

TEACHERS' ROLES ON TALENT DEVELOPMENT OF HIGH SCHOOL STUDENTS IN LANGSA

Wahidah

Institut Agama Islam Negeri Langsa
wahidah@iainlangsa.ac.id

Abstract

Teachers play important roles in developing students' talents. This paper focuses on the roles of teachers in talents development from teachers and deputy head of students' affairs perspective. They are deputy head of SMK 1, SMUN 4 and MAN 2 Langsa. The purpose is to clarify about teachers understanding of talents in secondary schools in Langsa and what's the role of teachers in developing students' talents. A qualitative research by interview conducted among teachers and the deputy head of students affairs show that there are several roles taken by teachers in developing students' talents. They are (1) parent partners, (2) role models, (3) organizers, (4) motivators, (5) facilitators, and (6) supervisors. However, most teachers understand talents only come from five senses. As a result the current focus of developing talents in high schools is about field talents while talents come from nature (characters) is not nurtured yet.

Keywords: *Talent Development, Teachers' Roles*

INTRODUCTION

Each individual is gifted with innate potential, such as talents and intellectuals. Talent is a nature/pattern of thoughts, feelings and behaviors that are natural, repeated and can be used for unique and inherent productivity. Talent according to Gallup is positive, not negative. This is formed from 60 days before birth up to 16 years and after that is not easy to change.¹ So that finding talent from an early age before the age of 16 is considered important so that each individual is able to find a path of success according to their respective strengths. The golden age for talent development is between the ages of 10-14 years². When a person is able to recognize himself and can do something according to what he is interested in, then he will be able to carry out his role to the fullest. As such, whatever his profession is, he will put forth his best efforts and be able to take the best role himself in human civilization. Effective identification of talents is a central element of talent management³.

Arlizon et al. research on SMKN Pekanbaru students stated that students who already have self-concepts such as awareness of talents and interests will support their future careers. They have career planning rates in the high category with an average of above 70%. They already have aspirations for the future and have a thorough understanding of the direction they have aspired to choose. Those who already have faith in the values for

¹ Gallup, *Strengths Quest Activity Workbook* (Clifton: Gallup University, 2008).

² Harry Santosa, *Fitrah Based Education: Sebuah Model Pendidikan Peradaban Bagi Generasi Peradaban Menuju Peran Peradaban*, ed. Roro Dwi DM, Cet.VI. (Bekasi: Yayasan Cahaya Mutiara Timur, 2018).

³ Stefan Jooss, Anthony McDonnell, and Ralf Burbach, 'Talent Designation in Practice: An Equation of High Potential, Performance and Mobility', *The International Journal of Human Resource Management* (2019): 1-27, <https://doi.org/10.1080/09585192.2019.1686651>.

life in their careers, have a determined career to pursue, and direct themselves in education and personality according to the demands of the career they will choose. They have realized their talents and interests which will later support their careers.⁴

The 2013 curriculum demands that high school students have already chosen a major when they register for school for the first time. However, schools often ignore the interests and talents that exist in students. It is no secret that our educational assessment system provides a larger portion of the cognitive domain. The main focus of teachers is on ways to meet the learning needs of all students⁵. However, most senior high schools (SMA) have not implemented a selection process for student majors using interest and aptitude tests⁶. Of course this has an impact on various aspects, because majors are only based on report cards and national final examination (UN) scores. In fact, this test is needed because many students do not recognize their talents and interests yet. As a result, it is not uncommon to find students in junior high school (SLTP) who show good achievement, but when in level senior high school their learning achievement drops dramatically. This error continued when continuing their education to the tertiary level and choosing the department in their intended campus⁷.

The accuracy of selecting high school majors, both general and vocational, is something that must be monitored by schools and parents alike⁸. This will have an impact on the ability of students to prepare themselves to find talent for their role to live their career and life. In this phase that a child is developing various potentials, unique views, attitudes, interests, and needs which are integrated into the structure of the self-image. If this stage is not properly facilitated, students will be confused about their roles and determine the right major they should take at school. At this high school age, students begin to feel the need for social recognition and competence for themselves. In the book⁹ says that adolescents are actually much more competent than we assume, and most of their problems stem from restrictions on their social placement. The absence of self-recognition of a high school age student will have an effect on the birth of what we call juvenile delinquency. In fact, they are looking for an unknown identity to proof their existence in a society. This might happen if our teenager does not know the cool talent they have. So they don't know how to play a role and contribute to their surroundings. Because the common talents we know are more likely to be related only to field talents that come from five senses. Meanwhile, many talents come from characters are neglected. That is why we feel that many people do not have talents.

Every human being who is created into the world has his own creation purpose for himself, so that it is impossible for anything created by the Almighty God to be in vain or without benefit (QS Ali Imran verse 191). To know the purpose of self-creation, everyone must be able to see and reflect on everything he has. To be focus on his strength and what

⁴ Raja Arlizon, Zulfan Saam, and Donal, 'Kontribusi Konsep Diri Fisik Dan Motivasi Berprestasi Terhadap Perencanaan Karier Siswa Kelas XI SMKN Se-Kota Pekanbaru', *Tunjuk Ajar: Jurnal Penelitian Ilmu Pendidikan* 1, no. 2 (2018): 75–87.

⁵ Nina Buchanan et al., 'Developing Talent in High School Students: An Integrative Model', *Roeper Review* 19, no. 4 (1997): 208–212.

⁶ Sitti Rahma Marsidi and Andi Rina Hatta, 'Penelusuran Bakat Minat Pada Siswa SMA Di Bekasi', *Jurnal Pengabdian Masyarakat* 5, no. 2 (2019).

⁷ Irma, 'Salah Pilih Jurusan Bisa Pengaruhi Nilai', *Metrojambi.Com*, last modified 2018, accessed May 23, 2021, <https://metrojambi.com/read/2021/04/01/37218/salah-pilih-jurusan-bisa-pengaruhi-nilai>.

⁸ Marsidi and Hatta, 'Penelusuran Bakat Minat Pada Siswa SMA Di Bekasi'.

⁹ Robert Eipstein, *Teen 2.0: Saving Our Children and Families from the Torment of Adolescence* (California: Linden Publishing, 2010).

he has to reach a meaningful life¹⁰. Because every human being is unique, surely there will be no absolute similarity between one person and another, even though conjoined twins. The purpose of human life is not only to achieve happiness, but rather how to live a life of benefit and honor. Each individual should make a difference to himself and be able to live well¹¹.

Therefore, it is very important for high school students to be able to recognize the talents and interests that exist within them in order to prepare themselves for the phase of human career development¹². However, the early stages of self-development and the introduction of talents to school students should be a priority to ensure students will choose a major based on their strength. Self-understanding provides an overview of the capacity of students' talents and interests which have an impact on their decision-making process in determining courses or activities that enrich their own potential. Most of the students stated that they chose the major at the university level based on their preference and suggestions from parents and friends. Not based on their talents and strength. In fact, since choosing a major in senior high school it is not based on an analysis of one's own interests and talents. So that since middle school there was an error in choosing a major for these students.

That is why it is very important for teachers to play a role in introducing talents and interest to make sure the students choose the right major in schools and university level. Teachers can help students to develop their talents by emphasizing and recognizing talents related to the field and role. The teacher's understanding of talent development has a big influence on students in choosing activities that suit him. The introduction of right talents is an effort to improve the process of students understanding themselves¹³. The role of teachers in introducing talents to high school students is very important, especially in the city of Langsa. Because teachers are required to cultivate and increase student interest in learning and be able to increase student talents¹⁴. The teacher is a central figure for the personality of students. They listen to what they say and imitate their teacher's behavior. Teachers have a very significant role in the context of exploring and developing students' talents.

The article presented the main roles play by teachers in talent recognition by schools for high school students in Langsa. To investigate the teachers' role involved in the activities provided by the school to make students understand and believe in their talents. The broad purposes is it will have implications for students' abilities in determining life goals or at least knowing the direction of they are going to when continuing to a higher level. Furthermore, it will promote talent development in all students and encourage the students to identify and explore their talent in real life setting.

METHODS

Research conducted by using qualitative research aims to understand the object under study in depth. Researchers using qualitative approach believe that there are multiple

¹⁰ Abah Rama Royani and Endro Prasetyo Aji, *Talents Dynamic*, I. (Depok: PT. Tosca Jaya Indonesia, 2017).

¹¹ Santosa, *Fitrah Based Education: Sebuah Model Pendidikan Peradaban Bagi Generasi Peradaban Menuju Peran Peradaban*.

¹² Royani and Aji, *Talents Dynamic*.

¹³ Abah Rama Royani, *Talents Mapping: Inspirasi Untuk Hidup Lebih Asyik Dan Bermakna*, ed. Sayuda Patria (Depok: Tosca Jaya Indonesia, 2016).

¹⁴ Ali Murtadlo, 'Peran Guru Ekstrakurikuler Dalam Mengembangkan Bakat Siswa Di MI Miftahul Ulum 02 Gumukrejo Karangsono Bangsalsari Jember', *Bidayatuna: Jurnal Pendidikan Guru Mandrasah Ibtidaiyah* 02, no. 02 (2019): 29–43.

realities represented in participant perspective and that context is critical in providing an understanding of the phenomenon being investigated¹⁵. To obtain data in this study, the researchers themselves acted as instruments that went directly to the research location, namely SMAN 4, SMKN 2 and MAN 2 Kota Langsa. The data were collected through an interview guide that was directly given to deputy head of student affairs. The interview guide summarizes the content look for during the research process¹⁶. Sources of data in this study are deputy head of student affairs and teachers who handle the development of talent interest in high schools.

Initially this study wanted to collect data using observation, interviews, and also questionnaires. However, since Mid-March 2020 Schools have imposed lock down due to the corona pandemic, the research instrument used only in-depth interviews. After obtaining the data from the direct interviews of the deputy head of student affairs and teachers that the researchers did directly in each school, the researchers then triangulated the data on the three schools mentioned above. In this case, the researcher double-checked the validity of the data obtained through the student teacher by re-interviewing the teacher via telephone at different times to confirm the answers from the previous interview. This is done to save this research from bias and shortcomings that stem from relying on single data sources, researchers, and methods.

RESULT AND DISCUSSION

Teacher's Understanding on Talents and Interests

In general, deputy head of student affairs at high schools in Langsa felt that the teachers understood what talent means, both talents related to role and field. After interviews with three deputy principals by asking "whether the teacher understands that talent can come from the five senses (field talent) and comes from the nature/characters (role talent), all answered that the teachers already understand and are able to recognize the talents of their students". Most of them understood more about the field talent (which comes from sensory intelligence) which is usually associated with physical activities. Mr. Salamuddin, Headmaster SMUN 4 Langsa said that "they understand this from the analysis during the teaching and learning process and the results of the questionnaire that students must fill in at the beginning of the school year. Based on the results of interviews, some teachers admitted that they had just learned that talent can come from the five senses (which are potential in certain fields) and the second comes from the nature/characters which potential in certain roles. Generally, most people understand and recognize talents as something that has to do with the field. So there is often an assumption that very few people are talented. In fact, if it is related to talents mapping, talent does not only come from the five senses, but also comes more from characters (role talent).

For example, the teacher understands that role talent is more in the leadership ability that students have. Ms. Zulfa Ridha one of teacher SMAN 4 Langsa when she is interviewed said that "we can observe the role talents the students have when students run for group leaders, class leaders or student council leaders in schools, and that is one of the talent leaders of our students." While other roles, the teacher seems unable to understand that many roles may come from productive traits which may lead to other roles such as helper, compassionate and others. The basic idea is that all people should be enabled to reach a

¹⁵ James H. McMillan, *Educational Research* (Boston: Pearson Education, 2008), 271.

¹⁶ Lisa M Given, *The Sage Encyclopedia of Qualitative Research Methods*, I. (London: A Sage Reference Publication, 2008).

threshold level in the development of relevant capacities that enables them to live as equals, in the liberal democracy, and is in this regard adequate¹⁷ Although, talent role is not introduced in detail, the teacher pays attention to observe the characters of students to designate students to play a role in several school activities. For instance, at SMK 2 when the teacher forms a school security member, the teacher pays attention to students who have integrity, courage, and high curiosity and responsibility to joint this team. “This team consists of eight people who are selected based on their suitable characteristics to become team members. The nature of this team membership is secret, similar to that of the state intelligent agency (BIN) which is kept secret for the sake of extracting information if there is irregularity or imbalance that occurs at school and outside of school related to students” said Mr. Rijal Harahap, head deputy of student affairs of SMKN 2 Langsa.

In addition, the existence of peer teaching activities that is practiced in some schools indicates that homeroom teachers are not ignorant of the role talents of their students. The homeroom teacher and each subject teacher continue to make continuous observations to conclude about which students are suitable for being a teacher to their friends (peer teaching). Of course, it is possible that each different subject will bring up different students as teachers for their friends. This is because in peer teaching, what is needed is: (1) students with good behavior who can also motivate their friends to continue learning, (2) have the ability to influence their friends to invite them to study together, (3) invite their friends to continue to improve themselves, and (4) helping friends solve problems, both problems related to learning and other problems (Interview with Mr. Tarmizi teacher of MAN 2 Langsa). Peer teaching or partners in learning is one of cooperative learning models. Two students or more are paired or grouped in learning to increase their learning.¹⁸ Students organized into a democratic learning to generate more motivation. The feelings of connectedness produce positive energy¹⁹. The students learn from one another. It can increased learning and experience but through the feeling of being respected and cared for by the others in the environment²⁰.

Understanding the sources of talent will make it easier for teachers to partner parents in exploring the potential of a child who will live and play a role in society. If the child's talents are known, teachers and parents will be able to provide or facilitate appropriate activities to the child. If teachers or other education professionals are required to identify a limited percentage of students as talented, they will indirectly describe the vast majority as ‘non-talented’. A logical consequence is that if identification of talent is undertaken, the social context should always be specified. Talent must be seen in relation to the fields of action in which talent is practiced and assessed, and in relation to the specific interventions for which the identification is to be used²¹. Understanding the source of this talent, will lead a person to focus on strengths, a better life, worth and achieve satisfaction in carrying out

¹⁷ Johannes Giesinger, ‘Against Selection: Educational Justice and the Ascription of Talent’, *Educational Philosophy and Theory* 0, no. 0 (2020): 1–10, <https://doi.org/10.1080/00131857.2020.1747018>.

¹⁸ Eveline Siregar and Hartini Nara, *Teori Belajar Dan Pembelajaran*, ed. Asep Jamaludin (Bogor: Ghalia Indonesia, 2010), 115.

¹⁹ Bruce Joyce, Marsha Weil, and Emily Calhoun, *Models of Teaching*, Seventh. (Boston: Pearson, 2004), 208.

²⁰ Muhammad Rohman and Sofan Amri, *Manajemen Pendidikan Analisis Dan Solusi Terhadap Kinerja Manajemen Kelas Dan Strategi Pengajaran Yang Efektif*, ed. Umi Athelia Kurniati (Jakarta: Prestasi Pustaka Publisher, 2012), 147.

²¹ Annette Rasmussen and Palle Rasmussen, ‘Conceptions of Student Talent in the Context of Talent Development’, *International Journal of Qualitative Studies in Education* 28, no. 4 (2015): 476–495, <http://dx.doi.org/10.1080/09518398.2014.916013>.

their role in life. For teenagers, this will prevent them from doing mistakes and useless actions to seek attention that will lead to juvenile delinquency.

High School Talent and Interests Recognition Model in Langsa

The introduction of talents involves all teachers, especially those related to the students affair, to take an active role. Each school has its own way of introducing talents and interests to students. In public senior high school 4 (SMAN 4), the introduction of talents begins at the beginning of the new school year, students are guided to be directed in choosing a major (whether IPA or IPS) and also explore their talents and interests. For students who already have certain targets and want to continue their study to a higher level will be assisted and supported continuously. Exploring students' talents at the beginning of the new school year is not only done by deputy head of student affairs to their students, but parents are also involved in building two-way communication to continue managing their children's future plans. It is hoped that the socialization of the department and the support that will be provided by the school will build children's awareness to choose a major they interested in. The introduction of various activities related to the introduction and development of interest talents which are usually associated with extracurricular activities is also introduced at the beginning of the semester. So that students can decide to choose activities suitable for them.

Continuous guidance is also given to students who are deemed in need. Sari and Istiqoma²² in their research proves that through mind mapping media career guidance activities can improve students' career planning abilities carried out in class XI students of SMA Unggul Negeri 3 Palembang. Current classification of senior high school in Langsa is more about classifying the major students will take (namely Science or Social Sciences). Meanwhile, extracurricular activities are still flexible. Not all students are required to participate in them. Scouting activities must be followed by all students because this is a compulsory extracurricular activity for all high school students. There will be intense training for students who are interested in scouting. However, this intense scouting exercise is not mandatory for all students.

On the other hand, according to interview with the deputy of students' affair of SMKN 2, the introduction of interest talents is formally carried out three times a year. The time specified is: at the beginning of the odd semester, the beginning of the even semester, and at the end of the school year. In the classroom, teachers are also asked to continue to socialize about the talents of interest to students, so that they can recognize and decide to take part in activities related to their talents. The existence of LDK activities (basic leadership training) is also to capture students' skills in working together, leading and organizing. This training is conducted for student council members and is also open to all students who are interested.

At the beginning of the school year, the school introduces talents and interests through a form (questionnaire) that is distributed to students. The results of this questionnaire are then mapped to determine the majors that will be taken by students based on the availability of majors at the school. For students who already have talent/academic achievements when they to continue to vocational school, they will be given relief in the form of free committee fees. In addition, talent mapping is also carried out from the results of certificates collected by students when registering and attending the school. This is to make it easier for the school to map the potential of its students. Talent mapping at the

²² 'Upaya Meningkatkan Kemampuan Perencanaan Karier Melalui Bimbingan Karir Media Mind Mapping', *JUANG: Jurnal Wahana Konseling* 2, no. 1 (March 2019): 20–29, <https://jurnal.univpgri-palembang.ac.id/index.php/juang/article/view/2682>.

beginning of the school year is not only to map and decide which major students will take, but to direct students to choose extra-curricular activities that suit them.

In the introduction of interest talents at the beginning of the school year (at the beginning of the odd semester), the talent material segment is introduced by the school or outside speakers who have competence in their field during the introduction of the school environment. Counseling guidance teachers also present introductory material to provide an overview of the career direction for their students. In addition, it was also interspersed with material from the Islamic sharia service for religious strengthening of students. This is done so that students will be rich in insight into activities and the school environment as well as strengthening to form good character from students.

The introduction of talents in public Islamic schools is also carried out generally at the beginning of the school year at the time of introduction to the school environment. The introduction of talents is more the goal for students to choose their major (whether Islamic department, science, and social). If the school wants to participate in an arts or sports festival, the teacher will manage it later. So the nature of the coaching is temporary, will be done if only necessary. Dissemination of introduction to majors provided opportunities for students to choose majors according to their abilities and interests. Although the introduction of talent is only briefly given at the beginning of the year, consultation services by guidance and counseling teachers as well as deputy head of student affairs are always available.

Moreover in Islamic school, talent recognition is delivered at the beginning of the school year at a glance; there is no questionnaire or special guidance related to students' interests and talents. In Islamic schools, activities that may be carried out to introduce talents to students can be in the form of: Tahfiz (memorizing Alquran), Scouts, Sports, Madrasah Police (school police club), Paskibra (flag raisers club), Laboratory, language club. Apart from the teaching and learning process, it turns out that talent is also introduced through outbound activities that the school does at a certain time. Those activities are called extracurricular programe. Based on research proved that when the students involved in extracurricular they preferred was able to overcome boredom, fear, and foster interest in students at Madrasah Aliyah Muhammadiyah Nunu Palu²³. Extracurricular activities are very important as a potential development, namely psychological potential that includes talent and creativity that can be developed through various kinds of activities at school. According to research Rosida and Arifin²⁴, talent and creativity are very important to be developed, because these two things are very useful in society, especially helping human civilization to be more advanced. Then the extracurricular activities have influenced the level of potential development of each student.

Of the three schools that the researchers attended, there was no specific (certain) instrument used by the school to map students' interest talents. Schools capture more students' talents and interests from the results of consultations and observations of the teachers. Only in SMK there is talent screening through a questionnaire form that students must fill in at the beginning of the new school year. Generally, schools focus more on talents that come from the five senses in the form of potential in the field. There are even

²³ Irawati A. Sahman, Normawati, and Rizal Madul, 'Peranan Ekstrakurikuler Seni Kaligrafi Dalam Meningkatkan Kreativitas Peserta Didik Di Madrasah Aliyyah Muhammadiyah Nunu Palu', *Jurnal Kolaboratif Sains* 1, no. 1 (October 15, 2018): 994–999, accessed July 29, 2020, <http://jurnal.unismuhpalu.ac.id/index.php/jom/article/view/438>.

²⁴ 'Korelasi Antara Ekstrakurikuler Dengan Pengembangan Potensi Santri Putri Mahrusiyah Kediri Jawa Timur', *Jurnal Ilmiah DIDAKTIKA* 20, no. 2 (2020): 238–250, <https://jurnal.ar-raniry.ac.id/index.php/didaktika/article/view/5078>.

schools that wait for students to enroll in the students' extracurricular activities by their selves.

The Role of Teacher in Developing Talents and Interests in Langsa

The role of teachers according to Law no. 14 of 2005 "is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education." Based on this law, teachers have the main role and duties as educators, teach, guide, direct, train, assess and evaluate their students²⁵. Based on interviews with deputy head of student affairs of SMAN 4, SMK2 and MAN 2, the teachers have played an important role as a task of their existence which has an influence in developing students' talents. In developing talents and interests, the roles that are often taken by a teacher are: (1) parent partners, (2) role models, (3) organizers, (4) motivators, (5) facilitators, and (6) supervisor.

First, the role of the teachers as a partner of parents is indicated by the communication between parents and the school regarding activities the students preferred and if possible discussing future plans for students. According to interview with Ms Zulfa and Mr Rijal Harahap, this activity is carried out by schools, which organized by guidance and counseling teachers as well as deputy head of student affairs. Schools as a partner for parents tries to ensure that the will of the parents and the wishes of the children are in synchronize. This activity is carried out at the time of registration of new students every new school year. At home, the parents lead and direct the students, and at school the teacher who takes over the relay for the same purpose. According to Wulandari²⁶ one of the external factors that foster children's talents is the family environment which is the parent.

Teachers provide assistance to students not only in terms of academic assistance, but also assist them who have certain talents and need to be developed in every field. Assistance is in the form of providing facilities both equipment for training or personal development and the provision of competent trainers who are funded by the school. So that students can develop themselves into a mature person with all the potential they have. The provision of understanding the interests and talents of students becomes their reference for moving into the future, of course with the provision of analytical methods, entrepreneurship, business and financial concepts so that students can be independent in the future²⁷.

Second, the teacher as a role model makes an important contribution to student career development. The tendency of gifted students to have role models in life affects them especially through formal education. The role model in this case is the teacher, who through his self-image can build and develop students' talents and self. This is built with the personal interactions carried out by teachers and students, so that the teacher as a suitable example is very much needed in developing to reach one's maximum potential²⁸. As role models, there

²⁵ I Made Satya Wintara, 'Pentingnya Peran Guru Dalam Pengembangan Minat, Bakat Dan Kreativitas Siswa Melalui Ekstrakurikuler', *Researchgate*, last modified 2017, accessed September 1, 2020, <https://www.researchgate.net/publication/315110215>.

²⁶ 'Menumbuhkan Bakat Anak Sekolah Di Lingkungan Keluarga (Analisis Buku "Orangtuanya Manusia" Karya Munif Chatib)', *Abdau: Jurnal Pendidikan Madrasah Ibtidaiyah* 2, no. 2 (2019): 280–294.

²⁷ Pajar Amin, Dewi Ulfah Arini, and Wisjnumurti Bamang Permadi, 'Memetakan Bakat Dan Minat Siswa Dengan Membangun Mental Wirausaha Guna Mendukung Program Ekonomi Kreatif Di Lingkungan Sekolah', *JMM (Jurnal Masyarakat Mandiri)* 4, no. 2 (2020): 308–318, <http://journal.ummat.ac.id/index.php/jmm>.

²⁸ Larisa Shavinina, 'The Role of Parents and Teachers in the Development of Scientific Talent: Lessons from Early Childhood and Adolescent Education of Nobel Laureates', *Gifted and Talented International* 28, no. 1 (2013): 11–24.

are several things that must be considered by teachers: basic attitudes, speech and speech styles, attitudes in work habits and through experiences and mistakes, clothing, human relations, thought processes, neurotic behavior, tastes, decisions, health, general lifestyle²⁹. Everything that is done by the teacher will have an impact on students, either directly or indirectly, big or small. So, it is appropriate for teachers to provide good example for their students, so that what is followed is in accordance with the norms of society and religion. Having a role model in a teacher is part of the transfer process. Teachers are used as role models and references in doing many things. If the teacher is able to become a role model for students, students will have a handle on solving all problems and continuing their life goals.

Third, teacher is as an organizer of learning (teaching and learning process) or also known as an organizer. As an organizer of learning, the teacher must be able to master various learning methods that are required to continuously improve and update their knowledge so that they are not out of date. In this role, the teacher has the duty and obligation to manage learning well. Learning management starts from planning, implementing and evaluating so that goals are well organized³⁰. This learning management will carry out the learning process smoothly which can facilitate the achievement of learning objectives. The learning model that is applied pays attention to the uniqueness of each individual to ensure that everyone's learning objectives are well accommodated.

Fourth, the role of teacher is as a motivator. Teachers play an active role in reviving the enthusiasm of students, both those who have understood their talents and those who have not. Do not underestimate over certain students and consider the students' difference from one another. The motivation that the teacher provides will not only be able to increase the enthusiasm of a student but also to increase his self-confidence among his friends. At the end, they will understand more about their selves and have high motivation to achieve the life goals. According to Mr. Tarmizi, (one of teacher of MAN2 Langsa), teachers gave motivation to their students through support and ask them to prepare for the various competition, such as religious festival, art festival, sports festival, and academic competition. This activity is routinely scheduled and provided maximum support for its implementation, both material and immaterial. Consequently develop student talents in personal coaching efforts towards fostering a more mature human both physically and mentally. Who later can become an independent person and understand their purpose in life to be able to contribute to their social life.

Fifth, another teacher's role in developing talents and interests is as a facilitator. The teacher as a facilitator is supported by the school and continues to strive to provide the best for students. School support provides the strength for teachers to act as facilitators in developing student talent. According to Agung³¹ the role refers to the effort to facilitate something to someone or a group of people according to their interest and talents. A facilitator can help designing team, reconstruct a planning for an activity, and manage the students' activities. All activities to develop students; talent are supported by the school materially in order to achieve maximum. Schools provide facilities and infrastructure to develop students' talents. It also provides continuous motivation so that students can be actively involved in various activities.

²⁹ Anis Surya, 'Peran Guru Dalam Menumbuhkembangkan Bakat Minat Siswa Di SMK Negeri I Tapaktuan (Skripsi S1)', *UIN Ar-Raniry* (Universitas Islam Negeri Ar-Raniry, 2018).

³⁰ Rusman, *Model-Model Pembelajaran: Mengembangkan Profesionalisme Guru* (Jakarta: Rajawali Pers, 2013), 58.

³¹ 'Peran Fasilitator Guru Dalam Penguatan Pendidikan Karakter (PPK)', *Perspektif Ilmu Pendidikan* 31, no. 2 (2017): 106–119, <https://doi.org/10.21009/PIP.312.6>.

Sixth, teachers also play a role as a supervisor for students in carrying out activities related to school and developing talents at schools. Acting as a guide, the teacher seeks to direct the learning process (both inside and outside the classroom) gradually from the beginning of planning to the end. This allows a teacher to observe the progress experienced by his students. The learning progress or talents of a student become more measurable because of the intense guidance of a teacher. In this role the teacher will transfer the knowledge they have to their students in order to increase their knowledge and experience. Understanding the level of ability and knowledge of students will make a teacher understand the development and potential of their students. Understanding one's talents start from gathering information and knowledge related to students. It is used to help students to pursue their higher education and carrier in the future ³². This is where the role of the supervisor becomes urgent for a student, especially those who have special abilities or needs to continue to develop their talents and themselves.

There are so many roles that must be performed by a teacher. The role of this role will have a good influence if the teacher is sincere in carrying it out. They have to transfer information, knowledge, and also manners above all. This will provide opportunities for students to develop their full potential. If the teacher carries out his role properly and correctly, then all the potential of students can develop according to the nature of their development. However, the goal of talent development is to prepare children with the knowledge, training, support, and psychosocial skills they need to be able to function at the highest levels in a field ³³.

CONCLUSION

The introduction of talents and interests has been carried out in senior high schools of Langsa. Teachers' understanding of field talent and role talents such as those in talent mapping is still not entirely good. In general, the teachers in Langsa feel that they understand what talent is. When asked whether they understand that talent can come from the five senses (field talent) and come from nature (role talent). However, they do not understand in detail what is meant by role talent.

The way to identify talents in each school is different. There are schools do it at the beginning of the school year, there are schools that make talent recognition programs mandatory several times each year, and there are also schools that introduce talents to students indirectly in a program or activity. There are schools that provide various activities for students to participate in. On the other hand, there are also those who facilitate the students to recognize their talents but do not provide it at school. There are even schools that encourage and motivate their students to take part in extracurricular activities outside of school only. Generally, all schools try to provide opportunities for personal growth according to their own ways.

In terms of developing talents and interests, the roles that are often taken by a teacher are: (1) partner parents, (2) role models, (3) organizer, (4) motivator, (5) facilitator, and (6) supervisor. In general, this role is carried out by the teachers in introducing talents and interests to students, especially when they are in the school environment. All in all, senior high schools in Langsa are committed to create an atmosphere that will motivate and challenge students, encourage participatory decision making related to choose

³² Sari and Istiqoma, 'Upaya Meningkatkan Kemampuan Perencanaan Karier Melalui Bimbingan Karir Media Mind Mapping'.

³³ Paula Olszewski-Kubilius and Dana Thomson, 'Talent Development as a Framework for Gifted Education', *Gifted Child Today* 38, no. 1 (2015): 49–59.

extracurricular activities, provide connection between teachers, parents, and students and provide opportunities for personal growth.

REFERENCES

Agung, Iskandar. 'Peran Fasilitator Guru Dalam Penguatan Pendidikan Karakter (PPK)'. *Perspektif Ilmu Pendidikan* 31, no. 2 (2017): 106–119. <https://doi.org/10.21009/PIP.312.6>.

Amin, Pajar, Dewi Ulfah Arini, and Wisnumurti Bamang Permadi. 'Memetakan Bakat Dan Minat Siswa Dengan Membangun Mental Wirausaha Guna Mendukung Program Ekonomi Kreatif Di Lingkungan Sekolah'. *JMM (Jurnal Masyarakat Mandiri)* 4, no. 2 (2020): 308–318. <http://journal.ummat.ac.id/index.php/jmm>.

Arlizon, Raja, Zulfan Saam, and Donal. 'Kontribusi Konsep Diri Fisik Dan Motivasi Berprestasi Terhadap Perencanaan Karier Siswa Kelas XI SMKN Se-Kota Pekanbaru'. *Tunjuk Ajar: Jurnal Penelitian Ilmu Pendidikan* 1, no. 2 (2018): 75–87.

Buchanan, Nina, Bill Woerner, Nelani Bigam, and Chama Cascade. 'Developing Talent in High School Students: An Integrative Model'. *Roeper Review* 19, no. 4 (1997): 208–212.

Eipstein, Robert. *Teen 2.0: Saving Our Children and Families from the Torment of Adolescence*. California: Linden Publishing, 2010.

Gallup. *Strengths Quest Activity Workbook*. Clifton: Gallup University, 2008.

Giesinger, Johannes. 'Against Selection: Educational Justice and the Ascription of Talent'. *Educational Philosophy and Theory* 0, no. 0 (2020): 1–10. <https://doi.org/10.1080/00131857.2020.1747018>.

Given, Lisa M. *The Sage Encyclopedia of Qualitative Research Methods*. I. London: A Sage Reference Publication, 2008.

Irma. 'Salah Pilih Jurusan Bisa Pengaruhi Nilai'. *Metrojambi.Com*. Last modified 2018. Accessed May 23, 2021. <https://metrojambi.com/read/2021/04/01/37218/salah-pilih-jurusan-bisa-pengaruhi-nilai>.

Jooss, Stefan, Anthony McDonnell, and Ralf Burbach. 'Talent Designation in Practice: An Equation of High Potential, Performance and Mobility'. *The International Journal of Human Resource Management* (2019): 1–27. <https://doi.org/10.1080/09585192.2019.1686651>.

Joyce, Bruce, Marsha Weil, and Emily Calhoun. *Models of Teaching*. Seventh. Boston: Pearson, 2004.

Marsidi, Sitti Rahma, and Andi Rina Hatta. 'Penelusuran Bakat Minat Pada Siswa SMA Di Bekasi'. *Jurnal Pengabdian Masyarakat* 5, no. 2 (2019).

McMillan, James H. *Educational Research*. Boston: Pearson Education, 2008.

Murtadlo, Ali. 'Peran Guru Ekstrakurikuler Dalam Mengembangkan Bakat Siswa Di MI Miftahul Ulum 02 Gumukrejo Karangsono Bangsalsari Jember'. *Bidayatuna: Jurnal Pendidikan Guru Mandrasah Ibtidaiyah* 02, no. 02 (2019): 29–43.

Olszewski-Kubilius, Paula, and Dana Thomson. 'Talent Development as a Framework for Gifted Education'. *Gifted Child Today* 38, no. 1 (2015): 49–59.

Rasmussen, Annette, and Palle Rasmussen. 'Conceptions of Student Talent in the Context of Talent Development'. *International Journal of Qualitative Studies in Education* 28, no. 4 (2015): 476–495. <http://dx.doi.org/10.1080/09518398.2014.916013>.

Rohman, Muhammad, and Sofan Amri. *Manajemen Pendidikan Analisis Dan Solusi Terhadap Kinerja Manajemen Kelas Dan Strategi Pengajaran Yang Efektif*. Edited by Umi Athelia Kurniati. Jakarta: Prestasi Pustaka Publisher, 2012.

Rosida, Nala, and Zaenal Arifin. 'Korelasi Antara Ekstrakurikuler Dengan Pengembangan Potensi Santri Putri Mahrusiyah Kediri Jawa Timur'. *Jurnal Ilmiah DIDAKTIKA* 20, no. 2 (2020): 238–250. <https://jurnal.ar-raniry.ac.id/index.php/didaktika/article/view/5078>.

Royani, Abah Rama. *Talents Mapping: Inspirasi Untuk Hidup Lebih Asyik Dan Bermakna*. Edited by Sayuda Patria. Depok: Tosca Jaya Indonesia, 2016.

Royani, Abah Rama, and Endro Prasetyo Aji. *Talents Dynamic*. I. Depok: PT. Tosca Jaya Indonesia, 2017.

Rusman. *Model-Model Pembelajaran: Mengembangkan Profesionalisme Guru*. Jakarta: Rajawali Pers, 2013.

Sahman, Irawati A., Normawati, and Rizal Madul. 'Peranan Ekstrakurikuler Seni Kaligrafi Dalam Meningkatkan Kreativitas Peserta Didik Di Madrasah Aliyyah Muhammadiyah Nunu Palu'. *Jurnal Kolaboratif Sains* 1, no. 1 (October 15, 2018): 994–999. Accessed July 29, 2020. <http://jurnal.unismuhpalu.ac.id/index.php/jom/article/view/438>.

Santosa, Harry. *Fitrah Based Education: Sebuah Model Pendidikan Peradaban Bagi Generasi Peradaban Menuju Peran Peradaban*. Edited by Roro Dwi DM. Cet.VI. Bekasi: Yayasan Cahaya Mutiara Timur, 2018.

Sari, Kurnia, and Vella Auliya Istiqoma. 'Upaya Meningkatkan Kemampuan Perencanaan Karier Melalui Bimbingan Karir Media Mind Mapping'. *JUANG: Jurnal Wahana Konseling* 2, no. 1 (March 2019): 20–29. <https://jurnal.univpgri-palembang.ac.id/index.php/juang/article/view/2682>.

Shavinina, Larisa. 'The Role of Parents and Teachers in the Development of Scientific Talent: Lessons from Early Childhood and Adolescent Education of Nobel Laureates'. *Gifted and Talented International* 28, no. 1 (2013): 11–24.

Siregar, Eveline, and Hartini Nara. *Teori Belajar Dan Pembelajaran*. Edited by Asep Jamaludin. Bogor: Ghalia Indonesia, 2010.

Surya, Anis. 'Peran Guru Dalam Menumbuhkembangkan Bakat Minat Siswa Di SMK Negeri I Tapaktuan (Skripsi S1)'. *UIN Ar-Raniry*. Universitas Islam Negeri Ar-Raniry, 2018.

Wintara, I Made Satya. 'Pentingnya Peran Guru Dalam Pengembangan Minat, Bakat Dan Kreativitas Siswa Melalui Ekstrakurikuler'. *Researchgate*. Last modified 2017.

Accessed September 1, 2020. <https://www.researchgate.net/publication/315110215>.

Wulandari, Dea Rakhimafa. 'Menumbuhkan Bakat Anak Sekolah Di Lingkungan Keluarga (Analisis Buku "Orangtuanya Manusia" Karya Munif Chatib)'. *Abdau: Jurnal Pendidikan Madrasah Ibtidaiyah* 2, no. 2 (2019): 280–294.