



Original Research Article

Influence of external factors on development of high school student talent and competencies

Received 12 July, 2020

Revised 15 September, 2020

Accepted 23 September, 2020

Published 30 September, 2020

Agus Amin Sulistiono¹
and
Lucia H Winingsih*¹

¹Research Center for Educational Policy, Office of Research and Development, Ministry of Education and Culture, Republic of Indonesia.

*Corresponding Author
Email: luciahw@yahoo.com

This study aim to examine the influence principal leadership, the role of teachers, and community participation on talent management and student competency development. This research was conducted in three district/city locations with a sample of 360 high school students from 12 schools, which chosen through random sampling. The main data was collected used questionnaires which previously have question items in which validity and reliability were tested, also interviews and focus group discussions (FGD) also used to richer the data. This study uses path analysis techniques to determine the relationship between variables. The results found that the principal's leadership, teacher's role, and community participation have a positive influence on student talent management, and the talent management itself has a positive effect on the development of student competencies. On that basis it is suggested that the principal needs to emphasize the vision of management and the development of student talents accompanied by supporting facilities and fostering collaboration with parties outside the school (individuals and institutions) that are relevant, and teachers need to pay more attention to the characteristics, interests, and talents of students, in order for teacher s to direct, to channel, and to develop student competencies.

Keywords: Talent management, school leadership, teacher's role, student competence.

INTRODUCTION

The implementation of national education in Indonesia has less attention to the development of student talents and the development of student competency-based talent. The education system tends to be carried out conventionally without involving students' talents. Indeed, the implementation of vocational education is more specialized, but it is not based on student talents and this leads to the students to graduate and enter the world of work quickly. As the result, the world of work is entered by workers who are less competent, enter the world work with not enough preparation, unproductive, and less creative to develop themselves into professionals. The situation occurs in the private sector and government. Especially in the

government sector, public service becomes less efficient and effective.

The government currently emphasizes the importance of developing talent-based resources, especially for official government. The Ministry of State Apparatus Empowerment and Bureaucratic Reform of the Republic of Indonesia (*Menpan /RB*) has defined how to develop talent management to improve the competence and productivity of the State Civil Apparatus (*Aparatur Sipil Negara/ASN*) in all government institutions. The government views the need for optimal talent management in an efficient, competitive and competent human resource development (HRD). The purpose of the national talent management is to

produce the best employees who work for the government institutions to speed up the national development (Menpan RB, 2019). Bashori (2012) argues that talented civil servants need to be managed in an unusual way to detect, develop, and use the talent they have acquired to achieve goals more effectively.

Implementation of education system also needs to emphasize the development of student talent. Talent-based education can create a fun learning process for students, in which the students will be able to develop themselves in a sustainable manner and foster competence. Then, education system will provide a competent workforce and reliable knowledge developers based on their interests and talents. Borrowing the opinion of Gardner (2006), there are at least 11 types of talents possessed by humans, namely: musical, visual-spatial, verbal linguistics, logical mathematics, kinesthetic, interpersonal, intrapersonal, naturalistic, existential, and spiritual. It is supposed that the institution of education will be able to lead and guide the students based on their interest and talents and provide the schools with the necessary facilities. In the implementation of the National Examination (UN) for example, only contain of subject matter of Indonesian language, English, Mathematics, Natural Sciences or certain subjects are taught to students. Even though, those subjects are considered to become the foundation of their lives, but they are subject that also very important. Then, what about students who like chemistry, physics, geography, literature, art, sports, and so on? Therefore, it is understandable that the ministry of education and culture intend to abolish this national examination (UN) and replace it with other alternatives, such as school-based examination. With school-based examinations, it is expected that the implementation of education can pay more attention to students' interests and talents so that they can develop to form their competencies from the school.

To pay attention and to develop the student talents do not only originate from students in the form of innate nature but also influenced by various external factors that come from outside of the students. A number of external factors in the school environment are also thought to influence the development of student talents, such as the school leadership, the role of the teacher, and the participation of the surrounding community. Student talents in schools are extremely difficult to develop if the managerial headmasters do not pay enough attention to them, for example, working together to provide experts supporting facilities. The development of students' talents is difficult to realize if the teacher has less role in directing them. Community participation is important with regard to student talents, especially in providing appropriate platforms for students to develop their talents, such as the provision of centers for cultural arts activities, for example the activities in modern and traditional dance, music, drama, and other activities such journalism, robotics, automotive, etc.

This study intends to examine the influence of external factors on the development of talented students, especially

the factor of leadership of the school principal, the teacher's role and participation of local communities. From this study we can conclude the influence of these factors and the contribution of each factor to be considered in the development of student talent. Without an understanding of the factors and indicators of student talent development efforts undoubtedly will not take place smoothly and effectively.

LITERATURE REVIEW

Student Talent Management

In a simple way, talent can be interpreted as characteristics possessed by someone as an innate. The environment is one of the elements that can affect children's talents, one of which is school, so that the children can develop their potential which includes general intellectual, special academic, creative-productive thinking, leadership abilities, abilities in one of the arts, and psychomotor abilities (Monks and Peters, 1993; Munandar, 2002). Therefore, efforts to manage student talent become important for designing and managing students' skills and competencies to the fullest. Rampersad (2006), Lewis and Heckman (2006), and Sukoco and Fadillah (2016) suggest that talent management is the process of managing talent to produce maximum self-development and competence and optimal use of talent.

The talent management approach in education is comes from the approach of human capital management that as a strongest human capital, education system also concern to supply the most talented, empowered, and motivated teachers to improve the student academic (Bajgiran and Nasirpour, 2019), and later in the school will be able to understand how to manage student talent.

Talent management is an effort to develop student competencies in the form of ownership of a certain level of skill or knowledge through training and experience. The suitability of the learning process with talents will bring out self-pleasure, creativity, and continuous self-development so that it eventually foster self-competence. Therefore, talent management is an effort to steer the future of the child in order to sharpen and develop talent, and it is useful as a preparation of life. Then, talent management become vital priority in organization (Hamzah and Shamsudin, 2017), such in school. It can be defined as the process of leadership succession and ensure leadership path development in the future.

Leadership of Principal

Schools often depend on the school leadership to carry out their role and function. Principal's role in running the educational institutions requires the ability to mobilize subordinates to achieve that goal. Higham, Hopkins, and Matthews (2009), Yukl (2012), and Thoha (2016) argue that leadership is related to the process of social influence,

and that those the influence deliberately executed by a person against another person for structuring activities and relationships to achieve common goals. Brookover et al.(1979); Martimore (1993); and Scheeren (2000) suggest that differences in the achievement of results and goals of each school itself shows differences. One element that makes the difference is the head of each school in the realization of the management of the institution.

Principal's leadership has an important role in the development and management of student talents. Subordinate mobilization to focus attention on student talents, fostering collaboration with parents and community organizers of certain activities (modern and traditional dance studios, music studios, sports clubs, journalistic training, language courses, etc.), procurement of supporting facilities, implementation of extracurricular activities, and so on directly and indirectly are related to the care and managerial nature of the school principal. The vision of developing students' talents, managing actions in a planned manner, completing needs, and mobilizing all school members relies on the leadership of the school principal to achieve these goals.

As mentioned in Law Number 14 of 2005 concerning Teachers and Lecturers, a principal, apart from being required to have 4 (four) competencies, namely pedagogic, social, personality, and professional, he/she is also required to have a minimum educational qualification of undergraduate (4 years of universities education) It is hoped that with these requirements a principal is able to carry out his duties, roles, and responsibilities so that he is able to produce quality educational outcomes. Besides, school principals are appointed through certain procedures and requirements and are responsible for the achievement of educational goals through efforts to increase the professionalism of education personnel (Permendiknas Number 28/2010). The professional principal always tries to make changes for the better.

Teacher's Role

Teachers (also called educators) are people who help others to gain knowledge, competence or inculcation of other values (cultural values, morals, rules, etc. as a provision for self-life) and interact with their social environment. In the field of knowledge it is often referred to as science teacher who has the primary responsibility of teaching, guiding, directing, training, and evaluating students. In the Indonesian context, some people associate the definition of 'teacher' with problems related to national development Suparlan (2018) believes that teachers can be considered people whose job is related to efforts to educate the nation's life in all its aspects, including spiritual and emotional, intellectual, physical, etc. Mulyasa (2006) argues that teachers must have academic qualifications and competencies as agents of learning, be physically and mentally healthy and have the ability to realize national education goals . In Law of the Republic of Indonesia No. 14/2005 it is mentioned that teachers are professional

educators with the main task of educating, teaching, guiding, directing, training, and evaluating students in early childhood education through formal primary and secondary education institutions.

One of the roles inherent in the teacher is paying attention, guiding, and developing students' talents to form certain competencies and skills. Teachers need to pay attention to the characteristics and talents of individual students so that they can develop and direct students' interests and talents in learning. If a student likes the field of journalism, for example, the teacher can emphasize learning including understanding language, logic, thinking development, and others and directing to obtain expert guidance or certain institutions that provide journalism courses or training. The teachers at the school are supposed to establish a synergistic relationship with teacher guidance and counseling that is specifically used to provide advice, consultation, distribution, and development of the students (Hallen, 2002; Willis, 2004; Paimun, 2005).

Community Participation

Student talent development is not confined to schools, but requires the participation of the community around. In simple terms, participation can be interpreted as a form of participation or involvement of a person (individual or community member) in a certain activity (Bianchini and Verhagen, 2016). Davis and Newstrom (2004) argue that participation is one's involvement in an activity to take responsibility and contribute to achieving group goals. Cohen and Uphof (1980) distinguish participation into four types, namely: participation in decision making relating to the determination of alternative ideas concerning common interests; participation in the implementation of a program; participation in taking advantage of both quantity and quality; and participation in the evaluation of the implementation of the program to determine its success.

On the basis of the above description it can be interpreted that community participation is the involvement of elements in the community to take part in the development of the talents of students by the school through activities implemented. Community involvement is more supportive, where the school requests the involvement of elements in the community who carry out certain activities to support the development of student talents. Participation is realized in/with the provision of container and expertise that can include all four types of participation (decision-making, implementation, taking benefits, and evaluation). Although this type of participation is outside the school, it can directly or indirectly determine the success or failure of talent development and student competency development.

Student Competence

Wolfe (2014) suggested that characteristics with a little training can improve one's knowledge and skills. In this context the school is a place to educate students to have the competencies expected according to their interests and

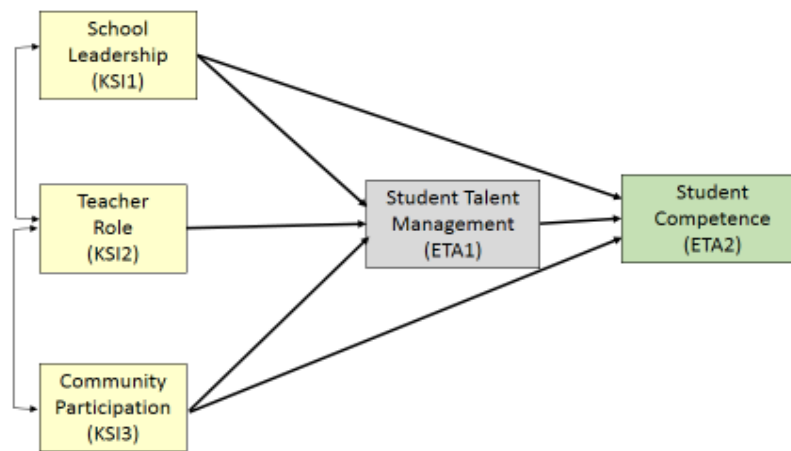


Figure 1: Study of factors influencing school leadership, teacher's role and community participation of talent development and students competence

talents. Competence in the sense means of possessing certain abilities or knowledge in certain subjects that can be obtained from education and experience in school. As stated by Robbins and Judge (2007) and Wibowo (2007), competence is the ability or capacity of a person to perform various tasks in a job, where this ability is determined by two factors, namely intellectual and physical ability. Frampton and Ho (2010) distinguishes competencies into two categories: (1) basic competencies (competency threshold) are the main characteristics that are usually in the form of basic knowledge or expertise, and (2) competencies that distinguish someone as different from others because of the characteristics possessed.

Competence is needed not only by employees in the workplace but also students in carrying out education in schools. Talent-based student competencies tend to give rise to attitudes of creativity, critical thinking, collaboration, and communication, as needed in responding to the challenges of the current global era (Lazear, 2002; Pearlman, 2006; Agung, 2017). Creativity refers to the ability to encourage curiosity and bring up ideas to find ways to do things better and to control the drive to create or experiment (Clegg and Birch, 2007; Ayan, 2003). Critical thinking is the ability to analyse and evaluate data and information, draw conclusions, and solve problems (Walker and Finney, 1999; Kahneman, 2011; Paul and Elder, 2013). Collaboration is the relationship between two people or a group of people working together to achieve certain goals (Lindeke and Sieckert, 2005; Colbry et al., 2014). Communication is the ability to compile and communicate ideas or solve problem as a result of analysis, evaluation, and drawing conclusions from information (Canale and Swain, 2002; Skinner, 2002).

Theoretical Framework

Based on the literature review, there are five variables that

have relation and correlation impact to each other, as described in Figure 1 below.

Proposed research hypothesis:

1) KSI1 (school leadership), KSI2 (teacher role), and KSI3 (community participation) have directly influence ETA1 (student talent management) and ETA2 (student competence).

2) KSI1 (school leadership), KSI2 (teacher role), and KSI3 (community participation) have an indirect effect on ETA1 (student talent management) and ETA2 (student competence).

METHOD

Location

This paper is part of the research conducted in 2019 with the focus on student talent management. The study was conducted in 12 senior high schools in 3 (three) cities, namely East Jakarta, DKI Jakarta Province; Bogor, West Java; and South Tangerang, Banten Province in Indonesia. From each city, purposively 4 (four) senior high schools that categorized as good school, consist of two public and two private school were chosen. The number of public and private school samples are the six schools respectively. Overall the total sample is 12 senior high schools.

Sample

The sample of this research is high school students grade 3 (three). From each school, 30 students were taken as sample using random sampling techniques, meaning that every student in the class have the same opportunity to be selected as sample or respondent. The total sample of students. The total sample of students is 360 students from 12 schools samples.

Table 1. Reasons Students Choose Majors/Field of Study (The answer may be more than one)

No.	Reason	Math. & Natural Sci.	Social Sciences	Linguistics	Total
1.	Determined by school	145 (40.28)	55 (15.28)	12 (3.33)	212 (58.89)
2.	Parental wishes	22 (6.11)	24 (6.67)	4 (1.11)	50 (13.89)
3.	Own desire (students interests)	120 (33.33)	58 (16.11)	6 (1.67)	184 (51.11)
4.	Free to choose in college	134 (37.22)	32 (8.89)	16 (4.44)	182 (50.56)
5.	Difficulty (of Exact Sciences)	35 (9.72)	52 (14.44)	20 (5.56)	107 (29.72)
6.	It's better to memorize	10 (2.78)	65 (18.06)	24 (6.67)	99 (27.50)
7.	Close friends influence	18 (5.0)	8 (2.22)	4 (1.11)	30 (8.33)
8.	Do not know	32 (8.89)	7 (1.94)	8 (2.22)	47 (13.06)

*Source: Study factors of influence of school leadership, teacher's role, and community participation of talent development and student competence, 2019.

Data collection technique

Data collection was carried out by distributing questionnaires to students (respondents). The questionnaire contains of questions related to the variables used. Before the questionnaire was distributed, 30 high school students had been validated and verified. The validity test used the product moment test criteria from Pearson and Cronbach Alpha. The minimum validity criterion for the validity test is ≥ 0.46 , and the reliability test is ≥ 0.70 , processed with the help of the SPSS version 24.0 program. The test results show that most of the statement items or research questions are proven valid and reliable, so that they meet the requirements to be applied. In addition, information was obtained through interviews and focus group discussions (FGD) with participants from the Education Office, school principals, teachers and school committees.

Analysis technique

Study used a path analysis to look at the direct and indirect influence between the exogenous variables KSI1, KSI2, and KSI3 on the endogenous variables ETA1 and ETA2.

FINDINGS

Characteristic Respondent

Based on the result of the distribution of questionnaires, total sample of students were 360 students that consist of 194 (53.89%) male students and 166 (46.11%) female students. The age of most student respondents is between 17-18 years, but there are also a small proportion who are aged 19 years.

As many as 81.67% of sample students live with the parents, 9.72% with single parents, with father or mother onlu, and the remaining of 8.61% students live with uncles, aunts, siblings, and others. The work of parents varies from the formal sector (central and regional civil servants, military armies, police, private companies), and the non-formal sector (business people, entrepreneurs, market

traders, street vendors, open stalls, and others).

There are three categories of majors in senior high school, namely: Exact Sciences (Mathematics and Natural Sciences), Social Sciences, and Linguistics. From the respondents' answers, 254 (70.56%) came from Exact Science students, 80 (22.22%), Social Science students, and 26 (7.22%) Linguistics students. There is a common phenomenon that more students choose Exact Sciences over Social Sciences and Linguistics, because there is assumption that students of Exact Sciences are smarter and more superior thanb social sciences and linguistics students. Even parents are more confident and proud that their children are smart if the children choose the Exact Sciences. Table 1 below shows the selection of the reason students majors of study.

Validity and Reliality Test

Hair, (2010) presented confirmatory factor analysis (CFA) to test the dimensions of constructs or variables. The CFA should be implemented as a test of validity to determine whether the indicator variable actually forms the latent variable being studied (Haryono and Wardoyo, 2017). According to the results of the questionnaire validity test is ≥ 0.46 , and reliability ≥ 0.7 , Table 2 shows the results of the validity and reliability calculations. The validity test is related to the measurement of variables to see if they are valid or not. The validity test is done by comparing the loading factor to a minimum of 0.5. If the load factor value is greater than 0.5 then the indicator is valid. Reliability tests show how well the measurement instrument can produce relatively similar results when repeated measurement are made to the same object. Reliability values were measured with Construct Reliability (CR) and Variance Extract (VE). A test is said to be reliable if CR values are > 0.70 and $VE > 0.50$.

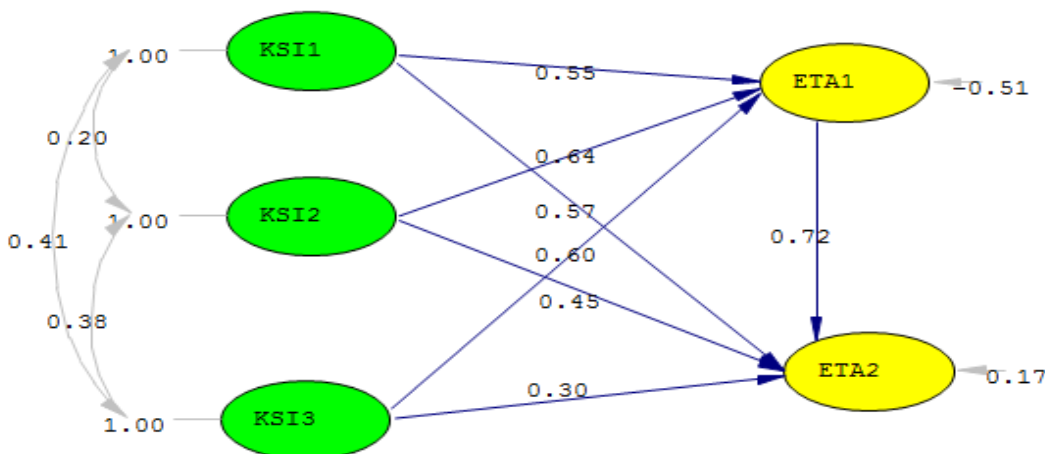
Hypothesis Test Results

Data processing use Lisrel 8.70 program that produces a structural model of the variables of this study, described in Figure 2 as follows.

Table 2. Validity and Reliability test Results

Var.	Items	SLF	ei	CR	VE	Conclusion
KSI1	x1	0.79	0.38	0.910	0.718	Valid & Reliable
	x2	0.76	0.43			
	x3	0.83	0.31			
	x4	0.99	0.01			
	x5	0.89	0.21			
KSI2	x6	0.88	0.22	0.945	0.810	Valid & Reliable
	x7	0.91	0.18			
	x8	0.92	0.15			
	x9	0.68	0.53			
KSI3	x10	0.60	0.64	0.870	0.633	Valid & Reliable
	x11	0.94	0.12			
	x12	0.91	0.18			
	x13	0.79	0.38			
ETA1	x14	0.82	0.33	0.921	0.746	Valid & Reliable
	x15	0.93	0.14			
	x16	0.91	0.17			
ETA2	x17	0.94	0.11	0.911	0.722	Valid & Reliable
	x18	0.90	0.19			
	x19	0.83	0.31			
	x20	0.71	0.50			

*Source: Study factors of influence of school leadership, teacher's role, and community participation of talent development and student competence, 2019.



Chi-Square=49.45, df=16, P-value=0.06439, RMSEA=0.0260

Figure 2: Standardized Loading Factor Study factors of influence of school leadership, teacher's role, and community participation of talent development and student competence

*Source: Study factors of influence of school leadership, teacher's role, and community participation of talent development and student competence, 2019.

Hypothesis testing in this study was done by looking at the critical value (CR) at a 95% confidence level or 5% error (Hair et al., 2010). Table 3 shows the results of testing the hypothesis in this study.

DISCUSSION

Table 3 show the result of the study that the independent

variables school leadership (KSI1), teachers role (KSI2), and community participation (KSI3) have a positive influence on the dependent variable student talent management (ETA1). Variable KSI1, KSI2, and KSI3 also have a positive influence, directly or indirectly passed ETA1 to ETA2. The coefficient of influence of KSI1, KSI2, and KSI3 on ETA1 is almost as large, but smaller if it is directly on ETA2. Conversely the effect of ETA1 on ETA2 showed quite large results. Factors role of teachers occupy the highest

Table 3. Hypothesis Test Results

	Hypothesis	Coeffisient	Conclusion
1.	KSI1 → ETA1	0.55	Significant
2.	KSI2 → ETA1	0.64	Significant
3.	KSI3 → ETA1	0.60	Significant
4.	KSI1 → ETA2	0.57	Significant
5.	KSI2 → ETA2	0.45	Significant
6.	KSI3 → ETA2	0.30	Significant
7.	ETA1 → ETA2	0.72	Significant

*Source: Study factors of influence of school leadership, teacher's role, and community participation of talent development and student competence, 2019

contribution to the management talents of students than the leadership and participation of the community, but all three need to be jointly considered and implemented by the school. This result also shows that talent management has a positive influence most to the development of student competence.

Factors school leadership (KSI1) have a positive impact on student talent management (ETA1), especially in putting the vision to emphasize the importance of talent students. Lack of vision will result in a low understanding of the principal of the importance of talent so it tends to ignore. Student talent management is less prioritized in the implementation of education and school principals tend to be less active in facilitating, establishing cooperative relationships with experts and activity centers in their environment, and others. Even talent management will be considered students' learning time-consuming, less focused, and can result in unsatisfactory learning achievement.

Therefore, school principal must meet several competencies that must be met by a professional principle, namely 1) coordinating all system components so that they can form an integrated school as an effective learning organization. ;2) monitoring and evaluating so that not even one component of the school system does not function optimally, because once one of the components of the school system is not functioning optimally it will interfere with the implementation of the functions of the other components (MOEC, 2017).

Teacher factors also have a positive influence on student talent management. Various roles can be carried out by teachers, began to notice the characteristic of the individual student, the student's interest, academic ability, and so on. In learning the teacher is the front guard who is required to understand the interests and talents of students, then be able to direct, channel, and develop them. Teachers who care less about the characteristics, interests, and talents of students, tend to focus on delivering the lessons into his job. Teachers do not motivate students to develop competencies according to their talents, they do not want to collaborate with parents or other institutions outside of school. Teachers like it will bring the talents of students are less serious and more manageable trying to achieve the learning outcomes of students on a given subject.

Mawaddah (2017) and Kurniawan et al. (2019) show that teachers have an important role in developing students' individual talents. The talent referred to consists of academic talent and non-academic talent. Academic talent is a talent that is related to classroom lessons, while non-academic talent is a talent skill outside the subject matter.

Another factor affecting the talents of the students is the importance of community participation in the vicinity, especially individuals and institutions organizing useful activities for the development of talent, for example: music studio, traditional and modern dance studio, a health club, club lovers of robotics, automotive, and others. Students are difficult to develop potential talents when schools and teachers are less direct and distribute well.

In essence, these three factors clearly have a significant influence on student talent management, and talent management itself influences student competency development. Principals and teachers must begin to pay attention to and manage student talents as important aspects of learning. Through student talent management, school principals and teachers will more easily direct student learning processes because they will be carried out happily, according to their interests and talents, not something that is forced. Table 1 above shows many of the students said that the selection of majors field of study because it is determined by the school / teacher, though not necessarily correspond with the wishes of the students themselves. Majors in the exact field of study (mathematics and natural sciences) which students often choose are often accompanied by less scientific reasons, according to their interests and talents. Good talent management will avoid the selection of majors by the students who are less precise.

CONCLUSION

This study found that the principal's leadership, teacher's role, and community participation had a positive influence on student talent management, and the talent management itself had a positive effect on developing student competencies. Talent management has a considerable influence on the competence of students rather than the effect of the above three factors. On that basis, it is suggested that schools should pay more attention to the

management of student talent management. Principals need to emphasize the vision of talent development along with support facilities and foster cooperation with parties outside of school (individuals and institutions) which organizes specific activities. Teachers need pay more attention to the characteristics, interests, and talents of students, so as to direct, channel, and develop student competencies.

Conflict of interests

The authors declare that they have no conflict of interests.

REFERENCES

- Agung I (2017). Teacher Competency: Perspective 21st Century, Scientific Oration of Research Professor, Jakarta: MOEC - Indonesian Institute of Sciences.
- Ayan JE (2003). *Laboratorium of Creativity*. Bandung: Mizab Pustaka.
- Bashori K (2012). Talent Management for Optimizing the Productivity of Civil Servants, *J. Pol. and Management of Civil Servants*, 6 (2):61 – 73.
- Bianchini S, Verhagen E, Eds. (2016). *Practicable From Participation to Interaction in Contemporary Art*. Massachusetts: MIT Press.
- Brookover W, Beady C, Flood P, Schweitzer J, Wisenbaker, J (1979). *School Social Systems and Student Achievement Schools Can Make a Difference*. New York: Praeger.
- Canale M, Swain M. (2002). *Theoretical Bases of Communicative Approach to Second Language Teaching and testing: Applied Linguistics*. Oxford: University Press.
- Clegg B, Birch P (2007). *Instant Creativity, Simple Techniques to Ignite Innovation & Problem Solving*. London: Kogan Page.
- Cohen J, Uphoff N (1980). Participation's Place in Rural Development: Seeking Clarity through Specificity', *World Development*, 8: 213-235.
- Colbry S, Hurwitz M, Adair R (2014). *Collaboration Theory*, *J. Leadership Educ.*, 13(4):63-75.
- Davis K, Newstrom JW (2004). *Organizational Behavior*. New York: McGraw-Hill.
- Frampton K, Ho SY (2010). A Competency Model for the Information Technology Workforce: Implications for Training and Selection, *CAIS*, 22 (15): 1–18.
- Gardner HE (2006). *Multiple Intelligences: New Horizons in Theory and Practice*. New York: BasicBooks.
- Hair Jr JF, William C, Black Ba J, Babin REA (2010). *Multivariate Data Analysis*. United States: Pearson
- Hallen A (2002). *Guidance and Counselling*. Jakarta: Ciputat Press.
- Hamzah MIM, Shamsudin S (2017). Talent Management and Teacher Leadership Talent Development in High Performing School in Malaysia. *International Journal of Educ. Best Practice*, 1(1):19-37.
- Haryono S, Wardoyo P (2017). Structural Equation Modeling (SEM) for Management Research with AMOS. Jakarta: Luxima Metro Media.
- Higham R, Hopkins D, Matthews P (2009). *System Leadership in Practice*. Mc Graw Hill: Open University Press.
- Kahneman D (2011). *Thinking Fast and Slow*. Unites States: FSG.
- Kurniawan AR, Chan F, Juliani T, Riski RD, Ismaini E, Utomo A (2019). *Peran Guru dalam Mengembangkan Bakat Siswa di Sekolah Dasar Negeri 34/I Teratai*, *Jurnal Pendidikan Guru Sekolah Dasar* 12 (2): 166 -173.
- Law of the Republic of Indonesia No. 14/2005 about Lecturers and Teachers
- Lazear EP ed. (2002). *Education in the Twenty-first Century*. Stanford University's Graduate School of Business.
- Lewis RE, Heckman RJ (2006). Talent management: A critical review, *Human Resouce Management Review*, 16:139 – 154.
- Lindeke LL, Sieckert AM (2005). Nurse-physician workplace collaboration. *The Online j. Issues Nurs*, 31;10(1):5.
- Mawaddah R (2017). *Peran Guru Dalam Mengembangkan Bakat Akademik Siswa di Madrasah Ibtidaiyah Negeri 1 Teladan Palembang*, Thesis: Universitas Islam Negeri Raden Fatah.
- Ministry of State Apparatus Empowerment of Republic Indonesia (2019). *Government Prepares For Talent Management*. <https://www.Menpan.go.id/site/berita-terkini/pemerintah-siapkan-manajemen-talenta>.
- Moenks FJ, Peters WAM (1993). *Talent for the Future: Social and Personality Development of Gifted Children*. Proceedings of the Ninth World Conference on Gifted and Talented, Publisher: K.Van Gorcum & Co B.V.
- Mortimore P (1993). *School Effectiveness and the Management of Effective Learning and Teaching*. The International Congress for School Effectiveness and Improvement, 1 – 28. <https://files.eric.ed.gov/fulltext/ED358560.pdf>.
- Munandar U (2002). *Creativity and Gifting: Strategies to Realize Potential Creativity and Talent*. Jakarta: Gramedia Pustaka Utama.
- Paimun (2005). *Guidance and Counselling*. Jakarta: UIN Syarif Hidayatullah.
- Paul R, Elder L (2013). *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life*. New Jersey: Pearson FT Press.
- Pearlman B (2006). *21st Century Learning in Schools: A Case Study of New Technology High School in Napa, CA*. California: New Directions for Youth Development.
- Rampersad HK (2006). *Personal Balance Scorecard : The Way to Individual Happiness, Personal Integrity and Organization Effectiveness*. United States: McGraw-Hill Education.
- Robbins SP, Judge TA (2007). *Organizational Behavior*. Jakarta: Salemba Empat.
- Scheerens J (2000). *Making Schools Effective*. Jakarta: Logos Discourse of Science.
- Skinner BF (2002). *Operant Conditioning*. New York: Mac

- Millan.
- Sukoco I, Fadillah AR (2016). The Analysis of Talent Management Strategy Using Organizational Competency Approach in PT Pindad (Persero) Bandung City. *Jurnal AdBispreneur* 1 (1):85 - 102.
- Thoha M. (2016). *Organizational Behavior: Basic Concepts and Their Applications*. Jakarta: Raja Grafindo Persada.
- Walker P, Finney N (1999). Skill development and critical thinking in higher education. *Teaching in Higher Education*, 4(4):531-547.
- Wibowo (2007). *Performance Management*. Jakarta: Raja Grafindo.
- Willis SS (2014). *Individual Counseling. Theory and Practice*. Bandung: Alfabeta.
- Yukl G (2012). *Leadership in Organization*. Albany: Pearson.