



EVALUATION OF STUDENT INTEREST AND TALENT DEVELOPMENT PROGRAM AT YASPORBI 1 ELEMENTARY SCHOOL

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ABSTRACT

The purpose of this study was to evaluate the context, input, process, and product of the interest and talent development program for students at SD Yasporbi 1. The research method was descriptive qualitative. This type of research is the CIPP model evaluation research. The focus of this research is the interest and talent development program for students at SD Yasporbi 1. Data collection techniques used interviews, observation, and documentation studies. The results of the study show that (1) the context aspect is by the Extracurricular and P5 Technical Guidelines in Elementary Schools, namely the background of the extracurricular program, which is to facilitate and develop the potential, talents, and interests of students, as well as to grow the mentality and foster students' self-confidence. (2) The input aspect which includes planning, (3) The process aspect, the implementation of the extracurricular program includes program mechanisms, program implementation, management of infrastructure, manpower, and financing, (4) product aspect.

Keywords:

Program evaluation; development of students' interests and talents; CIPP

INTRODUCTION

Fulfilling the needs of students is one of the things that can be done to achieve educational goals by producing students who are capable and excel in both academic and non-academic fields. Good service to students to get a place that suits their interests and talents is one example of meeting the needs of students, but in reality, according research conducted by (Arifin et al., 2018) stated that the low academic and non-academic achievements obtained at each institution stem from the lack of effectiveness of the student management system. Therefore the school must try to make a special program to explore the interests and talents of students because one way to find out the interests and talents of students is through a program made by the school.

As mandated by the government conveyed by Permendiknas No. 34 of 2006 concerning the Development of Achievement of Students who Have Potential Intelligence and/or Special Talents to be precise in chapter II of the responsibility for coaching article 2 that fostering the achievement of students who have potential intelligence and/or special talents is the joint responsibility of the education unit, district government/ city/province according to their authority, Government, and society (Regulation of the Minister of National Education of the Republic of Indonesia Concerning Development of Achievement of Students Who Have Potential Intelligence and/or Special Talents, 2016). Therefore, based on this, the school must be able to facilitate all the needs of students, including channeling the interests and talents of students.





Developing personality and abilities in the educational process is something that should be done for every student. One of the keys for students to follow the educational process properly and correctly is by honing or developing their potential, interests, and talents according to their passion. According to (Hasibuan, 2019) that development means efforts to improve technical, theoretical, conceptual, and moral abilities according to needs through education and training. This is because talent is a potential that still requires serious and systematic development and training efforts so that it can be realized in other words talent is a potential possessed by someone who is talented and does his job faster than someone less talented. While interest is a development process in mixing all existing abilities to direct individuals to an activity that interests them. As said by (Magdalena et al., 2020) the role of the school, especially the teacher, has an important role in the process of developing the interests and talents of students, a teacher must be able to help with the difficulties faced by their students in the learning process, especially in developing the talents and interests of students. Because it is necessary to have an evaluation to control the performance and effectiveness of a program against the goals to be achieved, besides that evaluation can be a review and also to take the next step as said by (Bahri et al., 2022) program evaluation becomes a systematic collection of information about the activities, characteristics, and outcomes of a program to make judgments about the program, improve program effectiveness or inform decisions about future program development.

With that, the Yaspobi Elementary School tries its best to facilitate the abilities of the students so that the interests and talents that the students have been channeled into an achievement, as said (Wibisono et al., 2022) in his research that the development of interests and talents that produce achievements brings positive implications for students for the next level of education and schools are known to the wider community with academic and non-academic achievements starting from the national and international levels. Therefore SD Yaspobi 1 develops the interests and talents of students through several school programs by the potential possessed by students, the school facilitates several activities that students can participate in as a place to channel their interests and talents from academic to non-academic through extracurricular activities, co-curricular to extra-curricular so that the potential of each student can be honed.

Based on the background described above, the researcher is interested in researching the evaluation of the ongoing interest and talent development program at SD Yaspobi 1 to determine the effectiveness of program components in supporting the achievement of program objectives and providing recommendations to SD Yaspobi 1 regarding the implementation of interest development programs. and other talents. The evaluation model that will be used in this study is the CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam in 1966.

METHOD

The research method used by researchers is a descriptive qualitative method. Descriptive qualitative research is used to obtain in-depth data and contains meaning that can significantly affect the substance of the research, the qualitative method



presents directly the nature of the relationship between researchers and their informants to define a situation or phenomenon as it is (Sukmadinata, 2013). The purpose of this descriptive research is to make a systematic, factual, and accurate description, picture, or painting of the facts, characteristics, and relationships between the phenomena investigated. (Mohammed, 2014)

The research was conducted at Yasporbi 1 Elementary School in a period of 3 months from January to March which came from several sources related to interest and talent development programs such as school principals, deputy principals, and teachers in charge of curricular, extracurricular, and extracurricular fields.

The data collection process was carried out by researchers through three data collection techniques, namely observation, in-depth interviews, and documentation studies. The three techniques are expected to complement each other in obtaining the necessary data.

Qualitative data analysis used by researchers in this study is based on the Miles and Huberman model which consists of three activities, namely data reduction, data display, and conclusion drawing/verification. The purpose of data analysis is the process of compiling data so that it can be interpreted. (Nasution, 2003). The analysis is carried out by examining the phenomenon or event as a whole, as well as the parts that make up these phenomena and their interrelationships. Data analysis activities are carried out after the necessary data is collected.

RESULTS AND DISCUSSION

a. Context of the student interest and talent development program

Stufflebeam's theory is context evaluation including planning decisions to determine the needs to be achieved by the program, program conditions, and formulating program objectives. The main purpose of context evaluation is to find out strengths and weaknesses, by knowing this the evaluator will be able to provide the necessary directions for improvement (Ananda & Rafida, 2017). In addition, context evaluation can help plan decisions, determine the needs to be achieved, and formulate program objectives.

The determination of the type of extracurricular at SD Yaspobi 1 school is seen from some of the potential possessed by students besides the many activities or competitions in the extracurricular field, therefore the school organizes several special pieces of training to channel and develop students' interests outside of school hours. Whereas extracurricular midwives are based on needs analysis through observation and meetings between school principals, teaching and education staff, and school committees on the presence of the most potential in students, community views regarding the availability of extracurriculars in schools, identical extracurriculars are often used by other schools and based on the strength of infrastructure and school funds. In line with research conducted (Munastiwi, 2018) that planning extracurricular needs is done by analyzing the results of observations, interviews, questionnaires, and documentation. The function of needs analysis is to identify the needs, talents, and interests of children, map facilities and infrastructure, and teach human resources.

Based on interviews with the person in charge of one of the extracurricular programs the purpose of the extracurricular program at Yasporbi 1 Elementary School





in general is to facilitate and develop the potential, talents, and interests of students, and provide provision in the form of skills that can hone students' soft skills. In addition, according to (Sekar Dwi Ardianti et al., 2019) Organized extracurricular programs can form strong positive characters in students, such as being religious, responsible, independent, empathetic, cooperative, and loving the motherland. This is in line with the extracurricular objectives set out in the Technical Guidelines for Extracurricular Activities in Elementary Schools (Kemendikbud, 2016) that extracurricular activities must be able to develop the potential, talents, and interests of students in personal development efforts towards the development of a complete human being. In line with research conducted by (Julianto & Fitriah, 2021) shows that extracurricular activities and other organized activities can provide a variety of experiences and better quality interactions between students, adults, and students at school, which can build good socio-emotional.

The program for developing students' interests and talents at SD Yasporbi 1 seeks to be able to mentally train and foster self-confidence in students. that through intra-curricular, co-curricular, and extra-curricular activities it has a development function, namely to support the personal development of students through expanding interests, developing potential, and providing opportunities for character building and leadership training. This is in line with Law Number 20 of 2003 concerning the National Education System Article 3 which is to develop the potential of students to become human beings who believe in and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The targets of the interest and talent development program are students, according to the results of interviews with the school principal some activities in the interest and talent development program are mandatory and not. Mandatory activities that must be carried out by students are PjBL activities, and cooking classes included in co-curricular activities, just like the extracurricular program students are required to take part in one activity contained in the extracurricular, while the extracurricular activities are not mandatory.

b. Inputs of the student interest and talent development program

In the field of human resources involved are school principals, educators, and educational staff, as well as trainers from outside the school. The school principal is the person in charge of the school, the teacher is the person in charge of the program, the companion and supervisor of activities, and the trainer as the guide plays the role of planner and supervisor. SD Yasporbi 1 uses external trainers for MIPA extracurricular activities and drum band extracurricular activities. This is largely in line with the Extracurricular Technical Guidelines in Elementary Schools that the human resources involved are by the guidelines and have their respective responsibilities according to their functions (Kemendikbud, 2016).

In the field of program financing, it comes from BOS (School Operational Assistance) without collecting funds from students. The trainer's honorarium also comes from BOS. This is in line with the Extracurricular Technical Guidelines in SD (Kemendikbud, 2016) that funds are obtained from appropriate sources.



with statutory regulations. In the field of infrastructure needed for the interest and talent development program is sufficient, all the needs for musical instruments, computers, and the need to fulfill activities as well as the availability of space for each activity.

c. Process of the student interest and talent development program

a) Program Implementation Mechanism

Based on interviews and studies documentation that the mechanism for the interest and talent development program is through the socialization of all activities of the interest and talent development program by the principal and class teacher to students and parents/guardians of students when receiving student report cards, parent/guardian meetings, open houses, social media, class WhatsApps groups and when in class. Students who wish to take part in activities that are part of a particular interest and talent development program must fill out a willingness to take part in the chosen activity.

The recruitment of participants from the interest and talent development program activities at SD Yasporbi 1 was not carried out by a selection system for accepting activity participants, be it using interviews, questionnaires, or tests. Recruitment of extracurricular participants at Yasporbi Elementary School was carried out by conveying information orally by the school principal, person in charge, and class teacher to students and parents/guardians of students. Then register to take part in the activities students want in extracurricular and extracurricular activities by filling out the form. So that students who register first through the form will be accepted as long as the quota for participants in the activity is not full

b) Implementation of the Extracurricular Program

Based on interviews, observations, and documentation studies in the field of implementation of the interest and talent development program the implementation of interests and talents is based on the interest and talent work program according to each activity which contains material development and a schedule for implementing activities. The activity material is prepared by the trainer at the beginning of the semester or 1 year and adjusted to the schedule agreed upon between the person in charge and the trainer or companion. The schedule of each activity is based on discussions between the person in charge and the trainer. Extracurricular and extracurricular activities are carried out outside class hours with a duration of 2 hours of lessons. This is in line with the Extracurricular Technical Guidelines in Elementary Schools that the time scheduling for extracurricular activities has been designed at the beginning of the year or semester and is arranged in such a way that it does not hinder the implementation of curricular activities or cause disruption for students in participating in extracurricular activities. Extracurricular activities are carried out outside of planned curricular lesson hours and can be carried out every day or at certain times (Kemendikbud, 2016). On the other hand, co-curricular activities are carried out during school hours because co-curricular activities are included in the independent curriculum, namely P5 (Strengthening the Pancasila Profile Project). Activities are carried out 1-2 hours per week. This is by the P5 guidelines released by





(Kemendikbud, 2022), namely for classes I – V 252 JP per year while for class VI 224 JP per year.

c) Infrastructure Management

Based on observations made by researchers that the facilities and infrastructure are managed by the Extracurricular and P5 Technical Guidelines conducted in Elementary Schools. The tools owned by SD Yasporbi 1 for extracurricular activities to support MIPA activities are classrooms and several computers, while for extracurricular activities there is a computer lab for extracurricular coding there is also a band: snare bass, bass drum, quarto tom-tom, ballerina, cymbals, drumsticks, batons and majorette flags, and uniforms. For P5 activities it can be adjusted to the theme of the tools used which can be provided by the school or students bring each from home, not infrequently the objects used are objects that are not used, while for cooking class the school has quite complete tools.

For the implementation of each activity, each activity has its room. For extracurricular activities, most activities are carried out in the field, but some extracurricular activities are carried out indoors, such as coding, dancing, and choir. Each activity has its room, while for co-curricular activities, such as cooking. class, there is a kitchen to do the learning

d) Manpower Management

Based on interviews and studies documentation that the field of personnel involved in the extracurricular program includes the principal as the overall person in charge at school, 1 teacher in charge of extracurricular activities, and trainers and assistants. The principal participates in and controls interest and talent development programs. The school principal also issues policies if there are things that need to be done by the school to improve the quality of the program.

The principal guides the person in charge and accompanies the teacher from planning, and implementing, to providing input based on the products produced by a program. The person in charge and the accompanying teacher or coach coordinate with each other so that the interest and talent development program can be carried out smoothly. Activities guided by outside trainers, because they require competent trainers in their fields, are MIPA activities, the school collaborates with KPM Nalaria, and drum band and dance extracurricular activities. Each responsible person and coach has carried out their duties according to their functions.

This is to the Extracurricular Technical Guidelines (Kemendikbud, 2016) in SD that a. Principal: (1) Responsible for formal operations in the entire program through extracurricular activities, (2) Establish policies related to extracurricular activities, (3) Provide direction to, extracurricular supervisors, and other school stakeholders related to extracurricular activities, (4) Monitor the implementation of extracurricular activities, (5) Monitor the implementation of extracurricular activity guidance, (6) Report and be accountable for extracurricular activity programs to stakeholders; b. Extracurricular Activity Advisors: (1) Develop a program of extracurricular activities that are fostered, (2) Implement a program of extracurricular activities that are fostered, (3) Evaluating the extracurricular activity program being fostered, (4) Monitoring the progress achieved by students participating in the extracurricular activities they supervise, (5) Collaborating with parents of students in various



extracurricular activities; c. School Supervisors: (1) Monitor and supervise extracurricular activity programs in their target school environment, (2) Provide guidance to school principals and teachers in their target school environment, related to the implementation of extracurricular activities, (3) Responsible for monitoring, supervising, and coaching in extracurricular activities in the school environment to the heads of UPTD and district/city education offices; d. School Committee/Student Parents: (1) Supervise the process of planning, implementing.

e) Financing Management

In the field of financing management, SD Yasporbi 1 allocates BOS funds for learning and interest and talent development programs. SD Yasporbi does not charge fees from parents/guardians, committee members or other parties. The school manages as best as possible the funds allocated for interest and talent development programs. Based on the documentation study, it can be seen that the management of funds for the interest and talent development program of each activity is in accordance with the Extracurricular Technical Guidelines in Elementary Schools that the budget is needed for the activities that are arranged (Kemendikbud, 2016) and funds are obtained from sources in accordance with statutory regulations -invitees (Ministry of Education and Culture, 2016).

d. Product of the student interest and talent development program

Evaluation of the student interest and talent development program can be seen from each of its activities. There is an increase in non-academic skills and the development of students' soft skills which can be seen in the results report document student learning aspects of student self-development assessment. The development of student attitudes can be seen in student learning outcomes reports on aspects of Core Competency 1 and Core Competency 2. Students have confidence when performing in public, namely appearing at events or competitions. In addition, the development of positive behavior is shown in everyday life. By participating in extracurricular activities, it is hoped that students will get provisions for the future of students.

Since 2021 extracurricular activities have participated in several competitions and won national and international champions in OSN competitions and Japan International Science and Mathematics Olympiads (JISMO). As for extracurricular activities, students have won dance championships at the national level, and several times the school has sent athletes to take part in the O2SN championship. In-line with research(Elkklisly, 2017)states that the extracurricular benefits that students get are professional skills, leadership, time management, flexibility, and other skills.

The impact for SD Yasporbi 1 with the achievements made by students because of their interests and talents, is a promotion to add more students in each new academic year.





CONCLUSION

The SD Yaspobi 1 school realizes that it is important to develop an interest and talent that students have, therefore the school creates a program for developing student interests and talents through several programs at school, namely extracurricular, co-curricular, and extracurricular, and for the implementation of programs for developing student interests and talents in each activity has been going well by the evaluation conducted by researchers using the CIPP method.

Suggestions from the author for the school to be more active in involving students in a competition because the ability and learning process to increase the interests and talents of students at school are good.

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