

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

**Badrus**

Institut Agama Islam Tribakti Lirboyo Kediri, Indonesia.  
E-mail: badrus.kdr@gmail.com

**Marita Lailia Rahman**

Institut Agama Islam Tribakti Lirboyo Kediri, Indonesia.  
E-mail: lailiamarita@gmail.com

**Muhammad Sulthon**

Universitas Islam Negeri (UIN) Walisongo Semarang, Indonesia.  
E-mail: muhammad.sulthon@walisongo.ac.id

**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, innovation of underdeveloped student talent can result in limited contributions to important work that can hinder the progress of various fields in the future. This research uses a qualitative descriptive method, with the method of extracting observation data, interviews, and documentation. While data analysis uses Miles and Hubberman's theory, namely, data reduction, data display, and conclusion drawing. The results showed that the teacher's strategy in detecting students' talents was carried out through four stages. First, internal exploration of students by giving freedom to choose the talents to be developed. Second, treatment of talent tests. Third, confirmation with parents. And Fourth, final determination of talents. Talent development strategy is carried out through two channels. First, internal madrasah coaching pathway. And second, external coaching through course institutions and training in Madrasah Ibtidaiyah environment. To ensure the continuous growth of student talent, Madrasah conducts cooperation with parents, course institutions, and training with 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

Innovations in the development of children's talents need to be encouraged continuously at various levels of education. This is important considering that talent is the power of man to carve out his life in the future. With strong talent, not only the wider community reaped his work, but several companies also took part. Thanks to the hands of talented people several complex, large-scale jobs can be solved. So that the company becomes large and growing rapidly. This logic is following the definition of talent, namely as a skill that a person has to do something appropriately.<sup>1</sup>

By realizing the importance of talent, talent management must ensure the optimization of performance within the company. Dahshan and friends found that talent management is now a global challenge, faced by most organizations in the world. Because of the scarcity of talent, companies around the world, compete for it so that the development of their company's operations continues to get the attention of the user community. This included encouraging Dahshan and friends to conduct research at two different hospitals. They found that there is a very significant positive relationship between organizational performance and talent management. That is, hospital organizations that have good talent management also have good results in the performance of nurses.<sup>2</sup>

The problem that often occurs in the field is, that talent development is not easy to do in every organization. A common difficulty is an accuracy of determining the right talent for each personnel. In general, institutions or organizations do not pay much attention to the development of talents of their members, so each employee grows and works following the existing work rules. If they develop, then that development goes naturally along with the assigned work, which is not necessarily in keeping with his talents.<sup>3</sup> This of course makes the talents of workers difficult to develop.

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

<sup>2</sup> 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>.

<sup>3</sup> 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>.

The complexity of more serious talent formation can be found in primary education, including in Madrasah Ibtidaiyah. The results of Sara El Khoury's survey of 207 Elementary Schools, concluded that 1) the definition of talent has not been fully understood well, 2) the system for identifying talent has not been formulated, 3) it is believed that children with high IQ are considered to be talented, 4) several teachers who are inconsistent in talent measurement, as well as 5) instruments used are not yet representative.<sup>4</sup> Some of these problems trigger the child's talents can not be detected early on.

The concept of talent is an innate potential that when trained will develop into a special skill that can be accounted for its benefit. According to Mayer and Va Woerkom, there are four steps of talent development so that they can enjoy life in the work arena. First, detect personal talent. At this stage, all that needs to be done is to discover and retain talent, which includes identifying what they like, what things they often do, listening to comments from colleagues, things they talk about frequently and observing their hobbies. Second, develop potential. At this stage, the step that needs to be done is to develop the potential that it has. Two ways can be done, namely skill training to focus on the future and motivate to achieve long-term goals. The third improve training with social interaction. At this stage, the trainer can bring the person to participate in various competitions to improve the great or champion. Fourth, use talent in independent institutions or businesses. In this stage personally empower his expertise on a pragmatic level, as a consequence of the talents possessed to meet the needs of his life.<sup>5</sup>

Mayer and Va Woerkom's theory above needs to be followed up with talent development management. This is important given that talent management greatly affects the performance of public sector employees in the UAE. Similarly, public sector organizations that will design and implement different talent management policies will result in higher performance. Practices such as strategies for developing and growing

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<sup>4</sup> 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](https://doi.org/10.1007/978-3-319-78592-9_3).

<sup>5</sup> 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.

employees, established careers, retirement facilities, and counseling programs contribute positively to employee performance.<sup>6</sup>

Talent management means initiatives to create better employment opportunities, internal mobility, and quality of work. The Company strives to identify, manage, develop, retain, and get the best out of the right people, as well as strategically apply talent to ensure that within the institution there are enough talent channels to support the goals of the organization. So that the competitive advantage of organizations in the public sector can be realized. This can happen when approached with comprehensive management namely total quality management (TQM).<sup>7</sup>

Sahoo and Yadav define Total quality management (TQM) as a long-term strategy of an organization that takes its focuses on continuous improvement and innovation, customer satisfaction, employee satisfaction, and product quality assurance at all stages. This is supported by Al Damen's affirmation that TQM is a management approach used by quality-focused organizations to ensure organizational development and long-term success.<sup>8</sup>

The above two opinions place limits on TQM as an approach used to improve quality, efficiency, and productivity within an organization. The TQM principle is described as a helpful philosophy with a complete set of guidelines and principles that play an important role in continuous improvement in the organization.<sup>9</sup> In this case, TQM becomes a foothold to develop students' talents. There are ten principles of TQM-based student talent development. First, the development of children's talents needs to pay attention to the satisfaction of parents as customers. Second, talent development must be quality-oriented. Third, talent development is a process that must be addressed on an ongoing basis. Fourth, the handling of

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<sup>6</sup> 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>.

<sup>7</sup> 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>.

<sup>8</sup> 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.

<sup>9</sup> Rateb Sweis, Bader Obeidat, and Raed Kareem Kanaan, "Reviewing the Literature on Total Quality Management and Organizational Performance," *Journal of Business & Management (COES&RJ-JBM)* 7, no. 3 (2019): 192–215.

children's talents should reflect scientific action. Fifth, talent development must be designed for the long term. Sixth, the handling of talent development is done by the team. Seventh, talent is handled on an ongoing basis. Eighth need intense training for talent to develop well. Ninth, all components in talent development are focused on one goal. Tenth, in developing talents the coaches are given the freedom to achieve the goal.<sup>10</sup>

This research was conducted in three Madrasah namely Madrasah Ibtidaiyah Negeri 2 Nganjuk, Madrasah Ibtidaiyah Negeri 2 Kabupaten Kediri, and Madrasah Ibtidaiyah Islamiyah 1 Madiun. Based on the feasibility study of researchers, the community is increasingly interested in sending their children to attend these three madrasahs. They feel proud because the learning and development of student achievement are increasing by the day. To date the number of students in MIN2 Kediri is 925 students, MIN 2 Nganjuk 769 students, and MI Islamiyah Madiun 674 students. Similarly, the number of new students, the last three years are increasing. MIN2 Kediri averaged 9.3%, MIN 2 Nganjuk 3.4%, and MI Islamiyah Madiun 6.3%.

Other attractions are noteworthy for example related to MI Islamiyah Madiun and MIN 2 Nganjuk. MI Islamiyah Madiun managed to bring its students to get many championships, both at the regional, national and international levels. Of course, the championship was dominated by talented kids. The allegations meanwhile, the talented children were fostered and trained by talented teachers as well. Although it can generally be stated that none of the teachers won the national championship as did the students. Similarly, the available media conditions are still relatively limited in publishing their achievements, which is not comparable to the number of talents of students who are growing rapidly in Islamic madrasahs today. As for MIN 2 Nganjuk, although geographically located in the countryside, in terms of student achievement, MIN 2 Nganjuk has managed to get the general champion of various competitions in the 2019 Kemenag Kabupaten Nganjuk anniversary event.

Departing from the above problems, the question in this study is how the innovation of early talent development of madrasah ibtidaiyah students is

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<sup>10</sup> Moh Burhanudin, "THE ROLES OF PRINCIPALS IN INCREASING EDUCATION QUALITY BY DEVELOPING TEACHER PROFESSIONALISM," *Didaktika Religia* 5, no. 1 (June 21, 2017): 143–74, <https://doi.org/10.30762/didaktika.v5i1.856>.

handled sustainably. To answer this question, the authors conducted a study with the title, 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 uses qualitative methods, with an analytical descriptive approach. The data is narrated in such a way as to explain the phenomena and facts that occur in the field of research.<sup>11</sup> The subjects of this study were madrasah heads, teachers, grade 3, 4, 5 students at MIN2 Kediri, Kilisuci street, Doko Kec. Ngasem Kediri, MIN2 Nganjuk, Nanggungangan Watudandang Kec. Prambon Nganjuk Highway, MI Islamiyah Madiun, Hayam Wuruk Street No. 14A Mangunharjo Madiun, and Madiun training and course institute instructors. The activity is to analyze innovations in the development of early talents of elementary education students. Implementation time in odd semester 2019-2020. Participants in this study were principals, teachers, students, and instructors of course and training institutions. The data source is determined through purposive and snowball sampling.

This method of extracting research data using three ways 1) observation, utilized to see the process of a talent detection and talent development training, talent development sites in madrasah environment. 2) Interviews, used to cover the data phase of talent development, planning, organizing, implementation, and evaluation system used, including targets specified in each phase. 3) Documentation, used to input data on training technical instructions, video documents of training materials, media used in talent training, several vandels, and championship trophies obtained by students in three madrasahs. In inputting the data of researchers guided by interview guidelines, observation guidelines, and analysis guidelines Before researchers use research guidelines first consulted to experts, thus, after revision, new guidelines are used to collect field data.

This study was analyzed using theory using three steps, condensation data, display data, and conclusions. 1) Condensation of data, performed by summarizing stages, giving objective notes, creating code, and making

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<sup>11</sup> Susanna Loeb et al., "Descriptive Analysis in Education: A Guide for Researchers," *Institute of Education Sciences* 1 (2017): 53.

reflective notes. At this stage it is separated between the content record and the method in detecting as well as on the development of talent. 2) Display data, presentation of this data in the form of narrative, which describes the process of detection of students' talents to the form of talent found and agreed. So does the narrative about the process of talent development, the phases of action until the talent reaches a certain point that can be felt by students and parents. For that presented a picture that clarifies the flow of detection and development of talent. 3) conclusions, carried out after going through the verification of various sources mainly the process of detection and development of talent. The ultimate goal of this conclusion is to provide clarity of new findings following the focus of the study.<sup>12</sup>

This research has gone through a dissemination process involving the three principals, several teacher representatives, instructors, and several students. The indicators of total quality management-based talent development include Focus on customers, Quality-oriented, Continuous improvement, Strategic and systematic approach, Teamwork, Fact-based decision making, Labor commitment, and Communication.

The aspect of Focus on customers referred to here is As parents wish, a valid talent test. The quality-oriented aspect in question is Innovation of national and world standard training. The continuous improvement aspect in question is Parachuting various race events. The strategic and systematic approach in question is Create higher training operational standards (Benchmarking). The teamwork aspect in question is Forming a dedicated team of talented developers. The aspect of fact-based decision making in question is Create complete talent training data administration with media. The aspect of labor commitment referred to is Provision of information, motivation, and responsibility. And the communication that is meant is Make complete and clear information in student talent development plans, strategies, and methods.

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<sup>12</sup> Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook* (SAGE Publications, 2013).

### Detecting Early Student Talent

The detection phase of students' talents is carried out by psychologists with different procedures between MIN 2 Nganjuk, MIN 2 Kediri, and MI Islamiah 1 Madiun. MIN 2 Nganjuk undergoes five stages, namely 1) talent test, 2) confirmation to the homeroom teacher, 3) hobby experiments and children's will for 2 months, 4) socialization in parents, and 5) determination of talents to develop. While MIN 2 Kediri's 4 steps: 1) provide offers to parents for the selection process of talent tests, 2) confirmation to the homeroom teacher, 3) experiments for 2 months, and 4) determination of talents from psychologists. MI Islamiah takes 4 steps as follows, 1) internal exploration of students, by giving students the freedom to develop what is a hobby and desire of students for two months, 2) conducting a talent test from a psychologist, 3) confirmation of test results with the homeroom teacher, 4) determination of final talents and socialization in parents. The procedure used by MI Islamiyah Madiun is 1) offering to students who are known to parents about the chosen talents and will be developed, 2) conducting talent tests from psychologists, 3) confirming test results with the homeroom teacher and parents, 4) determining the final talent to be developed.



Picture 1. Student Talent Detection Flow to Be Further Developed

The picture above illustrates the procedure of talent validation in Madrasah Ibtidaiyah supported by related parties. That is, starting with an internal exploration of students for 2 months to choose talents or activities, conducted talent tests from psychologists, confirmation with parents, and determination of final talents.

The talent test has been understood by madrasah managers as revealed by Roosner and friends that the talent test is a test used to know the innate



ability to learn a particular field quickly and easily.<sup>13</sup> The test was conducted against grade 3 odd semester students. All students are required to take the talent test. The results were discussed with the homeroom teacher and parents.

The test results have informed several different talents. First, Is a verbal talent that refers to proficiency in language processing. Students are known to have skills in processing language, with indicators such as, like to talk, telling stories, and conveying certain things to teachers and friends. To map out this verbal talent MI Islamiah formed groups of children who love speech, love fairy tales, make poems, and short stories, and sing.

Although verbal talents are known, parents are still allowed to motivate students to focus on one of their verbal talents. This is important because, for the development of subsequent talents, parents are fully involved in funding. Prasanti and Fitriani found in their research that the main factors that determine the child's talents and character are parents. They explained that the formation of children's character and talents starts from the family, then the school, and the community that the early childhood follows. The community includes the play community, the tutoring community, or talent development institutions.<sup>14</sup>

The second is cognitive talent. This cognitive talent is characterized by a characteristic: students quickly capture and process information including counting. As understood by the teachers in MI Islamiah, they believe that children who are talented in the cognitive field have an interest in academic fields. They seem easy to digest and analyze brain-honing lessons. The teacher there directs it with fun games, such as IQ Set, to simple math, reading books, and being smart carefully.

To map students' cognitive talents, the parents of MI Islamiyah 1, 2, and 3 have the same view, which is to divide the group of students into three parts, namely the group of Natural Science Experts (science), Social Sciences Expert Group, and Religious Sciences Group. In each class are formed the

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<sup>13</sup> 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>.

<sup>14</sup> 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>.

same talented students. In grade 4a there are 9 science group students, 4b there are 7 science groups, 4c there are 8 science groups. Similarly, in grades 5a, 5b, and 5c, each has a group of experts in Science, Science, and Religion. Each of these groups gets the same attention. This grouping of talents in the same community has a positive influence on students. That common interest facilitates communication with each other. They strengthen each other to progress and develop together. Their togetherness in practicing patience and toughness will be more awakened than with individually trained students. That's in line with the research of Holbein and friends who explain that developing and resilient children are those who are more involved in schools, communities, and democratic lives.<sup>15</sup>

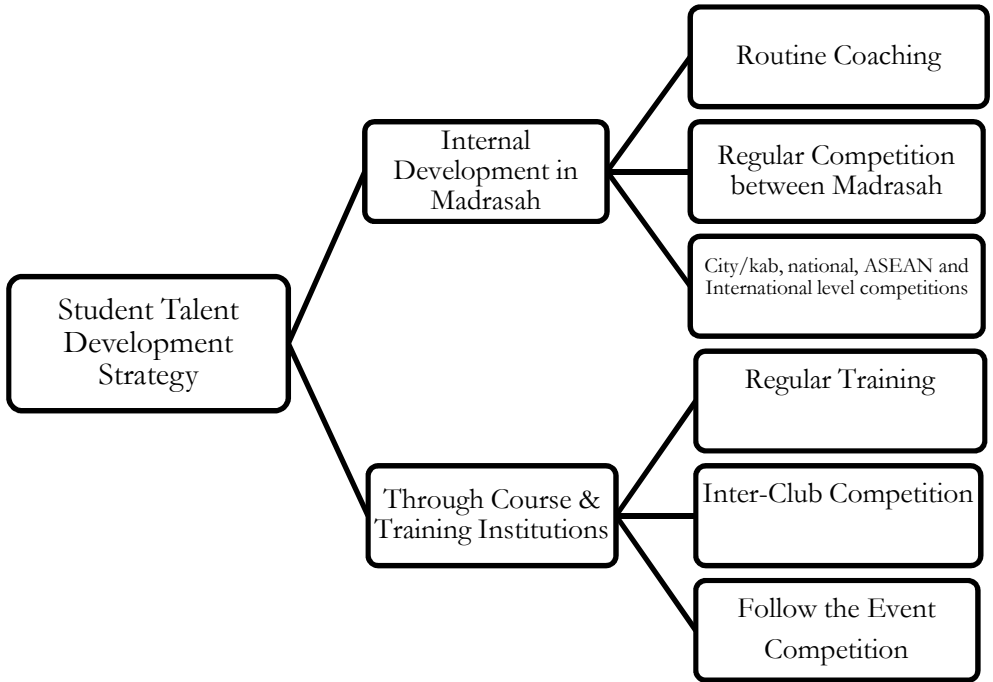
Third, Kinesthetic talent. In mapping, the kinesthetic talents of MI Islamiah 1, 2, and 3 provide the same explanation in defining, namely the basic abilities that students have concerning physical movements to develop themselves. The movement in question is the ability to perform good movements, such as running, swimming, table tennis, 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 carried out in the form of special coaching for the four types of talents. 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 (swimmers, pencak silat, taekwondo, dancing, badminton, running, archery, chess, and volleyballs, table tennis). Technically, the special coaching is done internally (by madrasah) and externally (by course or training institutions), each of which consists of three pathways of student talent development, as illustrated in picture 2.

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<sup>15</sup> 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>.



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 development pattern. The combination of student talent development patterns is reflected in the following four stages.

First, the introduction and strengthening of each student's talents. At this stage, students are grouped according to their respective talents. Then the teacher motivates the students to cultivate the talents that the students already have. Then the explanation of the development program from stage to stage is given systematically and continuously. Things that need to be prepared for talent training are also given, such as swimsuits, sports shirts, rackets, beds for table tennis (kinesthetic talent), and others according to the needs of their respective types of talents.

Second, the head of the madrasah assigns teachers to nurture each student according to his/her skills. Talent coaching is done once a week in the madrasah. On other days, students are given the freedom to develop their talents at home with their parents. At the stage of development at home,

parents are encouraged to cooperate with talent training places in 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, football training club. The development of talent in preparation for participation in the Olympic games is trained by sports teachers themselves.

Third, hold regular competitions at the local level between classes and between madrasahs in one foundation, namely Madrasah Islamiyah 01. This local event is held once every three months. The types of competitions include all kinds of academic and non-academic activities, namely verbal talents (speech, reading poetry, and singing), cognitive talents (intelligent teams of science, social and religious), kinesthetic talents, sports groups (swimming, pencak silat, taekwondo, traditional dancing, badminton, running, table tennis and volleyballs), and fine arts groups (painting, calligraphy, and hand skills).

Fourth, participate in provincial, national, and ASEAN level competitions. In this event, students are sent, preferably those who won the district and city level champions. However, as long as it is allowed often the officials sent exceed the target. It is intended to test the skill or give the student experience to compete on a wider level. At each competition event, MI Islamiyah targets to win the champion. To achieve that target, the designated students receive extra rigorous training. It is even allowed not to take lessons during training. To improve the quality of students' skills, the madrasah invites expert trainers to the school, such as tennis and badminton players, painters, singers, and others. It aims to train students to the maximum while building good relationships between parent and student coaches to increase learning motivation, to improve their talents.

In addition, students are allowed to train in arenas outside madrasahs that are considered appropriate. With the opportunity to train outside the madrasah, students can be able to get more maximum training results. Similarly, MI Islamiyah students are encouraged to become members of clubs according to their talents. To enter the club, the school and parents give freedom, while still doing the data collection.

## Early Talent Development Based on TQM: an Innovation

Analysis from the TQM side of the data above both the process data detects talent and development strategy can be explained as follows: The first TQM principle: focus on customers.<sup>16</sup> This principle has been carried out by madrasah ibtidaiyah through scientific procedures following the expectations of parents. Talent tests are conducted with special tests by psychologists. The results of Setiawan and friends showed that talent tests are more valid when using verbal and numerical tests. Indeed, both tests when tested for effectiveness differed in the level or level of subjects with different abilities, but both tests met the standards.<sup>17</sup>

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 (QS. An-Nahl: 43).<sup>18</sup> 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.<sup>19</sup>

Knowing talent means being aware of one's strength, whose benefits will lead students to do work in a focused manner as the work is mastered. Therefore, by knowing their talents, students will work more effectively and efficiently. He grows and develops faster in mastering skills according to his abilities compared to others. By knowing his talents, the child is more confident and in turn, will achieve the achievements he wishes.<sup>20</sup>

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

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<sup>16</sup> 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.

<sup>17</sup> 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.

<sup>18</sup> 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.

<sup>19</sup> 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.

<sup>20</sup> Tarique, *The Routledge Companion to Talent Management*.

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.<sup>21</sup>

The next talent development strategy is strictly escorted. This strategy is carried out by competent teachers. Here the head of the madrasah gives full authority to teachers to grow each student's talents, ranging from academic talent, sports, art, sound, and special skills of robotic technology. The actions of the head of this madrasah are to give more trust to teachers, to take responsibility for the development of children. So that the objectives of the madrasah will be easier to achieve. The results of Parashakti and Setiawan's research confirm that the more intense the participation of members of the organization, the easier it is to achieve the goals of the organization.<sup>22</sup>

Third TQM principle: continuous improvement. To achieve this principle, the process of talent development is held through regular competition activities between madrasahs in one foundation and between madrasahs in districts and cities. This kind of competition is held once a year. Talent development activities like this can increase students' competitive motivation. To face the competition, students prepare themselves as best as possible, both physical, equipment, and mental preparation. Similarly, for competition, almost every madrasah facility is set for competition events, including sports halls, fields, and madrasah parks. So that students get ease and increasingly eager to develop their talents and interests by using existing facilities.

Talent development competition, not only followed by MI Islamiyah at the district and city level but also at the national and ASEAN level. The company's movement in every event, both local and international, is an appreciated step. The moment of competition is the right event to test the

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<sup>21</sup> 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.

<sup>22</sup> Setiawan, "Conceptual of Blended Learning as Islamic Education Study Program Learning Reform Action in Digital Era 4.0."

skills, talents, and interests of every student, even by anyone who wants to develop their talents. Because with the competition talent will be felt strictly. This is following the objectives of the technical guidelines for the implementation of the National Science Competition in 2020. The main objectives of the Competition are among others to motivate students, teachers, managers, and education coaches to compete healthily by developing sportsmanship to achieve the best achievements to improve the quality of national education.

The fourth TQM principle is a strategic and systematic approach. To achieve this scientific standard, the teachers at Madrasah Ibtidaiyah together with trainers in the institute of courses and training made operational standards of training (Benchmarking), especially in the fields of sports, swimming, badminton, table tennis, and athletics. This is to monitor the progress of achievements and ensure the improvement of talent over time in a real and sustainable manner. The main focus of benchmarking is to improve talent excellence by improving training performance. So that the standard of achievement can be improved little by little according to the ability of students. The focus of benchmarking activities is directed at best practice exercises compared to other more successful champions. This is done to monitor the results so that the achievements during the training continue to move along with other progress.

Fifth TQM principle: teamwork. The three MI research objects have different visions and missions, but each teacher and his employees have one common motion, namely advancing students in developing their talents, both academic and non-academic talents. MI Islamiyah Madiun, since establishing the development of student talent as a flagship program, the head of the madrasah organizes all teachers and employees to focus on developing student talent. The head of the madrasah as an innovator and at the same time as a leader can mobilize the entire academic community of madrasah in supporting talent development.

Not all teachers handle the development of the same talents, but there is a team formed consisting of homeroom teachers, sports teachers, religious teachers, art teachers, and language teachers. The team's main tasks are related to the planning, training, and handling of regular and incidental competitions. This teamwork is needed madrasah to unite the movement

and step in talent development. A solid team will create a conducive atmosphere for team members' teachers in completing tasks that are their responsibility with maximum quality.

The sixth TQM principle: fact-based decision making. To make decisions related to the development of student talent, madrasahs targeted by this study took strategic action. These actions include creating student data files in an orderly manner, which contains information about the names of students, coaches, training venues, formats of talent development over time, both as outline graphs and tables. Each talented student receives a pocketbook. The book is periodically collected at school. Furthermore, it is used as a basis for making further training actions.

Neatly arranged data will be used as a basis for improving the quality of student talent development. Good data is useful to inform aspects of the work done. So that decision-making can be done accurately.<sup>23</sup>

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.<sup>24</sup>

The madrasah action above is an effort to create the commitment of the parties involved in talent development. They have to be trained and get the right space to complete the task. With a high commitment, they will work hard to achieve the objectives of the institution.<sup>25</sup>

Last (eighth) TQM principle: communication. The development of this communication principle is carried out to inform the plans, strategies, and

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<sup>23</sup> 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](https://www.rand.org/pubs/occasional_papers/OP170.html).

<sup>24</sup> Holbein et al., "The Development of Students' Engagement in School, Community and Democracy."

<sup>25</sup> 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.



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 about talents following the growing trend. 4) inform new strategies and methods in developing students' talents.<sup>26</sup>

The main purpose of communication in the development of student talent is to facilitate coordination between coaches, motivate the parties involved to be clearer in taking the necessary steps, and provide reinforcement in every responsible work. This internal communication is important to establish a good working pattern within the institution.<sup>27</sup> Contextual communication will also form strong cooperation to create a learning community.

## Conclusion

The results showed that the teacher's strategy in detecting students' talents was carried out through four stages. First stage is internal exploration of students by giving freedom to choose the talents to be developed. Second stages is treatment of talent tests. Third stage is confirmation with parents. And fourth stage is final determination of talents. Meanwhile talent development strategy is carried out through two channels. First is internal madrasah coaching pathway. And second, external coaching through course institutions and training in the Ibtidaiyah madrasah environment. To ensure the continuous growth of student talent, the madrasah conducts cooperation with parents, course institutions, and training with a mutually agreed Memorandum of Understanding. This form of cooperation is a new talent development management strategy that can provide progressive results for the development of student talent.

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<sup>26</sup> Burhanudin, "THE ROLES OF PRINCIPALS IN INCREASING EDUCATION QUALITY BY DEVELOPING TEACHER PROFESIONALISM."

<sup>27</sup> 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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