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THE EFFECT OF SELF-INTEREST AND SOCIAL SUPPORT ON STUDENTS TALENTS DEVELOPMENT THROUGH EXTRACURRICULAR ACTIVITIES SDN 1 NOLOGATEN PONOROGO

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Abstract

The phenomenon of suboptimal talent development in educational institutions is a significant issue affecting student talent development through extracurricular activities. Some students are unaware of their potential, making them reluctant to develop their talents through extracurricular activities. Talent development can be considered optimal if there is personal interest and social support for students. However, the lack of personal interest and social support from and for students is also a problematic factor in talent development. Therefore, students must have personal interest and social support as they develop their talents through extracurricular activities. This will allow students' talents to develop optimally and be useful for their future. The method in this study is quantitative, with an ex post facto approach, using data collected through distributed questionnaires, which are then analyzed using the SmartPLS application program. This study found that self-interest and social support have a direct, positive, and significant effect on talent development through extracurricular activities at SDN 1 Nologaten Ponorogo.

Keywords*:* Self-Interest, Social Support, Talent Development, Extracurricular Activities.

A. INTRODUCTION

Education contributes to building a foundation of knowledge and insight in students that is useful in their education, and also becomes the discovery and development of interests and talents. In Law No. 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state.[1] So that learning in schools must run optimally and be able to accommodate and channel all children's talents and interests, making it very relevant.[2]

According to S.C. Utami Munandar in Alvin Hidayah, talent is an innate skill, a potential that must be continuously developed and trained. Meanwhile, according to Kartini Kartono, talent is a set of factors or causes that originate within each individual and have existed since birth, enabling the child to develop skills and expertise in a particular field. Talent is always related to a person's interests. Self-interest is an inner drive that can generate selective

[1] "Undang-Undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional," n.d.

[2] Asti Widiastuti et al., "Pengembangan Potensi , Bakat , Dan Minat Peserta Didik Melalui Kegiatan Ekstrakurikuler Di Sekolah Dasar," *Jurnal Sadewa: Publikasi Ilmu Pendidikan, Pembelajaran Dan Ilmu Sosial* 2, no. 1 (2024): 129–38, https://journal.aripi.or.id/index.php/Sadewa/article/view/455%0Ahttps://journal.aripi.or.id/index.php/Sadewa/article/download/455/468.

attention, leading to the desire to choose a useful object or activity and ultimately to a decision. According to Tampubolon, in Rosyid Alfazani and Dinda Khoirunnisa, self-interest is a combination of desire and will that can develop when motivated and encouraged.[3] Interest arises within a person, which is often referred to as self-interest. Self-interest must be managed effectively so that it is channeled optimally toward what he or she enjoys. Furthermore, a strong self-interest in something provides a high opportunity for change and success in achieving individual goals.

Besides interests, talent development can be fostered through social support from parents, teachers, friends, and even social media. According to Nurrahman in Andrian Rakha Firdaus, social support is one function of social bonds, and these bonds reflect the quality of interpersonal relationships.[4] Social support takes the form of emotional support, motivation, or guidance to help students overcome difficulties. Students who feel supported by their environment tend to be more confident and motivated to develop their talents in line with their interests. Without social support, students feel isolated and struggle to achieve their talent development goals. Therefore, social support influences students' success in developing their talents.

Elementary school is a place to explore students' talents through learning or activities outside the classroom. These activities are summarized in the extracurricular activities provided by educational institutions. Extracurricular activities are activities carried out outside formal school hours that aim to enrich students' learning experiences and provide opportunities to develop interests and talents in fields that align with students' potential. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2014 concerning Extracurricular Activities in Elementary and Secondary Education Article 2, explained that extracurricular activities are held with the aim of developing the potential, talents, interests, creativity, personality, cooperation, and independence of students as best as possible in supporting the achievement of national education goals.[5]

Previous research at SDN 1 Nologaten Ponorogo revealed that students' participation in extracurricular activities is influenced by their own interests and social support from parents, teachers, friends, and social media. Self-interest without social support will not be optimal. Therefore, a collaboration between personal interests and social support from and for students is necessary to encourage them to develop their talents through extracurricular activities aligned with their individual interests.

Previous research supports the findings of researchers Obby Khiwarul Adib and Ade Pramono (2021), who stated that a person's interest in participating in extracurricular activities is determined by the level of support for participation.[6] Adi Putra Wijaya (2020) stated that extracurricular activities can enhance students' interests and talents.[7] Aprilia Dwi

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[3] M. Rosyid Alfazani and Dinda Khoirunisa A, "Faktor Pengembangan Potensi Diri: Minat/Kegemaran, Lingkungan Dan Self Disclosure (Suatu Kajian Studi Literatur Manajemen Pendidikan Dan Ilmu Sosial)," *Jurnal Manajemen Pendidikan Dan Ilmu Sosial* 2, no. 2 (2021): 586–97, https://doi.org/10.38035/jmpis.v2i2.487.

[4] Adrian Rakha Firdaus, "(Relationship of Social Support With Learning Motivation," *Psikologi*, 2018, 1–11.

[5] *Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 62 Mengatur Tentang Kegiatan Ekstrakurikuler Di Sekolah Dasar Dan Menengah*, 2014.

[6] Obby Khiwarul Adib, "Dukungan Sosial Dan Minat Siswa Dalam Mengikuti Ekstrakurikuler Futsal : Literature Review Obby Khiwarul Adib Made Pramono," *Jurnal Kesehatan Olahraga* 09 (2021): 85–94.

[7] Adi Putra Wijaya, "Implementasi Manajemen Kegiatan Ekstrakurikuler Untuk Meningkatkan Minat Dan Bakat Siswa Di Smp Negeri 2 Sukorejo Ponorogo," *Tesis*, no. 1 (2020): 1–136.

Cahyanti, Budiman, and Sujarwo (2024) reported that school social support significantly influences students' non-academic achievement.[8]

This study aims to determine the effect of self-interest and social support on the development of student talent through extracurricular activities at SDN 1 Nologaten Ponorogo. The independent variables are self-interest and social support, and the dependent variable is the development of student talent through extracurricular activities at SDN 1 Noloagaten Ponorogo. Self-interest is the main driver in exploring and developing student talent, which is then supported by social support. Extracurricular activities serve as a platform connecting self-interest and social support with talent development.

B. METHOD

This study uses a quantitative method with an ex post facto approach, namely, research conducted after an event occurs.[9] By using a correlation research design (correlation research). Correlational research is a study that involves data collection to determine whether there is a relationship and the strength of that relationship between two or more variables. The data sources in this study are primary and secondary data, collected using questionnaires, observations, interviews, and documentation. The population in this study comprised all students in grades 4, 5, and 6 at SDN 1 Nologaten Ponorogo, totaling 81 students, of whom only 68 were included in the research sample. Data analysis used in this study used Partial Least Squares (PLS) as a path analysis method using structural equation modeling (SEM). PLS-SEM is a regression-based estimation technique that determines statistical properties. PLS-SEM is very useful for research on sources of competitive advantage and the supporters of success.[10] Data processing with PLS-SEM using smartPLS Professional software version 3.0, using two stages of data analysis, namely the measurement model (outer model) and the structural model (inner model).

C. RESULTS AND DISCUSSION

Respondent characteristics based on gender

Table 1. Respondent characteristics based on gender

No	Gender	N	%
1.	Man	33	48,53 %
2.	Woman	35	51,47 %
	Amount	68	100 %

Data source: Primary Data

Respondent characteristics based on class level

Table 2. Respondent characteristics based on class level

No	Grade Level	N	%
1.	Class IV	23	33,82 %
2.	Class V	27	39,71 %
3.	Class VI	28	26,47 %
	Amount	68	100 %

Data Source: Primary Data

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[8] Aprilia Dwi Cahyanti, "Pengaruh Dukungan Sosial Sekolah Terhadap Prestasi Non Akademik Siswa SMPN 3 Jakarta" 1, no. 4 (2024): 390–95.

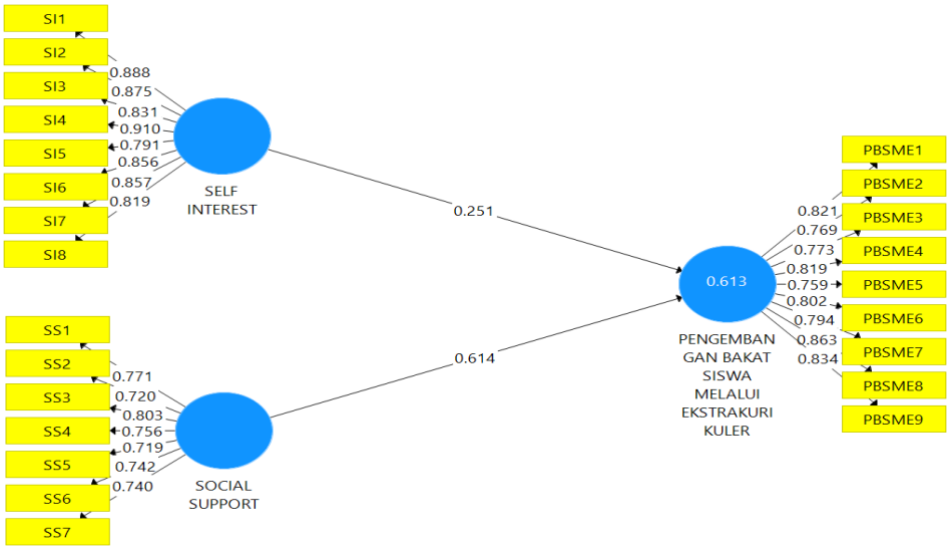
[9] Widarto, "Penelitian Ex Post Facto," 2013.

[10] Marko dkk, *A Primer On Partial Least Squares Structural Equation Modelling (PLS-SEM)* (California: SAGE Publications, 2014).

Data Analysis

1. Outer Model

Outer model analysis defines how each indicator relates to its latent variable. Tests conducted on the outer model include: (1) Convergent Validity: The convergent validity value is the factor loading value on the latent variable with its indicators. The expected value exceeds 0.7 or is often used as the minimum acceptable value for the factor loading. In addition, convergent validity can be assessed using Average Variance Extracted (AVE): this value is expected to exceed 0.5. (2) Discriminant Validity: This value is the factor loading value that is useful for determining whether the construct has adequate discriminant validity, namely by comparing the loading value with other constructs. Discriminant validity can be seen through: (1) Composite Reliability: Data that has a composite reliability > 0.7 has high reliability. (2) Cronbach's Alpha: The reliability test is strengthened by Cronbach's Alpha. The expected value exceeds 0.6 for all constructs. (3) Fornell-Larcker Criterion: To get a good value from a study, the AVE root of the construct must be higher than the correlation of the construct with its latent variable.[11]



Picture 1. PLS Algoritma Test

Convergent Validity

Convergent validity assesses the validity of each relationship between indicators and their constructs or latent variables. An outer loading value between 0.7 and 0.8 is considered sufficient, so the loading factor limit used in this study is 0.70.

Table 3. Convergent Validity Values

	PENGEMBANGAN BAKAT SISWA MELALUI EKSTRAKURIKULER	SELF INTEREST	SOCIAL SUPPORT	KET
PBSME1	0,821			Valid
PBSME2	0,769			Valid
PBSME3	0,773			Valid
PBSME4	0,819			Valid
PBSME5	0,759			Valid
PBSME6	0,802			Valid

[11] Rihab Wit Daryono et al, "The Development of a Competency Framework for Architectural Engineering Graduates: Perspective by the Construction Industry in Indonesia," Journal of Technology and Science Education 14 no 2 (2024).

	PENGEMBANGAN BAKAT SISWA MELALUI EKSTRAKURIKULER	SELF INTEREST	SOCIAL SUPPORT	KET
PBSME7	0,794			Valid
PBSME8	0,863			Valid
PBSME9	0,834			Valid
SI1		0,888		Valid
SI2		0,875		Valid
SI3		0,831		Valid
SI4		0,910		Valid
SI5		0,791		Valid
SI6		0,856		Valid
SI7		0,857		Valid
SI8		0,819		Valid
SS1			0,771	Valid
SS2			0,720	Valid
SS3			0,803	Valid
SS4			0,756	Valid
SS5			0,719	Valid
SS6			0,742	Valid
SS7			0,740	Valid

Data Source: Processed primary data

From Table 3, it can be seen that all loading factors have values above 0.70, so that the constructs for all variables have been entered into the model and are considered valid.

Average Variance Extracted (AVE)

Average Variance Extracted (AVE) helps researchers ensure that the selected indicators adequately reflect the construct being measured and that the construct can be measured well in empirical analysis. High convergent validity is indicated by a model with an AVE above 0.5.

Table 4. AVE Value

	Rata-rata Varians Diekstrak (AVE)
PENGEMBANGAN BAKAT SISWA MELALUI EKSTRAKURIKULER	0,647
SELF INTEREST	0,730
SOCIAL SUPPORT	0,564

Data Source: Processed primary data

Table 4 shows that the Average Variance Extracted (AVE) value for each construct is above 0.5. Therefore, there are no issues with convergent validity in the tested model, indicating that the constructs in this research model have good convergent validity.

Discriminant Validity

In addition to assessing convergent validity, the outer model can be assessed for discriminant validity using the Fornell-Larcker criterion. The Fornell-Larcker criterion test provides information on the extent to which the indicators used to measure a construct can differentiate that construct from other constructs in the confirmatory factor analysis model.[12]

[12] Rihab Wit Daryono et al, "An Empirical Study to Evaluate the Student Competency of Vocational Education," International Journal of Evaluation and Research in Education, 2023.

Table 5. Fornell Larcker Criterion Value

	PENGEMBANGAN BAKAT SISWA MELALUI EKSTRAKURIKULER	SELF INTEREST	SOCIAL SUPPORT
PENGEMBANGAN BAKAT SISWA MELALUI EKSTRAKURIKULER	0,804		
SELF INTEREST	0,594	0,854	
SOCIAL SUPPORT	0,755	0,559	0,751

Data Source: Processed primary data

Table 5 shows that the Fornell-Larcker Criterion indicates that the correlations between the constructs are lower than each construct's AVE. This indicates that the constructs exhibit good discriminant validity and can be distinguished from one another.

Heterotrait Monotrait Ratio (HTMT)

HTMT is to ensure that the constructs in the CFA model have sufficient variance to be distinguishable from each other so that the analysis results can be trusted and interpreted correctly.

Table 6. HTMT Value

	PENGEMBANGAN BAKAT SISWA MELALUI EKSTRAKURIKULER	SELF INTEREST	SOCIAL SUPPORT
PENGEMBANGAN BAKAT SISWA MELALUI EKSTRAKURIKULER			
SELF INTEREST	**0,628**		
SOCIAL SUPPORT	**0,817**	**0,605**	

Data Source: Processed primary data

Internal Consistency Reliability

Apart from being assessed for convergent validity, the outer model can also be measured through internal consistency reliability, which assesses the construct or latent variable's reliability and is reflected in composite reliability, Cronbach's alpha, and rho-A values.[13]

Composite Reliability

Composite reliability is an important aspect of construct validity by ensuring that the indicators used to measure a construct have high reliability.[14]

Table 7. *Composite Reliability Value*

	Reliabilitas Komposit
PENGEMBANGAN BAKAT SISWA MELALUI EKSTRAKURIKULER	**0,943**
SELF INTEREST	**0,956**
SOCIAL SUPPORT	**0,900**

Data Source: Processed primary data

The results in Table 7 show that the composite reliability for each construct exceeds 0.70, indicating good reliability and meeting the minimum requirement.

[13] Azhar Fauzan, "The Effect of Internship and Work Motivation on Students Work Readiness in Vocational Education: PLS- SEM Approach," Journal of Innovation in Educational and Culture Research, 2023.

[14] Suhirman dan Yusuf, *Penelitian Kuantitatif: Sebuah Panduan Praktis* (Mataram: Fakultas Tarbiyah dan Ilmu Keguruan UIN Mataram, 2019).

Cronbach's alpha

Cronbach's alpha helps researchers evaluate and improve the quality of their measurement tools, ensuring that the measurements obtained consistently reflect the concepts they are intended to measure. A construct is considered reliable if the Cronbach's alpha value is greater than 0.70.

Table 8. *Cronbach's alpha Value*

	Cronbach's Alpha
PENGEMBANGAN BAKAT SISWA MELALUI EKSTRAKURIKULER	**0,932**
SELF INTEREST	**0,947**
SOCIAL SUPPORT	**0,871**

Data Source: Processed primary data

The results in Table 8 illustrate that this research model has Cronbach's alpha values for each construct above 0.70. This means that all constructs in this research variable have good reliability values, meeting the minimum required limit.

***rho*-A**

The rho-A is used to measure the consistency of the items in a measurement instrument. A construct is considered reliable if the rho-A is greater than 0.70.

Table 9. rho-A Value

	rho_A
PENGEMBANGAN BAKAT SISWA MELALUI EKSTRAKURIKULER	**0,934**
SELF INTEREST	**0,950**
SOCIAL SUPPORT	**0,878**

Data Source: Processed primary data

The results in Table 9 illustrate that the rho-A value for each construct is above 0.70. This means that all constructs in this research variable have good reliability values, meeting the minimum required value.

2. Inner Model

Evaluation of the inner model can be done through three analyses: R2, F2, and Q2.

R^2 Analysis

R2 is used in regression analysis to assess how well a linear regression model fits the data. It measures how much of the variation in the dependent variable the regression model explains.[15]

Table 10. R^2 Value

	R Square	Adjusted R Square	Kategori
PENGEMBANGAN BAKAT SISWA MELALUI EKSTRAKURIKULER	0,613	0,601	Sedang

Data Source: Processed Primary Data

The results of Table 10 show that the R2 calculation is moderate. This means that the variables measuring talent development through extracurricular activities, namely self-interest and social support, simultaneously have an influence of 61.30%, which is categorized as moderate.

[15] Rihab Wit Daryono dkk, "An Empirical Study to Evaluate the Student Competency of Vocational Educational."

Analisa F^2

F^2 is a useful tool for evaluating the importance of each independent variable in a regression model, especially when several independent variables influence the dependent variable.[16]

Table 11. F^2 Value

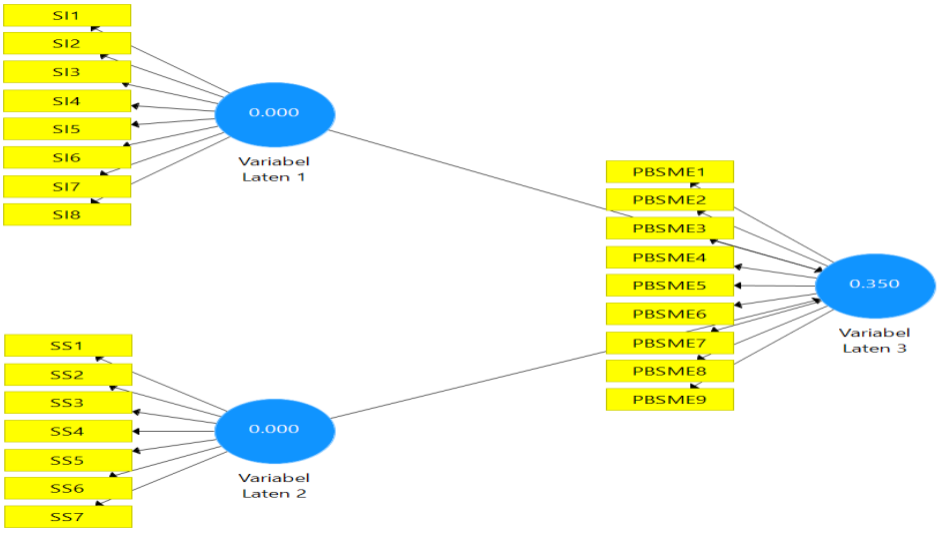
	PENGEMBANGAN BAKAT SISWA MELALUI EKSTRAKURIKULER	SELF INTEREST	SOCIAL SUPPORT	UKURAN
PENGEMBANGAN BAKAT SISWA MELALUI EKSTRAKURIKULER				
SELF INTEREST	0,112			**Small**
SOCIAL SUPPORT	**0,670**			**High**

Data Source: Processed Primary Data

Based on the criteria for calculating the F-square value, it can be stated as follows:

a. The influence of self-interest on talent development through extracurricular activities has an F2 of 0.112 or a percentage of 11.20%, meaning that the value of the variable's relationship has an influence in the small category.
b. The influence of Social Support on talent development through extracurricular activities has an F2 of 0.670 or a percentage of 67.00%, meaning that the value of the variable's connection has an influence in the high category.

Analisa Q^2



Picture 2. Blindfollding Test

The Q^2 value can be used to determine how well the parameter estimates and the observed values produced by the model match. Q-square redundancy is used to measure the accuracy of PLS model predictions on the observed dependent variable, while Q-square communality is used to measure factor analysis because it helps researchers to understand how well a variable can estimate the observed factors, which in turn helps in interpreting the factor structure of the observed data.

[16] Puspa Widyastuti et al., "The Mediation Role of University Environment in the Relationship between Self-Efficacy and Family Environment on Entrepreneurial Education Interest: A PLS-SEM Approach," *Indonesian Journal on Learning and Advanced Education (IJOLAE)* 5, no. 3 (2023): 295–310, https://doi.org/10.23917/ijolae.v5i3.22015.

Table 12. Q Square Redudancy Value

Variabel	SSO	SSE	Q^2 (= 1-SSE/SSO)	Prediktif
Pengembangan Bakat Siswa Melalui Ekstrakurikuler	612.000	397.525	0.350	Medium
Self-Interest	544.000	544.000		
Social Support	476.000	476.000		

Data Source: Processed primary data

Table 13. Q Square Communality Value

Variabel	SSO	SSE	Q^2 (= 1-SSE/SSO)	Prediktif
Pengembangan Bakat Siswa Melalui Ekstrakurikuler	612.000	294.021	0.520	Strong
Self-Interest	544.000	190.423	0,650	Strong
Social Support	476.000	278.929	0.414	Medium

Data Source: Processed primary data

The results from tables 12 and 13 show that the two procedures show that the two variables, namely Self-interest and Social Support, have strong and moderate predictive power.

VIF

The VIF is used to assess the extent of multicollinearity among the independent variables in a regression model. Multicollinearity occurs when two or more independent variables in a model are highly correlated.[17]

Table 14. Outer VIF Value

	VIF
PBSME1	3,021
PBSME2	3,113
PBSME3	**2,759**
PBSME4	3,842
PBSME5	3,382
PBSME6	3,038
PBSME7	**2,582**
PBSME8	4,678
PBSME9	3,780
SI1	4,921
SI2	3,833
SI3	**2,956**
SI4	4,829
SI5	**2,541**
SI6	4,795
SI7	4,382
SI8	**2,943**
SS1	**1,890**
SS2	**1,809**
SS3	**2,200**
SS4	**1,961**
SS5	**1,736**
SS6	**1,840**
SS7	**2,058**

[17] Rihab Wit Daryono dkk, "An Empirical Study to Evaluate the Student Competency of Vocational Educational."

Data Source: Processed primary data

Table 15. Inner VIF Value

	PENGEMBANGAN BAKAT SISWA MELALUI EKSTRAKURIKULER	SELF INTEREST	SOCIAL SUPPORT
PENGEMBANGAN BAKAT SISWA MELALUI EKSTRAKURIKULER			
SELF INTEREST	**1,454**		
SOCIAL SUPPORT	**1,454**		

Data Source: Processed primary data

Based on tables 14 and 15, the outer and inner VIFs above indicate that all indicators have VIF values < 5, so they do not experience multicollinearity problems.

Model Fit

Model fit is used to estimate the parameters of structural and measurement models from the data. This process involves optimizing the model parameters to match the model structure to the observed data.

Table 16. Model Fit Value

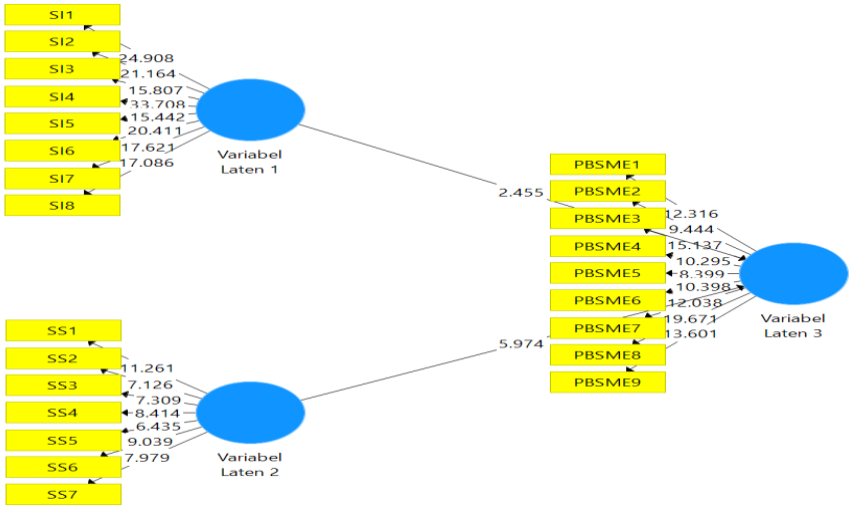
Cut off point	Ukuran	Model Saturated	Model Estimasi	Kesimpulan
SRMR	< 0,08	0,084	0,084	Good Fit
d_ULS	< 5	2,140	2,140	Good Fit
d_G	< 5	1,919	1,919	Good Fit
Chi-Square		556,590	556,590	Good Fit
NFI	> 0,05	0,660	0,660	Good Fit
rms Theta	< 0,12		0,185	Marginal Fit

Data Source: Processed primary data

Based on table 16, it is included in the good fit category, meaning the data describes the overall model or the model fits the data.

Hypothesis testing

Hypothesis testing in SmartPLS involves testing each relationship using bootstrapping simulations on a sample. This testing aims to minimize the problem of abnormality in the research data.



Picture 3. *Bootsrapping Test*

Meanwhile, the calculation results can be seen based on direct and indirect influences.

Table 17. Direct Influence Value

Hipotesis	Analisis Jalur	β-values	Rata-rata Sampel (M)	Standar Deviasi (STDEV)	T Statistik (> 1,96)	P Values (< 0,05)	Ket
H1	**Self-interest > Pengembangan Bakat Siswa Melalui Ekstrakurikuler**	**0,251**	**0,252**	**0,102**	**2,455**	**0,014**	**Hipotesis Diterima**
H2	**Social Support > Pengembangan Bakat Siswa Melalui Ekstrakurikuler**	**0,614**	**0,615**	**0,103**	**5,974**	**0,000**	**Hipotesis Diterima**

Data Source: Processed primary data

Based on Table 17, it can be stated as follows:

a. *Self-interest* has a positive and significant effect on the development of student talent through extracurricular activities, with β = 0.251, P = 0.014, and t = 2.455, indicating that the hypothesis is accepted.
b. *Social support* has a positive and significant effect on the development of student talent through extracurricular activities,, with β-values of 0.614, P-values of 0.000, and T-statistics of 5.974, indicating that the hypothesis is accepted.

Table 18. Indirect Influence Value

Hipotesis	Analisis Jalur	β-values	Rata-rata Sampel (M)	Standar Deviasi (STDEV)	T Statistik (> 1,96)	P Values (< 0,05)	Ket
H1	**Self-interest > Pengembangan Bakat Siswa Melalui Ekstrakurikuler**						
H2	**Social Support > Pengembangan Bakat Siswa Melalui Ekstrakurikuler**						

Data Source: Processed primary data

Based on Table 18, it can be stated as follows:

a. Self-interest has no indirect influence on the development of student talent through extracurricular activities.
b. Social support has no indirect influence on the development of student talent through extracurricular activities.

DISCUSSION

The Influence of Self-interest on the Development of Student Talents through Extracurricular Activities at SDN 1 Nologaten Ponorogo

Based on observations made by researchers on the average responses of respondents in grades 4, 5, and 6 at SDN 1 Nologaten Ponorogo, obtained from the questionnaire, and the results of the SmartPLS analysis testing the H1 hypothesis that Self-interest has a positive and significant effect on Student Talent Development Through Extracurricular Activities. This means that the better students are at cultivating self-interest, the easier it will be for students to develop their talents through extracurricular activities. When talents are developed in accordance with their self-interest, students' talents will also develop

optimally. One piece of evidence that the existence of Self-interest helps students develop their talents through extracurricular activities, with the highest outer loading value of 0.910.

The Influence of Social Support on the Development of Student Talents through Extracurricular Activities at SDN 1 Nologaten Ponorogo

Based on the researcher's observations of the average responses of respondents in grades 4, 5, and 6 at SDN 1 Nologaten Ponorogo, obtained from the questionnaire, and the results of the SmartPLS analysis testing the H2 hypothesis that Social Support has a positive and significant effect on Student Talent Development Through Extracurricular Activities. This means that the better students get social support, the easier it will be for them to develop their talents. Social support plays an important role in developing student talents through extracurricular activities. Social support from parents, teachers, friends, and social media can motivate students to develop their talents and increase involvement in extracurricular activities. One piece of evidence that explains that social support helps students develop their talents through extracurricular activities, with the highest outer loading value of 0.803.

The influence of self-interest and social support on the development of student talent through extracurricular activities at SDN 1 Nologaten Ponorogo

Based on the researcher's observations of the average answers of respondents from grades 4, 5, and 6 at SDN 1 Nologaten Ponorogo obtained from the questionnaire and the results of SmartPLS analysis on the variables of self-interest and social support on the variable of developing student talent through extracurricular activities at SDN 1 Nologaten Ponorogo, it has a positive effect. The results indicate that self-interest and social support have a positive and significant effect on the development of student talent through extracurricular activities, supporting hypotheses H1 and H2. This means that the development of student talent through extracurricular activities at SDN 1 Nologaten Ponorogo is influenced by two factors, namely self-interest and social support. Students with a strong personal interest (self-interest) and adequate social support will easily develop their talents through extracurricular activities. Because these two factors go hand in hand, students feel encouraged to develop their talents in extracurricular activities.

D. CLOSING

Conclusion

The research results show that students' self-interests play a significant role in encouraging their involvement in extracurricular activities as a means of talent development. Self-interests that arise from within provide a strong internal drive for students to actively participate and improve their abilities. Furthermore, social support from parents, teachers, peers, and social media has been shown to be an external factors that strengthen students' talent development. An environment that provides motivation, attention, and adequate facilities can increase students' self-confidence and encourage their involvement in self-development activities. Overall, both variables, self-interests and social support, have a positive and significant influence on student talent development through extracurricular activities at SDN 1 Nologaten Ponorogo. These two variables complement each other, with self-interests serving as internal drivers and social support as external reinforcement. Thus, student talent development is more optimal when self-interest and social support collaborate.

Recommendation

Talent development is an important aspect that requires attention from all parties, because every individual has potential that must be developed to support future success. Therefore, educational institutions are expected to continue improving the quality of extracurricular programs as a forum for developing students' talents. Schools need to provide facilities, coaching, and a supportive environment so that extracurricular activities can run optimally. Teachers are expected to provide consistent support and guidance to students in the talent development process, so that students feel motivated and confident to explore their potential. Parents also need to provide positive support to their children, without pressure or coercion, so that the talent development process unfolds naturally and aligns with the child's interests. For student talent development to be sustainable, effective cooperation among students, schools, teachers, and parents is needed. Through this collaboration, students can gain meaningful learning experiences and have strong provisions for their future. For future researchers, it is recommended to further examine other factors that may influence student talent development, thereby providing a more comprehensive picture and enriching studies in this field.

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