THE ROLE OF INTELLIGENCE AND TALENT IN THE LEARNING PROCESS

Asfiati*1, Ummi Kalsum2
1,2Syekh Ali Hasan Ahmad Addary Padangsidimpuan State Islamic University
e-mail:*1 asfiatisahmad72@gmail.com; 2 ummik196@gmail.com

Abstract

Talent and intelligence are human resources that are indispensable in solving life's problems. The development of intelligence and talent is influenced by two factors, namely internal factors and external factors. The lack of knowledge and understanding of talent and intelligence makes most of us limit talent and intelligence to only cognitive aspects. It is important for educators to understand the intelligence and talents of students and be able to create a learning process that can generate and develop the intelligence and talents of students. Because students who have intelligence and talent and get support internally and externally will produce optimal performance so as to achieve good achievements

Keywords:intelligence; talent; learning

Abstrak

Bakat dan integensi merupakan sumber daya manusia yang sangat diperlukan dalam penyelesaian masalah kehidupan. Perkembangan intelegensi dan bakat dipengaruhi oleh dua faktor yaitu faktor internal dan faktor eksternal. Minimnya pengetahuan dan pemahaman tentang bakat dan intelegensi menjadikan kebanyakan kita membatasi bakat dan intelegensi hanya ada dalam aspek kognitif saja. Pendidik penting memahami intelegensi dan bakat peserta didik dan mampu menciptakan proses pembelajaran yang dapat menimbulkan dan mengembangkan intelegensi dan bakat peserta didik. Karena peserta didik yang memiliki intelegensi dan bakat serta memperoleh dukungan secara internal dan eksternal akan menghasilkan kinerja yang optimal sehingga mencapai prestasi yang baik.

Kata Kunci: intelegensi; bakat; pembelajaran

INTRODUCTION

Education involves many different souls ranging from students to educators and educational environments(Asfiati, 2019). Education in Indonesia always pays attention to the expectations of each student(Asfiati & Mahdi, 2020). Students always want to feel how educators play a role in giving full time to explore potential(Asfiati & Pulungan, 2020). Potential is the ability that is still contained in students who are acquired innately(Damayanti, 2021). Educators have the ability and quality to help students understand themselves and develop their potential to achieve optimal development(Damanik, 2019). According to KBBI, potential is an ability that has the possibility to be developed. Potential includes individual talent and intelligence.

Talent and intelligence are two very important aspects in the world of education because both can make a significant contribution to the development of students and their success in achieving academic and non-academic achievements. The following is an explanation of the importance of talent and intelligence in education. The importance of talent in education is useful for: a. Maximization of Potential: Every individual has their own unique talents, such as artistic, musical, sports, math or language talents. Education that focuses on developing individual talents can help students discover and optimize their best potential. b. Motivation: When students engage in activities that suit their talents, they tend to be more motivated and passionate about learning. This helps them more enthusiastically participate in the learning process and increases their academic achievement. c. Self-Confidence Development: By recognizing their talents, students can develop a stronger self-confidence. They will feel more confident in their ability to face challenges and overcome barriers to learning.

In addition, the Importance of Intelligence can be seen by the existence of a. Critical Thinking Ability: Good intelligence allows students to develop critical and analytical thinking skills. They can solve complex problems, make sound decisions, and face new situations with creativity and logic. b. Effective Learning Process: Students with higher levels of intelligence can more quickly understand and assimilate new material. They are also able to associate new knowledge with

existing knowledge so that the learning process becomes more efficient. c. Innovation and Creativity: Students with high levels of intelligence are often able to think outside-of-the-box and come up with creative solutions to problems. These innovative capabilities contribute to the future development of society and the world.

In education, it is important to understand that every student has a unique combination of talents and intelligence. Therefore, an individualized approach to learning will be very helpful in recognizing and developing the maximum potential of each student. Teachers must identify students' talents and interests and adapt teaching methods accordingly to help them grow and develop in their chosen field.

Through the right mix of talents and intelligences, education can provide meaningful learning experiences and empower students to reach their full potential, not only in academic achievement but also in overall personal development.

Intelligence is a person's ability to learn, think, and adapt to the environment(Maftuh, 2015). While talent is a person's ability which is a potential possessed from birth(Irawan et al., 2019). The higher the intelligence level of an individual, the higher the ability to solve the problem(Huwaida et al., 2020). Talent and intelligence are human resources that are indispensable in solving life's problems. Talent and intelligence can be well developed through the learning process, both formally and informally. Basically every human being has their own talent and intelligence. It's just that our lack of knowledge and understanding of talent and intelligence makes most of us limit talent and intelligence only in the cognitive aspect.

For this reason, the author in this case is interested in writing about "The Role of Intelligence and Talent in the Learning Process" which is limited to issues regarding theories about intelligence and its measurement, factors that influence the development of intelligence, theories about talent and its measurement, factors - factors that influence the development of talent, and intelligence and talent as learning modalities.

RESEARCH METHODS

The method used in this research is a literature study to analyze the role of talent and intelligence in learning. The source of literature is the main source of writing, where the data obtained from the literature is used as a reference to describe concepts and theories about talent and intelligence and their role in the learning process. Furthermore, to analyze the data that has been arranged neatly, this research uses descriptive analysis method.

In library research, the writer collects various literature such as books, journals, articles, or other sources that are relevant to the research topic. The data collected from the literature is the foundation for identifying and disclosing information about talent and intelligence in learning. In addition, this study also utilizes data as a basis for explaining related concepts and theories in this field.

Literature sources used in this study have a very important role. Valid and reliable literature is a strong foundation to support the validity and accuracy of research. Thus, literature study helps to compile strong arguments and credible information about the role of talent and intelligence in the learning context.

After data from literature sources have been collected, this study continues with descriptive data analysis methods. This analysis aims to describe and summarize existing data using statistics and a qualitative approach. Data on talent and intelligence and their role in the learning process will be broken down and interpreted in detail in this analysis.

By using descriptive data analysis method, this study can provide a comprehensive picture of the topic under study. The results of this analysis can later provide further insight and understanding of the role of talent and intelligence in the learning context. In addition, the findings from this study can also be used as a basis for the development of further research in the future.

Thus, the combination of literature study methods and descriptive data analysis in this study can make a significant contribution to a deeper understanding of the role of talent and intelligence in the learning process and become a valuable reference for readers and other researchers.

RESULTS AND DISCUSSION

Intelligence theories

Intelligence is a basic and general ability possessed by a person with different levels on various types of problems. Intelligence or intelligence is a person's mental capacity or cognitive ability to learn, understand, reason, think abstractly, solve problems, and adapt to the environment effectively. This definition can be seen from various aspects, including: 1. Cognitive Intelligence: The ability to assimilate information, process data, and understand complex concepts. Cognitive intelligence is often measured through an IQ (Intelligence Quotient) test. 2. Emotional Intelligence: The ability to understand and manage one's own emotions and those of others well. People who have high emotional intelligence tend to be better able to deal with stress, build good relationships, and empathize with the feelings of others. 3. Social Intelligence: The ability to interact effectively in various social situations, including the ability to read situations, speak in public, negotiate, and form strong relationships with others. 4. Linguistic Intelligence: The ability to use language effectively, whether in speaking, writing, or understanding language in depth. 5. Logical-Mathematical Intelligence: The ability to think analytically, use logic, and solve mathematical problems. 6. Spatial Intelligence: The ability to understand and manipulate visual and spatial information, such as seeing patterns, drawing, or navigating in space. 7. Kinesthetic Intelligence: The ability to use the body in a coordinated manner and rely on physical movement to solve problems or interact with the environment. 8. Musical Intelligence: The ability to appreciate, understand, and create music, as well as having sensitivity to pitch, rhythm, and harmony. 9. Naturalist Intelligence: The ability to recognize and classify the natural surroundings, such as plants, animals or natural phenomena. 10. Spiritual Intelligence: The ability to search for meaning and purpose in life, and have a deep awareness of oneself and the universe. or natural phenomena. 10. Spiritual Intelligence: The ability to search for meaning and purpose in life, and have a deep awareness of oneself and the universe. or natural phenomena. 10. Spiritual Intelligence: The ability to search for meaning and purpose in life, and have a deep awareness of oneself and the universe.

It is important to remember that intelligence is not a separate and rigid trait, but rather a complex and interrelated set of abilities. Everyone can have different combinations of intelligence, and a person's intelligence strengths and preferences can develop over time and experience.

Basically, every individual has their own intelligence. The concept of intelligence already exists in the Qur'an Surah Al-Isra verse 70, Allah SWT says:

وَلَقَدْ كَرَّمْنَا بَنِيْٓ اٰدَمَ وَحَمَلْنٰهُمْ فِى الْبَرِّ وَالْبَحْرِ وَرَزَقْنٰهُمْ مِّنَ الطَّيِّبٰتِ وَفَضَّلْنٰهُمْ عَلٰى كَثِيْرٍ مِّمَّنْ خَلَقْنَا تَفْضِيْلَ

It means: And verily We have honored the children of Adam, We carried them on land and in the sea, We gave them sustenance from good things and We made them superior with perfect advantages over most of the creatures We have created.

From this verse, it can be understood that in every human being there is intelligence potential. With this intelligence, humans can develop and maintain their quality of life. In this discussion there are four theoretical perspectives regarding intelligence, namely: First: The concept of g according to Charles Spearman argues that intelligence is classified into two parts, namely: a. General factors (genera) namely natural and single reasoning abilities used to solve various problems. b. Specific (specific) factors, namely special abilities used to solve specific (special) problems.

Based on Spearman's perspective, an individual's ability to solve problems is influenced by general factors and specific factors. Second, Fluid and crystallized intelligence according to Cattel

Raymond Cattel (1963-1987) divides intelligence into 2 parts, namely: Fluid intelligence, is the ability to quickly acquire knowledge in adapting to new situations effectively. Fluid intelligence deals with new problems and relates to quick and nonverbal decision making. This intelligence generally depends on inherited biological factors. Crystallized intelligence, namely knowledge and skills acquired from various experiences, schools, and cultures. This intelligence is needed to deal with problems that are often or routinely encountered, influenced by the language and knowledge that has been possessed. This intelligence depends on biological, environmental, and experience factors. Third, Multiple intelligence

according to Howard Gardner states that everyone has different abilities or is called multiple intelligence which consists of 9 types, namely: a. Linguistic intelligence is the ability to speak effectively both orally and in writing. b. Mathematical logic intelligence, namely the ability of a person related to numbers and logic effectively. c. Spatial intelligence, the ability to pay attention to details on things seen, imagine, and manipulate visual objects in the mind. d. Musical intelligence, namely the ability to create, understand, appreciate, Linguistic intelligence is the ability to speak effectively both orally and in writing. b. Mathematical logic intelligence, namely the ability of a person related to numbers and logic effectively. c. Spatial intelligence, the ability to pay attention to details on things seen, imagine, and manipulate visual objects in the mind. d. Musical intelligence, namely the ability to create, understand, appreciate, Linguistic intelligence is the ability to speak effectively both orally and in writing. b. Mathematical logical intelligence, namely the ability of a person related to numbers and logic effectively. c. Spatial intelligence, the ability to pay attention to details on things seen, imagine, and manipulate visual objects in the mind. d. Musical intelligence, namely the ability to create, understand, appreciate,develop, express and enjoy musical forms and sounds. e.Kinesthetic intelligence is the ability to use the body skillfullyto express ideas and feelings as in actors, athletes, dancers, and sculptors. f.Interpersonal intelligence iethe ability to understand and be sensitive to the feelings, dispositions, and temperaments of others. g.Intrapersonal intelligence is awareness of one's own feelings, motives, and desires. h. Naturalist intelligence is the ability to recognize patterns in nature and the differences between various life forms and natural objects. i. Existential intelligence iethe ability to place oneself in the furthest sphere of life with the meaning of life, the meaning of death, the fate of the physical and soul worlds, the meaning of deep experiences about love and art(Shaikhu, 2018). Fourth,The triarchic theory according to Robert Sternberg makes three natures of intelligence called triarchic. Intelligence is divided into 3 consisting of: a) Analytical intelligence, namely intelligence that involves the ability to understand, analyze, distinguish and evaluate information and problems. b). Creative intelligence (creative intelligence) is intelligence that involves imagination,

discovery, and synthesis of ideas in the context of new situations. c). Practical intelligence (practical intelligence) is intelligence that involves the ability to apply knowledge and skills effectively to manage and respond to various problems and situations.(Habib, 2021)

Intelligence Measurement

The first intelligence measure made by Binet, the measurement used by Binet takes the difference between mental age (MA) and chronological age (CA). Then in 1914 Stern perfected the Binet IQ test, Stern developed it with the term IQ which describes intelligence as the ratio between mental age and chronological age with the formula: x $100 IQ = \frac{MA}{CA}$

Information:

MA   :Mental Age

ca   :Chronological Ages

Table 1 Classification of IQ

intervals	Predicate
140 and above	Very clever
120–139	Intelligent
110 – 120	Smart
90 – 110	Normal
70 – 90	Stupid
50 – 70	Debil
30 – 50	whisper
Under 30	Idiot

(Ihsan et al., 2021)

Factors that influence the development of intelligence

The development of one's intelligence is influenced by factors that come from within the individual (Internal Factors) and factors that come from outside the individual (External Factors). The individual internal factors include: 1). Inheritance or heredity, according to a correlation study, shows the influence of heredity on the level of one's mental abilities to a certain level. Innate brought from birth and not the same in everyone. 2). Physical condition, poor nutritional state, poor health, slow physical development, causing low mental abilities. The development of the organs in the individual's body affects the individual's abilities. 3). Motivation, for everyone at different age levels will give birth to different motivations.(Mangiwa et al., 2014)to foster motivation can be done by assimilation and ingratiating individuals.(Asfiati, 2018). 4). Interest, namely the factor which is the driving force of intelligence.(Rufaidah, 2015).

While individual external factors consist of: 1). Socio-economic background, income, parents' occupation, and socio-economic factors have quite a high influence on the level of individual intelligence from the age of 3 years to adolescents. 2). Living environment, an unfavorable environment produces unfavorable intellectual abilities. For example, an environment that is considered not good for intelligence development is an orphanage. 3). Education provides a broad intellectual experience so that the level of education affects intelligence.

Theories about talent and its measurement

In language, "talent" refers to a person's natural tendency to demonstrate ability or expertise in a particular field. In this context, talent is something that has existed since birth or is naturally owned by individuals, although it can also be developed and honed through practice and experience.

In terms of "talent" is a natural ability or tendency that allows a person to demonstrate extraordinary potential or superior performance in a particular field. Talent can cover various aspects, such as musical talent, sports talent, artistic talent, academic talent, and so on.

In society, the recognition and development of talents is often concerned with enabling individuals to reach their full potential and achieve success in areas that match their talents. Therefore, talent recognition and development can be started from an early age through education, training, and practical experience.

According to William B. Michael in According to Crow and Crow in 1989 the definition of talent is:

> *"Talent is the capacity in a person in carrying out their duties and performing with the influence of the practice they live"*

Talent is the capacity in a person to carry out his duties with the influence and training he undergoes. According to Bigham, talent is a condition or ability possessed by a person which allows a special training to acquire a special skill, knowledge and skill(Anggraini et al., 2020). An aptitude test is a test to measure a person's potential ability in a specific type of activity within a certain range.

The factors revealed by the aptitude test are: 1) Language proficiency; 2) Numerical capabilities; 3) Spatial ability; 4) Perceptual ability, is the ability to observe and understand a two-dimensional image into a three-dimensional form; 5) problem solving ability; 6) Mechanical ability; 7) Ability to remember; 8) Clerical ability, is the ability to work in administration; 9) Creativity; 10) Speed, work accuracy, and work endurance(Nur'aeni, 2012).

Factors that influence the development of talent

Factors that influence the development of talent are grouped into two factors, namely: First, internal factors include interest; achievement motive (desire to have achievement); value, namely the value that a person has of the talent he has; courage to take risks; and tenacity, tenacity or fighting power in overcoming difficulties that arise. Second, external factors, namely factors that come from the environment where individuals grow and develop.(Noraini, 2021)external factors include facilities and infrastructure that facilitate individual talent; Opportunity (time) to develop yourself; Family support and encouragement; and social environment.

Furthermore, the development of talent is influenced by various factors, both internal and external, which can play an important role in exploring and developing one's potential. The following are several factors that influence the development of talent: 1. Genetic factors: Talent has a genetic basis, so genetic factors can influence a person's potential and inclination in a particular field. Certain genes can provide natural inclinations or talents in art, music, math, sports, and other fields. 2. Family environment: The family plays an important role in supporting or hindering the development of talents. Support, encouragement, and opportunities to develop talents by parents and other family members can influence the extent to which these talents develop. 3. Experience and opportunity: Opportunity to practice and hone talent is very important. Participation in talent-relevant activities, such as courses, classes, arts groups, or sports, can help strengthen the skills and knowledge needed. 4. Social environment: Peers, teachers, and other social environments can also influence the development of one's talents. Support and motivation from people around can trigger enthusiasm and dedication to keep growing. 5. Discipline and perseverance: Success in developing talent often requires hard work, discipline, and perseverance. The will to continue to practice and learn is the key to the continued development of talent. 6. Interest and passion: Talents tend to develop better when individuals have a strong interest and passion in a particular field. Interest and passion to continue learning and practicing will strengthen motivation in developing talent. 7. Access to resources: Facilities, equipment, and other resources can influence the development of talent. Having adequate access to relevant facilities can help a person hone their talents better. 8. Talent compatibility: Some talents are easier to develop in certain contexts. For example, visual arts talents may be more easily developed if there is access to artistic tools and a supportive environment. 9. Challenges and opportunities for development: Having challenges and opportunities for growth and development is important for the development of one's talents. Challenges allow one to better overcome obstacles and improve skills. equipment, and other resources can influence the development of talent. Having adequate access to relevant facilities can help a person hone their talents better. 8. Talent compatibility: Some talents are

easier to develop in certain contexts. For example, visual arts talents may be more easily developed if there is access to artistic tools and a supportive environment. 9. Challenges and opportunities for development: Having challenges and opportunities for growth and development is important for the development of one's talents. Challenges allow one to better overcome obstacles and improve skills. equipment, and other resources can influence the development of talent. Having adequate access to relevant facilities can help a person hone their talents better. 8. Talent compatibility: Some talents are easier to develop in certain contexts. For example, visual arts talents may be more easily developed if there is access to artistic tools and a supportive environment. 9. Challenges and opportunities for development: Having challenges and opportunities for growth and development is important for the development of one's talents. Challenges allow one to better overcome obstacles and improve skills. 8. Talent compatibility: Some talents are easier to develop in certain contexts. For example, visual arts talents may be more easily developed if there is access to artistic tools and a supportive environment. 9. Challenges and opportunities for development: Having challenges and opportunities for growth and development is important for the development of one's talents. Challenges allow one to better overcome obstacles and improve skills. 8. Talent compatibility: Some talents are easier to develop in certain contexts. For example, visual arts talents may be more easily developed if there is access to artistic tools and a supportive environment. 9. Challenges and opportunities for development: Having challenges and opportunities for growth and development is important for the development of one's talents. Challenges allow one to better overcome obstacles and improve skills.

It is important to remember that talent development is a complex process and is influenced by a unique combination of the above factors. The combination of these factors will influence how a person's talent develops over time.

Intelligence and talent as learning modalities

Intelligence and aptitude are two important concepts in the context of individual learning and development. Below, I will provide a brief explanation of each concept and how these two become modalities in the learning process: First Intelligence: Intelligence refers to the ability to learn, understand, solve problems, and adapt to the environment. The term "Intelligence" is often associated with academic ability and intellectual intelligence. However, the theory and measurement of intelligence has developed since the early 20th century, including models such as "Intelligence Quotient" (IQ), multiple intelligences by Howard Gardner, and other theories.

Intelligence can be influenced by genetic and environmental factors. When talking about learning modalities, a person's level of intelligence can affect how they absorb, understand, and use information in the learning process. Teachers must be aware of the intelligence level of students and present learning materials in an appropriate way to enhance their understanding and learning success.

Intelligence or intelligence is the ability to learn, understand, analyze, think, and solve problems effectively. This concept has been researched and defined by various experts from various fields, including psychology and cognitive science. Here are some definitions of intelligence according to experts: 1. Alfred Binet: A French psychologist who developed the first intelligence test in the early 20th century. According to him, intelligence is the ability to understand and experience, understand, and adapt to the environment. 2. David Wechsler: An American psychologist who developed the Wechsler intelligence test. He defines intelligence as the capacity to think rationally and act effectively, as well as the ability to adapt to the environment. 3. Howard Gardner: An American developmental psychologist who proposed the theory of multiple intelligences. According to him, intelligence consists of various types of intelligence, including verbal-linguistic, logical-mathematical, visual-spatial, kinesthetic, musical, interpersonal, intrapersonal, and others. 4. Robert Sternberg: An American cognitive psychologist who proposed a theory of three types of intelligence, namely analytical intelligence (analyzing problems), creative intelligence (facing new situations in new ways), and practical

intelligence (dealing with real-world situations effectively). 5. Charles Spearman: A British psychologist who developed the g factor model. He argues that intelligence is a general factor (g) which includes all forms of intelligence and there are also special factor (s) related to certain tasks. 6. Jean Piaget: A Swiss developmental psychologist who emphasized the role of cognitive development in an individual's understanding and interaction with the environment. He saw intelligence as the result of a balance between adjustment and accommodation. 7. Daniel Goleman: A psychologist who is famous for the concept of emotional intelligence. He stated that intelligence goes beyond cognitive intelligence and includes the ability to recognize, understand, and manage emotions, both in oneself and in others. Remember that there are many other perspectives and definitions of intelligence from other experts. Intelligence is a complex and multidimensional concept, so various theories and models attempt to summarize and explain different aspects of human cognitive abilities and adaptation.

*Second, Talent:*Talent is a person's innate ability or potential in a particular field. This is a unique trait that makes it easier for a person to stand out in an activity or field without much effort. Talent can be related to various things, such as artistic abilities, sports, music, mathematics, and others.

In a learning context, identifying and developing students' talents can be a great asset to their progress. If a student has a particular talent, educators can provide additional opportunities to hone those skills through special programs, extra training, or special support in their area of talent.

It is important to remember that a person does not have to have a high level of intelligence or extraordinary talent in a field to be successful in learning. Motivation, hard work and a positive learning environment also play an important role in achieving good results.

In the learning process, it is important for teachers to recognize individual differences in intelligence and talent and provide an inclusive and diverse learning approach to accommodate the different needs of each student. The use of a student-centered approach and active learning empowerment will help create a learning

environment that supports the development of intelligence and the development of students' talents optimally.

Learning modality is the process of receiving information into the brain through individual senses.(Jahring & Chairuddin, 2019). Learning modality refers to a person's preferences and learning style in digesting information and processing knowledge. This includes the typical ways in which a person prefers to obtain, convey, and understand information. An understanding of learning modalities can assist individuals in optimizing their way of learning to be more effective in understanding and remembering information. There are three types of main learning modalities known as the VARK model, namely: 1. Visual (Visual): Individuals who tend to learn better with the help of pictures, diagrams, graphs and other visual media. They tend to have a strong memory of the information they see. 2. Auditory (Auditory): People with auditory learning modality prefer to learn through hearing. They are better at learning through lectures, discussions, or through audio such as recordings and podcasts. They also tend to have good memory for the information they hear. 3. Kinesthetic (Kinesthetic): Individuals with kinesthetic learning modality learn better through physical experience and direct practice. They like to learn by doing, trying, or through live simulations. Movement and physical interaction help them to remember information better.

Someone may have a preference for a more dominant learning modality or a combination of several modalities. It is important to remember that there is no better or worse learning style, and often individuals use different combinations of learning modalities depending on the material being studied and different learning situations.

Learning modality is a way for individuals to use all their potential to capture, process and provide attitudes or responses to the learning process through individual senses so as to produce experience, change and learning. Intelligence and talent which are the basic abilities that exist in individuals are very influential in the learning process. Intelligence as a learning modality influences how fast or slow an individual is in processing his learning. The higher the learning that a person faces requires the better intelligence. The high level of individual intelligence facilitates

the learning process so that individuals are able to provide solutions to a life's problems.

Utilization of intelligence and talent is very important in achieving success and prosperity in life. These two things play a key role in various aspects of a person's life, whether in education, career, or personal life. 1. Education: Using intelligence and talent in education can help a person to develop his academic and non-academic abilities. For example, a student who has talent in art can develop his creativity through art lessons and become a talented artist. Meanwhile, someone with a high level of intelligence can achieve better academic performance by utilizing their potential in the academic field. 2. Career: In the world of work, utilizing intelligence and talent can help a person to achieve success and success. An individual who has talent in a certain field can choose a career that suits his talent, which in the end will make him more satisfied and achieve higher. In addition, good intellectual abilities also help in making smart decisions and completing tasks efficiently. 3. Self-development: Understanding and optimizing intelligence and talents can help a person to continue to develop himself. Through enhancing the skills and knowledge that match their potential, a person can achieve significant personal growth and reach their goals in life. 4. Social contribution: Harnessing intelligence and talent also means contributing to society and the world around us.

However, it is very important to remember that the use of intelligence and talent must be balanced with good ethics and morals. High intelligence without the right values can lead to abuse of power and harmful actions. Therefore, it is important for individuals to continue to develop good personality and strong moral values during the process of utilizing their talents and intelligence.

Utilization of intelligence and talent as an effective learning modality will facilitate the learning process so that good quality learning will be created and produce individuals who have the right knowledge, morals, character, piety and experience to deal with an increasingly developing life process.

CONCLUSION

Intelligence is the basic and general abilities possessed by individuals in the form of knowledge and skills obtained from various experiences, schools and cultures with different levels for each individual on various problems. Meanwhile, talent is the ability of an individual to carry out his duties with influence and training so that he can acquire a special skill, knowledge and skill

The development of intelligence and talent is influenced by two factors, namely internal factors and external factors. Internal factors are factors that come from within the individual and external factors are something that comes from outside the individual but has an influence on the development of the individual.

It is important for an educator to understand the intelligence and talents of students and be able to create a learning process that can generate and develop the intelligence and talents of students. Because students who have intelligence and talent and get support internally and externally will produce optimal performance so as to achieve good achievements.

REFERENCE

Anggraini, IA, Utami, WD, & Rahma, SB (2020). Identifying Students' Interests and Talents from an Early Age at Adiwiyata Elementary School. Journal of Islam and Education, 2(1), 161–169. https://doi.org/10.36088/islamika.v2i1.570

Asfiati. (2018). Empowerment of Tuna Karya Scholars Promote Globally Competitive Character Education in the City of Padangsidimpuan Asfiati. Proceedings of Community Development, 2, 145–158.

Asfiati, A. (2019). Internalization of the Humanist Approach in the Hidden Curriculum. Darul Ilmi: Journal of Education and Islamic Sciences, 7(01), 45–59. https://doi.org/10.24952/di.v7i01.1804

Asfiati, A., & Mahdi, NI (2020). Freedom of Learning for Children with Special Needs at SLB Kumala Indah Padangsidimpuan. KINDERGARTEN: Journal of Islamic Early Childhood Education, 3(1), 59. https://doi.org/10.24014/kjiece.v3i1.9620

Asfiati, & Pulungan, I. (2020). Figures of Humanist Educators during the Covid 19 Pandemic. Fotum Paedagogic, 11(2), 23–34.

Damanik, HR (2019). Development of Student Potential Through Guidance and Counseling. Journal of Warta Dharmawangsa, 13, 146–161.

Damayanti, S. (2021). Implementation of a Comprehensive Guidance and Counseling Program in Developing Student Potential. Journal of Thought And Enlightenment, 17(2), 46–62.

Habib, N. (2021). Intelligence Test (GR Affandy & NA Gunanjar (eds.); 1st ed.). UMSIDA press. https://press.umsida.ac.id/index.php/umsidapress/article/download/978-623-6081-25-9/961

Huwaida, AN, Asihanngtyas, F., Alviah, SN, & Tangerang, UM (2020). The influence of intelligence on children's education. Journal of Education and Social Sciences, 2, 42–49.

Ihsan, H., Rusli, & Rahmatia, S. (2021). Analysis of Mathematics Learning Outcomes of Grade VIII Middle School Students on the Subject of Statistics Associated with Intelligence Quotient (IQ). Issues in Mathematics Education, 5(1), 56–61. http://103.76.50.195/imed/article/viewFile/19912/10522

Irawan, Y., Herianto, & Simamora, SO (2019). Decision Support System for Determining Extracurricular Activities Based on Talents and Interests Using the SAW (Simple Additive Weighting) Method. JTIM : Journal of Information Technology and Multimedia, 1(3), 198–205.

https://doi.org/10.35746/jtim.v1i3.37

Jahring, J., & Chairuddin, C. (2019). Learning Modality Preferences for Students Class of 2016 Mathematics Education Study Program, University of Nineteen November Kolaka. Square : Journal of Mathematics and Mathematics Education, 1(1), 27. https://doi.org/10.21580/square.v1i1.4039

Sorry. (2015). Intelligence as a learning factor. MIYAH: Journal of Islamic Studies, 11(02), 168–179.

Mangiwa, R., Wungouw, HIS, & Pangemanan, DHC (2014). Ability of Intelligence Quotient (Iq) of Sam Ratulangi University Medical Faculty Students. Journal of E-Biomedik, 2(3). https://doi.org/10.35790/ebm.2.3.2014.5741

Noraini. (2021). A Study of the Achievement of Rawa Children Relying on Talent and Interest Against Limited Infrastructure at SMAN 1 Danau Panggang. 2(1), 85–92.

Nur'aeni. (2012). PSYCHOLOGICAL TESTS: Intelligence Tests and Aptitude Tests. Student Library: Muhammadiyah University (UM) Purwokerto Press, 173. https://digilib.ump.ac.id/files/disk1/21/jhptump-ump-gdl-nuraenisps-1031-1-fulltek-u.pdf

Rufaidah, A. (2015). The Influence of Students' Intelligence and Interest on Major Selection Decisions. Scientific Journal of Education, 2(2), 143. https://journal.lppmunindra.ac.id/index.php/Faktor/article/view/379

Syaikhu, A. (2018). Learning Strategies Based on Multiple Intelligences. Journal of Auladuna, 92–124. https://ejournal.stitpn.ac.id/index.php/islamika/article/download/570/445