

## Implementation of the Principal's Strategy in Development Talents and Interests of Students (Multi-Site Study at MTsN 3 Nganjuk and MTsN 2 Kediri City)

Muhibbudin,<sup>1</sup> Mujamil Qomar,<sup>2</sup> Abd. Aziz,<sup>3</sup>

<sup>1</sup>IAI Pangeran Diponegoro Nganjuk

<sup>2,3</sup>UIN Sayyid Ali Rahmatullah Tulungagung

E-Mail: [muhibbudinsaja@gmail.com](mailto:muhibbudinsaja@gmail.com)

### ARTICLE INFO

#### Article history:

Received 3 Februari 2022

Received in revised form 2 Maret 2022

Accepted 10 Maret 2022

Available online 12 Juni 2022

#### Keywords:

Implementation, Madrasa principal strategy, Talent, Interests, Students

### ABSTRACT

The research in this dissertation is motivated by the phenomenon of the development of quality educational institutions that have a good process to create high student achievement, design a good curriculum taught by qualified teachers and good products as evidenced by the students being able to compete with superior schools. Inside and outside the city so that, with a good process, Madrasa are no longer underestimated and even become the community's main choice of superior schools. The research approach uses qualitative methods. Data collection techniques are participant observation, in-depth interviews and documentation. The data analysis techniques used are 1) single case data analysis, 2) cross-site analysis. From the results of this study, it can be concluded that: (1) The formulation of the madrasa principal's strategy in developing students' talents and interests at MTsN 3 Nganjuk and MTsN 2 Kediri City is carried out by: formulating the vision and mission of the madrasa, determining the goals of planning for the development of student talents and interests that have been carried out by the madrasa, mapping talents and interests based on abilities and fields of study. Recruitment of basic education students with implementation of strict selection assessment taking into account several assessments, namely the recruitment of the academic path through with report cards and Olympics. Non-academic selection recruitment is seen from the results of students' memorization of the Koran, sports, arts and so on. (2) The implementation of the madrasa principal's strategy in developing students' talents and interests at MTsN 3 Nganjuk and MTsN 2 Kediri City is carried out by: 1) Programs of extracurricular activities provided for all students according to their potential, interests, talents, and abilities, so that students can develop maximally. 2) Supporting activities through routine and spontaneous activities that are carried out optimally can develop students' talents and interests.

**Correspondent authors:** Muhibbudin,<sup>1</sup> Mujamil Qomar,<sup>2</sup> Abd. Aziz,<sup>3</sup>

<sup>1</sup>IAI Pangeran Diponegoro Nganjuk

<sup>2,3</sup>UIN Sayyid Ali Rahmatullah Tulungagung

E-Mail: [muhibbudinsaja@gmail.com](mailto:muhibbudinsaja@gmail.com).

### PRELIMINARY

The existence of madrasa is really very necessary, because madrasa are one of the educational institutions that organize teaching and learning processes to guide, educate, train and develop students' abilities to achieve educational goals, including being human beings with noble character or morals. Therefore, an educational institution is required to be able to provide education that is in accordance with the community's needs for education and in accordance with the ideals of education, namely educational institutions are able and able to organize learning to guide, educate, train and develop students' abilities to achieve educational goals and make people who are virtuous or have noble character (Uhibiyati, 2005).

Education is a system and a way to improve the quality of human life in all aspects of human life. In the history of mankind, there is almost no human group that does not use education as a means of civilizing and improving its quality (Hujair & Sanaky, 2003). Education, like health, is one of the basic needs (*hajat basicyah*) that must be fulfilled in every human being in his life. Education is a conscious effort needed for

the formation of human children in order to support their role in the future. Therefore, education is a cultural process that elevates human dignity throughout life. Thus education plays a decisive role in human existence and development.

The purpose of national education as stated in Article 3 of Law Number 20 of 2003 concerning the National Education System is the development of the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. Based on the foregoing, it appears that the output of education is the formation of a person's intelligence and skills that can be useful for himself, society, nation and state. So, it is clear that education is an important need for every human being, state and government.

In psychology there is also a tabularasa theory which states that humans who are born into the world are like clean white paper or desks that have not been written on, what humans will become later, depending on what will be written on them. And it is the environment or experience that will write, especially education which is an effort that is quite capable of shaping individual personalities (Walgito, 2012). In the development of civilization and culture of a nation, it is not enough just to have the intelligence to think and intellectual ability, but it must also be accompanied by mental health and noble character or noble character. Most people are of the view that efforts to improve thinking intelligence, mental development, character or noble character are the task of the world of education or specifically the task of Madrasa.

The reality is that madrasa education is often seen as grade-2 education. This can be proven from the great interest of the community in public schools. Responding to this, madrasa managers are required to be more concerned in improving professionalism, quality of Madrasa, and quality of education continuously so that Madrasa can contribute to the role of 21st century Islamic education. Madrasa must be able to recognize the talents and interests that differ from one student to another. Some are talented in music, sports, science and literature. There are those who are talented in the same field but have different levels of talent. However, talent is often not realized because of the lack of sensitivity of parents and talent owners or lack of supporting facilities.

If students are interested in their talents, it will make it easier for students to develop their talents. Talent development has the means for its implementation such as extracurricular activities. However, in extracurricular activities there must be proper management of students. Madrasa will be more advanced when students can develop their talents and interests, so that they get proud achievements, especially at MTsN 3 Nganjuk and MTsN 2 Kediri.

Head master able to carry out reforms and master the integrated vision and mission as well as agreed programs and strategies that are in accordance with the potential of the community. Based on the results of a preliminary survey, the head of madrasah researchers at MTsN 3 Nganjuk and MTsN 2 Kediri City to get students who have talents and interests by conducting student recruitment. To support success in participant recruitment new students, then each educational unit has a variety of strategies according to available resources. This is caused by acceptance of new students is a basic and basic need Madrasa in the field of student affairs.

The fundamental thing in the recruitment of students is the quantity of new student quotas can be fulfilled according to the available capacity. Meanwhile, quality is a momentum to attract candidates students who have the potential of good intelligence and quality in the field of academics, personality, faith and piety, so that implications for the quality of the process as well as the quality of educational outcomes.

Article 31 paragraph (1) of the 1945 Constitution states "Every citizen has the right to education, paragraph (2) every citizen is obliged to attend basic education and the government is obliged to pay for it". The mandate contained in the verse implies that every Indonesian citizen has the same opportunity in fulfilling educational needs according to the type and level of education, Indonesian citizens are obliged to follow compulsory education through formal education, the government guarantees the implementation of education for Indonesian citizens and the implementation of education in units of education and there is an allocation of education compensation funds by the government.

From a regulatory perspective, there is a government bias towards the implementation of madrasa education as well as a legal basis for the implementation of student recruitment. But on the other hand, through government regulations, it also opens opportunities between educational institutions to compete to get as many new students as possible. Ironically, the world of education is increasingly being dragged into a negative "*marketing philosophy*", which does not provide opportunities for competitors to grow and

develop properly because it is considered a serious threat that endangers its existence and the reputation of an established institution (Asmani, 2015).

Thus, it can underlie the occurrence of a competition in selecting new students at educational institutions in which there is low public interest in learning enroll their children in Madrasa. This is because there is a negative stigma from the community that the implementation of education in Madrasa is of low quality, the public image that Madrasa is a school that prioritizes religious subjects in general subjects, completeness of facilities and infrastructure in schools more adequate than the infrastructure in the madrasa. Leave From this phenomenon it can be concluded that the negative stigma of society can have implications for interest and motivation in student recruitment activities at madrasa. In other words, the complexity of the problems in Madrasa can hinder in achieving the quality and quantity of education.

Based on the orientation of madrasa education above, in its management it must use certain strategies that are able to nourish the existence of the institution, and can even lead to significant progress and produce the nation's children who have good character.

The strategy chosen must be in the form of operational steps that can be put into practice with a mechanism that provides a way out. According to Tilaar (2000) in the management of Islamic education mentions 4 priority areas, namely: improving quality, developing innovation and creativity, building a network of cooperation ( *networking* ) and implementing regional autonomy. The above priorities are needed because of the many problems faced by an educational institution, such as academic problems, funding and public relations. With the priority, it means that there is an effort to focus on handling the management of the institution so that it is better and produces students who have good morals. This research focuses on development in the academic field; covering: manpower, curriculum, facilities and infrastructure, funding and strong management, in the fields of funding and public relations.

As according to Qomar (2007) in relation to the development of the quality of educational institutions states there are two sides that must be met, namely "1) attention to carrying capacity, including manpower, curriculum, facilities and infrastructure, funding and strong management, 2) there must be ideals, ethos and high spirits of all parties involved". The development of the quality of educational institutions will improve the quality of Islamic education. To realize these qualities, Islamic education must have a theoretical and applicable mission. So, Islamic education must be able to:

1. Freeing the minds of students from all restraints and shackles.
2. Awaken the senses and feelings of students as a door for thinking, and
3. Equip various kinds of knowledge that can cleanse the mind and elevate the degree of students (Qomar, 2007).

Given the importance of institutional development strategies both in terms of quantity and quality to increase students' talents and interests. Talent is an ability which is something " *Inherent* " in a person, inborn and related to the structure of the brain. Genetically, the structure of the brain has been formed since birth, but the functioning of the brain is largely determined by the way the environment interacts with the human child (Semiawan, 1997). Talent can be interpreted as an innate ability which is a *potential* that still needs to be developed and trained (Sunarto & Hartono, 2002). Education, especially in schools, should be able to create an environment that is rich in experience and *human in nature*, but also flexible, so that it can meet the development needs of various abilities of different learners, especially those with superior abilities.

Interest is a persistent tendency to pay attention and remember some activities. Someone who is interested in a particular activity or object will pay attention to the activity or object continuously with great care, because of that interest in a person there is a sense of attachment and a sense of attachment to a particular activity or object so that they are willing to do it without anyone telling (Djamarah, 2010). Interest is a high tendency and excitement or a great desire for something. Therefore, interest can affect the achievement of learning outcomes in certain subjects and activities (Mulyasa, 2013). There are several factors and environments that affect the talents of students' interests, namely the influence of family members, cultural influences, environment and talents. However, all of these factors and environments contain those that educate both in formal and non-formal educational institutions as well as in open community life, so these factors can affect a student's talents and interests.

The phenomenon at MTsN 3 Nganjuk and MTsN 2 Kediri City in society shows that in an era that is increasingly developing and everyone is in contact with technology, people's fear of the bad nature of their children is very big if it is not based on religious education. So that the public view is to send their children to Madrasah Tsanawiyah so that they can become children who have academic knowledge and

have noble character. Departing from the existing phenomena, Madrasa must be able to become schools that are expected by the community. This effort can be achieved if the institution is supported by all educators, education staff, parents of students and the community as the basis of Islamic educational institutions.

Based on the results of interviews with the head of MTsN 2 Kediri City revealed that to increase students' talents and interests by providing madrasa innovations in learning services, namely the Superior Class by providing services: Excellent class program/ *Excellent Class Program* (ECP, three years of graduation), Religious Class Program/ *Religion Class Program* (RCP), three years of graduation, Special Smart Students Class Program (SSCP), two years of graduation and regular classes by providing: Achievement class program, three years of graduation and ordinary class programs, three years of graduation. Meanwhile, the results of the interview with the head of MTsN 3 Nganjuk stated that to increase the talents and interests of students by providing Learning Programs implemented by MTs. Negeri 3 Nganjuk is the 2013 Curriculum with Semester Credit System (SKS) based on the Decree of the Director General of Islamic Education No. 3364 of 2015. And up to 3 years of implementation, only 4 and 6 semesters with a continuous pattern (as stated in the Handbook for the Implementation of the SKS Program) are divided into 4 Programs: 1) Special Intelligent Students (SSCP) with a learning time of 2 years or 4 semesters or a maximum of 74 credits. 2) Excellent program ( *Excellent Class Program* ) with a minimum learning time of 3 years/6 Semesters or a maximum of 66 credits with the addition of several academic advantages, both curricular and extracurricular. 3) *Achievement Excellent Class Program* (AECP) is specifically for students who have the ability in the field of Non-Academic Achievement (Sports and Arts) for a minimum of 3 years/6 semesters or a maximum of 50 credits. 4) Regular program with a standard learning process and a learning time of 3 years/6 semesters or a maximum of 58 credits.

The uniqueness of this research location can be seen when the recruitment of students at MTsN 2 Kediri City in finding talents and interests is carried out in 2 ways, namely the academic achievement path and the non-academic achievement path, namely memorizing the Koran, sports, arts and so on . While at MTsN 3 Nganjuk, this is done by going from house to house, visiting the nearest school or madrasa, holding activities in the community and evaluating the selection of the average test scores, QRW tests and the weight of achievement scores, must be according to the standards made in planning, then students who meet the standards can be accepted as students at MTsN 3 Nganjuk .

The educational development of gifted children is intended to be directed to the curriculum and learning programs. For this reason, it is deemed necessary to conduct research that reveals the management carried out in developing gifted children's education as part of activities to improve the quality of education, especially the quality of Islamic education such as Madrasa, which some people look down on and consider as "second-class" educational institutions.

The development of quality educational institutions has a good process to create high student achievement, a good curriculum is designed which is taught by quality teachers and good products, as evidenced by the students being able to compete with superior schools inside and outside the city so that, by In a good process, Madrasa are no longer underestimated and even become the community's main choice of superior schools. In this form, a good school is a dynamic school and is able to make changes as a process of institutional development.

In realizing the madrasa principal's strategy in the development of educational institutions, he must have a strategic management that is able to nourish the institution and lead to significant progress that is able to increase the talents and interests of students. Given that there is so much public interest in public schools, it is necessary to improve the quality, reforms in various fields and strategies that are in accordance with the needs of the community.

## **RESEARCH METHODS**

This research, when viewed from the location of the data source, belongs to the category of field research ( *field research* ) . Field research is to find out where the events that become the object of research take place, so as to get direct and up-to-date information about the problem in question, as well as *cross-checking* the existing materials. (Fitri & Haryanti, 2020) . In terms of the nature of the data, it is included in qualitative research, namely research that intends to understand the phenomenon of what is experienced by the research subject, for example behavior, perception, motivation, action and others holistically, and by way of description in the form of words. and language, in a special context that is natural and by using various natural methods (Moleong, 2013) .

Case studies also attempt to describe a particular setting, object or event in depth (Bogdan & Biklen, 1998) . This opinion is supported by (Yin, 2002) which states that the case study is the strategy chosen to answer the questions of *how* and *why*, if the focus of research is to examine contemporary (present) phenomena in real life. In this study, also using a *case study* , the implementation of the madrasa principal's strategy in developing talents and interests . Case study method ( *case studies* ). This case study is the researcher's choice to obtain accurate data regarding the strategic management of madrasah principals in developing talents and interests . This case study is based on a research location that has characteristics related to the formulation of the madrasa principal's strategy in developing students' talents and interests, the implementation of the madrasa principal's strategy in developing students' talents and interests and evaluating the madrasa principal's strategy in developing students' talents and interests at MTsN 3 Nganjuk and MTsN 2 Kediri City . By using this case study design, it is hoped that the information and data obtained from various experiences regarding the topic of discussion are contained in the research focus. From this site, a common thread can be drawn regarding the strategic head of Madrasa in developing talents and interests in Madrasa .

The data collection procedures used in this study are: Participant Observation . In this case, the researcher tried to do a systematic observation and recording of the symptoms that appeared in MTsN 3 Nganjuk and MTsN 2 Kediri City. As for the implementation of the observation technique in this study is to use participant observation. The purpose of participant observation is to observe events as they occur in the field naturally. *In* this technique, researchers involve themselves or interact directly with the activities carried out by the subject by collecting data systematically from the required data. *interviews* ) The interview method or interview for this research is used as a guide in conducting research. In this case the researcher uses an in-depth interview technique , namely by digging in-depth information about the strategy for developing students' talents and interests. The researcher will interview informants at MTsN 3 Nganjuk, namely Mr. Sundosin as head of the madrasa, Mr. Mat Solikin as Deputy Head of Curriculum Mrs. Atin Sholihah as Deputy Head of Student Affairs, Mr. Agus Susanto as Deputy Head of Infrastructure, Mr. Mudi Adjuin as Sie Socialization, Mrs. Yun Samsiastuti as Correction and Supervisor , and Mr. Ahmad Nabhan Muna as Registration Sie. MTSN 2 Kediri, namely Mr. Hadi Suseno as Head of Madrasah, Mr. Moch Sultan Agung as Deputy Head of Academic Affairs, Mr. Mamba'ul Ulum as Deputy Head of Student Affairs, Mrs. Puji Astuti as Deputy Head of Infrastructure, Mrs. Uyik Fauziah as Head of BK and Mrs. Sri Afiati as Head of Division Featured Programs. Documentation The documents in question can be in the form of photos, madrasa documents, interview transcripts, and documents about the history of the madrasa and its development, all of this documentation will be collected for analysis for the completeness of research data. In this case, the researcher took photos related to the talent development strategy of students' interests.

According to (Bogdan & Biklen, 1998) Data analysis is the process of systematically searching and compiling data that has been obtained from interviews, field notes, and other materials, so that it can be easily informed to others. Data analysis is the process of systematically searching for and arranging interview transcripts, field notes, and other materials that have been collected by researchers. Analytical activities are continued by analyzing data, organizing, dividing into manageable units, synthesizing, looking for patterns, finding out what is meaningful and what is systematically researched and reported. This research uses a multi-site study design, so data analysis is carried out in two stages, namely: (1) individual case data analysis ( *individual case* ), and (2) cross-case data analysis ( *cross case analysis* ). (Yin, 1987) .

## **RESEARCH RESULTS AND DISCUSSION**

### **1. Formulation of Madrasah Principals in Developing Student Talents and Interests at MTsN 3 Nganjuk and MTsN 2 Kediri Kota**

The formulation of the madrasa principal's strategy in developing student talents and interests at MTsN 3 Nganjuk and MTsN 2 Kediri City is carried out by: formulating the vision and mission of the madrasa, determining the objectives of planning for the development of student talents and interests that have been carried out by the madrasa, mapping talents and interests based on abilities and fields of study . Recruitment of basic education students with implementation of a strict selection assessment by taking into account several assessments, namely the recruitment of academic pathways through report cards and olympiad scores. Non- academic selection recruitment is seen from the students' memorization of the Qur'an, sports, arts and so on.

This is in accordance with Pearce and Ricard Robinson that mission can be defined as the reason or purpose of an organization to exist. Mission is the first step in the company's strategy development

process. Therefore, an effective mission will greatly assist the company in formulating its strategy. Another definition of mission is the unique purpose that distinguishes a company from other similar companies and identifies the scope of its operations in terms of products, markets, and technology. (Pearce, 1997) .

The results of this study are also in accordance with (Akdon, 2016) which states that vision is a statement written today, which can reach into the future. The vision must be able to provide a strong sensitivity to the focus area of an educational institution. For a vision to be realistic , trustworthy , convincing and attractive, it is necessary to involve stakeholders in the manufacturing process.

In this study, it also meets the criteria for determining vision as according to (Louis & Murphy, 2017) as follows:

- a. Can be imagined  
The vision must be able to provide a picture of the future that will be achieved by the company.
- b. wanted  
A vision must be a desire or adopt the long-term interests of employees, customers, shareholders, and other parties who have a relationship with the company.
- c. Achievable  
The vision contains realistic and achievable long-term goals.
- d. Focus  
The vision must be clear in providing guidance in the decision-making process.
- b. Flexible**  
Vision provides flexibility for companies in determining initiatives or responses to changes in the business environment.
- c. Can be communicated**  
A vision should be easy to communicate and can be easily explained in less than five minutes. In the formation of the company's vision and mission, cultural values are .

Interest talent mapping is carried out based on ability and field of study. Groups based on ability are filled by new students who are distinguished or grouped into smart, less intelligent students. Groups based on field of study are filled by those with abilities in the field of study. For the placement of student learning groupings carried out manually, students are grouped into 2 parts, namely class study groups which are filled by Class I-III students and the program 10 talent forums for students' interests, namely: Scout forum, PMR, Drumband, QRW, Ark, KIR, Batik, Futsal, Foliball and Athletics.

Development is a process, an act and a way of how to develop this talent or can be referred to as an effort from the activity of the talent (Anwar, 2007) . According to the theory of convergence, it is argued that humans in their development of life are influenced by talent or by nature and environment, or by foundation and teaching or influenced by internal and external factors. Man born has brought certain seeds, seeds can only grow and develop because of the influence environment.

Thus the development of the seed depending on the environment. Educational efforts that must be done is to make sure that the seeds that both can develop to the maximum extent and Poor seed development can be stopped and pressed as hard as possible so that the ugly seed cannot grow (Jahja, 2011) .

Talent is an inherited factor owned by each individual obtained someone from his parents, other than that the difference between gifted children who have succeeded realize their potential in superior performance, for example, achievements in Youth Scientific Work where students are able to find a finding that can useful for others and students can find out how to analyze a finding or talent others and those who are potentially talented but for some reason have not succeeded in realizing their superior potential. Thus, talent essentially grows and develops on its own abilities, besides that with the help of parental guidance and stimulation from the surrounding environment.

The results of this study are also in accordance with Stern who stated that the statement of objectives is a description of the vision that becomes a concrete and measurable medium-term goal. A goal statement is a “photo” of what is expected in the vision and mission for the next 3-5 years and is a journey to achieve the vision. Because the goal statement is a medium-term description of the journey to achieve the vision, the targets made, the goal statement needs to reflect the future state that the company wants to achieve in a concrete and measurable manner. By looking at the level of achievement of the

statement of objectives, management can assess how well the organization has led to the vision to be achieved (Jahja, 2011) .

In this study the recruitment of basic education students by visiting the homes of religious/community leaders, socializing to SD/MI, procuring activities in the community by showing student achievement, adequate facilities and infrastructure, talent and interest development activities, Implementation of a strict selection assessment with pay attention to several assessments, namely the recruitment of academic paths through report cards and olympiad scores. Non-academic selection recruitment is seen from the students' memorization of the Qur'an, sports, arts and so on.

The results of this study are in accordance with Mulyasa (2007) Recruitment is a process of finding, determining and attracting applicants who are able to become students at the institution (school) concerned. Recruitment of students by visiting the homes of community/religious leaders who are committees in the madrasa and providing direct evidence including physical facilities, equipment, educational staff, and means of communication (Mulyasa, 2007) .

The results of this study are also supported by research from Mustari (2014) which states that the recruitment of students in a school is essentially a process of finding, determining and attracting applicants who are able to become students in the educational institution concerned. The results of this study are supported by Mustari (2014) which states that student recruitment by providing direct evidence includes physical facilities, equipment, educational staff, and means of communication to schools/madrasahs.

The results of this study are in accordance with (Arikunto, 2009) Student recruitment is carried out by holding various types of competitions that are of interest to students. School socialization can also be done by holding inter-school competitions, which are held in schools. Organizing activities that involve the community around the school. For example, social services, seventeenth anniversary, distribution of zakat and sacrificial meat .

The results of this study are in accordance with the Technical Instructions for New Student Admission which states that New Student Admission is an activity of accepting prospective students and students who meet certain requirements to obtain education in the form of an educational unit, following a level of education or higher education level. The activity of accepting new students is one of the important activities for institutions in schools, this is because this activity is the first step that determines the smoothness of the tasks of a school.

The results of this study are in accordance with (Arikunto, 2009) which states that in the recruitment process the task of the committee is in student recruitment that is:

- a. Determine the number of students accepted
- b. Determine the terms of acceptance
- c. Carry out filtering
- d. Organize acceptance announcements
- e. Re-registering accepted candidates
- f. Report the results of the work to the school leader.

The fundamental thing in accepting new students in quantity is the fulfillment of the quota of new students according to the available capacity. Meanwhile, in terms of quality, it is a momentum to attract prospective students who have good potential for intelligence and quality in the fields of academics, personality, faith and piety, so that it will have implications for the quality of the process and the quality of educational outcomes.

## **2. Implementation of the Principal's Strategy in Developing Student Talents and Interests at MTsN 3 Nganjuk and MTsN 2 Kediri Kota**

The implementation of the madrasa principal's strategy in developing students' talents and interests at MTsN 3 Nganjuk and MTsN 2 Kediri City is carried out by: 1) Extracurricular activity programs are provided for all students according to their potential, interests, talents, and abilities, so that students can develop optimally. 2) Supporting activities through routine and spontaneous activities that are carried out optimally can develop students' talents and interests.

The results of this study are in accordance with (Hidayat & Machali, 2010) that the implementation function includes the process of operationalizing the design or plan using clearly directed policy strategies and activities, using human resources and facilities needed to achieve the goal. Strategy implementation is a process by which strategies and policies are brought into action through the

development of programs, budgets, and procedures. This process requires changes in the culture, structure, and management system of the entire organization or company.

Aptitude implies innate ability which is potential *that still needs* further development and training. Because of its potential or still latent nature, talent is a potential that still requires serious and systematic development and training efforts in order to be realized. Talent is different from ability ( *ability* ) which has meaning as the power to do something, as a result of innate and training (Ali & Asrori, 2014) .

Talent means innate ability which is a potential that still needs further development and training. Due to its potential or latent nature, talent is a potential that still requires serious and systematic development and training efforts in order to be realized. Talent is different from ability which has meaning as the power to do something, as a result of innate and practice. Talent is also different from capacity, namely the ability that can be developed in the future if the training is carried out optimally. Thus, it can be interpreted that talent is a potential that will emerge after obtaining development and training.

Interest is closely related to motivation. Motivation can be said as everything that drives behavior that demands or encourages someone to fulfill their own needs, as well as interest , interest will exist in someone if it is in accordance with their needs. Thus the function of interest is no different from the function of motivation as stated by Syaiful Bahri Djamarah as follows:

1. As a driver / as a mover or motor that releases energy. At first the parents had no desire to send their children to school, but because someone was looking for them (to continue their dreams) there was an interest in sending them to school.
2. As a driver of action, namely determining what actions must be carried out in harmony in order to achieve the goal.
3. As an action director. In order to achieve goals, motivated parents can choose which actions to take and which ones to ignore (Shah, 2012) .
4. Can generate equal attention. Attention immediately occurs spontaneously, is natural, easy to survive and grow without the use of will power in a person, the greater a person's interest, the higher the degree of spontaneity of attention.
5. Can facilitate the creation of concentration. Concentration is the concentration of thoughts on a lesson, so without interest, concentration on the lesson is also difficult to develop and maintain (Gie, 1998) .

The implementation of fostering students' interests begins with *input* . The basic inputs in developing talent and interest are: the student himself. To get input in the form of students then do the acceptance of students. After input in the form of students is available then proceed at the stage of transformation or procession. In this step students are fostered and developed with various activities student training that has been prepared and planned. To find out the results of the process training, an evaluation process is carried out. Results this evaluation will show the level of achievement student achievement and personality. After level of achievement student achievement is known then carried out measurement of the results of this evaluation ( *outcome* ) .

*Empirically* , it can be seen that there are several forms of student interest talent development activities which are classified in extracurricular activities as described in the previous section. Whatever the form of implementation of student interest talent development activities, the most important thing that must be considered is how to manage it. Therefore, the role of management will greatly determine the success of a program.

The results of this study are commensurate with Ulin Nihayah's research. The results of the research are the development of children's potential through the development of talents and interests, one of which is done by participating in the talent search event on television. This creates a dilemma, with the aim of wanting to develop existing potential, children become famous faster and get a career in the world of entertainment, children are also victims of exploitation. Ironically they do not know or may not be aware of what they have been missing in their lives, opportunities for optimal learning and their playing time because they are too focused on doing their job. Not only that, the development of children's potential with these several events is considered by the community as a normal thing, even as an excuse for children's education to be able to be independent in their adulthood, even though this is an exploitation of children.

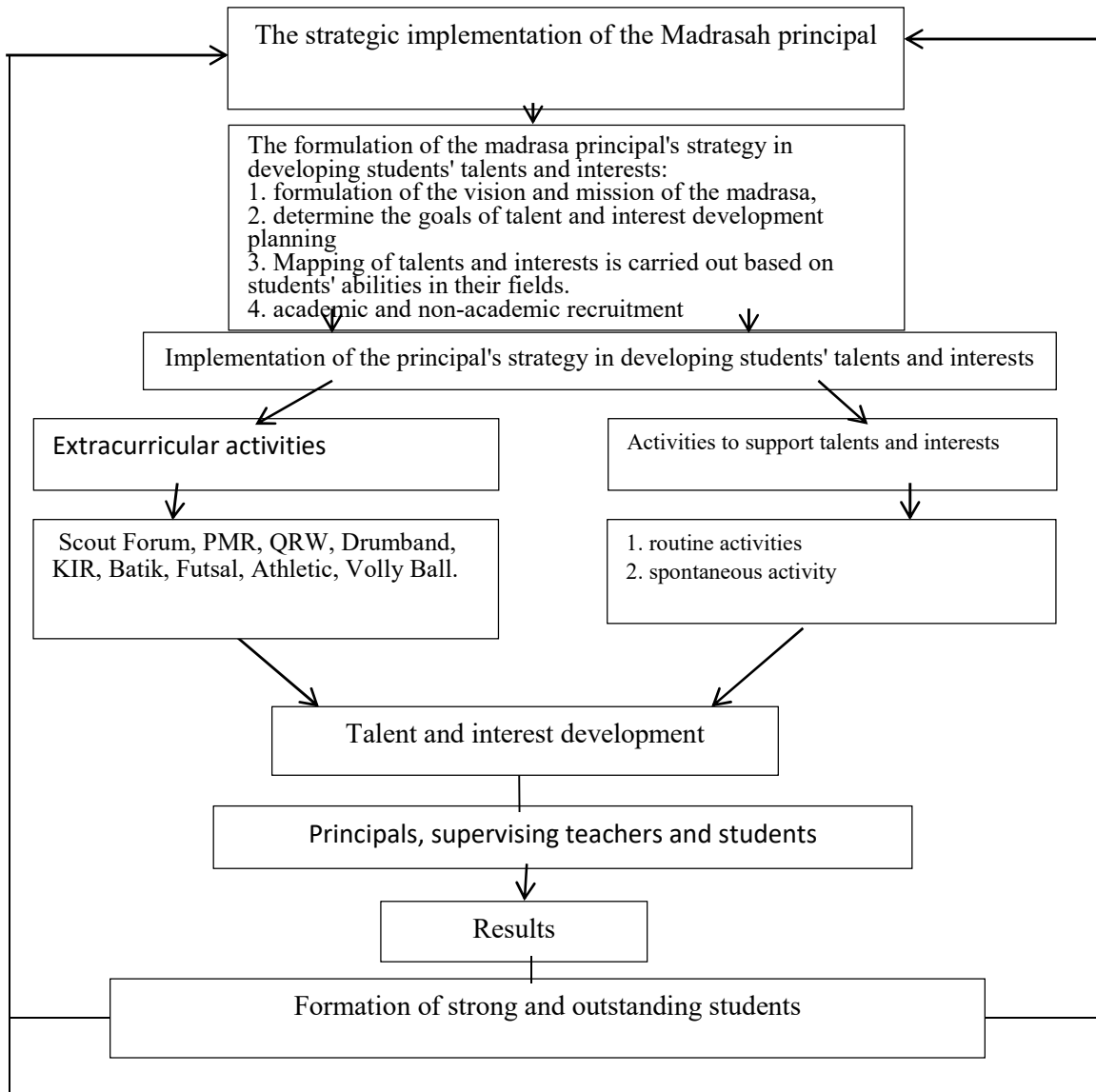
In addition to the opinions expressed by Bateman & Snell above, there are many more expert opinions regarding the steps, stages or approaches in the planning process. Although there are differences, in principle the essence is the same. Thus, if it is implemented in the management of talent and interest



development, a planner can take whichever opinion is deemed appropriate to the situation, conditions and needs.

Based on the findings and discussion, this research has finally strengthened the theory regarding the formulation of strategies for madrasah principals in developing students' talents and interests, implementing madrasah principals' strategies in developing students' talents and interests . Thus, the conceptual building of research findings regarding the strategic management of madrasah principals in developing the talents and interests of students at MTsN 3 Nganjuk and MTsN 2 Kediri City can be formulated as follows:

Image 1  
Conceptual Building of Research Findings



**Conclusion**

1. The formulation of the madrasa principal's strategy in developing students' talents and interests at MTsN 3 Nganjuk and MTsN 2 Kediri City is carried out by: formulating the vision and mission of the madrasa, determining the goals of planning for the development of student talents and interests that have been carried out by the madrasa, mapping talent and interests based on abilities and interests. field of study. Recruitment of basic education students with implementation of a strict selection assessment by taking into account several assessments, namely the recruitment of academic pathways through report cards and olympiad scores. Non- academic selection recruitment is seen from the results of students' memorization of the Koran, sports, arts and so on

2. Implementation of the principal's strategy in developing students' talents and interests in MTsN 3 Nganjuk and MTsN 2 Kediri are carried out by: 1) Extracurricular activity programs are provided for all students according to their potential, interests, talents, and abilities, so that students can develop optimally. 2) Supporting activities through routine and spontaneous activities that are carried out optimally can develop students' talents and interests.

The implications of the results of the research on the Strategic Management of Madrasah Principals in the Development of Student Talents and Interests (Multi-Site Studies at MTsN 3 Nganjuk and MTsN 2 Kediri City) are of two kinds, namely; theoretical implications and practical implications.

1. Theoretical Implications

Based on the results of the research that has been presented by the researcher, it can be explained:

- a. The formulation of the madrasa principal's strategy in developing students' talents and interests at MTsN 3 Nganjuk and MTsN 2 Kediri City

This research has theoretical implications for the development of Akdon's theory which states that vision is a statement written in the present, which can reach into the future. The vision must be able to provide a strong sensitivity to the focus area of an educational institution. This research has theoretical implications for the development of Akdon Stern's theory which states that the statement of purpose is a description of the vision that becomes a concrete and measurable medium-term goal. In order for a vision to be realistic, trustworthy, convincing and contain attractiveness, it is necessary to involve stakeholders in the manufacturing process. The formulation of the madrasa vision and mission that has been prepared can be obtained from the results of uniting thoughts through deliberation or meetings, from all the structural components of the madrasa and the recruitment of talented students by academic and non-academic methods.

- b. Implementation of the madrasa principal's strategy in developing students' talents and interests at MTsN 3 Nganjuk and MTsN 2 Kediri City

This research has theoretical implications for the development of Hidayat and Machali's theory that the implementation function includes the process of operationalizing the design or plan by using clearly directed policy strategies and activities, using human resources and facilities needed to achieve the goal. The implementation of fostering students' interests begins with *input*. The basic inputs in developing talent and interest are: the student himself. To get input in the form of students then do the acceptance of students. After input in the form of students is available then proceed at the stage of transformation or procession. In this step students are fostered and developed with various activities student training that has been prepared and planned through a program of extracurricular activities provided for all students according to their potential, interests, talents, and abilities, so that students can develop optimally.

- c. Evaluation of the madrasa principal's strategy in developing students' talents and interests at MTsN 3 Nganjuk and MTsN 2 Kediri City

This research has theoretical implications for the development of Akdon theory. Evaluation is an activity to show an assessment of the success or failure of implementation in accordance with the suggestions and objectives set out in the strategy formulation. The main focus of strategy evaluation is performance measurement and the creation of an effective feedback mechanism. Evaluation of students' talents and interests is carried out by testing by extracurricular teachers by holding repeated exercises to find students who are able to compete outside of school and evaluation of strategies for implementing student talent and interest development is carried out by holding month-end and year-end meetings.

2. Practical Implications

Based on the results of the research that has been put forward by the researcher, the practical implication is management strategic development of educational institutions, must have strategic management that is able to nourish the institution and lead to significant progress that is able to increase the talents and interests of students. The environment that affects the talents of students' interests is the influence of family members, the influence of culture, the environment and talent. However, all of these factors and environments contain those that educate both in formal and non-

formal educational institutions as well as in open community life, so these factors can affect a student's talents and interests.

### Suggestion

1. For Institutions

The results of this study are expected to provide an overview of the strategic management of madrasah principals in the development of Islamic basic education institutions, so that they can be used as a reference for madrasa administrators and managers, both public and private.

2. For the next researcher

The results of this study should be used as a reference material for future research and for adding insight into the strategic management of madrasah principals in developing students' talents and interests.

3. For Readers

The results of this study are expected to raise the awareness of the readers to know the importance of strategic management of madrasah principals in developing students' talents and interests so that the maximum educational goals can be obtained.

4. For the Postgraduate Library of IAIN Tulungagung

This research is expected to provide additional research collections in the field of basic management of Islamic education, especially related to future researchers. It is hoped that this research can also be used as a reference for future researchers or other researchers who want to study more deeply about topics with other focuses and settings so as to enrich the findings of this study.

### BIBLIOGRAPHY

- Akdon. (2016). *Strategic Manajement for educational Management*. Bandung: Alfabeta.
- Ali, M., & Asrori, M. (2014). *Psikologi Remaja: Perkembangan Peserta Didik*. Jakarta: PT bumi aksara.
- Anwar, D. (2007). *Kamus Lengkap Bahasa Indonesia*. Surabaya: Amelia.
- Arikunto, S. (2009). *Manajemen Pendidikan*. Yogyakarta: Aditya Media.
- Asmani, J. M. (2015). *Managemen Efektif Marketing Sekolah Strategi Menerapkan Jiwa Kompetisi dan Sportivitas Untuk Melahirkan Sekolah Unggulan*. Yogyakarta: Diva Pres.
- Bogdan, R. C., & Biklen, S. K. (1998). *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Allyn and Bacon, inc.
- Djamarah, S. B. (2010). *Guru & Anak Didik*. Jakarta: PT Rineka Cipta.
- Fitri, A. Z., & Haryanti, N. (2020). *Metodologi Penelitian Pendidikan*. Malang: Madani Media.
- Gie, T. L. (1998). *Cara Belajar yang Efisien*. Yogyakarta: Pusat Belajar Ilmu Berguna.
- Hidayat, A., & Machali, I. (2010). *Pengelolaan Pendidikan*. Bandung: Pustaka Educa.
- Hujair, & Sanaky. (2003). *Paradigma Pendidikan Islam Membangun Masyarakat Madani Indonesia*. Yogyakarta: Safiria Insania Press.
- Jahja, Y. (2011). *Psikologi Perkembangan*. Jakarta: PT. Kharisma Putra Utama.
- Louis, K. S., & Murphy, J. (2017). Trust, caring and organizational learning: the leader's role. *Journal of Educational Administration*, 55(1), 103–126. <https://doi.org/10.1108/JEA-07-2016-0077>
- Moleong, L. J. (2013). *Metode Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Mulyasa, E. (2007). *Menjadi Kepala Sekolah Profesional*. Bandung: PT. Remaja Rosdakarya.
- Mulyasa, E. (2013). *Pengembangan dan Implementasi Kurikulum 2013*. Bandung: PT. Remaja Rosdakarya.
- Mustari, M. (2014). *Manajemen Pendidikan*. Jakarta: PT. Raja Grafindo Persada.
- Pearce, R. (1997). *Manajemen Strategik Formulasi, Implementasi dan Pengendalian*. Jakarta: Binarupa Aksara.
- Qomar, M. (2007). *Manajemen Pendidikan Islam Strategi Baru Pengelolaan*. Jakarta: Erlangga.
- Robert K. Yin. (1987). *Case Study Research: Design and Methods*. Beverly Hills: Sage Publication.
- Semiawan, C. R. (1997). *Perspektif Pendidikan Anak Berbakat*. Jakarta: Grasindo.
- Sunarto, & Hartono. (2002). *Perkembangan Peserta Didik*. Jakarta: Rineka Cipta.
- Syah, M. (2012). *Psikologi Belajar*. Jakarta: Raja Grafindo Persada.
- Tilaar, H. A. R. (2000). *Paradigma Baru Pendidikan Nasional*. Jakarta: PT. Rineka Cipta.
- Uhbiyati, N. (2005). *Ilmu Pendidikan Islam (IPI) untuk IAIN, STAIN, PTAIS*. Bandung: Pustaka Setia.
- Walgito, B. (2012). *Pengantar Psikolog Umum*. Yogyakarta: Andi Offset.
- Yin, R. K. (2002). *Case Study Research: Design and Methods*. Beverly Hills: Sage Publication.