INNOVATION OF EARLY TALENT DEVELOPMENT OF PRIMARY EDUCATION STUDENTS BASED ON TOTAL QUALITY MANAGEMENT

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Abstract: The lack of creativity of parents and educational institutions in exploring children's talents can have an impact on the reduced innovation of student talent development. On a broader scale, the innovation of underdeveloped student talents can result in limited contributions to important work that may hinder the progress of various fields in the future. This research uses a qualitative descriptive method with the method of collecting observational data, interviews and documentation. While the data analysis uses Miles and Hubberman's theory, namely data reduction, data display and inference. The results showed that the teacher's strategy in identifying students' talents was carried out through four stages. First, internal exploration of the students by giving them freedom to choose the talents to be developed. Second, dealing with talent tests. Third, confirmation with parents. And fourth, final determination of talents. The talent development strategy is carried out through two channels. First, internal coaching path through madrasahs. And second, external coaching through course institutions and training in Madrasah Ibtidaiyah environment. To ensure the continuous growth of student talent, the madrasah collaborates with parents, course institutions and training through a mutually agreed

Memorandum of Understanding (MoU). This form of cooperation is a new talent development management strategy that can provide progressive results for the development of student talent.

Keywords: Innovation, student, talent, total quality management.

Introduction

It is imperative that innovations in the development of children's talents be encouraged continuously at various levels of education. This is significant because talent represents the capacity of individuals to shape their future. When individuals possess strong talent, they contribute not only to the wider community but also to the growth of multiple companies. The ability of talented individuals to solve complex, large-scale tasks enables the development of companies that are both large and rapidly growing. This logic aligns with the definition of talent as a skill that enables individuals to perform tasks effectively.[1]

It is imperative that talent management acknowledges the significance of human capital and ensures the optimal utilisation of human resources within the organisational structure. Dahshan and colleagues have identified talent management as a significant global challenge faced by the majority of organisations worldwide. Due to the dearth of talent, organisations globally vie for it, thereby ensuring the advancement of their operational development and the attention of the user community. This included encouraging Dahshan and colleagues to conduct research at two distinct hospitals. They discovered a markedly positive correlation between organisational performance and talent management, indicating that hospital organisations with efficacious talent management practices also exhibit superior outcomes in nursing performance.[2]

One of the most significant challenges encountered in the field is the difficulty of implementing talent development in a wide range of organisational settings. A common difficulty is the accurate determination of the appropriate talent for each position. In general,

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[1] Ibraiz Tarique, ed., *The Routledge Companion to Talent Management*, 1 Edition, Routledge Companions in Business, Management and Marketing (New York: Routledge, 2021).

[2] Mervat Dahshan, Lamiaa Keshk, and Laila Dorgham, "Talent Management and Its Effect on Organization Performance among Nurses at Shebin El -Kom Hospitals," *INTERNATIONAL JOURNAL OF NURSING* 5 (January 1, 2018), https://doi.org/10.15640/ijn.v5n2a10.

institutions or organizations do not prioritize the development of their members' talents, so each employee develops and works according to the established work rules. If they develop, that development often occurs alongside their assigned work, which may not align with their talents.[3] This makes it challenging to develop the talents of workers.

The complexity of more serious talent formation is evident in primary education, including in Madrasah Ibtidaiyah. The findings of Sara El Khoury's survey of 207 elementary schools revealed several key issues. Firstly, there is a lack of consensus on the definition of talent. Secondly, there is no formalised system for identifying talent. Thirdly, there is a tendency to equate high IQ with talent. Fourthly, there is inconsistency in the way teachers measure talent. Fifthly, the instruments used are not yet representative.[4] Some of these issues result in the inability to detect the child's talents at an early stage.

The concept of talent can be defined as an innate potential that, when trained, will develop into a special skill that can be accounted for and utilised to its benefit. Mayer and Va Woerkom posit that talent development comprises four stages, which, when successfully completed, facilitate optimal enjoyment of one's professional life. The initial step is to identify personal talent. At this juncture, the objective is to identify and retain talent. This entails discerning an individual's preferences, their typical activities, and their colleagues' observations regarding their discourse and interests. The second stage is to facilitate the development of potential. At this juncture, it is imperative to cultivate the latent potential that has been identified. Two methods may be employed: firstly, skill training, which focuses on future objectives and provides motivation to achieve long-term goals; and secondly, improve training with social interaction. At this stage, the trainer may facilitate participation in various competitions to enhance abilities and potentially attain the status of champion. Fourthly, talent may be utilised in independent institutions or businesses. This stage enables the individual to apply their expertise in

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[3] Foteini Kravariti et al., "Talent Management and Performance in the Public Sector: The Role of Organisational and Line Managerial Support for Development," *The International Journal of Human Resource Management* 0, no. 0 (February 2, 2022): 1–26, https://doi.org/10.1080/09585192.2022.2032265.

[4] Sara El Khoury and Anies Al-Hroub, "Identification of Gifted Students: History, Tools, and Procedures," 2018, 39–59, https://doi.org/10.1007/978-3-319-78592-9_3.

a practical manner, addressing their personal needs through the utilisation of their talents.[5]

The theory proposed by Mayer and Va Woerkom requires further investigation with a view to developing an effective talent management strategy. This is particularly important in the context of the UAE public sector, where talent management has a significant impact on employee performance. It is also evident that public sector organisations that implement effective talent management policies will experience enhanced performance. Practices such as strategies for developing and growing employees, established careers, retirement facilities, and counselling programmes contribute positively to employee performance.[6]

Talent management can be defined as a series of initiatives designed to enhance employment opportunities, facilitate internal mobility, and improve the quality of work. The objective of the company is to identify, manage, develop, retain, and optimise the performance of individuals who are best suited to the role, while also strategically deploying talent to ensure that the institution has a sufficient number of talent channels to support the organisation's strategic goals. This approach can help organisations in the public sector to gain a competitive advantage. However, this can only be achieved through comprehensive management, namely total quality management (TQM).[7]

Sahoo and Yadav define total quality management (TQM) as a long-term organisational strategy that prioritises continuous improvement and innovation, customer satisfaction, employee satisfaction and product quality assurance at all stages. This is corroborated by Al Damen's assertion that TQM is a management

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[5] Syamsuri Syamsuri and Vina Fithriana Wibisono, "Strategies of Islamic Education Institutions in Fundraising Waqf to Create Economic Independence in the Era of the 4.0 Industrial Revolution," *At-Ta'dib* 14, no. 1 (2019): 35–52.

[6] Mahmoud Kaleem, "The Influence of Talent Management on Performance of Employee in Public Sector Institutions of the UAE," *Public Administration Research* 8, no. 2 (October 31, 2019): p8, https://doi.org/10.5539/par.v8n2p8.

[7] Saihu Saihu, "Qur'anic Perspective on Total Quality Management (Tqm) and its Implementation in the Institution of Islamic Education," *Mumtaz: Jurnal Studi Al-Quran Dan Keislaman* 4, no. 01 (May 30, 2020): 13–26, https://doi.org/10.36671/mumtaz.v4i01.88.

approach utilised by quality-focused organisations to guarantee organisational development and long-term success.[8]

The aforementioned two opinions impose constraints on TQM as a methodology for enhancing quality, efficiency, and productivity within an organisational context. The TQM principle is described as a beneficial philosophy with a comprehensive set of guidelines and principles that play a pivotal role in facilitating continuous improvement within an organisation. In this context, TQM serves as a foundation for the cultivation of students' abilities. The ten principles of TQM-based student talent development are as follows: Firstly, the cultivation of children's talents must consider the satisfaction of parents as customers. Secondly, talent development must be quality-oriented. Thirdly, talent development is a process that must be addressed on an ongoing basis. Fourthly, the management of children's talents should be informed by scientific principles. Fifthly, talent development must be designed to be sustainable over time. Sixthly, talent development is a collective endeavour. Seventhly, talent is managed on an ongoing basis. Eighthly, talent development requires rigorous training. Ninthly, all aspects of talent development are aligned with a single objective. Tenthly, coaches are granted autonomy in achieving this objective.[9]

The research was conducted in three madrasahs: Madrasah Ibtidaiyah Negeri 2 Nganjuk, Madrasah Ibtidaiyah Negeri 2 Kabupaten Kediri, and Madrasah Ibtidaiyah Islamiyah 1 Madiun. The results of the feasibility study indicate a growing interest among the local community in sending their children to attend these three madrasas. The community is justifiably proud of the fact that the learning and development of students is increasing on a daily basis. As of the present date, the number of students enrolled at MIN 2 Kediri is 925, at MIN 2 Nganjuk it is 769, and at MI Islamiah Madiun it is 674. Similarly, the number of new students enrolled over the past three years has increased. The average growth rate for MIN2 Kediri was 9.3%, for MIN 2 Nganjuk it was 3.4%, and for MI Islamiah Madiun it was 6.3%.

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[8] Rula Ali Al-Damen, "The Impact of Total Quality Management on Organizational Performance Case of Jordan Oil Petroleum Company," *International Journal of Business and Social Science* 8, no. 1 (2017): 192–202.

[9] Moh Burhanudin, "The Roles of Principals in Increasing Education Quality By Developing Teacher Profesionalism," *Didaktika Religia* 5, no. 1 (June 21, 2017): 143–74, https://doi.org/10.30762/didaktika.v5i1.856.

It is also noteworthy to mention the following attractions, specifically those pertaining to MI Islamiyah Madiun and MIN 2 Nganjuk. MI Islamiah Madiun has been successful in enabling its students to achieve numerous championship titles at the regional, national, and international levels. It is evident that the championship was dominated by talented young people. It is further alleged that the gifted children were nurtured and instructed by similarly gifted educators. It can be stated that none of the teachers were victorious in the national championship, in contrast to their students. Similarly, the available media conditions remain relatively limited in terms of publishing their achievements, which is not comparable to the number of talents of students who are growing rapidly in Islamic madrasas today. With regard to MIN 2 Nganjuk, despite its rural location, the institution has demonstrated remarkable academic prowess, securing the overall championship in numerous competitions at the 2019 Kemenag Kabupaten Nganjuk anniversary event.

In light of the aforementioned issues, this study seeks to address the question of how the innovation of early talent development among madrasah ibtidaiyah students can be implemented in a sustainable manner. To this end, the authors have conducted a study entitled "Innovation of early talent development of madrasah ibtidaiyah students based on total quality management (Multi-Site Study at MIN 2 Kediri, MIN 2 Nganjuk and MI Islamiyah 01 Madiun)".

This research employs qualitative methods with an analytical descriptive approach.[10] The data is presented in a way that elucidates the phenomena and facts observed in the field of research. The subjects of this study were madrasah heads, teachers, and students in grades 3, 4, and 5 at MIN2 Kediri, Kilisuci Street, Doko, Kec. The research was conducted at several locations, including Ngasem, Kediri, MIN2 Nganjuk, and Nanggungan, Watudandang, Kec. The research also involved the participation of instructors from the following educational institutions: Prambon Nganjuk Highway, MI Islamiyah Madiun, Hayam Wuruk Street No. 14A Mangunharjo Madiun, and Madiun Training and Course Institute. The objective is to analyse innovations in the development of early talents among

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[10] Susanna Loeb et al., "Descriptive Analysis in Education: A Guide for Researchers," *Institute of Education Sciences* 1 (2017): 53.

elementary education students. The implementation period was scheduled to take place during the first half of the 2019-2020 academic year. The participants in this study were principals, teachers, students, and instructors from various course and training institutions. The data source is determined through the application of purposive and snowball sampling techniques.

The research data was extracted using three methods: 1) observation, which was employed to observe the process of talent detection and talent development training, as well as talent development sites within the madrasah environment. Secondly, interviews were conducted to gain insight into the talent development process, including the planning, organisation, implementation, and evaluation systems employed, as well as the targets specified in each phase. 3) Documentation was employed to input data on training technical instructions, video documents of training materials, media used in talent training, several vandals, and championship trophies obtained by students in three madrasas. Prior to inputting the data, the researchers were guided by interview guidelines, observation guidelines, and analysis guidelines. After consultation with experts, the researchers used the revised guidelines to collect field data.

The study was subjected to a three-stage analysis in accordance with the specified theoretical framework. This entailed the condensation of data, its subsequent display, and the formulation of conclusions. 1) The condensation of data was performed through the summarisation of stages, the inclusion of objective notes, the creation of a code, and the incorporation of reflective notes. At this juncture, the content record and the method of detection are distinguished from one another, as are the processes of talent development and identification. 2) Display of data. This entails the presentation of the data in the form of a narrative, which describes the process of talent detection in students, from the initial identification of talent to its final development and confirmation. Similarly, the narrative outlines the process of talent development, delineating the phases of action until the talent reaches a discernible point for students and parents. To this end, a visual representation was provided to elucidate the flow of talent detection and development.

3) Conclusions were drawn following the verification of various sources, primarily the process of talent detection and development.

The objective of these conclusions is to provide clarity on new findings in alignment with the study's focus.[11]

The research has been disseminated among the three principal investigators, several teacher representatives, instructors, and several students. The indicators of total quality management-based talent development include a focus on customers, a quality-oriented approach, a commitment to continuous improvement, a strategic and systematic methodology, a collaborative working style, evidence-based decision-making, a high level of labour commitment, and effective communication.

In this context, the term "focus on customers" refers to the implementation of a valid talent test in accordance with the wishes of parents. The quality-oriented aspect under consideration is the innovation of national and world-standard training. The aspect of continuous improvement is exemplified by the parachuting of various race events. The strategic and systematic approach in question is the creation of higher training operational standards (benchmarking). The teamwork aspect in question is the formation of a dedicated team of talented developers. The aspect of fact-based decision making in question is the creation of complete talent training data administration with media. The aspect of labour commitment referred to is the provision of information, motivation, and responsibility. And the communication that is meant is the dissemination of complete and clear information in student talent development plans, strategies, and methods.

Detecting Early Student Talent

The identification of students' aptitudes is conducted by psychologists employing a range of techniques at MIN 2 Nganjuk, MIN 2 Kediri, and MI Islamiah 1 Madiun. The talent identification process at MIN 2 Nganjuk encompasses five distinct phases. The initial phase entails a talent assessment, followed by a confirmation stage wherein the results are conveyed to the homeroom teacher. Subsequently, the child engages in two months of hobby experimentation and a period of reflection to ascertain their preferences. The fourth phase involves socialisation with parents, and finally, the fifth phase determines the specific talents to be cultivated.

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[11] Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook* (SAGE Publications, 2013).

The MIN 2 Kediri procedure comprises four stages: The talent selection process comprises four stages: firstly, parents are invited to participate in talent tests; secondly, the results are confirmed to the homeroom teacher; thirdly, children engage in two months of experimental activities; and finally, psychologists determine the talents of the children. The procedure employed by MI Islamiah comprises four stages. Initially, students are permitted to pursue their chosen pastimes and interests for a period of two months. Following this, a talent test is conducted by a psychologist, the results of which are then validated with the homeroom teacher. Finally, the students' talents are definitively determined and their parents are informed. The procedure employed by MI Islamiyah Madiun is as follows: firstly, students are informed by their parents about the talents that they will be developing; secondly, talent tests are conducted by psychologists; thirdly, the results of these tests are confirmed with the homeroom teacher and parents; and finally, the final talent to be developed is determined.

Picture 1. Student Talent Detection Flow to Be Further Developed

The image above depicts the process of talent validation in Madrasah Ibtidaiyah, as facilitated by relevant stakeholders.[12] In other words, the process commences with an internal exploration of students over a two-month period, during which talents or activities are identified. This is followed by talent tests conducted by psychologists, confirmation with parents, and the determination of final talents.

As observed by Roosner and colleagues, the talent test is a diagnostic tool designed to assess an individual's innate capacity to

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12 Imade Candiasa, "PENGEMBANGAN TES BAKAT TERPADU ONLINE," *JST (Jurnal Sains Dan Teknologi)* 5 (August 5, 2016), https://doi.org/10.23887/jst-undiksha.v5i1.8271.

rapidly and effortlessly acquire knowledge and expertise in a specific domain. The aforementioned test was conducted with students from the third grade, who were enrolled in the odd semester. It is obligatory for all students to take the talent test. The results were subsequently discussed with the homeroom teacher and the student's parents.

The results of the aforementioned tests have revealed the existence of a number of different talents. The first category of talent is verbal, which refers to proficiency in language processing. Students are known to have skills in processing language, as evidenced by their inclination to engage in verbal communication, including storytelling and conveying information to educators and peers. To delineate this verbal talent, MI Islamiah established groups comprising children who evinced a proclivity for verbal expression, an affinity for fairy tales, a penchant for poetry and short fiction, and a proclivity for vocal performance.

Although verbal talents are known, parents are still permitted to encourage students to focus on one of their verbal talents. It is crucial to acknowledge the pivotal role of parents in fostering the development of subsequent talents. Prasanti and Fitriani's research underscores the significant influence of parents in shaping a child's talents and character. They posit that the formation of a child's character and talents commences within the family, subsequently extending to the educational and community environments. The latter encompasses various forms of community engagement, including play, tutoring, and talent development institutions.[13]

The second factor is cognitive ability. This cognitive talent is defined by a specific attribute: students demonstrate an aptitude for rapidly acquiring and processing information, including numerical data. The teachers at MI Islamiah posit that children who are gifted in the cognitive domain tend to exhibit an inclination towards academic pursuits. Such students appear to assimilate and analyse brain-honing lessons with relative ease. The teacher employs a variety of engaging activities, such as IQ Set, to facilitate the acquisition of fundamental

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[13] Ditha Prasanti and Dinda Rakhma, "Pembentukan Karakter Anak Usia Dini: Keluarga, Sekolah, Dan Komunitas? (Studi Kualitatif Tentang Pembentukan Karakter Anak Usia Dini Melalui Keluarga, Sekolah, Dan Komunitas)," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 2 (June 10, 2018): 13, https://doi.org/10.31004/obsesi.v2i1.2.

mathematical concepts, reading proficiency, and critical thinking skills.

In order to map students' cognitive talents, the parents of MI Islamiyah 1, 2, and 3 have reached a consensus on the division of students into three groups: the Natural Science Expert Group, the Social Sciences Expert Group, and the Religious Sciences Group. The same talented students are formed in each class. In Year 4, there are nine students in Group A, four in Group B, and eight in Group C who have been identified as being in the Science Group. Similarly, in grades 5a, 5b, and 5c, each class is comprised of a group of students who have demonstrated expertise in the respective fields of science, science, and religion. Each of these groups receives the same level of attention. The grouping of talents within the same community has a positive influence on students, as the common interest facilitates communication and allows them to strengthen each other's progress and development. Their togetherness in practising patience and resilience is more awakened than that of individually trained students. This is in line with the research of Holbein and colleagues, who explain that developing and resilient children are those who are more involved in schools, communities, and democratic lives.[14]

Third, Kinesthetic talent. In mapping, the kinesthetic talents of MI Islamiah 1, 2, and 3 provide the same explanation in defining, namely the basic abilities that students have concerning physical movements to develop themselves. The movement in question is the ability to perform good movements, such as running, swimming, table tenses, and others, although it differs in terms of the scope of talent developed. In general, there are 5 talents developed namely; swimming, pencak silat (martial art), taekwondo, traditional dancing, badminton, running, and table tennis.
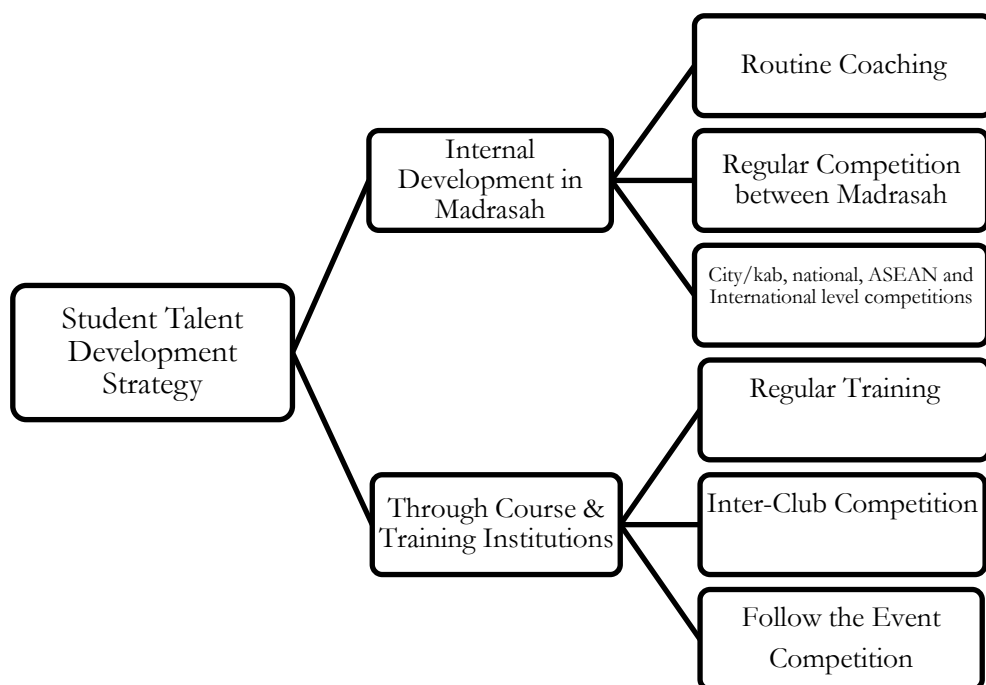
Student Talent Development Strategy

The student's talent development strategy is implemented through the provision of specialised coaching for the four identified talent types. The four types of talents in question are verbal talents (speech, reading poetry, and singing), cognitive talents (intelligent teams of science, social, and religious), and kinesthetic talents

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[14] John B. Holbein et al., "The Development of Students' Engagement in School, Community and Democracy," *British Journal of Political Science* 50, no. 4 (October 2020): 1439–57, https://doi.org/10.1017/S000712341800025X.

(swimmers, pencak silat, taekwondo, dancers, badminton players, runners, archers, chess players, and volleyball and table tennis players). In practice, the special coaching is conducted by the madrasah and external course or training institutions. Each of these institutions employs three pathways for student talent development, as illustrated in Figure 2.

Picture 2. Talent Development Pathway in Madrasah Ibtidaiyah

Although the special coaching is divided into internal and external strategies, the stages of student talent development are designed in an integrated manner, reflecting a holistic approach to the subject matter. The aforementioned student talent development patterns are reflected in the following four stages.

The initial stage is the introduction and reinforcement of each student's individual talents. At this juncture, students are sorted into groups according to their respective areas of expertise. Subsequently, the instructor encourages the students to cultivate the talents that they have already demonstrated. Subsequently, the progression of the

development programme from one stage to the next is elucidated in a systematic and continuous manner. In addition, the necessary equipment for talent training is provided, including swimsuits, sports shirts, rackets, and table tennis bats for kinesthetic talent development.

Secondly, the head of the madrasah assigns teachers to provide nurturing guidance to each student in accordance with their individual abilities. Talent coaching is conducted on a weekly basis within the madrasah. On other days, students are permitted to cultivate their talents in the domestic environment with the guidance of their parents. At this stage of development, parents are encouraged to collaborate with talent training institutions within the madrasah environment, such as tutoring institutions, swimming training institutions (baths/swimming pools), educational and music and vocal training institutions, dance workshops, badminton education and training, and football training clubs. The development of talent in preparation for participation in the Olympic Games is conducted by sports teachers themselves.

Thirdly, it is recommended that regular competitive events be held at the local level between classes and between madrassahs within the same foundation, specifically Madrasah Islamiyah 01. This local event is held on a quarterly basis. The types of competitions include all kinds of academic and non-academic activities, including verbal talents (such as speech, reading poetry, and singing), cognitive talents (such as intelligent teams in science, social, and religious subjects), kinesthetic talents, sports groups (such as swimming, pencak silat, taekwondo, traditional dancing, badminton, running, table tennis, and volleyball), and fine arts groups (such as painting, calligraphy, and hand skills).

Fourthly, participation in provincial, national and ASEAN-level competitions is encouraged. In this event, students are selected for participation, with a preference for those who have demonstrated excellence at the district and city levels. Nevertheless, as long as it is permitted, the number of officials sent often exceeds the target. The objective is to assess the students' abilities or provide them with the opportunity to engage in competition at a broader level. The objective of MI Islamiah at each competition event is to emerge as the champion. In order to attain this objective, the selected students are subjected to an intensive training programme. It is permissible for

students to refrain from attending lessons during training periods. In order to enhance the proficiency of the students, the madrasah engages the services of expert trainers, including those specialising in tennis, badminton, painting, singing and other disciplines. The objective is to provide students with the optimal training experience while fostering positive relationships between parents and student coaches to enhance motivation and facilitate the development of talents.

Furthermore, students are permitted to engage in training activities at external venues, provided that such locations are deemed suitable. By extending the training environment beyond the madrasah, students can potentially achieve more optimal training outcomes. Additionally, MI Islamiah students are encouraged to join clubs aligned with their talents. To facilitate this, the school and parents grant students autonomy, while still maintaining data collection.

Early Talent Development Based on TQM: an Innovation

The analysis of the TQM data above reveals that both the process data and the talent and development strategy can be explained as follows: The initial TQM principle is to prioritise the customer.[15] This principle has been operationalised by madrasah ibtidaiyah through scientific procedures in accordance with the expectations of parents. Talent tests are conducted with the assistance of psychologists. The findings of Setiawan and colleagues demonstrated that talent tests are more valid when employing verbal and numerical tests. Indeed, both tests, when evaluated for effectiveness, exhibited differential levels or abilities among subjects, yet both tests met the requisite standards.[16]

Cooperating with psychologists in detecting students' talents, is *ikhtiyar* achieving valid results. The teachings of Islam also suggest, when a person does not know then it is better to go to the member

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[15] Norah Dhafer Al-Qahtani, S. S. A. Alshehri, and Azrilah Abd Aziz, "The Impact of Total Quality Management on Organizational Performance," *European Journal of Business and Management* 7, no. 36 (2015): 119–27.

[16] Agus Setiawan, "Conceptual of Blended Learning as Islamic Education Study Program Learning Reform Action in Digital Era 4.0," *SYAMIL: Jurnal Pendidikan Agama Islam (Journal of Islamic Education)*, 2019, 119–29.

(QS. An-Nahl: 43).[17] By entrusting psychologists to detect talents, the accuracy of talents owned by students can be detected and accountable. The accuracy of this talent is important to give a clear picture of the basic abilities that students have.[18]

Awareness of one's strengths is crucial for effective learning and development. When students are aware of their talents, they are more likely to engage in focused and effective learning, leading to faster growth and development in their abilities. This awareness also fosters confidence, which is a key factor in achieving academic and personal success.[19]

The second TQM principle: quality-oriented. To achieve superior talent, talent development strategies are carried out through four stages, namely (1) micro-level training, (2) rigorous training in course institutions, (3) regular competitions, and (4) national and world level competitions. Regular training in madrasah is conducted regularly and disciplined. The results of talent development are seen from stage to stage, i.e., when students are included in the competition. They almost certainly got an increasing achievement. This is in contrast to non-routine talent training, as it did before. Regular exercise is a reliable method of skill improvement in all skills.[20]

The subsequent talent development strategy is conducted in a strictly supervised setting. This strategy is implemented by duly qualified educators. The head of the madrasah grants teachers comprehensive authority to cultivate each student's talents, encompassing academic, athletic, artistic, musical, technical, and robotic abilities. The actions of the head of this madrasah are to extend greater trust to teachers and to assume responsibility for the development of children, thereby facilitating the achievement of the madrasah's objectives. The findings of Parashakti and Setiawan's

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[17] Silvia Ekasari et al., "Understanding Islamic Education Management in Digital Era: What Experts Say," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 1 (2021): 127–43.

[18] Abu Saleh Md Sohel-Uz-Zaman, "Implementing Total Quality Management in Education: Compatibility and Challenges," *Open Journal of Social Sciences* 4, no. 11 (2016): 207.

[19] Tarique, *The Routledge Companion to Talent Management*.

[20] Stephen M. Shortell et al., "Assessing the Impact of Continuous Quality Improvement/Total Quality Management: Concept versus Implementation.," *Health Services Research* 30, no. 2 (1995): 377.

research corroborate the assertion that the greater the level of participation of members of an organisation, the more readily the organisation's goals can be attained.[21]

The third principle of total quality management (TQM) is the continuous improvement of processes and outcomes. In order to achieve this principle, the process of talent development is conducted through the implementation of regular competitive activities between madrasahs within a single foundation, as well as between madrasahs situated in different districts and cities. Such competitions are held on an annual basis. Such talent development activities have the potential to enhance students' competitive motivation. In order to meet the challenges posed by competition, students undertake a range of preparatory activities, including physical training, the acquisition of equipment and mental preparation. Similarly, the majority of madrasah facilities are equipped for competition events, including sports halls, fields, and parks. In order to facilitate the ease with which students can develop their talents and interests by utilising the existing facilities.

Talent development competitions are not only held at the district and city levels at MI Islamiyah, but also at the national and ASEAN levels. The company's participation in events at the local and international levels is a commendable initiative. The competitive event represents the optimal setting for the assessment of students' abilities, aptitudes, and interests, including those seeking to develop their talents. It is through competition that talent is most keenly discerned. This is in accordance with the objectives set out in the technical guidelines for the implementation of the National Science Competition in 2020. The principal objectives of the competition are, inter alia, to motivate students, teachers, managers and education coaches to engage in healthy competition, developing sportsmanship in order to achieve optimal outcomes and enhance the quality of national education.

The fourth TQM principle is a strategic and systematic approach. In order to achieve this scientific standard, the teachers at Madrasah Ibtidaiyah, in collaboration with the trainers at the institute of courses and training, developed operational standards of training (benchmarking), with a particular focus on the disciplines of sports,

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[21] Setiawan, "Conceptual of Blended Learning as Islamic Education Study Program Learning Reform Action in Digital Era 4.0."

swimming, badminton, table tennis, and athletics. This is to facilitate the monitoring of progress and ensure the sustainable improvement of talent over time. The primary objective of benchmarking is to enhance the excellence of talent by optimising the efficacy of training. In order to facilitate incremental improvement in achievement levels commensurate with the abilities of the students. The objective of benchmarking activities is to identify and replicate the most effective practices observed in other successful champions. This is done in order to monitor the results and ensure that the achievements made during the training continue to progress in line with other areas of development.

The fifth TQM principle is that of teamwork. The three MI research objects have disparate visions and missions, yet each teacher and their employees share a common objective: to facilitate students' advancement in developing their talents, encompassing both academic and non-academic pursuits. Since establishing the development of student talent as a flagship programme, the head of MI Islamiyah Madiun has organised all teachers and employees to focus on developing student talent. The head of the madrasah, in their capacity as both an innovator and a leader, has been able to mobilise the entire academic community of the madrasah in support of talent development.

It is evident that not all teachers are equally adept at nurturing the talents of their students. However, a collaborative effort is made by a team comprising homeroom teachers, sports teachers, religious teachers, art teachers, and language teachers. The team's primary responsibilities pertain to the organisation and facilitation of both scheduled and impromptu competitive events. Such collaboration is essential for the madrasah, as it facilitates unification of efforts and enables the advancement of talent development. A robust team will foster an environment conducive to the optimal fulfilment of the responsibilities assigned to its members, ensuring the highest quality outcomes.

The sixth TQM principle is that of fact-based decision-making. In order to make decisions pertaining to the cultivation of student talent, the madrasahs that were the subject of this study took strategic action. These actions include the creation of student data files in an orderly manner, which contain information regarding the names of students, coaches, training venues, formats of talent development

over time, and which are presented in both outline graphs and tables. Each talented student is provided with a personal data file, which is collected periodically at school and used as a basis for planning subsequent training activities. The data is organised in a systematic manner and serves as a foundation for enhancing the quality of student talent development. Accurate data is instrumental in informing decision-making processes and ensuring the efficacy of subsequent actions.[22]

The seventh TQM principle: labor commitment. To apply this principle the research objectives, take several steps, and others 1) provide full information to all teachers involved in talent development. 2) communicate clearly about how important the contribution of all parties is in developing student talent. 3) give responsibility to the formation of talents that continue to increase. 4) provide a full space for all involved to participate in the formation of student talent. 5) motivate the teachers involved to learn, improve their knowledge, competence, and experience in terms of talent.[23]

The madrasah action described above represents an effort to foster commitment among the parties involved in talent development. These individuals must undergo training and be provided with an appropriate work environment to complete their assigned tasks. With a high level of commitment, they will work diligently to achieve the objectives of the institution.[24]

Last (eighth) TQM principle: communication. The development of this communication principle is carried out to inform the plans, strategies, and methods used to achieve the goals of student talent development. The steps taken include: 1) providing information about the role of each teacher involved in the development of shiva talent, 2) communicating the stages of training both within the school and in the institution of courses and training, 3) informing updates

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[22] Julie A. Marsh, John F. Pane, and Laura S. Hamilton, "Making Sense of Data-Driven Decision Making in Education: Evidence from Recent RAND Research" (RAND Corporation, November 7, 2006), https://www.rand.org/pubs/occasional_papers/OP170.html.

[23] Holbein et al., "The Development of Students' Engagement in School, Community and Democracy."

[24] M. Shoffa Saifillah Al Faruq and Ahmad Sunoko, "The Learning Model of Islamic Educational Management at Stit Mambaul Ulum JAMBI," *Didaktika Religia* 9, no. 1 (2021): 145–64.

about talents following the growing trend. 4) inform new strategies and methods in developing students' talents.[25]

The primary objective of communication in the cultivation of student talent is to facilitate coordination between coaches, encourage clarity and precision in the execution of requisite steps, and provide reinforcement for all responsible endeavours. This internal communication is crucial for establishing a productive and collaborative working pattern within the institution.[26] Contextual communication will also facilitate the formation of a robust and mutually beneficial learning community.

Conclusion

The findings revealed that the educator's approach to identifying students' aptitudes was conducted in four distinct phases. The initial stage entails an internal exploration of the students, whereby they are afforded the autonomy to select the talents they wish to develop. The second stage comprises the administration of talent tests. The third stage is confirmation with parents. The fourth stage is the final determination of talents. The talent development strategy is implemented through two channels. The first is the internal madrasah coaching pathway, and the second is external coaching through course institutions and training in the Ibtidaiyah madrasah environment. To ensure the continuous growth of student talent, the madrasah engages in collaboration with parents, course institutions, and training, with the objective of reaching a mutually agreed Memorandum of Understanding. This form of collaboration represents a novel talent development management strategy that can facilitate progressive outcomes for the advancement of student talent.

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[25] Burhanudin, "The Roles of Principals in Increasing Education Quality by Developing Teacher Profesionalism."

[26] C Balakrishnan and Dr D Masthan, "Impact of Internal Communication on Employee Engagement – A Study at Delhi International Airport" 3, no. 8 (2013): 13.

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