

CULTIVATING STUDENTS' TALENTS AND INTERESTS THROUGH MORNING ASSEMBLY ACTIVITIES AT STATE ELEMENTARY SCHOOL 088 PANYABUNGAN

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Abstract

This study explores how morning assembly activities can be a medium for fostering student talents and interests at SD Negeri 088 Panyabungan. Morning assembly activities are held every Saturday, where different classes take turns showcasing their talents and interests in various art forms, such as singing, drama, and dancing. The research approach chosen was descriptive qualitative, with data collection techniques through observation, interviews, and documentation. The results show that morning assembly activities provide a forum for student self-expression, fostering self-confidence, strengthening a sense of community, and helping teachers recognize student potential in greater depth. This activity also stimulates students to actively participate in the school's arts and culture world, so that their talents and interests can grow and develop sustainably. This study recommends that schools design a more structured morning assembly schedule and involve the support of parents and supervising teachers so that the development of student talents and interests takes place optimally.

Keywords: Coaching, Talent, Interest, Morning Roll Call Activities, Elementary School

INTRODUCTION

Developing students' talents and interests is a fundamental aspect in creating a holistic and meaningful educational process. In elementary education, developing potential is not limited to academic achievement alone, but also involves developing character, creativity, and other skills possessed by individual students. The concept of talent itself describes an innate ability that is naturally possessed by an individual and can develop with appropriate training and stimulation. Similarly, interest is a psychological drive that attracts and motivates children to pursue certain activities, thus playing a role in shaping their behavior and engagement in the learning process. Providing space for students to develop their talents and interests contributes positively to their overall development.

Elementary schools have a significant responsibility to facilitate a variety of learning experiences beyond academic activities. The school environment must provide a platform for

students to express themselves, experience success, and see their talents valued by the school community. The role of inclusive and supportive schools in developing children's potential is also demonstrated through various studies, which demonstrate that extracurricular programs can be an effective vehicle for increasing student engagement in developing their interests and talents (Meilani et al., 2023).

In practice, activities that enable students to demonstrate their potential can take various forms, including arts, sports, and cultural activities. One creative approach in this context is modifying routine, typically formal, activities into exploratory spaces for students. For example, in some elementary schools, morning assembly is developed not only as a formal ceremony but also as an opportunity for students to showcase their talents and interests to their peers and teachers. This model demonstrates how schools reimagine daily routines to provide opportunities for students to develop their potential more broadly.

At SD Negeri 088 Panyabungan, the morning assembly held every Saturday is an interesting phenomenon to study because it goes beyond the usual routine of assembly. This activity is implemented in a format where each class takes turns showcasing their talents and interests, such as singing, drama, dancing, and other forms of creative expression. This rotating class performance schedule provides equal opportunities for all students to actively participate, while also fostering a sense of collective spirit and togetherness among students.

Activities such as modified morning assembly can be seen as part of the school's efforts to bridge formal learning with non-academic skill development, in line with research findings that extracurricular activities and other creative outlets can help students hone their talents and interests more optimally. Expanding the role of such school activities is important because it can help identify talents that may not emerge in conventional learning activities, particularly for students who tend to be more active in the arts or creative expression (Iskandar et al., 2024).

Teachers, as learning facilitators and drivers of school activities, play a crucial role in ensuring that various talent and interest development activities are implemented effectively. The teacher's role extends beyond organizing the technical aspects of the program to guiding students in preparing for performances and providing emotional support to foster confidence when performing in public. Students' creativity and motivation will thrive in an environment that rewards and appreciates their efforts to learn and participate (Yanti, 2021).

Morning assembly-style activities like this enrich students' social experiences as they learn to respect each other, cooperate, and celebrate the success of their peers. The social interactions that occur within these activities also support the development of social skills such as self-confidence, empathy, and the ability to work in groups. The integration of social and emotional aspects into non-formal learning strengthens the value of holistic education and provides meaningful learning experiences for students (Novi, 2025).

Fostering talents and interests through activities like morning assembly reflects a new paradigm in basic education that focuses on active student participation in the learning process. This participation not only provides performance experience but also fosters a sense of responsibility and commitment to group assignments and the activity schedule. This concept reflects the idea that students' active involvement in activities they are interested in will encourage them to be more involved in school activities in general and stimulate higher learning motivation (Martadiningsih & Nirina, 2024).

However, developing these types of activities is not without challenges, such as limited time, facilities, and parental or community support. These challenges need to be addressed so that the activities can be implemented in a more planned and sustainable manner. A collaborative approach between teachers, school administration, and parents is essential to ensure that the talents and interests developed through these activities are effectively managed and produce long-term positive impacts.

Therefore, this study aims to describe the development of student talents and interests through morning assembly activities at SD Negeri 088 Panyabungan, including aspects of the implementation process, the role of educators, and the resulting impact on the development of student potential. This research is expected to provide a comprehensive overview of how daily school activities can be engineered to become creative, participatory, and meaningful learning spaces that support the holistic development of students.

IMPLEMENTATION METHOD

This study uses a qualitative descriptive approach to provide an in-depth description of the process of fostering students' talents and interests through morning assembly activities at SD Negeri 088 Panyabungan. A qualitative approach was chosen to understand the social phenomena that occur naturally in the school environment, including student participation, the role of teachers, and the dynamics of interactions during the activities. Through this approach, researchers were able to capture the direct experiences of students and teachers in implementing morning assembly activities as a forum for developing talents and interests. Qualitative methods allow for contextual data collection, providing a comprehensive picture of coaching practices in schools. This approach aligns with the notion that qualitative research is used to deeply understand the meaning behind a social phenomenon (Sugiyono, 2013).

1. Research Location and Time

The research was conducted at SD Negeri 088 Panyabungan, Mandailing Natal Regency. This school was chosen because it has a regular morning assembly program every Saturday, which serves as a platform for students to showcase their talents and interests. The research took place during the morning assembly period of the current semester, with observations focused on several Saturday assembly sessions. The research activities coincided with the morning assembly schedule, which featured student artistic performances such as singing, dancing, and drama. This timing was chosen to allow the researcher to repeatedly observe the activity process and obtain consistent data. This allowed for a comprehensive overview of the activity's implementation.

2. Research Subjects

The research subjects were students of SD Negeri 088 Panyabungan who were directly involved in the morning assembly, particularly those showcasing their talents and interests. In addition to students, supporting informants in this study included the principal and the supervising teacher responsible for implementing the activity. Teachers were selected as informants because they play a crucial role in designing, guiding, and evaluating the morning assembly activity. Meanwhile, students served as the primary subjects because they are the direct participants in the talent and interest development process. Subject selection was conducted purposively, based on their active involvement

in the activity. This approach enabled the researcher to obtain information relevant to the research focus.

3. Data Collection Techniques

Research data was collected using three main, complementary techniques.

- a. Participatory observation: the researcher conducted direct observations of the morning assembly activity, including preparation, student performance, and interactions between students and teachers during the activity. This observation aimed to obtain a concrete picture of the talent and interest development process within the school environment.
- b. In-depth interviews: Interviews were conducted with the principal, the supervising teacher, and several students to determine the purpose of the activity, perceived benefits, and challenges encountered during the morning assembly. This technique helped researchers gain a more personal understanding of the participants' perspectives.
- c. Documentation: Documentation data included photos of the activity, class performance schedules, and school records related to the morning assembly program. Documentation was used to strengthen the results of observations and interviews, ensuring more accurate and accountable data.

4. Data Analysis Techniques

Data analysis was conducted qualitatively through three stages: data reduction, data presentation, and conclusion drawing. In the data reduction stage, researchers selected and focused on data relevant to the research objectives. Next, the data was presented in descriptive narrative form for easy understanding and analysis. The final stage was drawing conclusions based on the patterns and findings emerging from the field data. To maintain data validity, researchers used source and method triangulation techniques. This approach is expected to ensure high credibility of the research results.

RESULTS AND DISCUSSION

1. Morning Roll Call and Talent Development Process.

The morning roll call at SD Negeri 088 Panyabungan is not simply a routine gathering before the start of classes, but has been designed to be an activity that provides students with a structured opportunity to showcase their talents and interests. The roll call, held every Saturday, uses a rotating class schedule to ensure every student from all grade levels has the opportunity to perform without missing a single one. This scheduling strategy involves the activity supervisor, who considers student readiness and the diversity of skills to be demonstrated. Thus, the roll call is not merely an administrative task but also a vehicle for developing students' creative potential, which increases over time. The inclusion of rotating classes also creates a sense of fairness and motivates students to seriously prepare to perform in front of their peers.

This activity also provides important emotional benefits for students. When performing, they are challenged to hone their courage and self-confidence so they can perform well in front of an audience consisting of their peers and teachers. Previous research findings indicate that activities such as morning assembly play a crucial role in fostering student discipline and

enthusiasm, as they are trained to prepare themselves, arrive on time, and follow established rules for these routine activities. By incorporating art as a form of expression, this activity also indirectly trains students' social skills, such as working collaboratively in groups, performing, and appreciating the success of their peers (Romadoni et al., 2025).

Based on field observations and in-depth interviews with several students, it appears that the majority of them feel they receive a fair opportunity to showcase their abilities. Even for students whose talents do not focus on performing arts, such as public speaking or poetry reading, the school provides alternative spaces for them to express themselves through morning assembly. This aligns with the notion that creative outlets within the school environment can be an effective means of developing each student's unique potential, as noted in a study of extracurricular activities in elementary schools, which provide space for broader exploration of interests and talents (Meilani et al., 2023).

Morning assembly, as a medium for talent development, does not stand alone but is integrated with other school programs that support the development of non-academic skills. For example, in other elementary school contexts, extracurricular activities and arts appreciation programs have been shown to help students identify their interests and develop their creative abilities outside of formal learning. This demonstrates that talent development is not limited to conventional learning but can also be supported by active student participation-based activities outside the classroom (Novi, 2025).

The implementation of this morning assembly also faced several challenges, such as the availability of supporting facilities for the stage, simple musical instruments, and students' preparation time, which sometimes overlapped with other school assignments. These challenges are important considerations for developing talent through morning assembly to be more professional and sustainable. Support from teachers, parents, and the involvement of the school community are key factors in ensuring the continued development of this activity and maximizing students' potential according to their talents and interests. The understanding that talent development is a process that requires comprehensive support from the entire school ecosystem has been confirmed in various studies related to interest and talent development in elementary schools (Aciakatura et al., 2021).

2. The Role of Teachers and the School Environment

The role of teachers in the morning assembly at SD Negeri 088 Panyabungan extends beyond simply supervising activities, to planning and guiding the development of students' talents and interests. Supervisory teachers are involved from the activity concept planning stage, through the selection of performance styles, to the student rehearsal process before the performance. Interviews revealed that teachers strive to create a comfortable atmosphere so that students do not feel pressured when preparing for their performances. Teachers provide constructive feedback, so students feel appreciated for their efforts. This approach is important because emotional support from teachers can boost students' self-confidence and motivation to continue developing their potential (Pulungan & Sulasmi, 2024).

In addition to serving as technical guides, teachers also act as motivators, encouraging students to try and not be afraid to make mistakes. During the rehearsal process, teachers provide opportunities for students to practice gradually according to their abilities. Their patient and open attitude makes students feel safe to experiment with various forms of artistic expression. This learning environment helps students understand that learning is a journey

that requires practice and courage. Research on the development of extracurricular activities in elementary schools shows that consistent teacher support can increase students' active participation in self-development activities.

Active student participation in morning assembly reflects that the school environment has successfully created a space that supports skill exploration. Students appear enthusiastic about participating in practice and performing because they feel appreciated by their teachers and peers. Activities such as dancing, singing, and drama provide a means for students to express themselves while learning to work collaboratively in groups. A school environment that provides opportunities for open performance helps students develop social courage and self-confidence (Atmijaya & Andaryani, 2024).

3. Results Obtained from Student Self-Development

Research results show that morning assembly activities at SD Negeri 088 Panyabungan significantly contribute to students' social and emotional development. Through regular performance opportunities, students learn to manage nervousness, increase courage, and build self-confidence when performing in front of a large audience. This process does not occur instantly, but rather develops through repeated practice and performance experiences. Students who initially appeared shy gradually showed changes in attitude, becoming more open and communicative. The performance experience also helped students recognize their own abilities and take pride in their achievements (Atmijaya & Andaryani, 2024).

Morning assembly activities also serve as a means of character learning that occurs naturally outside the classroom. As students prepare for their performances, they learn about responsibility, discipline, and cooperation with their peers. These values develop through direct experience, not just through theoretical explanations from teachers. Thus, morning assembly provides a contextual and easily understood space for practicing character education for students (Meilani et al., 2023).

The consistent implementation of activities every Saturday provides structure and routine that helps students prepare more thoroughly. Having a clear schedule helps students manage their practice time and divide their attention between academic and non-academic activities. This routine also fosters a sense of responsibility for the roles they play during performances. The atmosphere of preparation shared with peers creates a fun learning experience while strengthening social bonds among students (Pulungan & Sulasmi, 2024).

Appreciation from teachers and peers during activities is a crucial factor in building student self-confidence. Applause, praise, and verbal support create a positive emotional atmosphere, making students feel valued for their efforts. This experience of social recognition strengthens students' intrinsic motivation to continue developing their talents. An appreciative environment also helps students understand that every individual has potential that deserves recognition (Iskandar et al., 2024).

CONCLUSION

The morning assembly at SD Negeri 088 Panyabungan is an effective way to foster students' talents and interests. Through this routine, students have a space for self-expression, improve social skills, and showcase their creativity to the school community. The presence of a mentor teacher and a supportive school environment are important factors that strengthen the positive effects of this activity. Furthermore, improved facilities and direct parental involvement are expected to further maximize students' potential. These findings align with other research demonstrating the importance of school programs in developing students' talents and interests through participatory and creative activities.

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