

Beyond Academic Achievement: Integrating Three Domains of Talent Management in Elementary Education

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ABSTRACT

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This study analyzes how a religiously affiliated elementary school manages students' academic, non-academic, and religious talents through an integrated performance management system. Using a qualitative, descriptive-exploratory single-case study design, the research was conducted at school. Data were collected through semi-structured interviews with five purposively selected informants and document analysis, then analyzed through data condensation, data display, and conclusion drawing and verification. The findings reveal that talent management operates through continuous goal setting, talent identification, differentiated coaching, monitoring, feedback, evaluation, and follow-up. The school applies shared management processes while adapting developmental targets and assessment instruments to each talent domain. Although religious, academic, and non-academic activities can reinforce students' discipline and development, competing schedules, fatigue, and resource constraints require careful coordination. The study concludes that integrated talent management depends on systematic planning and collaboration among school leaders, teachers, and families. These findings contribute a tripartite performance management perspective and offer practical guidance for coordinating student development while safeguarding motivation and well-being.

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INTRODUCTION

Elementary schools face increasingly complex responsibilities: they must not only improve academic achievement but also develop students' talents, social-emotional competencies, character, and well-being (Hanurawan et al., 2024; Min et al., 2024). This matters because cognitive, social, and emotional development are interconnected and shaped by coordinated learning environments (Chen & Wei, 2025; Loyens et al., 2023). A systemic approach also emphasizes alignment among classroom, school, family, and community support

(Rai, 2025; Shi & Liu, 2025). In religiously affiliated elementary schools, these responsibilities additionally include nurturing faith, worship practices, and moral character. Because time and resources are limited, schools need systematic approaches to talent management so that achievement, character, and well-being can develop together in a balanced, sustainable, and inclusive manner for all students (Assefa & Zenebe, 2024; Elias et al., 2025).

A general problem emerges when educational objectives are managed through separate programs without mechanisms for coordinating students' needs and workloads (Al-Zyoud et al., 2025; Pedlow & Boud, 2025). Academic activities, extracurricular competitions, and religious development may reinforce one another, but they may also compete for students' time, teachers' attention, and institutional resources (Munadi & Khuriyah, 2023; Si, 2025). The literature indicates that heavy learning demands are associated with student stress and well-being concerns, although some evidence comes from older populations and should therefore be applied cautiously to elementary school students (Alexandra, 2024; Klapp et al., 2024). Without integrated goal setting, monitoring, feedback, and follow-up, schools may struggle to identify students' potential while maintaining their motivation, participation, and balanced development (Asha & Joshith, 2026; Strielkowski et al., 2025). Addressing this problem requires a coordinated management approach that connects educational objectives with students' diverse developmental needs.

In religiously affiliated elementary schools, talent management extends beyond academic achievement and extracurricular participation. Students may demonstrate potential through subject performance, arts, sports, leadership, Qur'an memorization, and developing regular worship practices (Asha & Joshith, 2026; Forsström et al., 2025). However, these domains require different forms of guidance, developmental indicators, and institutional support. This study examines how schools set goals, identify student potential, assign students to appropriate activities, monitor progress, and balance demands across these domains (Powell et al., 2024; Subotnik et al., 2023). Because specific empirical information about the school has not been provided in the introductory materials, these issues are presented as research concerns to be investigated rather than as established field findings. Understanding how schools coordinate these responsibilities is essential for developing an integrated approach to student talent development.

Talent management literature explains how to identify and develop individuals, but much of it originates in business organizations. Debates about whether talent is innate or developable also influence how talent is conceptualized and managed (Abid & Polo, 2025a; van der Merwe et al., 2024). Researchers have emphasized the importance of organizational context and practical relevance in talent management studies. Meanwhile, performance

management has shifted from annual appraisal toward continuous processes involving goal setting, coaching, monitoring, feedback, and evaluation. These two bodies of literature provide relevant conceptual foundations, but they do not automatically explain how student talent can be managed across multiple educational domains within elementary schools (Borchers et al., 2024; Treffinger & Selby, 2023).

Previous studies have examined talent development, motivation, and school leadership from complementary perspectives. Talent development is understood as a long-term process shaped by opportunities, coaching, and psychosocial skills (Abid, 2025; Tyskbo & Firtin, 2026), while inclusive approaches emphasize developing the potential of all students rather than only selected high achievers (Akintayo et al., 2024; Goyibova et al., 2025). Self-determination theory highlights the importance of satisfying psychological needs and supporting autonomy to foster motivation (Grenier et al., 2024; Ye et al., 2025). Research on school leadership and social-emotional learning likewise emphasizes systemic coordination. However, these studies generally examine particular dimensions separately (Metzger et al., 2026; Qian et al., 2026). Consequently, integrating academic, non-academic, and religious talent management requires further contextual investigation through a systematic framework that connects these domains within school practice.

This study's novelty lies in developing a tripartite performance management perspective that links performance management cycles with talent management across three student domains: academic, non-academic, and religious. Unlike studies focusing on organizational talent or a single domain of giftedness, this research examines relationships among the three domains as components of an integrated school management system. The proposed framework encompasses goal setting, talent identification, placement, coaching, monitoring, feedback, evaluation, and follow-up. Religious development, including Qur'an memorization and worship practices, is considered alongside academic and non-academic achievement. Based on the literature reviewed, this integrated perspective offers a context-sensitive extension of talent management research in religiously affiliated elementary education, emphasizing coordinated and sustainable student development.

This study aims to describe and analyze how religiously affiliated elementary schools manage students' academic, non-academic, and religious talents through a tripartite performance management system. The central research questions concern how goals are established, potential is identified, coaching and monitoring are conducted, feedback is provided, and competing demands across domains are balanced under resource constraints. The study argues that talent development can be managed more coherently when performance management and talent management are integrated into a

continuous cycle rather than implemented through disconnected programs. Theoretically, this approach may extend both concepts to religiously affiliated elementary education. Practically, the findings are expected to help school principals, teachers, and families coordinate talent development while safeguarding students' motivation, well-being, and balanced growth.

METHODS

This study used a qualitative approach with a single-case study design and a descriptive-exploratory orientation (Geletu, 2026; Maharani et al., 2026). The qualitative approach was selected to examine managerial processes in student talent development, including goal setting, coaching implementation, progress monitoring, and the relationships among academic, non-academic, and religious talent domains. A single-case study was chosen because talent management practices are influenced by organizational context and institutional characteristics. This design enabled an in-depth, context-sensitive examination of talent management practices to support developing a tripartite performance management framework in a religiously affiliated elementary school.

The study was conducted at SD Muhammadiyah Tanjung Selor, North Kalimantan, Indonesia, on October 12–13, 2026. The site was purposively selected for three reasons: its vision and mission encompass religious, academic, and non-academic development; it provides programs in Qur'an memorization (*tahfidz*) and worship practices, National Science Olympiad preparation, and extracurricular pantomime; and it has an established management structure involving the principal, vice principal for student affairs, and program instructors. The researchers purposively selected five informants based on their direct involvement in talent development planning, implementation, and evaluation. They comprised the principal, the vice principal for student affairs, and three instructors responsible for *tahfidz*, pantomime, and National Science Olympiad preparation.

Data were collected through semi-structured interviews and document analysis. The interviews explored the characteristics of talent development programs, stakeholder involvement, implementation schedules, the rationale behind program selection, and the mechanisms used to manage and evaluate student development. Interview questions were tailored to each informant's responsibilities and covered institutional policies and resource allocation, student management, and coaching practices. Documentary sources included the School Operational Curriculum, school work plans, student affairs guidelines, *tahfidz* and worship-monitoring records, posts from the school's official Instagram account, an extracurricular schedule poster, and the first-semester subject timetable for the 2026/2027 academic year. These documents complemented the interview data and supported the examination of consistency

between informants' accounts and documented information concerning program implementation, schedules, and coaching time allocation.

Data were analyzed using an interactive model comprising data condensation, data display, and conclusion drawing and verification (Laia et al., 2025; Rodliyah et al., 2024). Data condensation involved selecting, simplifying, coding, and categorizing information relevant to the performance management cycle, including goal setting, talent mapping, coaching, monitoring, feedback, evaluation, and follow-up. The data were then organized into thematic matrices to compare informants' perspectives and identify relationships between institutional policies and coaching practices. The authors developed conclusions iteratively by examining patterns, checking evidence consistency, and reviewing discrepancies. Data trustworthiness was addressed through source and document triangulation by comparing accounts from the principal, vice principal, and instructors with the available supporting documents. Interpretation was limited to evidence obtained from the five informants and documentary sources, acknowledging the restricted scope of a single-case study.

RESULTS AND DISCUSSION

Results

Goal Setting Aligned with the School's Vision and Mission

The school's vision, "Faithful, Noble in Character, Intelligent, Independent, and Excellent," encompasses three talent domains: religious, academic, and non-academic. According to the principal, religious development emphasizes faith and moral character; academic development integrates religious education, information and communication technology (ICT), and deep learning; and non-academic development promotes creativity, life skills, and extracurricular participation. These priorities are incorporated into the School Operational Curriculum and annual work programs. Goals are established at the beginning of each academic year through planning meetings involving the vice principal and teaching staff. The school defines targets at the institutional and individual levels, covering competition achievements, Qur'an memorization, and worship practices. Measurable indicators are documented in school work plans and student affairs guidelines to support coordinated implementation and systematic monitoring of student development.

Institutional targets are translated into specific objectives for each talent domain. The vice principal explained that academic targets include winning awards in the National Science Olympiad (OSN) at the regency or provincial level. In contrast, non-academic targets involve participation in and awards at the Indonesian Student Talent Competition (FLS2N) and the National Student Sports Olympiad (O2SN). Religious development includes a minimum graduation target of memorizing Juz 30 of the Qur'an. At the coaching level,

instructors establish progressively challenging objectives. Pantomime and OSN instructors prepare students for competitions at increasingly higher levels. In contrast, the *tahfidz* instructor sets memorization targets based on students' initial abilities, discusses them with students, and communicates them to parents. This process connects institutional priorities with individual development. Student involvement in setting memorization targets also encourages participation and responsibility for personal learning, supporting a continuous and coordinated approach to talent development across the three domains.

Talent Identification, Placement, and Differentiated Development

At the beginning of the academic year, the school maps students' interests and abilities through student affairs questionnaires, initial assessments, observations of Qur'an reading, assessments of artistic and athletic potential, homeroom teacher recommendations, and a go talent activity. According to the vice principal, all students participate in the mapping process before being directed toward appropriate activities. Students attend compulsory extracurricular programs, including Hizbul Wathan and Tapak Suci, and may select additional activities such as English club, dance, futsal, swimming, archery, and marching band. To prevent excessive workloads, students may participate in up to two optional extracurricular activities. Students demonstrating particular potential may be recommended by teachers for intensive Bina Prestasi programs or additional memorization coaching, subject to parental consent.

The extracurricular schedule shows how talent development is organized within the school timetable. Hizbul Wathan takes place on Tuesdays for Grades 3–6, from 15:00 to 16:20. Wednesday activities include futsal for Grades 4–6, English club, and dance for Grades 3–6; Friday activities include swimming for Grades 3–5 and archery for Grades 1–6. Marching band meets on Saturdays from 09:00 to 11:00 for selected students. Tapak Suci appears in the regular morning timetable on Wednesdays for Grades 4–6 and Thursdays for Grades 2–3. Competition preparation is arranged as needed, while Grade 6 extracurricular activities stop during the second semester for graduation examinations. Overall, these arrangements combine broad access with selective placement and workload management across academic, artistic, athletic, and religious domains.

Coaching across the three domains follows a progressive development model with differentiated support. *Tahfidz* sessions run Monday through Thursday, 07:30–08:05, after the *dhuha* prayer; Fridays include worship practice. Sessions involve supplication, collective *muraja'ah*, individual recitation, and guidance on Qur'anic pronunciation. OSN preparation occurs two or three times weekly and intensifies before competitions through training camps, higher-order thinking skills exercises, and computer-based simulations. Pantomime coaching

progresses from physical exercises and imaginative exploration to scenario mastery, intensifying for regency qualifiers. Two-to-four-week camps are coordinated with classroom teachers. Instructors adapt support to students' needs: faster memorizers receive advanced targets or tutor peers, struggling students receive individualized guidance, and OSN participants receive challenging questions or step-by-step assistance. These practices connect talent identification with sustained, differentiated coaching.

Monitoring, Feedback, Evaluation, and Follow-Up

Performance monitoring operates at institutional and coaching levels. The principal conducts academic supervision, monitors extracurricular activities, and holds monthly coordination meetings with the vice principal and instructors. Each talent domain uses specific monitoring instruments. Religious development is documented through daily Tahfidz and Worship Control Books recording memorized verses, recitation fluency, and pronunciation accuracy. Pantomime development is monitored through practice videos assessed against FLS2N criteria, while OSN preparation involves practice tests, score analysis, and identification of weaknesses. The student affairs team maintains attendance records and achievement portfolios. Feedback is provided through direct coaching and family communication. The tahfidz instructor corrects pronunciation and records progress in control books signed weekly by parents. OSN instructors discuss problem-solving errors, while pantomime instructors review recorded performances. The vice principal communicates progress through parent meetings, report-card consultations, and individual discussions, supporting continuous monitoring and individualized guidance.

Program evaluation uses indicators appropriate to each talent domain, including memorization target attainment, competition results, and extracurricular participation rates. These indicators complement academic assessments, extracurricular progress reports, and daily religious development records. Evaluation findings inform program adjustments rather than merely documenting outcomes. For example, when memorization targets were not consistently achieved, the school introduced additional *muraja'ah* sessions before the *dhuha* prayer and scheduled further morning memorization activities before formal lessons. This response demonstrates how evaluation can guide adjustments to coaching schedules and instructional support. Additionally, pantomime and OSN instructors use the school's Instagram and YouTube accounts to recognize student achievements publicly. Overall, goal setting, monitoring, feedback, evaluation, and follow-up form a continuous management cycle. Through this process, information about students' academic, non-academic, and religious development informs subsequent decisions, strengthens parental involvement, and communicates achievements to the wider school community.

Interrelationships Among Talent Domains and Resource Balancing

The school approaches the three talent domains holistically rather than treating them as competing priorities. According to the principal, religious development establishes foundational values, while academic and non-academic activities give students opportunities to develop their abilities. The principal observed that disciplined students with strong spirituality tend to demonstrate greater concentration and resilience in academic activities and competitions. The pantomime instructor explained that pantomime develops focus, visual memory, and discipline, while incorporating moral messages. Similarly, the OSN instructor described how *dhuha* prayer, congregational worship, and prayer before problem-solving sessions are encouraged to support emotional regulation. However, these relationships are not always complementary. The *tahfidz* instructor noted that fatigue following sports activities may reduce students' concentration during memorization sessions, revealing potential tensions between development domains.

The school manages competing demands through several coordination mechanisms. Students participating in intensive competition training may receive academic dispensations while maintaining essential religious responsibilities, including prayer and memorization. Instructors coordinate with classroom teachers and extracurricular coaches to minimize scheduling conflicts. Memorization targets and assignment deadlines may also be adjusted when students face demanding schedules. Limiting students to two optional extracurricular activities further helps prevent excessive commitments. Resources include government school operational assistance funds, school activity budgets, Muhammadiyah support, and contributions from parents and the school committee. Facilities comprise computer laboratories, sports fields, a mosque, and classrooms. These arrangements show that integrated talent development requires coordinating personnel, schedules, funding, and facilities. Such adjustments help maintain development opportunities while managing competing demands and protecting students' capacity to participate across multiple domains.

Supporting Factors, Barriers, and Future Development Needs

The main supporting factors identified in the interviews include teacher commitment, leadership support, parental involvement, and school committee participation. Facilities also support program implementation, particularly computer laboratories for digital OSN simulations and worship spaces for religious development. Parental involvement remains important because students' development extends beyond school activities. However, constraints include limited coaching time, demanding schedules, conflicts with family

activities, inconsistent parental support for memorization practice, and students' physical and emotional fatigue during intensive preparation. The school addresses these challenges through schedule coordination, parent communication, online guidance when feasible, and supportive practice environments incorporating varied activities, icebreakers, and spiritual encouragement. These findings indicate that effective talent development requires adequate resources, committed educators, family collaboration, and flexibility in accommodating students' diverse developmental needs.

Future development priorities differ across the three talent domains. The *tahfidz* instructor emphasized refresher training in memorization-teaching methods and stronger communication with parents. The pantomime instructor highlighted professional workshops and additional facilities, including practice mirrors and sound equipment. The OSN instructor identified updated question banks, partnerships with national-level coaches, and digital resources for online simulations as important needs. At the institutional level, the principal prioritized stronger ICT integration in classroom learning and digital monitoring of character development and memorization progress. These priorities highlight the importance of leadership in providing resources and organizational support for instructors. Digital monitoring could strengthen communication between school and home by improving parental access to progress information. However, its effectiveness would depend on accurate records, appropriate data management, and integration with existing coaching and communication practices.

Table 1 synthesizes the school's practices across the performance management cycle and the three talent domains. The central finding is that the school manages academic, non-academic, and religious talents through a shared cycle but assesses and develops them using domain-specific instruments. Religious development provides the foundational values and routines connecting the three domains, while academic and non-academic programs offer distinct opportunities for students to develop their capabilities. The framework illustrates how institutional goal setting is translated into domain-specific coaching, monitoring, feedback, evaluation, and follow-up. It also demonstrates that integrated talent management does not require identical procedures across all domains. Instead, the school applies a common management structure while adapting targets, coaching methods, and assessment indicators to each talent domain's characteristics.

Table 1. Tripartite Performance Management Practices Across Student Talent Domains

Performance management stage	Academic (OSN and KSN)	Non-academic (Pantomime and extracurricular activities)	Religious (<i>Tahfidz</i> and worship)
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Goal setting	Competition targets progressing from regency to provincial and national levels.	FLS2N competition targets progressing from subdistrict to regency and provincial levels	Minimum graduation target of Juz 30 memorization; individual memorization targets based on initial ability
Coaching and development	Bina Prestasi classes two to three times weekly; intensive training involving HOTS questions and computer-based simulations.	Physical exercises, imaginative exploration, scenario development, and intensive training before competitions	Supplication, collective <i>muraja'ah</i> , individual recitation, and reinforcement of Qur'anic pronunciation; sessions Monday–Thursday, 07:30–08:05; Friday prayer practice
Monitoring	Periodic practice tests and identification of weak subject areas	Daily practice videos, extracurricular attendance, and achievement portfolios	Daily <i>Tahfidz and Worship Control Books</i>
Feedback	Immediate discussion of problem-solving errors and recognition through the school's Instagram account	Immediate performance feedback and recognition through school social media	Direct correction of Qur'anic pronunciation and weekly parental signatures in progress records
Evaluation and follow-up	Trends in answer accuracy and speed; competition achievement records	FLS2N performance criteria and extracurricular participation	Memorization target attainment and additional <i>muraja'ah</i> sessions

Discussion

The findings show that SD Muhammadiyah Tanjung Selor manages academic, non-academic, and religious talents through institutional goals and domain-specific targets. This aligns with talent management literature describing planning, identification, development, and placement as interconnected functions (Battisti et al., 2023; Caligiuri et al., 2024). It also reflects performance management approaches that emphasize continuous goal setting and feedback rather than isolated annual appraisal (Idrus, 2025; Jarsh, 2025). However, this case extends these perspectives beyond business organizations by applying them to elementary education, particularly in religiously affiliated school contexts, and by including religious development alongside academic and extracurricular achievement. Theoretically, this supports a context-sensitive, tripartite understanding of student talent management in primary schools.

The school's inclusive mapping process, followed by selective placement into intensive coaching, combines broad access with differentiated development. This pattern aligns with inclusive talent management, which emphasizes developing potential beyond a small group of preselected high performers (Abid & Polo, 2025b; Shahid, 2025). Differentiated coaching also corresponds with research describing talent development as a long-term process shaped by

opportunities, practice, and psychosocial support (Barry et al., 2025; Howell et al., 2025). However, unlike studies centered mainly on academic giftedness, this case incorporates artistic, athletic, and religious abilities into one institutional process. The practical implication is that schools should use varied identification methods and adapt support to students' strengths, starting points, interests, and changing developmental needs.

Monitoring practices combine school-level supervision with domain-specific instruments, including memorization records, performance videos, practice tests, and achievement portfolios. This finding supports the view that performance management depends on coordinated systems of monitoring, feedback, evaluation, and follow-up (Dahlan et al., 2025; Simion Luduşanu et al., 2025). Regular feedback from instructors and communication with parents also illustrate how student development extends beyond formal assessment. This is consistent with research emphasizing family-school coordination and supportive learning environments. A notable feature is the use of social media to recognize achievements, extending communication beyond school-family interactions. In practice, schools should ensure recognition complements assessment and that monitoring records guide meaningful adjustments rather than merely documenting activities.

The findings also reveal that the three talent domains can reinforce one another but may compete for students' time and energy. Religious routines support discipline and composure, while fatigue from extracurricular activities may hinder memorization. This mixed relationship adds nuance to systemic approaches that emphasize coordination among academic, social-emotional, and developmental programs (Candra, 2025; Izuagie, 2025; Nachtigal et al., 2024). The school's responses coordinating schedules, adjusting targets, and limiting optional activities show practical attempts to balance opportunities and workload. The theoretical contribution is to treat interdomain alignment and tension as central features of school talent management, rather than assuming that participation across more programs automatically produces better outcomes.

The study's principal contribution is a tripartite performance management perspective that connects goal setting, identification, coaching, monitoring, feedback, evaluation, and follow-up across academic, non-academic, and religious domains. It extends talent management concepts to a religiously affiliated elementary school and highlights leadership, family involvement, resources, and student well-being as conditions shaping implementation (Darina & Baharun, 2025; Huda et al., 2025; Supriatna et al., 2026). Practically, school leaders can strengthen coordination through instructor development, clearer progress indicators, reliable parent communication, and careful scheduling. Digital monitoring may help, but should be supported by accurate records and

data management. Because the evidence comes from one school and five informants, the framework is exploratory rather than universal. Future studies should compare schools and examine outcomes over time.

CONCLUSION

This study concludes that student talent management at SD Muhammadiyah Tanjung Selor involves an integrated cycle of goal setting, talent identification, differentiated coaching, monitoring, feedback, evaluation, and follow-up across academic, non-academic, and religious domains. The principal insight is that effective talent development requires coordinated management that recognizes the complementary relationships and potential tensions among these domains. The study's main scholarly contribution is a tripartite performance management perspective that extends talent management concepts to religiously affiliated elementary education by integrating religious development with academic and non-academic achievement. Practically, the findings encourage school leaders to strengthen teacher development, coordinate schedules, improve family engagement, establish clear progress indicators, and use digital monitoring responsibly while safeguarding student well-being. However, the study is limited to one school and five informants, restricting the transferability of its findings. Future research should compare multiple schools with different institutional characteristics, incorporate classroom observations and student perspectives, and examine longitudinally how integrated talent management influences student achievement, motivation, character development, and well-being.

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