



Developing the Talents and Creativity of Students

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Abstract

This paper aims to discuss the relationship between talent, creativity and achievement. Talent can affect a person's achievement so that he is able to make achievements, in addition to realizing talent, it is necessary to have extensive knowledge, experience and motivation that support that talent. A person with supportive talent and creativity is able to score good achievements because someone with talent and creativity that is developed from an early age will be realized in the form of superior achievements. They are able to develop their talents through their unlimited creativity so that they can make superior achievements.

Introduction

A student who tries to develop his/her potential through the learning process is available at certain paths, levels, and types of education. Children have special characteristics, such as talents that are passed down from their parents or ancestors. Each individual has different characteristics, including the field and level of talent he has.

Students are the main and most important source in the formal education process. Students can learn without a teacher. Conversely, the teacher cannot teach without students. Therefore, the presence of students is a necessity in the process of formal education or institutionalized education and demands interaction between educators and students. In addition, students are one component in teaching, in addition to teacher factors, objectives, and teaching methods. Learners are developed people.

As candidates for good and certainly professional educators, prospective teachers are expected to have the capacity and ability to deal with students both in designing and developing the talents and creativity of students. Therefore, in this paper we will discuss talent and creativity (Tomlinson et al., 2002; Ferrari et al., 2009; Dixon et al., 2014). Based on the above background, this article aims to explain the relationship between talent, creativity and achievement.

Talent

Talent is a natural ability to acquire knowledge and skills, both general and specific. General talent if the ability in the form of potential is general in nature, for example general intellectual talent, while special talent is if the ability in the form of potential is special, for example academic talent, kinesthetic talent, artistic talent, or social talent (Walberg, 1988; Barab & Plucker, 2002; Maycock & Ikuomola, 2015; Luo et al., 2020).

What determines an individual's giftedness is not only because his general ability is above average, but also creativity and self-improvement towards the task (task commitment). Aptitude means innate abilities which are potential abilities that still need to be further developed and trained. Due to its potential or latent nature, talent is a potential that still requires

serious and systematic development and practice in order to be realized (Martindale et al., 2005; Gagné, 2015; Van Zyl et al., 2017).

Talent can affect a person's achievement so that he is able to make achievements, in addition to realizing talent, it is necessary to have extensive knowledge, experience and motivation that support that talent. If someone has the potential for musical talent but does not get the opportunity to develop it, then that talent will not develop and manifest properly (producing achievements).

In this regard, the U.S Office of education emphasizes that gifted children need educational services and programs in particular according to their potential, interests and abilities in order to realize their contribution to society and for their own development. So, talent is how well a person has the ability in a specific area of knowledge or skill by practicing. Talent can be maximally developed through training with high motivation. In addition, talent is determined by how good the general ability, creativity, and commitment of students are in completing tasks (Reis & Renzulli, 2004; Young & Balli, 2014). Talents that develop to the maximum will provide meaningful contributions, both for society and for the self-development of the students concerned.

Creativity

Creativity refers to the abilities that mark the traits of a creative person. One of them is the ability to think divergent. Divergent thinking ability is an individual's ability to find various alternative answers to a problem. Guilford (1967) emphasized that creative people have more divergent ways of thinking than convergent ways (the way of thinking of individuals who think there is only one alternative answer to a problem).

Barron (1988) defines creativity as the ability to create something new, although not necessarily new. Creativity is a combination of old ideas or products into new forms. Thus, the old becomes the basis for producing the new. Creativity is the ability that reflects fluency, flexibility, and originality in thinking as well as the ability to collaborate on an idea. Scholars discussed more deeply that creativity is the result of individual interactions in their environment. The environment can support the development of creativity and can inhibit its development.

Based on the various definitions of creativity, these definitions are grouped into four categories, namely person (personal), press (driving), process (process), and product (product). Based on a number of creative definitions that fall into the personal category, it is concluded that the personality of a creative individual is the meeting point between intelligence (including verbal skills, fluent thinking, knowledge, planning, problem formulation, and decision-making skills); cognitive style (including creating your own rules, doing things in your own way, liking less structured problems, and enjoying designing); and personality / motivation (including flexibility, drive for achievement, resilience in the face of obstacles, and courage to take moderate risks).

The creative process is basically steps in the scientific method, namely awareness of difficulties / problems, making assumptions and hypotheses, testing conjectures / hypotheses, evaluating and reviewing hypotheses, and concluding findings (Mednick, 1962; Buchanan & Vanberg, 1994; Lubart, 2001). The driving category does not only come from oneself (internal) but also from the environment (external). Simpson explained that internal drive is the power to solve problems with stages that do not match the provisions. Regarding the encouragement of the environment, creativity does not develop in an environment that does not value imagination,

an environment that places too much emphasis on conformity and tradition, and is less open to change.

The creative product category emphasizes originality, novelty and meaningfulness. The resulting product is a combination of something that already exists, for example, a wheelchair is a combination of a chair and a wheel. Creative products have characteristics, namely the product must be real, new, and be the unique result of individuals in their interactions with their environment. Creative individuals are those who involve themselves in the creative process, in support/encouragement from the environment to produce a creative product. Thus, it is important to develop a child's creative talents from an early age, starting with encouragement from the environment, especially the family environment.

Relationship between Talent, Creativity and Achievement

The real manifestation of talent is achievement because talent determines one's achievements. Even so, talented people are not necessarily high achievers. This is because talent is potential which requires maximum practice and development. Special talents that are developed from an early age will be realized in the form of superior achievements (Greenacre, 1957; Feist, 2006; Subotnik et al., 2011). Based on the latest research, it was found that around 20% of elementary and junior high school students are underachievers, meaning that the learning achievements they get are below the potential or intellectual talents they actually have.

Based on the theory of the "intelligence threshold for creativity", to a certain level of intelligence estimated around IQ 120, there is a close relationship between intelligence and creativity. High intelligence products require a high level of intelligence as well. The theory finds that above this threshold (IQ > 120) there is no longer a high correlation between intelligence and creativity. Not all people with high intelligence are creators. For example, many children achieve academic success, but only a few demonstrate creative thinking. The high correlation between intelligence and creativity depends largely on factors outside of creativity and intelligence (Barron & Harrington, 1981; Haensly & Reynolds, 1989; Nusbaum & Silvia, 2011; de Manzano & Ullén, 2018).

This knowledge is processed into new and original forms. Creativity cannot function in a vacuum, creativity uses previously received knowledge and depends on one's intellectual abilities. Factors in the environment or in a person often interfere with the development of creativity. For example, the overly authoritarian way of educating children at home or at school during childhood will freeze their creativity, but do not affect intelligence.

Based on the above facts, someone with supportive talent and creativity is able to score good achievements because someone with talent and creativity that is developed early on can be realized in the form of superior achievements. They are able to develop their talents through their unlimited creativity so that they can make superior achievements.

Understudy ability can be affected by 2 factors, specifically: internal factors (interest, motivation, courage or risk, determination in confronting challenges, and determination in overcoming troubles that emerge). In the interim, external factors (maximum opportunity for self-development, offices, and infrastructure, support and encouragement of parents and families, and the environment in which they live). From the depiction over, it can be concluded that students' abilities are still potential and are still affected by inside and outside variables so that in its realization it still requires efficient and greatest direction.

In cultivating the intrigued of students in learning, particularly learning science, it can be exhausted different ways. For illustration, by giving learning strategies and learning media to understudies so that the learning results of understudies in learning science increment and

understudies who have interface and gifts in themselves will more effectively accomplish victory in learning exercises.

Conclusion

Talent is the natural ability to acquire knowledge and skills, both general and specific. General talent if the ability in the form of potential is general in nature, for example general intellectual talent, while special talent is if the ability in the form of potential is special, for example academic talent, kinesthetic talent, artistic talent, or social talent. A person with supportive talent and creativity is able to score good achievements because someone with talent and creativity that is developed from an early age will be realized in the form of superior achievements. They are able to develop their talents through their unlimited creativity so that they can make superior achievements. Educators or teachers so that in the future they are better able to develop the talents and creativity of students so that they are able to score superior achievements in both academic and non-academic fields.

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