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Management of Talent and Interest Development of Students

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Abstract: The researcher saw the management of talent development and interest in students of the Islamic Boarding School An Najah Purwokerto very representative for review. Good management has touched the development of students' talents and interests. The management can be seen from the existence of the Student Santri Organization (Osma) which is included in the education curriculum of Pesma An Najah Purwokerto. Through Osma, students are directed to develop their talents and interests. The aim is to shape the mentality of students who are competitive by being able to show their skills or talents of interest when they are involved in society. Santri is expected not only to wrestle in the world of religion but also in other aspects of life. Pesma An-Najah Purwokerto is unique compared to other Islamic boarding schools in the Banyumas area. An-Najah Pesma has a diverse student body of student organizations compared to other pesantren. There are several santri organizations that other pesantren do not have, namely the Pondok Pena Community, Annajah Creative, OSMA AArJEC (An-Najah Arabic Javanese English Community), OSMA AEC (An-Najah Entrepreneur Club), OSMA Luthfunnajah and NH Perkasya An-Najah.

Keywords: *management; talent and interest; development; student*

A. INTRODUCTION

In Law Number 20 of 2003 concerning the Basics, Functions, and Objectives of the National Education System, Chapter II, article 3, it is written that National Education functions to develop capabilities and form dignified national character and civilization in the framework of educating the nation's life, aiming at developing the potential of students to become human beings who believe in and are devoted to God Almighty, have a noble character, is healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible country. Then in chapter V article 12 paragraph 1 point b, it is written that every student in each education unit has the right to receive educational services according to their talents, interests, and abilities.

Islamic boarding schools, as one of the educational institutions that are now mushrooming and have become an important part of education in Indonesia, have a responsibility in developing the talents and interests of students (santri).

This is so that the notion that santri can only recite the Koran begins to be changed. Students also have a lot of potential that can be developed. As an integral part of education, students are entitled to the material development of talents and interests.

Currently, the development of students' talents is getting less attention and has a significant place in our world of education. Whereas in the new curriculum design later, talent is one of the important factors determining the success of a student. That's why the talent of a student should be a serious concern of educators to lead them to the gate of success.

Meanwhile, it is very unfortunate when Islamic boarding schools as educational institutions that have gained legitimacy from the community, are still stuck in the old curriculum which has not touched the realm of talent and interest development. However, currently, many Islamic boarding schools have tried to open themselves up to novelties in carrying out their institutional functions. Some of them carry out, to borrow Amin Abdullah's term, integration-interconnection. The Islamic boarding school curriculum has opened itself to the development of students' skills and talents. Usually carried out by modern Islamic boarding schools, which unite the vision with general education about the development of human resources.

Among the many, the researcher sees that the management of developing the talents and interests of students at the An Najah Purwokerto Student Islamic Boarding School is very representative for review. The development of students' talents and interests has been touched by good management. This management can be seen from the existence of the Student Santri Organization (Osma) which is included in the educational curriculum of Pesma An Najah Purwokerto. It is through Osma that

students are directed to develop their talents and interests. The aim is to form a competitive mentality in students by being able to show their skills or talents when they enter society. Santri is expected not only to be involved in the religious world but also in other aspects of life. Pesma An-Najah Purwokerto is unique compared to other Islamic boarding schools in the Banyumas area. Pesma an-Najah has various student organizations compared to other pesantren. Several santri organizations are not owned by other Islamic boarding schools, the Pondok Pena community, An-Najah Creative, OSMA AArJEC (An-Najah Arabic Javanese English Community), OSMA AEC (An-Najah Entrepreneur Club), OSMA Luthfunnajah and NH Perkasya An-Najah. For this reason, researchers must reveal the Management of Santri Talent Development and Interests (Study of Organizational Analysis of Pesma Student An Najah Purwokerto Santri).

B. MATERIALS AND METHOD

This type of research is field research (field research) with qualitative methods, namely studying intensively the latest status and environmental interactions that occur in an institutional unit. This research is located at Pesma An Najah Purwokerto. This study analyzes the management of developing the talents and interests of the students through the Santri Student Organization (Osma at Pesma An Najah Purwokerto. The location of this research is Pesma An Najah Purwokerto.

The research subject is a source of data that provides answers to the management of the development of talents and interests of students at Pesma An Najah Purwokerto. namely:

1. Pesma caretaker An Najah Purwokerto (Dr. KH Moh. Roqib, M.Ag.)

2. The male and female village heads of Pesma An Najah Purwokerto
3. Managers and Students
4. Pesma Student Santri Organization (Osma) An Najah Purwokerto

C. RESULT AND DISCUSSIONS

1. Management of Talent and Interest Development of Students Annajah Purwokerto Student Organizational Analysis Study

a. Pena Cottage Community

1) Planning

This activity begins with open recruitment during the OPKIS or orientation of Islamic boarding schools and studies at the beginning of the school year. During the Opkis, Pondok Pena presents works or performances in front of the new students. With the hope of attracting the attention of students and making students interested in joining. After that, Open Recruitment was conducted. For every student who is interested in the world of writing, it is recommended to join it. This also serves as an emphasis from the caregivers, that Pesma An Najah is a writing school that will produce productive writers.

2) Organizing

After the students decided to join Pondok Pena. The next activity is a meeting or meeting together. This is done to provide an introduction to all matters relating to Pondok Pena. After that, the administrator determines the curriculum according to the needs. It was from that curriculum that

the agenda was revealed to be carried out by Pondok Pena.

Meanwhile, the organization can be seen from the membership structure which explains the lines of coordination and lines of instruction in organizing Osma's activities.

3) Implementation

The activities that have been carried out by Pondok Pena include;

a) Safari Literature (Learning of literature outdoors, either through discussions at tourist spots, or visits to other communities or senior writers)

b) Blakasuta (Literary Outspokenness for the Motherland), a literary discussion event that brings together writers from Banyumas Raya. However, they also sometimes invite writers from outside, such as Jogja, Bekasi, Jakarta, and Cilacap.

c) One Mountain One Book (mandatory to read one book at least one month, then deposited, as a memorandum deposit, there is a question and answer session with Pondok Pena management)

d) Deposit and Surgical Work (Deposit work to management every week. And every Sunday afternoon a meeting is held for work review)

e) Submitting works to the media (newspaper), contests, and anthologies, every Wednesday night, Pondok Pena members are encouraged to send works to the newspaper.

f) Making an anthology book (the last goal is making a joint book. So far a book has been released entitled Mushaf Rindu)

4) Supervision

Although in the field it is undeniable that there are many obstacles to achieving organizational goals effectively and efficiently, such as; internal problems of membership, coordination, insufficient number of members, fluctuating member enthusiasm, and lack of enthusiasm for writing. However, this did not become a protracted obstacle because the Pondok Pena Community OSMA was supported and assisted by the administrators of the Islamic Boarding School in managing activities and coordinating with administrators and members. The communication built by Pondok Pena, namely between the caretakers, caretakers of Pondok Pena, and the caretaker of Pesma An Najah, has broken down some of the above obstacles little by little.

5) Evaluation

In the Pondok Pena coordination path, the administrators communicate intensely with the Pondok Pena caretakers and the person in charge, namely Pesma Caretaker An Najah. Before a decision is made, the management coordinates with Pondok Pena caretakers to get input and directions. If so, then proceed to Pesma An Najah caretaker. The caretakers of Pondok Penawar and Pesma An Najah caretakers serve as supervisors, who will always give intensive attention to the members as well as provide instructions if there are things that need feedback.

b. Creative An-Najah
1) Planning

Similar to Pondok Pena, An Najah Creative made its debut at OPKIS. Especially when there is a performance event. That's where An Najah Creative showed off his skills in front of the students. At that time, creative An Najah was introducing it further to guarantee as many students as possible to join.

After completing the Open Recruitment issue, next An Najah Creative held a big meeting to plan an agenda that would be carried out and would become a mandatory event for all members. At this stage, all administrators take part to provide both conceptual and technical input regarding the implementation of the An Najah Creative agenda.

2) Organizing

This stage begins with sorting out prospective members according to their passion tendencies. After that, merge with students who have the same interests. After that, the management started to distribute the training schedule to each member.

One that has been developed is that An Najah Creative must always appear at important Islamic boarding school events. Considering the importance of the performance of students' work. Moreover, there is no similar community in other pesantren. This is a special consideration in the context of organizing human resources and managing

intellectual property in the form of ideas owned by the students. With the development of these creative ideas, creative An Najah achieves its position of existence.

3) Implementation

In every event organized by Pesma An Najah, An Najah Creative always takes part. Especially in terms of performers. As seen in the implementation of this year's Writing Islamic Boarding School which is included in its 4th edition. The cultural symposium event which was held at the IAIN Purwokerto Auditorium on Monday 22 October coincided with National Santri Day. An Najah Creative presents a musical drama about the wealth of the archipelago. An Najah's creative performance was able to stun hundreds of spectators who were present.

From this creative An Najah, the students are equipped with the confidence to show their skills and abilities as well as creativity. With that, the potential of students who were previously hidden little by little experiences development. In addition to skills in processing creativity, through An Najah Creative, students are taught how to manage performances. Namely a way to publish skills for useful things.

4) Supervision

An Najah Creative activities do not run without supervision. Especially by Pesma's nanny. This step was taken by considering the element of santrian. This means that An Najah Creative must still be guided by the culture of the pesantren. Therein lies the balance between ethics and aesthetics. Don't let students in the name of creativity and or art violate the norms that apply, both in Islamic boarding schools and in the environment in general.

Not only that, but supervision is also carried out so that caregivers know about the development of the student's creativity, and then look for further development steps that are felt to be able to make the students' creativity more and more vibrant. Because of that the potential of students who tend to be ignored in other Islamic boarding schools does not apply at Pesma An Najah Purwokerto.

5) Evaluation

As with the others, every An Najah Creative activity ends with an evaluation. Neither by the caretaker nor by the caretaker. This is an effort to keep An Najah Creative running as it should. By the initial ideals of forming a creative, innovative, and progressive soul of students. To form a balanced young generation between thinking and dhikr.

c. OSMA AArJEC (An Najah Arabic Javanese English Community).

1) Planning

Like the other Osma, planning started with OPKIS at the beginning of the school year. Presenting a talent show to new students with the hope that many will be interested in joining Osma AArJEC. This was followed by an official open recruitment by inviting the students to become members of AArJEC as "language ambassadors" concentrating on developing language skills.

The next agenda is the formulation of the curriculum or list of agendas that will be carried out in the next semester or even in the next year. This arrangement is to systematize planning so that plans can be recorded so that they are easy to evaluate later. In compiling the program, AArJEC involves all administrators, which are then submitted or reported to caregivers for approval. It is during this sowan that caregivers provide input and even criticism for future activity plans. This is so that what AArJEC does has been approved by the caregivers. Making this curriculum is none other than to make it easier for tutors to teach when learning, a curriculum is made so that learning can run in an orderly manner,

2) Organizing

AArJEC has special treatment from pesantren. Namely by providing a special complex in its development. Unlike the other osma who don't have their room, AArJEC is specialized with the consideration that language is practice. So it takes an environment that supports students in practicing a language. With this complex specialization, students are expected to easily find partners in language development, for example by using foreign languages in everyday life. In addition, it also facilitates the assessment of the development of students' language skills.

To carry out its activities properly, AArJEC also makes a schedule for using language in the complex. This is to facilitate direct and in-depth language training. Because if it is not scheduled later there will be clashes in the use of English, Arabic, and Javanese. With the specialization of this complex, Pesma wants to emphasize that all members focus on developing three languages in Islamic boarding schools.

3) Implementation

To strengthen the effectiveness of tri-language learning, AArJEC holds several routine activities, including:

a) Routine learning of Arabic and English every night is effective.
b) Dividing groups to memorize vocabs or mufrodat
c) Insha Production (composing)
d) Requires AArJEC members to have special books for language learning
e) Checking the special language learning books owned by members
f) Holding talent shows and learning Arabic and English alternately

4) Supervision

Supervision is carried out by the tutor towards the students in practicing language skills or also in carrying out assignments given after the tutorial activities are finished. Apart from that, the management oversees the development of tutorials or learning activities based on a mutually agreed-upon curriculum. However, that does not mean the management is not without supervision. The caretaker is the last bastion that oversees three things at once, namely supervising the board as an extension and full authority over the continuity of AArJEC in realizing the goals of language learning, the caretaker

also oversees teaching and learning activities and language practice in daily life. In addition, caregivers also supervise the performance of tutors who have been appointed at the beginning of the school year. This is done as a line control from top to bottom. With this, the tutor will feel that he is being watched by the caregiver so the tutor does his job with totality. Apart from that, the caregiver directly supervises (along with the board) the practical activities of foreign language development for the students. Caregivers will ask about technical matters regarding language practice.

5) Evaluation

This evaluation is held once a month on Saturday nights in the SA hall. This evaluation evaluates the learning system, teaching system, and others that are deemed inappropriate in the learning process, during the evaluation AArJEC members are required to be present because it is hoped that after the evaluation of future activities, it will be even better. With this habituation, students are invited to discuss the obstacles and challenges in carrying out the learning process as well as in the implementation of activities that have been agreed upon at the beginning. This is expected because students find problem-solving *to* the problems he encounters in language practice.

In addition to evaluation nights which are held once a month, evaluations are also carried out after the completion of the event. This is intended to train students to be able to inventory or analyze problems or obstacles found in organizing events. After all the problems are collected, then the management clarifies and encourages the members. This is where communication is emphasized. As an effort to provide full support for the development of students' language skills.

The evaluation carried out by AArJEC is the result of which will be considered in the preparation of the curriculum in the following semester. And so on, so what is expected is an improvement from year to year to make it easier for AArJEC activities to run. If a problem is found with the tutor, it is possible that in the following semester, PESMA will replace the tutor. If scheduling encounters problems, then rescheduling is carried out, to achieve common goals.

d. An-Najah Entrepreneur Club (AEC)
1) Planning

Starting from the introduction at OPKIS, AEC began to introduce its activities to the students. AEC itself focuses on developing a sense of business for students. This awareness is indeed important because it is facing the Industrial Revolution 4.0. students must be economically independent. For this reason, a plan was drawn up to train it all.

Through management meetings and coordination meetings before each event, AEC tries to minimize any obstacles. For this reason, after the meeting is over, the results are presented to the caregiver to get input regarding the work program to be carried out.

2) Organizing

After planning is done properly and thoroughly, the next step is to organize the students who are members of AEC. The activities themselves are organized by the administrators.

3) Implementation

Some of the agenda activities held include:

a) Development of students in the entrepreneurial world
b) Train students' independent spirit
c) Activities around business events, such as opening booths at major events, both at the IAIN Purwokerto Campus and events held by the village government at Kutasari Square and Banyumas Square.
d) Routine activities: Regular meetings every week, Monthly meetings, Graduation booths, Bross making, Milkshake making, Out bonds, Orchid planting, Roan Besar at Taman Lestari Windujaya Islamic boarding school.

e. Luthfunnajah
1) Planning

Like the other OSMA, Luthfunnajah also started introducing the students during OPKIS. By opening the event, Luthfunnajah was the first Osma to show his quality. After the open recruitment was carried out, Luthfunnajah also held a meeting to determine future steps in the development of skills in the field of music, especially hadroh.

2) Organizing

The work program that is designed will not produce anything good except good organization. So Luthfunnajah tried to take inventory of the activities in Pesma. With the intention that luthfunnajah, as osma the vanguard who routinely opens events, has prepared an appearance. So there is no reason not to be able to open the event through the beat of his hadroh.

3) Implementation

Many activities from luthfunnajah have been previously scheduled, one of which is praying with Habib Haedar Alwy Assegaf which is routinely held once a month. Besides that, participating in the hadroh competition agenda is also a means of developing the abilities of hadroh luthfunnajah.

4) Supervision

Supervision is carried out by caregivers on the development of management and members of luthfunnajah. This was done so that luthfunnajah could become a mouthpiece for demonstrating the skills of the Pesma students. Because luthfunnajahlah Osma most often meets fellow hadroh groups from other Islamic boarding schools.

5) Evaluation

Evaluation is carried out at the end of each activity. This is done to try to describe if there are obstacles in carrying out activities. If in a competition, an evaluation is carried out to assess the extent to which the skills of the members have developed. This is where the management provides motivation and evaluation of its members.

f.   NH PERKAYA An-Najah

1)   Planning

The planning carried out by NH Perkasya is a routine schedule by the pesantren curriculum. So that includes the training schedule into the official schedule of the pesantren. This is so that the training agenda avoids obstacles. So that the students have scheduled the training agenda to become an obligation. This includes scheduling training outside the pesantren complex, for example on the beach.

2)   Organizing

Like other organizations, NH Perkasya Purwokerto has several obstacles in running the organization, namely the lack of adequate training facilities and infrastructure such as not having a mat/rink, lack of bags, target boxes, and martial art tools. The next obstacle is that there are no professional trainers because on average those who train for routine training are members of the previous generation.

In addition to the obstacles faced by NH Perkasya Purwokerto, in carrying out the organization, NH Perkasya Purwokerto also received conveniences. As in terms of communication and coordination related to training, announcements, or others. Because the average member of NH Perkasya Purwokerto himself is from Pesma Annajah, making information easier. Another convenience is the time for additional training that can be adjusted according to OSMA members.

3)   Implementation

The activities at NH Perkasya are routine training every Sunday, level/belt increases which are carried out after notification from the PB (Pengurus Besar), anjangsana, training outside the PESMA environment, sending athletes to take part in competitions, opening new branches every year, and friendship between the founders of the college and the NH Perkasya board of educators as well as validation for students who have just entered the blue level which is held every night on the 1st Syuro which is located in Jombang, East Java.

4)   Supervision

NH Perkasya Purwokerto is a new pencak silat school in Purwokerto, but this is not an obstacle to developing here, because the Pesma Annajah caretaker family and the management agree and support as long as they don't disturb and forget their responsibilities as students. For this reason, the supervision of the Caregiver is very vital.

5)   Evaluation

Evaluation is the final step of NH Pekasya's activities. With an evaluation through regular meetings, it is hoped that the problems or obstacles encountered in the process of implementing the activities can be found a solution. So that in the future, there will be no more obstacles in the implementation of NH Perkasya activities.

2.   **Management Objectives and Functions**

According to George R. Terry, as quoted by Hikmat, there are 4 types of management functions, namely:

planning, organizing, actuating, and controlling. This function is often known by the abbreviation POAC (Wisdom, 2011, p. 30).

a. Planning

Planning is the initial action in the management process, according to Monday and Premeaux quoted by Syafaruddin, planning is the process of determining what should be achieved and how to make it happen in reality (Syafaruddin, 2005, p. 61). Nanang Fattah defines planning as the process of determining or achieving goals and determining the paths and resources needed to achieve goals as effectively and efficiently as possible (Fattah, 1996, p. 49).

While Amin Wijaya Tunggal interprets planning as the process of defining organizational goals, and then clearly presenting the strategies, tactics, and operations needed to achieve these goals (Tunggal, 1993, p. 142).

According to Zaenal Arifin planning principles include (Arifin, 2012, p. 45):

1) All learning materials must be by the level of student development and science and technology progress,
2) The learning process must be harmonious and appropriate to the goals to be achieved, and
3) The assessment system used must describe the real ability profile of students.

From the definition of planning above, it can be concluded that planning is an activity of managers in determining the goals and resources needed to achieve effective goals before they are implemented. With the planning

will be able to direct, reduce overlap, and design standards to facilitate supervision. Thus the plans made will be able to coordinate various activities, and direct managers, to the goals to be achieved.

b. Organizing

After the plan has been drawn up by the manager, the next task is to organize human resources and physical resources so that they can be utilized properly.

Organizing is a process where work is divided into components that can be handled and activities to coordinate the results to be achieved so that the goals set can be achieved (Winardi, 1990) quoted by Syafaruddin (Syafaruddin, 2005, p. 70).

Organizing is the overall management activity of grouping people and determining the tasks, functions, authorities, and responsibilities of each to create activities that are efficient and effective in achieving predetermined goals (Manullang, tt, p. 10).

According to Edgar A. Schein as quoted by Hikmat, organizing is the coordination of several planned human activities to achieve a common purpose or objective through the division of tasks and functions as well as through a series of human authorities and responsibilities as members of the organization (Wisdom, 2011, p. 178).

Organizing is the whole process of grouping all tasks, responsibilities, authorities, and components in the cooperation process so that a good work system

is achieved to achieve the set goals, and is carried out based on the objectives and work programs as produced in the planning (Bafadal, tt, p. 43).

From the above understanding, it can be concluded that organizing is the process of dividing tasks, authorities, and responsibilities of each to create joint activities in activities to achieve the goals that have been set.

1) Actuating

Mobilization is an attempt to move group members in such a way that they want and try to achieve the goals of the organization and the goals of the members involved in it so that the members try to achieve these goals (Terry, 2006, p. 313).

According to Hersey and Blanchard, as quoted by Sudjana, activating or motivating is an activity to develop a situation that can directly direct the impulses that exist within a person or group of people to activities to achieve predetermined goals (Sudjana, 2004, p. 148).

Motivating or mobilizing is one of the management functions in the form of providing inspiration, enthusiasm, and encouragement to subordinates so that subordinates carry out activities voluntarily according to what is desired by superiors (Manullang, tt, p. 12).

Mobilization is the leader's effort to move (motivate) a person or group of people who are led by fostering encouragement or motivation in the people who are led to carry out the tasks or activities given to them by planned

organizational goals (Sudjana, 2004, p. 146).

Thus, actuating or mobilizing can be interpreted as the leader's effort to encourage the party being led or implement the activity so that the party being led directs its activities by using the potential that exists within him.

2) Supervision (Controlling)

The fourth management function is supervision. This function is the last function after the function of planning, organizing, and executing. Supervision (Controlling) is a function related to monitoring, observation, coaching, and direction carried out by the leadership of educational institutions (Wisdom, 2011, p. 137). Supervision (Controlling) is one of the management functions in the form of making an assessment, if necessary, making corrections so that what is done by subordinates is directed to the right path to achieve the goals that have been originally outlined (Manullang, tt, p. 12).

T. Handoko mentioned the stages of supervision, namely (Handoko, 2012, p. 363):

1) Implementation standard setting,
2) Determination of the measurement of the implementation of activities,
3) Measurement of real activity implementers,
4) Comparing the implementation of activities with standards and analyzing deviations, and
5) Taking corrective action when necessary.

Henry Fayol, as quoted by Manullang, explained that supervision is a process of implementing what work has been carried out, assessing it, and if necessary correcting it with the intention that the implementation of the work is by the original plan (Manullang, tt, p. 173).

Supervision functions are carried out with the aim that the activities carried out by the desired plans and objectives can be achieved. The implementation of activities is evaluated and unwanted deviations are corrected according to the objectives (Terry, 2006, p. 18).

The purpose of supervision is to make sure that what is planned becomes reality or is achieved. To facilitate the achievement of objectives, attention must be paid to the main points of the supervisory process, including (Manullang, tt, p. 185):

a) Set the measuring device (default).
   Leaders must determine or establish standards or measuring instruments.

b) Conduct an assessment (evaluate)
   Evaluate is to compare the work that has been done (actual result) with predetermined standards.

c) Carry out corrective action
   Carry out corrective actions with the intention that the monitoring objectives can be realized.

To obtain an overall view of the system of management activities, the planning, organizing, actuating, and monitoring activities must be seen as interrelated and inseparable from one another. Thus, if there is a change in the management stages, there will be a balance of activities.

3. Basic concept Talents and interests

Talent according to William B. Michael is talent in terms of the individual ability to perform a task and the need for training to develop this talent. According to Bingham, talent is something that has been obtained after receiving training. According to Guilford, talent includes three psychological dimensions, namely the perceptual dimension (includes: sensory sensitivity, attention, spatial and temporal orientation), the psychomotor dimension (includes: strength, accuracy, and flexibility), and the intellectual dimension (includes: memory, recognition, evaluation, thinking). according to Soegarda Poerbakawatja is a seed of a trait that will only become apparent if the talent has the opportunity or possibility to develop (Poerbakawatja, 1989, p. 38).

Talent in general implies innate ability which is a potential that still needs further development and training (Hakim, 2000, p. 94). Because of its potential or latent nature, talent is a potential that still requires serious and systematic efforts to develop and train so that it can be realized. Talent is different from ability which means the power to do something, as a result of innate training. Talent is also different from capacity, which is an ability that can be developed in the future if training is carried out optimally. Thus, it can be concluded that talent is a potential that will emerge after obtaining development and training. The benefits of recognizing talent are:

a. To know our potential, by knowing the talents we have, we can know and develop them.
b. To plan for the future, by knowing the talents we have, we can plan to develop them to plan for the future.
c. To determine tasks or activities, by knowing the talents we have, we can choose what activities we will do according to our talents (Darajat, 1982, p. 31).

So, what is called talent is the natural ability to acquire knowledge and skills, both general and specific. General talent is the ability in the form of general potential. For example, intellectual talent in general, while special talent is the abilities in the form of potential special, for example, academic and social talents. This special talent is usually referred to as talent, while general talent is referred to as gifted. With talent, it allows someone to achieve achievements in certain fields. But to realize talent into an achievement requires training, knowledge, experience, education, and motivation.

In the Big Indonesian Dictionary, interest is a high tendency of the heart towards something: passion, or desire. In addition, interest also means a high tendency and enthusiasm or a great desire for something (Syah, 2003, p. 151).

Interest is a persistent tendency to pay attention to and remember some activities. Someone interested in an activity or a certain object will pay attention to that activity or object continuously with great care because that interest in a person is pierced by a feeling and a sense of attachment to a particular activity or object so that he is willing to do it without being told

(Djamarah, 2010, p. 33). Interest is a tendency and high enthusiasm or a great desire for something. Therefore, interest can affect the achievement of learning outcomes in certain subjects and activities (Mulyasa, 2011, p. 97).

According to Slameto, interest is a preference and a sense of attachment to something or activity, without being told to do it (Slameto, 1995, p. 180). Therefore, some interpret interest as a feeling of pleasure or displeasure towards an object. For example, students' interest in Islamic religious education subjects will affect student worship (Tohirin, 2005, p. 131).

According to Elizabeth B. Hurlock, that interests are sources of motivation that drive people to do what they want to do when they are free to choose. When they see that something will benefit them, they become interested in it. Interest is a source of motivation that drives people to do what they want when they are free to choose. When they see that something will be profitable, they feel interested.

From some of the definitions above, it can be concluded that interest is the tendency of the soul towards something that consists of feelings of pleasure, attention, sincerity, motive, and interest in something, all of which are oriented toward achieving a goal (Hurlock, 1978, p. 420).

4. Management of the Development of Talents and Interests of Students (Santri)

Management of the development of the talents and interests of students (santri) aims so that students get various learning experiences for the provision of life in the future. To gain knowledge or experience, students (santri) must carry out various activities. Schools in developing the

talents and interests of students usually carry out activities called curricular activities and extracurricular activities. Curricular activities are all activities that have been determined in the curriculum and are carried out during class hours. While extra-curricular activities are activities of students (students) that are carried out outside the existing provisions in the curriculum. Extra-curricular activities are based on the talents and interests of students. Extra-curricular activities are a place for student activities (students) outside of lessons or outside of curricular activities. In coaching and development activities students (santri) are processed to become human beings who are expected to be by educational goals. The talents, interests, and abilities of students (santri) must be optimally developed through curricular and extra-curricular activities. These two activities must be carried out because they support each other in the process of developing students' abilities. the interests and abilities of students (santri) must be optimally developed through curricular and extra-curricular activities. These two activities must be carried out because they support each other in the process of developing students' abilities. the interests and abilities of students (santri) must be optimally developed through curricular and extra-curricular activities. These two activities must be carried out because they support each other in the process of developing students' abilities.

The process of developing students' talents and interests is carried out in several stages, including the following:

a. Planning

The planning stage begins with recognizing or detecting the talents possessed by students. Several ways can be done to recognize the talents possessed by children. As expressed by G. Frederic Kuder and Blanca B. Paulson that recognizing a child's talent is done by careful observation for a long time, it can be seen the direction of a child's talent, for example, there is a great deal of attention to aspects related to something. Apart from that it can also be done by using a questionnaire, a questionnaire is an easy way that can help teachers find the talents of students in general, although there is not much benefit in knowing how strong that talent is and the level of attention in various aspects of various activities (Kuder & Paulson, tt, pp. 29-30).

Meanwhile, according to As'adi Muhammad, the special characteristics possessed by gifted children are skilled or clever: (a) using words, (b) numbers, (c) logic, (d) analytical, (e) socialization, (f) mechanical, (g) understanding human feelings, (h) abstract thinking. As said by SC Utami Munandar (1999) and Renzulli's opinion in As'adi Muhammad that someone can be said to be gifted if that person has three characteristics (Muhammad, tt, p. 49).

First, intellectual abilities are above average (for intellectually gifted children). The second is creativity and commitment to the task and the third characteristic is motivation. Third, they are interconnected with one another. According to Andi Hakim Nasution, to recognize gifted students, there are several characteristics inherent in students who are classified as gifted students, namely (Muhammad, tt, p. 62): (a) Physical

characteristics; (b) Intellectual characteristics; (c) Emotional characteristics; (d) social characteristics; (e) Social characteristics. Based on the characteristics mentioned above, that gifted students can also be said to be smart students, both in the field of intellectual, emotional, and social intelligence, as well as physically healthy (Nasution, 1993, p. 112).

After the student's talent has been detected, the next method is to raise student interest. Djamarah, in his book Learning Psychology, suggests that there are various ways that teachers can do to arouse children's interest, namely (Djamarah, 2002, p. 133):

1) Religious Program, this program is useful for increasing students' religious moral awareness;
2) Professional Training, which is aimed at developing certain value abilities that benefit students in developing special skills;
3) Student Organizations can provide several programs and responsibilities that can lead students to the habit of living in an organization;
4) Cultural activities, are activities related to students' awareness of cultural values;
5) Camping Program, this activity brings students closer to nature;
6) The Livein-Exposure Program is a program designed to provide opportunities for students to uncover the values that develop in society.

b. Organizing

The organizing stage in the process of developing students' talents and interests is carried out by compiling the implementation of developing students' talents and interests which includes grouping students according to their talents, compiling development activity schedules, determining coaches or tutors in implementing development, allocating budgets to finance development activities, procuring appropriate media. needed in development activities, as well as the preparation of evaluation techniques that will be used later.

c. Implementation

This implementation stage is a form of action from the planning and organizing that has been done before. In this implementation, it is hoped that it will run according to what was planned and organized beforehand. For students' talents and interests to develop properly, several things need to be considered as follows:

1) Providing opportunities for children to exploit;
2) Providing adequate facilities for the development of interests and talents by the wishes that arise;
3) Presenting a challenging and stimulating atmosphere for the development of children's creativity;
4) Include children in groups or combinations of the gifted children;
5) Proportional treatment when the child experiences failure.

Anik Pamilu in his book As'ad Muhammad explains that there are things that parents and teachers

must do for their gifted children, including (Muhammad, tt, p. 123):

1) Special treatment related to his talent
2) Providing guidance and coaching on his talent
3) not favoring the advantages of children in front of others.
4) Do not compare the talents possessed by children
5) Instill discipline in gifted children
6) Do not label children "gifted";
7) Provide opportunities for children to explore their abilities;
8) Fostering a sense of responsibility, independence, and self-confidence;
9) Give children the opportunity to develop their imagination;
10) Providing children with a variety of reading materials that can enrich their experience;
11) Praising and appreciating the child's efforts;
12) Develop the talents and potential of children as wide as possible;
13) Directing children towards a full life;
14) Maintain good relations with the school and the community.

d. Supervision

The process of developing talents and interests in the supervision stage can be carried out by providing motivation to students participating in activities, observing student progress during training, as well as special assistance during activities taking place by providing various innovations and learning variations to create a conducive atmosphere so that students'

interest in developing their talents can be built.

e. Evaluation

At this evaluation stage, the process of developing students' talents and interests is carried out by giving rewards and punishments to students. In addition, Hera Lestari Mikarsa said that the development of children's interests can be studied in various ways, including (Mikarsa, tt, p. 38):

1) Trial and Error (try errata), by trying indirectly, an interest in something will arise;
2) The process of identifying loved ones (eg father or mother), this identification model diminishes as children reach adulthood because it is not only the family that influences the child but also the role of the peer group.

In materially developing the talents and interests of students in Madrasahs, this can be done by providing special treatment, playing and stimulating exercises, providing motivation, increasing student creativity, and increasing brain nutrition with vitamin-rich foods. In addition, to provide material to gifted students to develop their talents and interests (Muhammad, tt, pp. 147-193), it is necessary to develop a curriculum that considers aspects of IQ and other potentials. The core material may remain the same as the standard material, only requiring management, namely in the following way (Nasution, 1993, pp. 65-66):

1) Development of learning materials
2) Develop teaching-learning strategies;
3) Develop an appropriate evaluation system;
4) Creating effective guidance and counseling programs for students;
5) Creating a learning environment that can help develop students' talents and interests;
6) Provide teachers who can serve the talents and interests of students;
7) Complete facilities and learning facilities.

To direct and develop children's talents As'adi Muhammad said that there are several things that teachers and parents need to know about how to nurture and develop children's talents, namely:

1) Provide special treatment and a supportive home environment by giving freedom, showing respect, creating emotional closeness, instilling values, emphasizing achievement, developing interests, and appreciating children's creativity.
2) Providing training (games and stimulation), things that need to be considered in choosing activities or stimulation for gifted children, including choosing the right type of activity and paying attention to the goals of the activities to be given to gifted children.
3) How to develop talents and interests at school is done by holding extracurricular activities. According to Mamat Supriatna in Jamal Ma'mur

Asmani, extracurricular are educational activities carried out outside of face-to-face class hours. These activities are carried out inside or outside the school environment to expand knowledge, improve skills, and internalize values or various religious rules and social norms, both locally, nationally, and globally. The aim is to form a complete human being. In other words, extracurricular activities are educational activities outside of class hours to help the development of students according to their needs, potential, talents, and interests (Asmani, tt, pp. 151-152).

D. CUNCLUSION

From these data, it can be concluded that talented students can also be said to be students who have intelligence, be it intellectual, emotional, or social intelligence.

1. Programming

    As explained earlier, of course, OSMA An Najah has several programs intended as a medium to train its students, starting from religious intellectual programs, soft skills training, training organizational spirit, nature and friendship, and socio-cultural activities related to society and all things. or the values that surround it.

2. Organizing

    The Organizing Stage in exploring the interests and talents of the students of An Najah is carried out by compiling the implementation of activities for developing the talents and interests of

the students. Among them are grouping students according to what they are interested in or forming groups according to the interests and talents of the students, then making and compiling a schedule of interest and talent development activities, determining who is the tutor or presenter who will fill in the development of students' interests and talents, making *reng-rengan* or budget allocations to finance activities, then procure goods and media needed in activities to develop students' interests and talents, as well as develop evaluation techniques used as internal criticism in OSMA at Pesma Annajah.

3. Implementation

This stage is the action of all the planning and organizing that has been done before. In this stage, it is hoped that it can run according to what has been planned and has been organized before. Of course, this stage is very decisive as an important stage in a forum for interests and talents such as OSMA. Because like an executing machine creates a culture and habits of its own. So that the students are also not bored with plans without realization. Therefore the implementation of the plans that have been made is very important, as evidence and media to explore the interests and talents of students in their fields.

4. Supervision

In the process of developing talents and interests at the supervision stage, it can be manifested in the form of motivational sessions for students who follow OSMA and all activities in it. Observing the development of students, as well as special assistance during activities by providing several variations and learning innovations. To create a solid, conducive atmosphere. So that students' students' interest in activities and the development of their interests and talents can be well fostered. Of course, later it will return to the awareness of the students themselves.

5. Evaluation

At this evaluation stage, the process of developing the talents and interests of the students is carried out by giving rewards and punishments to the students. In addition, to provide material to gifted students to foster their talents and interests, it is necessary to develop a curriculum that must consider the aspect of IQ and other potentials. The core material may remain the same as the standard material, and only requires management, namely in the following way: a) Development of learning materials; b) Develop teaching-learning strategies; c) Develop an appropriate evaluation system; d) Create an effective guidance and counseling program for students; e) Creating a learning environment that can help develop the talents and interests of students; f) Providing teachers/tutors who can serve the talents and interests of the students; g) Complete facilities and learning facilities.

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