schools are educational institutions that accommodate students with different backgrounds and levels of intelligence to be given guidance so that they have abilities, intelligence, and skills. Every school must try to balance the development of intellectual intelligence and the development of other personality aspects (Andreastya & Almuhtadin, 2019). In reality, talent, interest, and creativity are very important factors that every teacher should pay attention to when teaching at school, to achieve the implementation of educational goals at school developing interests and talents will help students achieve a bright future and be unpretentious (Mahfud & Sutama, 2021).

The need for developing academic skills for students is certainly very much needed. In the future life, students not only need theoretical provisions but also practical skills. This means that fulfilling the needs of secondary school students for life skills in various fields is something that must be fulfilled (Lestari, 2017). This fact shows that the development needed by students is not purely theoretical but is supported by practical development in the field. The education system is more directed toward mechanistic skills and not towards the provision of life *skills* creative-innovative thinking patterns and student skills (Annisyah, 2021). To make a nation smarter, the government always tries optimally to provide direction and counseling to teachers from the family, school, and community education levels so that they always pay attention to the talents of students to achieve the main goals of education (Saputri & Sa'adah, 2021).

To achieve the goals and expectations of activities that guide and mentor students in developing their interests and talents, of course, it cannot be separated from supporting factors, such as the role of parents, teachers, and the community environment in building students' potential, interests, talents and creativity. Because students' interests, talents, and creativity are one of important factors in efforts to encourage the success of quality education (Silahuddin, 2017). These conditions show the importance of encouragement in developing creativity, including as a component for achieving the quality of the learning and teaching process for every teacher in school. The best solution is through extracurricular activities that students are interested in developing their talents (Andreastya & Almuhtadin, 2019). So extracurricular activities become a forum for but not all talents Self-development is an effort to shape the character and

personality of students which can be done through extracurricular activities (HAMIDAH, 2023).

The main task of schools is to educate their students and not just make them smart and skilled, but must also be able to develop students into better individuals who are responsible for their existence. Apart from that, this is also because the need for talent pools is not facilitated so not all talents can be channeled properly and optimally (Magdalena et al., 2020). The means for personality development is not only structured learning in the curriculum, but also extracurricular activities which are learning activities held outside class hours (Munandar, 2016).

Based on initial observations, Nur El-Qolam Islamic Middle School in developing students' interests and talents accommodates this development process through extracurricular activities. The problems that occur in junior high schools cannot be separated from the facilities and community alone but rather from internal factors (Roby, 2022). These facts show that the problems that occur at the school provide a reference for researchers to analyze and analyze the factors that hinder and support the continuation of these extracurricular activities so that students can know and improve their abilities, especially their soft skills. The work of developing extracurricular activities that are designed to the maximum extent possible and supported by qualified human resources will produce good quality (Nahooda, 2015). So extracurricular activities will run well by the vision and mission of Nur El-Qolam Islamic Middle School in providing support and motivation to its students (Wibowo et al., 2020).

Furthermore, previous research related to efforts to develop students' talents through extracurricular activities has been carried out by many previous researchers. As far as the author observes, previous research is divided into three trends. *First*, Forms of physical participation are realized in the form of personnel, facilities, funds, and services, *second*, efforts to form religious character through Islamic religious extracurricular activities that aim to instill students with a sense of faith and piety, *third*, the skill indicator achievement level is 82.42% in the Very High category (Candra & Wahyudi, 2020; Lestari, 2017; Nurmalia et al., 2021; Nuzula, 2017). If previous research focused on three tendencies, in this case, the author adds planning for extracurricular activities, implementation of extracurricular activities, evaluation of extracurricular activities as well as supporting and inhibiting factors for extracurricular activities. So that the results of the research carried out can complement each other.

Therefore, this research considers it important to trace and analyze the results of observations and interviews as well as documentation at Nur El-Qolam Islamic Middle School. So this research aims to describe and analyze

how the planning, implementation, evaluation, and supporting and inhibiting factors in the implementation of extracurricular activities are carried out so that the school can find out the interests qualities, and potential of students' abilities and course their abilities can be reflected in the form of developing soft skills. students and provide opportunities for students to continue implementing and realizing the ideals of the nation, namely superior, competitive, and creative people.

## **RESEARCH METHODS**

The approach taken in this research uses a qualitative approach with field research methods. Namely, research that is based on field results. Meanwhile, the data sources in this research use two sources, namely primary and secondary. Primary includes results from informants, both teachers and students who take part in extracurricular activities, while secondary is supporting data to strengthen data sources including journal articles, school documents, archives, and school extracurricular guidebooks. Nur El-Qolam Islamic Middle School. The data collection techniques in this research include observation, interviews, documentation, and triangulation (Sugiyono, 2022). Technical data analysis, namely using Miles and Huberman's theory, including data reduction, displaying, presenting data, and data verification, so that the results can be interpreted accurately according to the source and data collection techniques used (Miles & Huberman, 1994). used must be written by scientific methods, namely rational, empirical, and systematic. It is best to state the time and place of research clearly.

## **RESEARCH RESULTS AND DISCUSSION**

### **Research Result**

Extracurricular activities are educational activities outside of subjects to help develop students according to their needs, potential, talents, and interests through activities specifically organized by educators and/or educational staff who are capable and authorized at schools/madrasas (Magdalena et al., 2020). Extracurricular activities are a forum for students to develop their talents and creativity to achieve achievements through proper direction (Denault et al., 2019). One barometer for developing students' interests and talents and knowing their potential is the existence of extracurricular education which has produced many achievements. In implementing extracurricular activities, students receive appropriate guidance from accompanying teachers and instructors appropriate to their extracurricular field. Therefore, extracurricular participants can develop their talents and creativity. Self-development is an educational activity outside of subjects as an integral part of the school curriculum. Self-development activities are an effort to shape the character and personality of students which

can be carried out through extracurricular activities (Ren et al., 2022). Self-development also aims to develop students' talents. (Ali & Asrori, 2010) state that talent (aptitude) contains the meaning of innate ability which is potential (potential ability) because its nature is still potential or still latent, so talent is potential which still requires serious and systematic development and training efforts to achieve success. can be realized. One of the stages of recognizing personal potential, both talent and creativity, at Nur El-Qolam Islamic Middle School is through extracurricular activities. Through these activities, students' self-potentials can be recognized. Recognizing self-potential will be very useful for shaping students' personalities. In line with his statement (Ma'mur, 2012) states that there are several benefits to knowing talent, namely (1) to find out one's potential, (2) to plan the future, and (3) to determine tasks or activities.

Based on observations made and interviews with several informants. The implementation of extracurricular activities at Nur El-Qolam Islamic Middle School Serang Banten is under the auspices of the Nur El-Qolam Foundation which oversees formal schools such as TKIT Nur El-Qolam, SDIT Nur El-Qolam and SMA Islam Nur El-Qolam. Departing from the findings in the field, the author identified the findings as follows:

### **Planning for Extracurricular Activities at Nur El-Qolam Islamic Middle School**

First, in the process of planning extracurricular activities at Nur El-Qolam Islamic Middle School, Serang Banten, referring to the statutory regulations Permendikbud no. 62 of 2014 as the basis for carrying out activities in the school environment to develop students' interests, and talents and creativity. The process of preparing plans for extracurricular activities includes determining the goals of extracurricular activities, creating a schedule for implementing activities, creating guidelines for implementing activities, holding meetings to determine activity leaders, and announcing programs and activity budgets for one year (Roby, 2022). Extracurricular activities carried out include silat, futsal, scouting, Marais, and speech. By developing a weekly practice habit, students can be shaped according to their interests and gain results from the activities they participate in.

The parties involved in the process of designing extracurricular programs are the chairman of the Foundation, the principal, the deputy principal for student affairs and extracurricular coaches, as well as extracurricular coaches. The output of the extracurricular activity planning process at Nur El-Qolam Islamic Middle School is in the form of an extracurricular activity program. Careful planning helps jointly decided activities achieve goals effectively and efficiently (Fani, 2022).

Therefore, understanding, knowing, and trying to develop the potential that exists within oneself certainly has positive benefits for the individual. Apart

from recognizing students' talents, extracurricular activities at Nur El-Qolam Islamic Middle School can also be a stimulus for students to foster their creativity. Creativity can develop because individuals practice and learn to become creative individuals. The creativity that exists in individuals is used to face various problems that exist when interacting with their environment and look for various alternative solutions so that they can achieve rapid adjustment (Asrori, 2008).

**Table 1. Nur El-Qolam Islamic Middle School Extracurricular Strategic Plan**

No	Extracurricular	Plan	Target
1	martial arts	Held on Sundays at 15:30 WIB	<ul style="list-style-type: none"> <li>➤ Be prepared to take part in the O2SN competition which is organized by the Serang sub-district/city education office every year.</li> <li>➤ It can be used to enliven the reception of guests or entertainment performances for class promotions.</li> </ul>
2	Futsal	Held on Sundays in the morning at 08:30 WIB	<ul style="list-style-type: none"> <li>➤ Contested at O2SN activities</li> <li>➤ As a place for sparring friendship between schools, especially between other Islamic Education Foundations</li> <li>➤ Uphold the values of sportsmanship</li> </ul>
3	Scout	Held on Saturday at midday prayer time at 13:00 WIB	<ul style="list-style-type: none"> <li>➤ It is contested in the Kwarcab or Kwarda school cluster event every year.</li> </ul>
4	Marawis	Held on Wednesday at Asr time at 15:30 WIB	<ul style="list-style-type: none"> <li>➤ To be displayed at major Foundation events such as open houses, Iqra graduations, and third-grade haflathul with.</li> <li>➤ Attracting students to be interested in registering to enter Islamic Middle School is part of its marketing Foundation.</li> </ul>

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5	Speech	Held in the evening, namely Tuesday and Friday nights at Isha ba'da at 20:00 WIB	<ul style="list-style-type: none"> <li>➤ competed in the FLS2N event at the Serang sub-district/city level.</li> <li>➤ Helping students hone their speaking skills, this Foundation implements a bilingual school (bilingual).</li> <li>➤ Developing students to be skilled at speaking to face their future as presenters, motivators, and even lecturers.</li> </ul>
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### **Implementation of Extracurricular Activities at Nur El-Qolam Islamic Middle School**

Based on an interview with one of the extracurricular PJs, he stated that the extracurricular implementation at Nur El-Qolam Islamic Middle School was carried out in one week, with a description of the implementation as follows: *Perama*, Wednesday, the Marawis extracurricular activities will be held at Asr time at 15:30 WIB until completion. *Second*, On Saturday, Scout extracurricular activities are held at midday prayer time after lunch for the students/santri. *Third*, on Sundays, silat classes are held at Ashar time at 15:30 WIB until finished. *Fourth*, implementation of futsal extracurricular activities from 08:30 WIB until completion. On other days, such as Tuesday and Friday, the speech escul (Arabic and English) is held in the evening during Isha from 20:00 WIB to 21:30 WIB (Tanwirul, 2022).

From the results of observations and interviews with informants, the researcher certainly added that the implementation of extracurricular activities at least describes, among other things: 1) various types of extracurricular activity choices, 2) providing rationale that extracurricular activities are part of achieving the vision, mission and school/madrasah objectives, 3) provide information that extracurricular activities have taken into account the resources available at the school/madrasah, 4) provide an explanation that self-development in the school/madrasah is included in the objectives required in the national standards, namely talent, interest, creativity, competence and habits in life, religious life skills, social skills, learning abilities, insight and career planning, problem solving abilities, and independence, 5) have requirements for participants who will take part in extracurricular activities, 6) provide targets for the implementation of extracurricular activities (Supiani et al., 2020). In fact, in the academic field, there are subjects (intracurricular) that can support students' talents to develop. However, subjects (extracurricular) are



not the only supporting factor for students in developing their skills or talents. Departing from the statement This shows that other factors can realize educational goals in the form of school activities aimed at developing students' potential, namely extracurricular activities (Habib et al., 2014). According to (West et al., 2019), the functions of extracurricular activities are as follows:

1. Development, namely the function of extracurricular activities to develop students' abilities and creativity according to their potential, talents, and interests.
2. Social, namely the function of extra-curricular activities to develop students' abilities and sense of social responsibility.
3. Recreational, namely the function of extracurricular activities to develop a relaxed, happy, and enjoyable atmosphere for students which supports the development process.

So that the implementation of extracurricular activities will run well if they are managed well by the organizer, namely the school. Management or what is also known as management (Ardana et al., 2012). So that the implementation of extracurricular activities at Nur El-Qolam Islamic Middle School, Serang Banten has the aim of channeling talents and educating students to be able to socialize with the environment, have leadership, independence, sportsmanship, and discipline which it is hoped will later be able to support these students in the academic field.

### **Evaluation of extracurricular activities at Nur El-Qolam Islamic Middle School**

In the evaluation activities carried out at Nur El-Qolam Islamic Middle School, especially in this extracurricular activity program, based on the results of interviews conducted, after planning and implementation had been carried out to measure whether or not students were successful in following the extracurricular activities they were interested in, the school would of course hold exams for students. and interviewing trainers (tutors) who are responsible in their respective fields (Roby, 2022). There is also an evaluation stage that is carried out to measure the extent of the students' success, mentoring is held between the extra-curricular PJ and each coach every week on what steps should be given to students in overcoming the achievements of the students in participating in these extra-curricular activities (Tanwirul, 2022). As well as assessment tools adapted to the type of activity. Evaluation can be carried out after the activity has been implemented. Assessment results are used routinely in master reporting materials. The aim is that parents need to be aware of their children's growth and development in extracurricular activities (Munastiwi, 2018).

So that the evaluation carried out can have implications for students in extracurricular programs that have been planned and implemented, and when

the next activity is carried out there will be improvements for students who have not been optimal or perhaps which ones have been maximized so that their preparation and readiness is proven in participating in various competitions. which was mentioned in the planning section.

## **Discussion**

### **Understanding Extracurricular**

Extracurricular activities are activities carried out as a forum for developing students' potential which can have a positive impact on strengthening character education (Kemendikbudristek RI, 2023). According to the Ministry of Religion of the Republic of Indonesia (2004), extracurricular activities in schools are divided into two parts, namely sports extracurriculars and non-sports extracurriculars. Extracurricular sports include game sports (football, basketball, futsal, volleyball, and badminton), extracurricular athletic sports (running, throwing, and jumping), extracurricular aquatic sports (swimming), and extracurricular martial arts sports (karate, pencak silat, taekwondo). This is different with non-sports extracurriculars which include music (band, marching band, choir), dance extracurriculars (traditional dance, modern dance, and cheerleading), theater extracurriculars, scientific work extracurriculars, scout extracurriculars, nature lovers extracurriculars, and Paskibraka. The existence of extracurricular activities will be optimal if they are adjusted to their role and objectives. Extracurricular activities are not only a complement to learning at school but instead become a place to develop talents embedded in students (Gibbs et al., 2015). Therefore, proper direction is needed to turn this potential into a useful talent for the student, one of which is through extracurricular activities. Based on the explanation above, extracurricular activities are an important component that needs to be present in schools for school progress.

There are various types of extracurricular activities at the school and many achievements have been achieved. The school's success in developing students' talents and creativity through extracurricular activities is also supported by good management of extracurricular activities at the school (Teimoornia et al., 2011).

### **Understanding Talent**

Talent (*aptitude*) is usually interpreted as potential and innate ability (*potential ability*) which still needs to be developed or trained to be realized (Amalia & Victor, n.d.). Ability (*ability*) is the power to act as a result of innateness and training. Ability shows that an action can be carried out now, while "talent" requires training and education so that an action can be carried out in the future.

So, talent is the natural ability to acquire knowledge or skills, which can be relatively general (for example, intellectual talent) or specific (special academic talent). Special talents are also called Talent and ability determines a person's

"achievement". People who are talented in mathematics, for example, are expected to be able to achieve high achievements in that field. So, achievement is a manifestation of talent and ability. Very prominent achievements in one field reflect superior talent in that field (Noraini, 2021). On the other hand, it is not certain that talented people will always achieve high achievements. Other factors determine the extent to which a person's talents can be realized. These factors are partly determined by a person's environmental conditions, such as opportunities, facilities, and infrastructure available, parental support and encouragement, parents' socio-economic level, place of residence, in urban or rural areas, and so on. Some factors are determined by the person's circumstances, such as his interest in a field, his desire to achieve, and his tenacity to overcome difficulties or obstacles that may arise. The extent to which a person achieves superior performance depends largely on his motivation to achieve, in addition to his innate talent. Excellence in one field, whether it is literature, mathematics, or art, is the result of the interaction of innate talent and supporting environmental factors, including personal interests and drives (Maâ, 2018).

### **Who are the Gifted Children**

Gifted children are children who have superior abilities/potential and can provide high achievements (Magdalena et al., 2020). The law on education for gifted children in the United States states that gifted children are children who, at the preschool, elementary school, and middle school levels, are identified as having high abilities, both actual and potential, in areas such as fields, such as intellectual, creative, intelligence, special, leadership or arts (Alex, 2003). To identify a person's talents, (Renzulli, 1984) suggests several methods as follows:

#### 1. Psychometric Approach

The psychometric approach is a technique used to assess and measure psychological aspects, including intelligence tests, learning achievement tests, talent tests, and special abilities, including creativity, reasoning, mechanical talent, numbers, and verbal abilities (Hidayat et al. ., 2022). Psychometrics is a branch of psychology that focuses on measuring certain factors or certain attributes in psychology such as height.

#### a. Things look to be in development

Identification can be done by teachers or parents who observe and note any different developments than in general because it is faster. In development, there is a tempo of development with acceleration according to circumstances and maturity (Marpaung, 2017). The accelerated development of those with extraordinary talents, faster than in general, is known as the term precocity (which means actually). This precocity covers many aspects of development,

many experts even link precocity to physical aspects (such as height and weight) and precocity to mental aspects (Fachrudin, 2019). What is always an interesting issue is whether the circumstances are extraordinary (*mental acceleration*) This is the result of the maturity process (from within developmental *acceleration*) or is the result of the intervention of environmental factors (*environmental acceleration*) (Gunarsa, 1991).

#### b. Appearance Includes Achievements and Behavior

Regarding this, it is easier to see at school through formal achievements, namely the numbers achieved. In addition to his extraordinary talent, it can also be observed in his behavior which sometimes unexpectedly shows an extraordinary quality of thinking, for example with dissatisfied questions, words, or comments that often seem strange, unexpected, and original, also in his thoughts and work (Azura et al., 2022). In terms of behavior and observations, it is not easy to make objective observations and assessments, on the contrary, the subjective influence is very large, especially on parents, according to the proverb that is often heard; that my child is the most "beautiful" most "great" in this world. This is what often leads to misidentification, and misdiagnosis which can have bad consequences for further personality development (Alex, 2003). Observation of extraordinary limited behavior is carried out regarding their expression, interest, and great attention to a special thing or a field of study, activities, extracurriculars, art, painting, composing, and events in their environment. This is accompanied by the desire to do and get more than the usual "portion". And to get the best and highest results. Dissatisfied reactions are one of the characteristics of "*task commitment*" good, which is characterized by perseverance, perseverance, tenacity, and not giving up easily, a "*pushing/Will power*" which is very strong (Muthi'ah & Harahap, 2023).

### 2. Sociometric Approach

Identification of talents can also be done through informal means by the social environment, gaming environment, relationships, or organizations, which observe and assess children's extraordinary talents and therefore can also treat them specifically, for example as a place to ask questions or their leadership capacity. stand out, can be utilized by the environment (Dunggio & Nento, 2022).

### 3. Characteristics of Gifted Children

How do we know that a child is talented? (Sinclair & Eales, 1972) in their book *Raising Your Talented Child* ask several important questions:

- a. Is the child insatiable in his desire to know almost everything?
- b. Does the child have a wider and more advanced vocabulary than children his age?
- c. Is the child very persistent in trying to achieve what he considers to be a goal, whether in the form of obtaining certain information, completing a task, or carrying out a certain creative plan?
- d. Is the child able to pick up on subtleties in-jokes, figures of speech, and other wordplay?
- e. Are children able to grasp more than one aspect of a situation or problem?
- f. Does your child prefer challenging games?
- g. When faced with something boring, does the child inject his thoughts to make it more interesting?
- h. Does the child seem overly attached to having to always act as expected?
- i. Does the child learn things quickly?
- j. Does the child have a strong memory and keen observation?
- k. Does your child always demand reasons and explanations? Is he quick to see errors in his thoughts and speech?
- l. Does the child pay attention to his or her desires, feelings, and thoughts, as well as the desires, feelings, and thoughts of others?
- m. Can children propose new ideas, things that adults have never thought of, or even abstract ideas at their age that anticipate the consequences that will occur?
- n. Can the child perform skills at a level well above the level normally expected for his age group, for example in fine arts, music, composing, drama, sports, leadership, or other areas?
- o. Can the child complete the task attentively while keeping an eye on what is going on in the large, noisy room?

(Renzulli, 1984) from the results of his research, concluded that what determines a person's talent refers to three groups of characteristics, namely: a. Ability above average, b. Creativity, c. Responsibility or binding oneself to a task. To what extent a child can be called gifted depends on the relationship between these three groups of characteristics. Each group has an equally determining role, so it is not just above average ability, but creativity and responsibility or binding oneself to the task are also very important (Alex, 2003).

### **Types of Talents**

In the book *General Psychology According to Yoesoef Noesyirwan* quoted by (Pohan & Fazira Sudarmanyah, 2021) to classify types of talents or abilities according to the functions or aspects involved and according to their

achievements. Based on the function or aspect of the body and soul which can be seen in various kinds of achievements, talents can be differentiated into:

1. Talent is more psychophysically based, talent is an ability that is rooted in the physical as the basis and fundamentals of talent, such as sensing ability, dexterity or sharpness of the five senses, and so on.
2. General mental talent The talent referred to here is the ability to remember imagination or imagination and intelligence. Memory is the ability to store the content of consciousness at one moment and bring it back to the surface at another moment. Imagination is the content of consciousness that comes from the world within ourselves, in the form of imaginary images and creative ideas, so that our soul is spontaneous and productive.
3. Distinctive and compound psychological talents, unique talents, or in the narrow sense are talents that have existed from the start and are directed to a limited field. Meanwhile, compound talents develop more slowly than productive talents in a direction that is very dependent on circumstances within and outside the individual.
4. Talent that is based more on feelings and will. This inner talent is closely related to character, such as the ability to make social contacts, the ability to love, and so on (Fauzan & Fikri, 2022).

### **Analysis of Supporting and Inhibiting Factors in the Implementation of Extracurriculars at Nur El-Qolam Islamic Middle School Serang Banten**

It cannot be denied that in every implementation of activities or programs, whatever the form or packaging, there must be supporting and inhibiting factors, and finally This cannot be separated because supporters are the cause of program implementation, resulting in obstacles as a result. From the results of interviews and observations made, the supporting factors for implementing this extracurricular activity include (Tanwirul, 2022):

1. Many achievements have been achieved in the development of this extracurricular activity, both in the O2SN and FLS2N competitions at the Serang Banten sub-district/city level.
2. Influence the interest of new students to register themselves at Nur El-Qolam Islamic Middle School.
3. Student enrollment continues to increase from year to year, in the 2021/2022 academic year the number of new students was only around 30 people, while in the 2022/2023 academic year, it increased to 35-40 prospective new students.
4. The vision and mission are relevant of Nur El-Qolam Islamic Middle School with the extracurricular activity program, namely "to become a superior Islamic boarding school of choice for the ummah" and the mission "to provide quality-oriented Islamic education, based on spiritual morals, intelligence, emotional intelligence and life skills, so that able to produce students who

have disciplined, caring, intelligent, caring, brave, independent personalities and can overcome life's problems.

Meanwhile, in increasing and developing interests and talents at Nur El-Qolam Islamic Middle School, there are certainly inhibiting factors, including:

1. Sometimes the presence of trainers (tutors) is inconsistent with the predetermined schedule.
2. Many students change extracurricular subjects, while according to the regulations students are only allowed to take two extracurricular subjects.
3. Equipment is still limited so extracurricular activities are less than optimal.
4. It is difficult to disburse the budget while preparations for the competition will soon be carried out.

## **CONCLUSIONS AND IMPLICATIONS**

### **The Knot**

his extracurricular activity at Nur El-Qolam Islamic Middle School, Serang, Banten contains several findings starting from the planning which was prepared based on meetings of the Board of Trustees including (the head of the Foundation, principal, deputy principal for student affairs, extracurricular PJ and extracurricular trainer (mentor). Meanwhile, the implementation is carried out every week on different days starting from the weekend to Sunday. Meanwhile, the evaluation stage carried out is conducting sparring between schools as a means of friendship. And carrying out evaluations by directly asking or interviewing the coaches how far the students have progressed in taking part. the extracurricular subjects he chose so that regular evaluations are also carried out every week and once a month during joint coaching with the head of the Foundation.

So that the supporting and inhibiting factors for both have several factors that can ultimately be reflected on and overcome by the school before implementing new teachings so that in the end there is no overlap between one program and another.

### **Implications**

In this journal article, efforts to develop interests and talents through extracurricular activities at Nur El-Qolam Islamic Middle School certainly include several activities to develop their interests and talents so that students are more focused and know their interests and talents.

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campuses. Hopefully this article collaboration can provide enthusiasm in developing knowledge specifically in writing journal articles. And I hope that the results of this article will be useful especially for the author and generally for readers. Of course, the author realizes that this article still has many shortcomings, and criticism and suggestions are certainly expected by the author in providing a presentation that can be accounted for.

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