

RESEARCH ARTICLE

**Training Children's Interests and Talents Through Talent-Based Activities at
TK Aisyiyah Busthanul Athfal Bebekan Taman-Sepanjang****Hafida Kurnia Rahmasari¹, Sabrina Rizky Amalia¹, Luluk Iffatur Rocmah^{1*}**E-mail : luluk.iffatur@umsida.ac.id¹Muhammadiyah University of Sidoarjo, Indonesia**ABSTRACT**

The early years of childhood are a critical period for identifying and nurturing talents and interests to support holistic development. This study aimed to explore the role of teachers in developing students' talents and interests through talent-based activities at TK Aisyiyah Busthanul Athfal Bebekan Sepanjang. A qualitative research design was employed, utilizing observations, interviews, and documentation to gather data from teachers, students, and parents. The research examined strategies, methods, and challenges in facilitating talent and interest development, with a focus on teacher involvement, school environment support, and parental roles. Results revealed that while talent-based activities enhance student engagement and potential exploration, their implementation is hindered by limited resources, insufficient variety in activities, and time constraints. Despite these challenges, teachers play a significant role in fostering enthusiasm and identifying latent abilities. This research highlights the novelty of integrating structured talent-based activities into early childhood education, emphasizing their potential in creating a supportive learning environment that aligns with individual interests. The findings contribute to developing more effective educational practices to optimize the golden phase of children's development.

Keywords: Interest, Talent, Talent-based Activities**INTRODUCTION**

Education in Indonesia is a very important sector as a strategy to enlighten and develop children's potential to become the next generation of the nation (Hakim, 2016). The design of an appropriate education system is needed to build a learning scheme that supports the enhancement of children's intelligence according to their abilities. The statement is in line with the regulations of the Minister of Education and Culture Decree Number 719/P/2020 in the sub-chapter on Learning, point 1, item g, which states that learning is able to provide development space for students' identity, abilities, interests, talents, and needs as standards in the implementation of education in Indonesia (Kumala, 2023a). Therefore, it is necessary to provide students with access to explore their potential through formal and non-formal educational institutions. This way, they can develop their abilities, interests, talents, and needs in socializing and interacting in various environments. Similarly, in preparing oneself to face the practical world and professions in the future with the potential that has

been nurtured since elementary school education (Kumala, 2023b).

Therefore, students need to understand their talents and interests, so they can recognize the potential within themselves, which will later make it easier for them to choose a career that aligns with their passion and talents (Yonanda, Iswari, & Daharnis, 2022a). The importance of interests and talents so that students do not make mistakes in choosing a study program. The importance of interests and talents for a student because it helps them find their passion and develop their best potential (Latief, L, Sangaji, Eng, & Prihatini, 2024). Mistakes in choosing a study program at the upper secondary and higher education levels can have fatal consequences for a person's life. Such mistakes should be avoided by students as much as possible by conducting interest and talent assessments through psychological tests before they choose a major in college (Yonanda, Iswari, & Daharnis, 2022b)

Talent is believed to be an ability or potential that has not yet been influenced by experience or

anything else, still related to the possibility of mastering something in a certain aspect of life. These aptitude tests are generally standardized tests developed by measurement experts. (Psychometrist). There are several aptitude tests that are widely used and well-known among scientists and the public, such as DAT, MT, MAT, and others (Afniola, Ruslana, & Artika, 2020). Ability shows that a performance can be done now, whereas talent requires practice and education for a performance to be done in the future. Talent and ability determine a person's "Achievement" (Darmayanti, Halimah, & Riza, 2021). So, achievements are one manifestation of talent and ability. Outstanding achievements in a particular field reflect superior talent in that area.

Whereas interest is a process that continuously pays attention to and focuses on something of interest with feelings of pleasure and satisfaction (Ulfah & Arifudin, 2022a). Interest is a mental rank that consists of a mixture of feelings of hope, stance, prejudice, fear, or other tendencies that direct an individual towards a thought (Mardhiah & Julike, 2022). Whereas according to Slameto, interest is a feeling of preference and attachment to something or an activity without being prompted (Charli, Ariani, & Asmara, 2019). Therefore, some also interpret interest as a feeling of pleasure or displeasure towards an object, for example, students' interest in activities such as soccer, badminton, and others. Furthermore, according to (Tanjung, 2022) that interest is something that can be easily done by someone without being asked and is done with a sense of enjoyment (Hidayah, Rakhmawati, & Handayani, 2024).

Talent and interest as psychological elements that greatly determine the success of education, therefore all elements involved in education should be able to ensure the equal distribution of educational opportunities, improvement in quality and relevance, as well as the efficiency of educational management (Magdalena, Septina, Az-zahra, & Pratiwi, 2020). The phenomenon of talent and interest search events, both in schools and on television, intended for children under 12 years old, has been widely embraced by parents and children as a platform for showcasing the talents possessed

by children. How many roles a teacher can play for their students, a teacher must be able to help the difficulties faced by their students in the learning process, especially in nurturing and developing the students' talents and interests (Ulfah & Arifudin, 2022b)

Based on interviews with teachers at TK Aisyiyah Busthanul Athfal Bebekan Taman-Sepanjang, it was found that the children's interests and talents have not yet been optimally developed. This is evident from the lack of children's participation in activities aimed at developing their potential, such as arts, sports, or other skills. Of the 20 children who participated in the additional activities, only about 35% showed high enthusiasm, while the rest tended to be passive. The teacher explained that this is due to the lack of varied activities that align with the children's interests, as well as the limited resources and time to identify their talents early on.

For that reason, children's interests and talents need to be trained and developed through talent-based activities. Talent-based activities are a series of activities designed to help children identify, explore, and develop their special talents or potential. These activities are tailored to the individual interests of the child and aim to support the holistic development of their unique abilities. For example, involving various types of activities, such as arts (painting, music, dance), sports (football, swimming, gymnastics), technology (coding, robotics), or academic activities.

The purpose of this research is to train and develop children's interests and talents through various talent-based activities at TK Aisyiyah Busthanul Athfal Bebekan Taman-Sepanjang. This research is important because at an early age, children are in a golden phase of development that requires optimal stimulation to recognize and hone their potential. By providing varied activities that align with children's interests, it is hoped that their talents can be identified and developed effectively. The urgency of this research lies in the effort to create a learning environment that supports the growth of children's interests and talents as a foundation for achieving holistic and balanced development.

METHOD

Research Design

This research aims to illustrate and describe the role of teachers in the efforts to develop the talents and interests of students at TK Aisyiyah Bustanul Athfal Bebekan Sepanjang. The purpose of this research is to identify the strategies implemented by teachers in supporting the exploration of children's potential, including the approaches, methods, and activities used to facilitate the development of children's interests and talents. In addition, this research also aims to understand the factors that influence the success of developing children's talents and interests, such as teacher involvement, school environment support, and parental roles. The results of this research are expected to contribute to creating a more effective learning environment to encourage the growth and development of children's potential from an early age.

Participants

The participants of this study are teachers and students at TK Aisyiyah Bustanul Athfal Bebekan Sepanjang, selected through purposive sampling. This selection is based on its relevance to the research objectives, which are to illustrate and describe the role of teachers in the development of talents and interests in early childhood. Factors influencing the selection of this research location include the need to understand the teaching strategies used by teachers, the challenges faced in developing children's potential, and the characteristics of students that show diverse interests and talents.

Data Collection Strategy

Observation

Observation was conducted to observe the role of teachers in efforts to develop the talents and interests of students at TK Aisyiyah Bustanul Athfal Bebekan Sepanjang. Observation indicators include the teacher's activities in providing interest and talent-based activities, students' responses during the activities, as well as supporting and inhibiting factors in the process.

Interview

The interview was conducted with teachers, school

principals, and parents of students to obtain in-depth data related to the strategies, methods, and challenges faced in developing children's talents and interests. This interview also aims to explore their views on the importance of the teacher's role in supporting the growth and development of early childhood potential.

Documentation

Documentation techniques are used to collect relevant data, such as lesson plans, student portfolios, observation result notes, and documents of interest and talent-based activities that have been conducted. This data serves as support to strengthen the research results.

Data analysis

The data obtained from the three techniques were then transcribed, coded, and analyzed to gain a comprehensive understanding of the teacher's role in the development of students' talents and interests. This approach is taken to ensure the validity and reliability of the data, so that it can produce conclusions that align with the research objectives.

RESULTS

Interview Results

Teacher A explained that their role in developing children's interests and talents is as a facilitator who helps children explore their potential. He strives to create a fun learning atmosphere so that the children feel enthusiastic about participating in the activities. Children show the greatest interest in artistic activities, such as coloring and dancing. However, some of the challenges faced are children who are shy or lack confidence to try new things, as well as time constraints in managing various activities.

Teacher B emphasizes the importance of a play-based learning approach to develop children's motor and social skills. He often uses stories or songs as tools to capture children's attention. This teacher also mentioned that simple robotics activities and swimming are very effective in training children's coordination. The hope is that parents can be more active in supporting interest

and talent-based activities at home so that children's development becomes more optimal.

Observation Results

During the coloring activity, the children appeared very enthusiastic. Most of them show good fine motor skills, although some still have difficulty holding a crayon properly. Quiet children appear calmer and more focused when coloring, and this activity helps them express their emotions through color choices. In the dancing activity, the children looked happy as they followed the movements taught by the teacher. Most children are able to follow the rhythm of the music well, although some feel shy performing in front of their friends. However, this activity has proven to successfully boost the children's confidence after they received encouragement from their teachers and friends.

In the robotics activity, the children seemed curious when introduced to simple toy robots. They try to understand how the robot works by pressing buttons or assembling small parts. This activity stimulates children's curiosity and problem-solving abilities, although some require more intensive guidance.

In the football activity, the children showed high enthusiasm. They are starting to learn the concept of teamwork, although some still often fight over the ball. This activity helps develop gross motor skills, such as running and kicking a ball, as well as improving children's social skills.

From interviews with teachers and observation results, the children at TK Aisyiyah Bustanul Athfal Bebekan show diverse interests in various talent-based activities. Art activities such as coloring and dancing are very effective in training fine motor skills and fostering self-confidence. Meanwhile, sports and technology activities, such as soccer and robotics, help develop children's gross motor skills and problem-solving abilities. Teacher support has proven to be very important in guiding children to be more confident and active in exploring their talents.

DISCUSSION

Childhood, especially in early years, is the right time to recognize and develop interests and talents. At this age, children have a high level of curiosity and a great enthusiasm for learning new things. TK Aisyiyah Bustanul Athfal Bebekan strives to assist children at this stage through various enjoyable talent-based activities. By providing a variety of activities, this school gives every child the opportunity to hone the potential within themselves.

Why is it important to nurture interests and talents from an early age? At a young age, a child's brain develops very quickly, so everything they experience will have a significant impact on their self-formation. By introducing children to various activities, we can see what their interests are and what talents they possess.

Through talented activities at TK Aisyiyah Bustanul Athfal Bebekan, children can learn while playing. Here they can explore and try various activities suitable for their age. This is not only beneficial for skill training, but it can also help children become more confident, enjoy learning, and have a desire to try new things. Talented Activities Program at TK Aisyiyah Bustanul Athfal Bebekan To develop children's interests and talents, TK Aisyiyah Bustanul Athfal Bebekan provides various programs specifically designed to meet the needs of the children. Here are some talented activities offered at this school:

Coloring

The talent for coloring in early childhood refers to the child's ability or talent to express themselves through coloring activities, which can develop from a young age. Coloring is not just an activity of filling pictures with colors, but also a means for children to develop various basic skills, such as fine motor skills, creativity, and cognitive abilities. According to (Leleuliya & Rahayaan, 2023) Coloring activities help children develop motor coordination and visual skills. Coloring provides children with the opportunity to express themselves and develop creative thinking. Coloring activities in early childhood education (PAUD) are not just artistic activities, but also important tools in the creative, motor, and cognitive development of children.

Dancing

The talent for dancing in early childhood refers to the natural ability or talent that a child possesses in expressing themselves through rhythmic and creative body movements. At an early age, dancing can help children develop motor skills, body coordination, and self-expression. Additionally, dancing can also boost their confidence, social skills, and enrich their communication abilities. It is important to remember that at this stage, the focus should be more on the process and enjoyment of movement, rather than on results or perfect skills. Dancing for preschoolers is a way to introduce them to the world of art and help them express their feelings and creativity in a fun way. Dances performed through simple movements accompanied by easily memorable music will provide simplicity for children in following the movements. Through dance movements, children will expend energy, allowing them to express themselves through dance, thereby developing their gross motor skills (Tahira, Muslihin, & Rahman, 2022)

Music

The talent for playing music in early childhood refers to the natural ability or talent that a child possesses in understanding, creating, or playing musical instruments and sounds. At an early age, children begin to develop their musical skills through activities that involve listening, rhythm, melody, and improvisation. This talent is often seen in children's interest in sounds, their fascination with musical instruments, and their ability to imitate or create harmonious sounds. It is important to note that at an early age, the introduction to music is more focused on the enjoyable learning process rather than perfecting technical skills. Playing music in early childhood is not only related to the development of musical instrument-playing skills but also plays an important role in the development of children's cognitive, emotional, social, and motor skills (Aulia, Diana, & Setiawan, 2022).

Robotics

Early childhood robotics talent refers to a child's ability or interest in understanding, designing, and interacting with robotic technology in a simple manner. At an early age, the introduction to robotics focuses more on learning basic concepts,

such as tool recognition, technical skill development, and problem-solving skills through games and activities involving robots. This helps children understand how technology works and stimulates their curiosity about science and technology (Asmah & Wulandari, 2018).

Sacred Footsteps

Sacred Footsteps is one of the martial arts originating from Indonesia, which combines self-defense techniques with religious and moral values. Sacred Footsteps teaches physical movements such as kicks, punches, and other defensive maneuvers, but also instills values of discipline, responsibility, and hard work. Tapak Suci talent for early childhood refers to the child's ability or interest in learning and mastering the martial art of Tapak Suci. At an early age, Tapak Suci teaching focuses more on introducing basic movements, developing motor skills, and learning about positive values such as cooperation, perseverance, and respect (Mukhlis & Munawarah, 2022).

Soccer

Soccer talent for young children refers to the ability or interest of a child in playing soccer, which involves basic skills such as dribbling, kicking, and passing the ball, as well as an initial understanding of team play. At a young age, soccer teaching focuses more on the development of basic motor skills, introduction to game rules, and learning about teamwork. The main focus is on enjoyment, active participation, and character development through physical activity (Khirom, 2021).

Swimming

Swimming talent for preschool children refers to the ability or interest of children in learning and mastering swimming skills from a young age. At an early age, introducing swimming is not only about mastering swimming techniques but also about building comfort in the water, as well as developing motor skills, coordination, and confidence through water activities. Teaching children to swim from an early age often involves fun games and activities so that they feel happy and not afraid of the water.

Archery

The talent for archery in early childhood refers to the child's ability or interest in learning and mastering the basic techniques of archery, which involves the use of a bow and arrows to hit a target. At an early age, archery instruction focuses on the

development of fine motor skills, hand-eye coordination, and the introduction of the fundamentals of archery through enjoyable and gradual exercises. Although at a young age children have not yet mastered the complex techniques of archery, they can start learning the correct posture, how to hold the bow, and how to shoot with a focus on enjoyment and physical development (susanto, 2023).

CONCLUSION

Early childhood is the golden period in a child's development, full of potential. At this age, children have a high level of curiosity and a great enthusiasm for learning, making it the right time to recognize and develop their interests and talents. TK Aisyiyah Bustanul Athfal Bebekan strives to make the most of this period through various talent-based activities designed to help children explore and hone their abilities.

Various activities such as coloring, dancing, playing music, robotics, Tapak Suci martial arts, soccer, swimming, and archery demonstrate that a talent-based approach can support the development of children's motor, cognitive, social, and emotional skills. In addition, this activity also instills important values such as cooperation, discipline, and self-confidence in children.

With an approach that focuses on enjoyable learning processes, these programs not only train technical skills but also help children enjoy the learning experience. This result shows that the active involvement of teachers and parental support is very important in creating an environment that fosters the development of children's interests and talents from an early age. Thus, this effort can serve as a strong foundation for the development of children's potential in the future.

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beneficial for the world of education, especially in the development of early childhood interests and talents.

DECLARATION OF POTENTIAL CONFLICT OF INTEREST

Hereby, the author declares that there is no conflict of interest in the publication of this research titled "The Role of Teachers in Developing Students' Interests and Talents at TK Aisyiyah Bustanul Athfal Bebekan Sepanjang." All aspects of the research, including data collection, analysis, and reporting, are conducted objectively and transparently without external influence. This research is conducted solely for academic and educational purposes, and there are no financial or personal interests influencing the results.

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