Implementation of utilizing student interests and talents in improving student learning outcomes

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Article Info	ABSTRACT
	School as a place of learning should be a place to develop students' interests and talents. The important thing in developing students' interests and talents is to have an awareness of their interests and talents. This awareness will lead him to strategic choices in the future related to the chosen field of study, a conducive learning environment and the choice of profession according to his interests and talents. Knowledge of these interests and talents needs to be facilitated by schools, parents and the community. This study aims to determine the application of utilizing students' interests and talents in improving student learning outcomes. This type of research includes qualitative research and uses descriptive analysis techniques. The results of this study can be said that the implementation of the utilization of interests and talents is carried out when students register and choose the majors of interest. Students also choose intra and extracurricular activities to support their interests and talents. In addition, students are also asked to fill out a student needs questionnaire as a basis for counseling services. However, at the implementation level, the use of interest has not been accompanied by a special aptitude test to support student interest.

INTRODUCTION

Psychologically, human potential consists of the ability to think / reason and feel (qalbu). Through this potential, humans will learn to know and understand the development of a civilization which has different challenges from time to time (Rahmatullah et al. 2022). Therefore, every human being needs to learn both from the family, school and community environment (Widiyastuti 2020). Based on this, each individual needs to get a learning environment that is in accordance with their nature, in other words, each individual needs to understand their interests and talents so that they have benefits both for themselves and the wider community. The utilization of interests and talents, especially in the vocational education environment, is indeed crucial because every student who has taken education at school is expected to have the ability and competence to enter the world of work or profession according to the choice of interests and talents.

Interest is a strong inclination or attraction towards a particular topic, subject or activity. Every student has different interests, for example interests in math, literature, art, sports, music, technology, science or other fields (Putri 2019). Interest can be a key driver of students' learning motivation and can influence their level of engagement in learning (Manizar 2015). Talent is a special ability or skill that a person naturally possesses (Lena et al. 2020). Talent can pertain to a variety of areas such as art, music, sports, science, math, problem solving, leadership, and more (Susilawati 2020). Students with a particular talent usually show superior ability and greater potential within that area (Lince 2022). Talent can be developed through appropriate practice, experience, and learning.

Utilizing students' interests and talents in learning can increase their learning motivation. When students are involved in activities that match their interests and talents, they are more likely to feel motivated and enthusiastic about learning. By utilizing students' interests and talents, educators can help students develop their full potential. Identifying students' interests and talents allows teachers and schools to provide appropriate opportunities for student development and growth.

Having the opportunity to develop their interests and talents can boost students' self-confidence (Zacarian and Silverstone 2020). When students can highlight their skills and interests, they feel recognized and have a greater sense of confidence in themselves. Understanding students' interests and

talents also helps guide them in choosing an appropriate career path (Falentini, Taufik, and Mudjiran 2013). When students are able to combine their interests and talents with their career goals, they are more likely to achieve satisfaction and success in their field.

Therefore, career planning for each individual is one of the most important things today. This career planning is intended to prepare the individual to optimize their potential (Atmaja 2014). Each individual has the right to determine the direction of their career planning in the future. Apart from all that, individuals must fully understand the world of careers that will be worked on later, especially individuals must understand their potential. Is this potential in accordance with their interests and talents, so that individuals can determine and plan careers appropriately.

The results of Ekayani (2017) research show that learning media has a very important role in improving student achievement. Media has a use to clarify messages so that they are not too verbalistic, overcome the limitations of space, time energy and sensory power, create a passion for learning, more direct interaction between students and learning resources, allow children to learn independently according to their visual, auditory & kinesthetic talents and abilities, provide the same stimuli, equalize experiences and create the same perceptions. This study aims to determine the application of utilizing students' interests and talents in improving student learning outcomes.

RESEARCH METHODS

In this study, researchers used qualitative methods. In this case the researcher uses descriptive qualitative research methods, namely by descriptively describing the phenomena that occur in the form of narratives. The data collection techniques used are interviews, observation and documentation. Interviews were conducted with the Deputy Head of Student Affairs, Guidance and Counseling Teacher and two students. Initial observations by observing the suitability of the research location with the data needs needed for this research. Documentation taken in the form of photos of activities, Decree (SK) of the New Learner Admission Committee (PPDB), Decree of Educators, BK Teacher work structure, Student Needs Analysis Questionnaire, Special Needs Student Analysis Instrument, Organizational Structure, and Annual Agenda of BK Services.

RESULTS AND DISCUSSION
The Student Specialization Process at SMK Negeri 1 Martapura and SMK Negeri 1 Sungai Pinang.

The admission of new learners (PPDB) is the entrance for students to choose the majors they are interested in. Before choosing, of course, students who register have made considerations through searching for information on schools, majors and possible professions in the future after they graduate from Vocational High School (SMK). In the research findings, the implementation of the utilization of interests and talents in improving student learning outcomes at SMK Negeri 1 Martapura and SMKN Negeri 1 Sungai Pinang states that students who register have the urge to choose a particular major because they are interested in a particular field of study as an option in determining a future career.

Every time a new school year approaches, each school prepares a New Learner Acceptance Program (PPBD). The system and mechanism used by each school will be different from one another depending on the program and field of study owned by the school. This is stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 1 of 2021 concerning Acceptance of New Learners at Kindergartens, Elementary Schools, Junior High Schools, Senior High Schools, and Vocational High Schools article 32 (2) Selection of prospective new students in class 10 (ten) SMK by considering:

a. Report cards attached with a certificate of the student's report card ranking from the school of origin
b. Achievements in academic and non-academic fields; and/or
c. The results of aptitude and interest tests in accordance with the chosen field of expertise using criteria set by the school, and the business world, industrial world, or professional association.

These three points will make it easier for schools to map students' interests and talents when prospective students register. Basically, each student has different interests and talents so that data relating to academic, non-academic, achievement and student interest and talent tests will be taken into consideration in determining majors and other student learning support activities. The short-term goal

is that students are able to improve their learning outcomes while the long-term goal is that students are able to play a role or profession according to their interests and talents.

Based on data found by researchers at SMKN 1 Martapura and SMKN 1 Sungai Pinang, it is stated that the admission of new students is done online. Students who register prepare files and send them online. When asked where the information related to the school came from, they stated that through social media both instagram, whattsapp, and also because there were relatives who had previously studied at that place. Students are given easy access to information related to PPDB through social media. If reviewed further, basically the students who register belong to the classification of the generation born between 1995 and 2015. This classification is referred to as Generation Z, which is a generation that is familiar with the Internet. As explained in Wikipedia that Generation Z is referred to as iGeneration, net generation or internet generation, they have similarities with the Millennial Generation, but they are able to apply all activities at one time such as tweeting using a cellphone, browsing with a PC, and listening to music using a headset. Whatever they do is mostly related to the virtual world. Since childhood they have known technology and are familiar with sophisticated gadgets which indirectly affect their personality.

Therefore, schools should take advantage of the role of social media both in order to introduce the school profile and in relation to the student interest and talent development program. Furthermore, the utilization of technology and information has an impact on the dissemination of information both related to academics and non-academics. Social media is very easy to use, all accounts registered as friends on social media will be informed quickly. The use of social media can be used for various things ranging from announcements, socialization, department activities, results of extracurricular activities, student achievements and other activities. Dissemination using social media will certainly have a positive impact on schools so that students can find out information more quickly and further introduce the school to prospective students.

However, it should be underlined that there is a difference between interest and talent. As stated by Slameto in Djaali's book, interest is "a sense of preference and a sense of attachment to a thing or activity, without anyone telling you to". Here interest will direct a person's activities towards a goal so that hard work, patience, and willingness to do something that can realize or achieve these life goals will appear. For this reason, interest merges with a person's desire and willingness to live and realize his life goals.

Interest is not acquired at birth but acquired later. Interest in something is learned at birth but acquired later. Interest in something is learned and affects subsequent learning and influences the acceptance of new interests. So interest in something is the result of learning and supports further learning even though interest in something is not an essential thing to be able to learn that thing.

Another case with talent which is something that has existed since birth which is a gift from Allah SWT. As stated by Beni S. Ambarjaya that talent is one of the human abilities to carry out an activity and has existed since humans exist. This is close to the issue of intelligence which is a mental structure that gives birth to the "ability" to understand something.

However, interest and talent have an interrelated relationship. If someone has talent but no interest in learning, it will be in vain. Therefore, talent is closely related to interest, interest is "a sense of preference and a sense of interest in a thing or activity, without anyone telling you to". Thus, talented children are encouraged by the interest that exists in them.

Implementation of the Utilization of Students' Interests and Talents in Improving Student Learning Outcomes at SMK Negeri 1 Martapura and SMK Negeri 1 Sungai Pinang.

The specialization of students in SMK is a process of making choices and decisions by students in the field of study expertise, expertise study programs, and expertise competencies based on an understanding of their potential and existing opportunities. In this context, guidance and counseling helps students to understand themselves, accept themselves, direct themselves, make self-decisions, and realize their decisions responsibly.

The guidance and counseling services carried out have the aim that students can take advantage of their interests and talents so that learning outcomes can improve. Guidance and counseling services are still general in nature, namely informative because there is no test to determine students' talents so that the services provided are general, the first step given is to assess the needs of students which are then used as a Guidance and Counseling service program.

The services provided by the Guidance and Counseling Teacher are career guidance services, learning, social and individual services. There are also certain cases where home visits will be made to students. However, in certain cases, there is a student talent assessment program, which is carried out for Children with Special Needs (ABK). Students with special needs will be given recommendations for majors in accordance with the test results from psychologists.

Students who understand their talents tend to find it easier to develop their potential. In addition to being able to choose a major that suits their abilities, students can also be more motivated to improve their learning outcomes. The process of developing students' interests and talents is carried out at school in the form of classroom learning, practice, practice questions, and deepening material. Likewise, the Student Affairs field prepares other supporting activity programs in the form of extracurricular activities which are also chosen based on student interests. The extracurricular program is also a manifestation of the development of students' interests and talents. Not a few students have made the school proud with the myriad of achievements they have made.

Although there is no talent test at school, there are several characteristics of children who are talented in certain fields. One of the characteristics of gifted children in Paul E. Vernon's view is the drive for intellectual curiosity that is quite high in children. Students who choose a major based on their own desires have a chance of being gifted in the field they choose. However, there is still a possibility that the field of study they choose does not match their talents. This will later become an inhibiting factor in the future.

Prospective students who have been accepted as students will be prepared for the face-to-face learning process. Face-to-Face Meetings (PTM) are carried out after receiving an appeal letter from the South Kalimantan Provincial Education Office and are adjusted to the COVID-19 case in each zone of the area. Some schools have implemented 100 percent but some are only 50 percent as the attached document.

Of course there is an adaptation process, if previously students did the learning process online then slowly students returned to face-to-face learning. Many parties said that it is more conducive if the learning process is done face-to-face. This is certainly very influential because as a vocational school, it is certainly required to be psychomotorly skilled not only cognitively assessed. A person's understanding of something will be assessed from three things, namely cognitive, affective and psychomotor aspects. As Rusman argues that a student's learning outcomes are a number of experiences obtained by students that cover the cognitive, affective and psychomotor domains. These learning outcomes will also be seen from changes in student attitudes and behavior.

This is basically a consideration for schools and students in determining the majors or fields of interest. Every student who registers certainly has talents and tendencies of interest in certain fields that can be known at the time of student registration so that it is hoped that the basic nature or potential of students can develop properly. One of the school's strategies in mapping students' talents and interests is through a student needs questionnaire provided by the Counseling Guidance Teacher.

Students who have registered as students of SMKN 1 Martapura and SMKN 1 Sungai Pinang are given a student needs questionnaire. This also applies to students in grades XI and XII as a basis for guidance and counseling services. Likewise, students with special needs in order to get recommendations in choosing the appropriate majors. One of the important stages in the utilization of interests and talents is the instrument owned by the school to determine the talents and interests of students. Every school should have an instrument as a basis for conducting career guidance services to students.

In addition to distributing student needs questionnaires by counseling guidance teachers, the results of this interest and talent mapping will later become recommendations in conducting counseling guidance services to students including the tendency of students' interests in certain fields. In this case, the researcher emphasizes the importance of aptitude tests as stated by Dewa Ketut that aptitude tests can be divided into two broad groups, known as general aptitude tests and special aptitude tests. General aptitude tests are designed to uncover a wider range of talents, especially important in relation to school tasks or work. Specialized aptitude tests include musical aptitude, artistic aptitude, mechanical aptitude, clerical aptitude, and so on.

By knowing all the abilities possessed by gifted children, it is clear that a distinction must be made between gifted children who have succeeded in realizing their potential in superior achievements (for example, outstanding school achievements or having won a writing competition or scientific work

competition) and those who are potentially gifted, but for certain reasons have not succeeded in realizing their superior potential. In the classroom, they may only perform at an average level, while they could actually achieve more than that.

When students have done an aptitude test, the school will find it easier to direct students' interests and talents so that their learning outcomes are expected to improve. Although there is no aptitude test, the school has tried to facilitate students' interests and talents so that their potential develops through classroom learning, practice, practice questions, and material deepening.

The assessment and evaluation stage is an important stage because this is a measure for students in mastering the majors taken. This stage will also be an input for educators what steps should be taken to improve, increase and develop students' interests and talents. As stated by Susanto that learning outcomes are changes that occur in students, both concerning cognitive, affective, and psychomotor aspects as a result of learning activities. Therefore, the student progress report is not just a report that is carried out every semester but will be more meaningful if there is a follow-up coaching and development of students at school.

CONCLUSION

The specialization process carried out at SMK Negeri 1 Martapura and SMK Negeri 1 Sungai Pinang is carried out when students register with the school. The implementation of the utilization of interests and talents in improving student learning outcomes at SMK Negeri 1 Martapura and SMK Negeri 1 Sungai Pinang has been running according to a circular from the South Kalimantan Provincial Education Office. Given that not long ago the teaching and learning process was carried out online and several schools began to be tested for Face-to-Face Meetings (PTM), students began to be able to learn face-to-face and practice or practice mastery of the subject areas studied. In addition, as one of the implementations of students' interests and talents, schools also facilitate students with a variety of intra and extracurricular activities that have previously been chosen by students. These activities can support students' interests and talents so that their potential is further developed. The form of developing students' talents and interests is that there are students who get championships that are academic and non-academic. Assessment and evaluation of student learning outcomes are generally seen based on student development from the implementation of the utilization of student interests and talents. Based on the progress reports and achievements obtained by students, there will be a report from the extracurricular coach. In addition, assessment and evaluation in each department related to talent is the responsibility of the productive teacher. After that, the assessment of student learning outcomes both from homeroom teachers, subject teachers, productive teachers and extracurricular coaches is conveyed during the evaluation of student learning outcomes and achievements in their respective class promotion meetings.

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