



## The Influence of Socialization on Talent Interests and Extracurricular in Schools

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### ABSTRACTS

This study aims to determine the influence of socialization on interests and talents as well as the existence of extracurricular in schools on the level of insight of students of State Junior High School 12 Bandung, Indonesia. The sample in this study was 50 students of State Junior High School 12 Bandung. The instrument in this study used a questionnaire through Google form on students of The State Junior High School 12 Bandung. The results showed an increase between the average value of the pre-test and post-test, starting with a value of 61.25 to 70. The results showed an average N-Gain score of 20.63% (N-Gain < 40%), meaning that socialization about interests and talents as well as extracurricular in schools towards student insights was not effectively used in students of State Junior High School 12 Bandung. In this study, a t-test was carried out known T count (-5.28119) < T table (2.26216). Thus, students' post-test scores increased insignificantly. The impact of this research is that students are expected to be insightful about their talent interests.

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## 1. INTRODUCTION

Adolescence is a period of searching for identity, where children are required to determine the future they will achieve later (Wibowo *et al.*, 2018). The thing to note in adolescence is the potential that has not been explored. The potential that teenagers have are still covered by their ignorance of what they have. Then a teacher must be able to help with the difficulties faced by his students in the learning process, especially in developing students' talents (Magnalena *et al.*, 2020). Parents also play a role in developing the talents possessed by children (Prima, 2020). Interest is a person's desire to know, do, and learn more deeply about something. Activities that students are interested in being paid attention to continuously which are accompanied by a sense of pleasure". A person who has an interest in certain activities tends to pay great attention to these activities (Valentino & Iskandar, 2020). So that the interest that is given great attention brings out the talent in the person. According to Chaplin, talent is the pontifical ability that a person has to achieve future success. The talent potential that a person has allows him to achieve achievements in a particular field. But to manifest talent into an achievement requires practice, knowledge, experience, and motivation (Fadillah, 2016).

One of the platforms that can be used as a place to train, seek insights or seek experience to explore or develop student talents is the existence of extracurricular in schools. Extracurricular is an activity that is carried out outside of class hours (face-to-face) both carried out at school and outside of school. The existence of activities outside the school such as extracurricular activities can help students to further develop their talents and hobbies (Firdaus & Hidayat, 2014). Because if extracurricular activities are carried out properly, the results achieved by students also have a positive impact in the classroom or on certain subjects, and the student's grades become better (Triansyah, 2016). There are still many teenagers who have not found their potential or talents. This is due to the lack of attention of parents to the development of interests and talents of the child. Likewise, in schools, there is still a lack of teacher roles in directing their students to understand their interests and talents. Thus, it is necessary to have an approach to students regarding their interests and talents possessed by students (Hermawati, 2019). According to Rachman and Mukminin (2018) in their research that applications developed by applying the Certainty Factor method that has been made can determine interests and talents based on traits. Meanwhile, students' interest in participating in basketball extracurricular activities at The State Junior High School 5 Bojonegoro is categorized as good with the results of the research percentage (80%) (Rohmatunisha *et al.*, 2020).

Based on the description above, the researcher intends to examine the influence of socialization on an understanding of talent interests and the existence of extracurriculars in schools on the insights of students of The Junior High School 12 Bandung. We wanted to raise the title "The Influence of Socialization regarding Talent Interest and Extracurricular Existence in Schools on the Understanding of Students of Junior High School 12 Bandung".

## 2. METHODS

### 2.1. Subject of study

The subject of the study was a student of Junior High School 12 Bandung. Respondents numbered 50 students from grades seven, eight, and nine.

## 2.2. Research design analysis

The collection of research data was carried out by distributing questionnaires through Google forms to students of Junior High School 12 Bandung. There are three ways to take data, namely first the distribution of pre-test questionnaires, then students are given socialization about understanding talent interests and extracurricular at school, and finally, students are given post-test questionnaires through Google forms. The data processing approach used is quantitative. We gave 20 pre-test and post-test questions. We made 20 pre-test and post-test questions. **Table 1** shows the pre-test and post-test questions in this study. Question-making is focused on socializing the importance of insight into the talent interests of students. Pre-test and post-test question types are types of yes and no answer questions. The answer value is marked as 1 for yes answers and 0 for no answers.

**Table 1.** Pre-test and post-test.

NO	Question	Yes	Not
1	Do you have any talent?		
2	Interest is not a desirable thing		
3	Talent is a skill or skill that a person has		
4	Parenting affects your talent interests		
5	Talents possessed from birth		
6	Talents are not influenced by your interests		
7	Interests and talents are not important in life		
8	Interests and talents can develop a person's personality		
9	Talents can make you grow		
10	Interests and talents will not affect a person's ideals		
11	Extracurricular is a place to develop oneself in school		
12	The existence of extracurriculars does not hinder your talents		
13	Did you participate in extracurriculars at school		
14	Extracurriculars hinder your teaching and learning process at school		
15	Extracurriculars make friendship relationships widespread		
16	Extracurriculars are carried out in learning		
17	Teachers play a role in the existence of extracurricular programs in schools		
18	Extracurriculars affect the learning process at school		
19	The presence of extracurriculars is detrimental to many things		
20	The extracurricular place for gatherings of people who have similar interests		

### 2.2.1. N-Gain Value Analysis

The analysis of the value of normalized gain or N-Gain aims to determine the effectiveness of the use of certain methods or treatments/actions in one group pre-test post-test design research (see **Table 2**). Where the ideal score is the maximum score obtained by respondents when filling out pre-test and post-test questions. There are several categories of N-Gain value gains that can be used as a reference for the conclusion of the final result. **Table 3** shows the category of N-Gain value acquisition (Prastiwi & Nurita, 2018).

**Table 2.** N-gain scorer.

N-Gain Value	Category
$g > 0.70$	Tall
$0.30 \leq g \leq 0.70$	Keep
$g < 0.30$	Low

**Table 3.** Refraining the interpretation of the effectiveness of the N-gain score.

Percentage(%)	Category
<40	Ineffective
40-55	Less effective
56-75	Quite effective
>76	Effective

### 3. RESULTS AND DISCUSSION

**Table 4** shows the results of the data on the results of the pre-test and post-test questionnaire scores. **Table 5** shows the result of the Gain value. The gain value is carried out to show the improvement of skills possessed by each respondent after an action is carried out (Serevina *et al.*, 2018).

**Table 4.** Pre-test and post-test data.

No.	Name	Score	
		Pre-test	Post-test
1.	Student 1	75	80
2.	Student 2	70	80
3.	Student 3	50	70
4.	Student 4	60	65
5.	Student 5	55	65
6.	Student 6	75	80
7.	Student 7	80	90
8.	Student 8	80	80
9.	Student 9	65	70
10.	Student 10	55	60
11.	Student 11	55	70
12.	Student 12	80	80
13.	Student 13	75	75
14.	Student 14	60	65
15.	Student 15	55	70
16.	Student 16	40	55
17.	Student 17	35	55
18.	Student 18	40	65
19.	Student 19	60	65
20.	Student 20	60	60

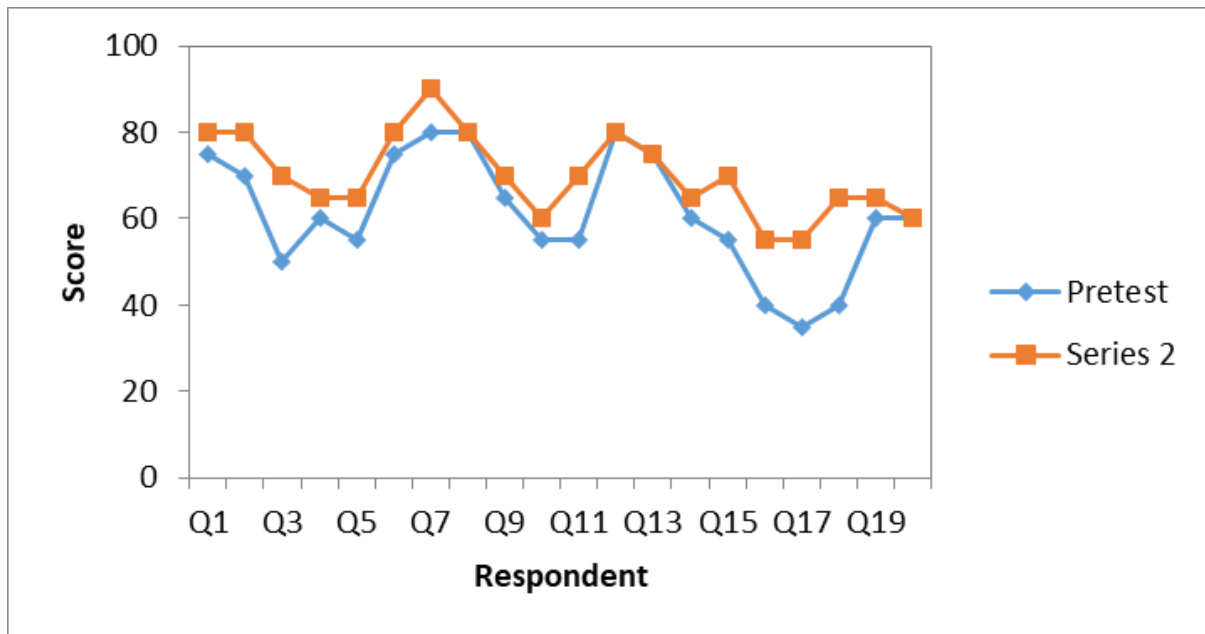
Based on **Table 5** data, it is known that the average value of N-Gain is 0.2063 (20.63%) indicating that the method or treatment carried out, namely socialization regarding insights into talent interests and extracurriculars in schools is still low or less effectively conveyed to students. With an N-Gain score of at least 0.0 (0%) and a maximum of 0.50 (50%). Relevant

to previous research conducted by Anshori and Wulandari (2020) which stated that if the presentation value of N-Gain < 40%, it is included in the no category and less effective. The results of the ineffectiveness of socializing insights of talent interest and extracurricular were influenced by the post-test value of respondents whose increase was less significant. This indicates the student's lack of knowledge in the insight of talent interest.

**Table 5.** Descriptive statistics.

	N	Minimum	Maximum	Mean	Std. Deviation
Pre	20	35.00	80.00	61.25	13.75
Post	20	55.00	90.00	70.00	9.45
Ngain_skor	20	0.00	0.50	0.20	0.15
Ngain_persen	20	0.00	50.00	20.62	15.08
Valid N (listwise)	20				

**Figure 1** shows an analysis of the differences in pre-test and post-test results. Based on the picture, it can be seen that all respondents' results have increased from each question indicator. Thus, when viewed from these results, the socialization of insight into talent interests and extracurriculars in students of The State Junior High School 12 Bandung can still be used in delivering material to students even though this study does not have a high level of effectiveness. Socialization of knowledge about talent interests and extracurricular in schools has a positive impact on interest and understanding to increase student motivation.



**Figure 1.** Pre-test and post-test results.

**Table 6** shows the results of the analysis of the t-Test: paired two samples for means. The pre-test had an average score of 61.25 out of 20 data. Post-test has an average score of 70 out of 20 data (see **Table 6**). The average t-test of two samples in pairs, showing that the T count (-5.28) is smaller than the T of the table (2.26216) shows the T count < T of the table means that the student's post-test score increases insignificantly (Nasution & Ichsan, 2020).

**Table 6.** Paired samples statistics.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	61.2500	20	13.75299	3.07526
	Pos	70.0000	20	9.45905	2.11511

**Tabel 7.** Paired Samples Correlations.

		N	Correlation	Sig.
Pair 1	Pre & Post	20	0.86	0.00

**Table 8.** Paired sample test.

		Paired Differences					df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre – Pos	-8.75	7.41	1.65	-12.21	-5.28	-5.28	19	0.00

From each data analysis carried out, it can be seen that the socialization of talent interest insights has a positive impact on increasing the insights of students of The State Junior High School N 12 Bandung on knowledge about interests and extracurriculars in schools. However, on the other hand, the socialization of insight into talent interests and the presence of extracurricular to students in this study obtained less effective results based on N-Gain scores. Based on the results of the t-test, the effectiveness of providing socialization regarding insights into talent and extracurricular interests of the school is insignificant.

#### 4. CONCLUSION

The research that has been carried out aims to determine the influence of socialization regarding talent interests and the existence of extracurriculars in schools on the understanding of students of Junior High School 12 Bandung. There are three stages in data retrieval, namely (1) deployment 4. pre-test questionnaires; (2) providing socialization treatment regarding insights into talent interests; and (3) the dissemination of post-test questionnaires. The results showed an increase between the average value of the pre-test and post-test, starting with a value of 61.25 to 70. The calculation of N-Gain is carried out to find out the effectiveness of the actions carried out. The results showed that the average N-Gain score was 20.63% (N-Gain < 40%), meaning that the provision of socialization about talent interest insights was less effectively used in students of Junior High School 12 Bandung. The ineffectiveness of socialization regarding talent interest insights is influenced by the post-test value of respondents whose increase is less significant. Thus, it can be seen that students' insights into talent interests have increased. In this study, a t-test was carried out known T count (-5.28119) < T table (2.26216). Thus, students' post-test scores increased insignificantly.

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## 6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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