



Talent Classification: Recognizing and Developing Personal Potential Optimally at Tarsisius Vireta High School

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Abstract

Knowing students' talents and interests from an early age is very important to help them develop their potential more effectively. Every individual is unique, and the process of identifying talents and interests requires patience and a deep understanding of the student. With a good approach, we can help students develop their potential optimally. This research aims to explore the potential of students at Tarsisius Vireta High School using a talent classification approach. In the educational context, recognizing and developing students' potential is the key to achieving personal success and positive contributions to society. The research method used is qualitative with data collection techniques through questionnaires given before (Pre Test) and after (Post Test) the seminar given to students. The data obtained becomes evaluation material in determining how much students know the talents each student has. Based on the results of the analysis, it was found that there was a significant increase in students' awareness of their talents and interests, as well as their ability to identify and categorize talents. With a deeper understanding of students' potential, it is hoped that education at Tarsisius Vireta High School can be more optimal in developing students' talents and interests, so that they are ready to face the future with confidence and honed abilities.

Keywords: Personal potential, interests and talents, talents, students.

1. Introduction

There are still many situations of difficulty recognizing and identifying student talents (Johnston and Baker, 2020). Many students do not fully realize their potential and strengths, so they have difficulty determining the field or area in which they can develop optimally (Allal-Chérif, et al., 2021). Some students may feel limited by social expectations or stereotypes about talents that only relate to certain fields, such as music or sports (Till and Baker, 2020). In addition, academic pressure and high competition in the school environment can make students focus only on academic achievement, so that they do not have the opportunity to explore other talents. Lack of information and clear understanding about various talent areas can also be an obstacle for students in identifying and classifying their talents (Silzer and Church, 2010).

Every individual has unique potential that can be discovered and developed (Kuvatov, et al., 2023; Patrick, et al., 2002). In the journey of life, we can understand more deeply about ourselves and explore hidden potential. General personal potential can be developed in the form of physical, social, emotional and intellectual potential. People with physical potential usually have abilities related to a body or body that is fit, flexible, has body balance and good motor skills. For example, athletes with high physical fitness or dancers with extraordinary body agility. People with social potential tend to have high empathy, strong communication skills, and easily understand other people's points of view. They can be good leaders, facilitators, or empathetic listeners. The abilities possessed by people with emotional potential include understanding other people's feelings easily and having a good understanding and management of emotions. People with strong emotional potential can be good friends, supportive partners, or leaders who understand the feelings of subordinates. A person's intellectual potential produces the ability to memorize, analyze, think critically and abstractly, and have a strong memory. For example, scientists, writers or creative thinkers who rely on intellectual intelligence.

Tarsisius Vireta High School students face several problems in recognizing talents and hobbies. One of the main problems is the lack of understanding and knowledge regarding the classification of talents they have. Many students focus on academic achievement alone and ignore the recognition and development of other talents they may have. To overcome this problem, an effective solution is to carry out talent classification seminars through Community Service (PKM) activities. This seminar will provide students with the opportunity to recognize and understand the talents they

possess. Through this seminar, students will be invited to undergo tests, activities or assessments that help them identify certain interests, abilities or skills related to the student's talents.

Therefore, this research aims to increase students' understanding in recognizing and developing their own potential optimally at Tarsisius Vireta High School. Providing support and guidance to students in recognizing, appreciating and developing their talents in a holistic and inclusive way is important, so that they can achieve their optimal potential.

2. Materials and Methods

2.1. Materials

This research uses primary data obtained through questionnaires given to Tarsisius Vireta High School students. The questionnaire given to students contains questions that students need to answer regarding talent classification. Questionnaires are given before (Pre Test) and after (Post Test) the seminar is given to students. From this questionnaire data, it was analyzed and evaluated to see the talent classification in recognizing and developing one's potential optimally at Tarsisius Vireta High School.

2.2. Methods

The implementation method for community service activities carried out at Tarsisius Vireta High School is described as follows:

2.2.1. Field observation

Community service at Tarsisius Vireta High School begins with observation, namely students' awareness of the importance of recognizing and developing their own potential. It can be observed whether students have an adequate understanding of the importance of developing talents within and outside the academic context.

2.2.2. Determine teaching methods

Based on the results of observations, you can determine face-to-face teaching methods regarding talent classification. The implementation is as follows:

- a. Opening
- b. Pre Test
- c. Seminar
- d. Post Test
- e. Evaluation (Questionnaire)
- f. Closing

The teaching and learning process is designed in such a way that it leads to concepts that are popular with high school students in the modern era.

2.2.3. Prepare materials

Material regarding talent classification which consists of eight classifications (Juneidi et al., 2019):

- a) Verbal-Linguistic Intelligence: The ability to communicate verbally and in writing, as well as understanding language and sentence structure.
- b) Logical-Mathematical Intelligence: Ability to think logically, reasoning mathematics, and problem solving.
- c) Visual-Spatial Intelligence: The ability to understand and manipulate visual and spatial information.
- d) Kinesthetic Intelligence: The ability to coordinate physical movements and sensitivity to sensory stimulation through movement.
- e) Personal Intelligence which consists of interpersonal and intrapersonal. Interpersonal intelligence: The ability to understand and interact with other people, as well as having empathy and social skills. Intrapersonal Intelligence: The ability to understand and manage oneself, as well as having self-awareness and the ability to self-reflect.
- f) Musical Intelligence: The ability to understand and appreciate music, as well as the ability to create and produce music.
- g) Naturalist Intelligence: The ability to recognize and understand the natural world, including sensitivity to nature, animals and plants.

2.2.4. Evaluate

Knowing the level of understanding of Tarsisius Vireta High School students regarding the material presented is evaluated at the beginning (Pre Test) before delivering the material at the end (Post Test) after delivering the material.

Next, to find out the level of satisfaction of the participants, they filled out a questionnaire to provide input on the activities that had been carried out.

3. Results and Discussion

This activity is a collaborative effort between various grade levels at the school, involving a number of students from grades X, IX, and XII. This seminar is comprehensively documented, starting with a question and answer session which aims to clarify the differences between hobbies, passion and talent. The participants were then invited to reflect on and understand the essence of each of these concepts. Furthermore, material is presented in a structured manner regarding various types of existing talents, including verbal, logical-mathematical, musical, kinesthetic, visual, naturalist and personal talents which include interpersonal and intrapersonal aspects. The additional material presented is about leadership which is needed by the school as a provision for students. This aims to provide students with an understanding of the importance of leadership skills in facing future challenges. The material presentation session not only focuses on recognizing talents, but also provides a platform for students to express their anxiety in developing their potential in the school environment. Through interactive discussions and questions and answers, students are given the opportunity to share experiences and reflect on the challenges they face in honing their talents and interests. As part of the evaluation, students are asked to complete a series of questions designed to explore and assess their individual talent potential in more depth. Thus, this seminar not only aims to provide knowledge about talents, but also encourages self-reflection and empowers students in developing their potential holistically.



Figure 1: Seminar activities in the form of Recognizing and Developing One's Potential

In measuring or evaluating, an analysis has been carried out to understand the extent of students' awareness of their talents. The results show that as many as 6.5% of students do not have an adequate understanding of their talents. However, the results of the analysis also reveal significant variations in the distribution of talents among students. As many as 1.6% of students were found to have naturalist talents, showing strong skills and interest in the field of nature and the environment. Furthermore, as many as 9.7% of students have personal talents, showing skills in interacting with other people and strong self-understanding. Logical-mathematical and verbal talents emerged in 12.9% of students, showing the ability to think logically, mathematically, and good verbal communication. Meanwhile, kinesthetic talent, which shows skills in moving and using the body, was found in 17.7% of students. On the other hand, musical and visual talents were the most common, each found in 19.4% of students. It can be seen in Figure 2.

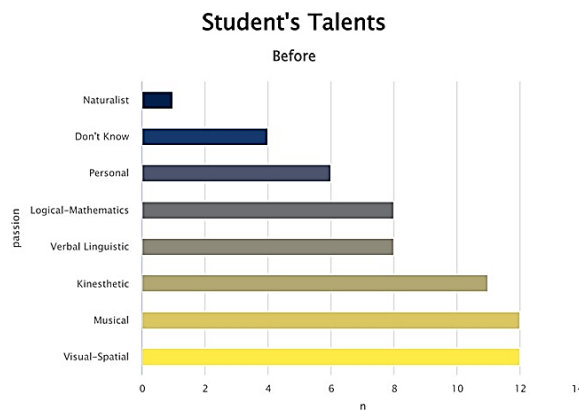


Figure 2: Analysis of Student Talents Before the PKM Seminar (Pre Test)

After carrying out the activity, it was seen that there was an increase in students' understanding in recognizing and categorizing their talents. The evaluation results show that students are better able to identify and understand their talents and interests. This increase in awareness is reflected in changes in the distribution of talents among students in Figure 3. Naturalist talents experienced a marked increase, increasing from 1.6% to 4.8%, while personal talents decreased from 9.7% to 6.5%. An increase was also seen in logical-mathematical and verbal talents, each of which increased to 17.7% from the previous 12.9%. Although there was a decrease in kinesthetic talent, from 17.7% to 11.3%, this could be interpreted as an understanding of students' talents for more diverse activities. The constant number of students with musical and visual talents, namely 19.4%, shows the stability of interest and talent in these fields. These findings indicate that the activities carried out have succeeded in providing students with better insight and understanding regarding their own potential.

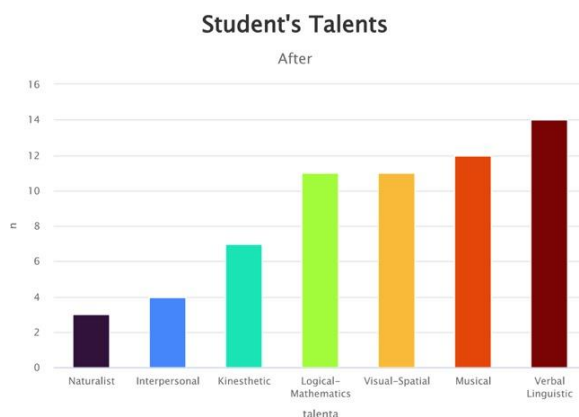


Figure 3: Analysis of Student Talent After the PKM Seminar (Post Test)

Based on the results of the analysis in Figures 2 and 3, it can be seen that students' talents experienced changes before and after being given the material. Where, this change occurs because students do not yet understand the talents they have. Apart from that, students cannot determine exactly what talents they have. After being given a seminar on recognizing and developing self-potential, students were able to determine their respective talents.

4. Conclusion

Knowing students' talents and interests from an early age can increase the effectiveness of developing personal potential, help focus on appropriate areas, and accelerate growth and skill development. Evaluation of the activities showed a significant increase in students' awareness of their talents and interests, as well as their ability to identify and categorize talents. The hope is that Tarsisius Vireta High School students can continue to hone their talents to develop their potential optimally in academics and in the world of work. Therefore, it is highly recommended to hold seminars regarding study programs and careers that suit students' talents and interests. It is hoped that this will help them choose an educational and career path that suits the student's potential.

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