



BALANCING ACADEMIC PERFORMANCE AND SPORTS ACHIEVEMENT IN SPECIAL SPORTS CLASS MANAGEMENT

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ABSTRACT

This study aims to provide an in-depth description of the management and development of the special sports class program at Muhammadiyah 1 Mlati Junior High School. A qualitative approach with a descriptive study design was employed. Data were collected through in-depth interviews, participatory observation, and document analysis involving the principal, physical education teachers, coaches, students, and other relevant stakeholders. The findings indicate that the program is managed based on key management functions: planning, organizing, implementation, and supervision. The coaching process is carried out systematically through a rigorous selection process, structured training, and academic support. Despite facing limitations in facilities, the school addresses these challenges through external collaborations. The program has had significant impacts, including improved student sports achievements at the national level, character development, and an enhanced school image. However, challenges remain, particularly the low academic motivation among some students, which requires further attention. The study concludes that the program has been implemented effectively and serves as a good practice model for talent and interest-based education, although regular evaluation and integrated curriculum enhancement are needed to maintain a balance between academic and non-academic achievements.

Keywords: *educational management, special sports class, student development, sports achievement.*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan secara mendalam pengelolaan dan pembinaan program kelas khusus olahraga di SMP Muhammadiyah 1 Mlati. Pendekatan yang digunakan adalah kualitatif dengan jenis studi deskriptif. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan studi dokumentasi terhadap kepala sekolah, guru, pelatih, siswa, dan pihak terkait. Hasil penelitian menunjukkan bahwa program dikelola dengan mengacu pada fungsi manajemen: perencanaan, pengorganisasian, pelaksanaan, dan pengawasan. Pembinaan dilakukan secara sistematis melalui seleksi ketat, latihan terstruktur, dan pendampingan akademik. Meskipun dihadapkan pada keterbatasan fasilitas, sekolah mengatasinya melalui kerja sama eksternal. Dampak dari program ini meliputi peningkatan prestasi olahraga siswa hingga tingkat nasional, penguatan karakter, dan citra positif sekolah. Namun demikian, tantangan berupa rendahnya motivasi akademik sebagian siswa tetap memerlukan perhatian lebih lanjut. Penelitian ini menyimpulkan bahwa program telah berjalan efektif dan menjadi contoh praktik baik dalam pendidikan berbasis minat dan bakat, meskipun perlu evaluasi berkala dan penguatan kurikulum terpadu untuk menjaga keseimbangan antara prestasi akademik dan non-akademik.

Kata Kunci: manajemen pendidikan, kelas khusus olahraga, pembinaan siswa, prestasi olahraga.

1. INTRODUCTION

Education is essentially not only aimed at developing students' cognitive abilities but also their affective and psychomotor domains in a balanced manner [1]. In this context, physical education plays a crucial role in shaping individuals who are physically healthy, disciplined, and possess a spirit of sportsmanship and hard work. Physical education is not merely about teaching physical skills; it also internalizes character values such as responsibility, cooperation, and resilience, which are essential in social life [2]. Sports activities teach students to follow rules, respect opponents, and accept victory or defeat with grace [3]. Therefore, the integration of sports programs within educational institutions particularly through specialized sports classes is a relevant strategy to foster both achievement development and character building from an early age, especially in facing increasingly complex social and global challenges.

The specialized sports class program is an educational innovation that combines academic learning with professional sports training [4]. In Indonesia, this program has been widely implemented at the junior and senior high school levels, both in public and private schools, as an effort to identify and nurture young talents in the field of sports. Its main objective is to provide opportunities for students with potential in sports to develop optimally without neglecting their academic education and emotional growth [5]. According to Law of the Republic of Indonesia Number 3 of 2005 on the National Sports System, sports education must be carried out integratively through formal, non-formal, and informal education as part of the state's responsibility to develop the potential of the younger generation. This indicates that the development of athletic achievements should begin in formal educational institutions as the foundation for structured and sustainable coaching not merely through external clubs or organizations.

Nevertheless, the success of specialized sports classes depends heavily on the effectiveness of school-based management [6]. Good educational management involves core functions such as planning, organizing, implementation, and supervision [7], all of which must be carried out continuously. In the context of sports classes, planning includes the development of an integrated curriculum that balances general subjects and sports training, scheduling practices without disrupting academic activities, and setting realistic achievement targets [8]. Organizing involves forming an implementation team such as program coordinators, coaches, supervising teachers, and clearly defined responsibilities according to each member's expertise. Implementation focuses on delivering balanced training and academic learning using approaches that support student motivation. Meanwhile, supervision should be conducted regularly by monitoring student performance in both academic and non-academic aspects [9]. Without a structured and adaptive management system, the program will struggle to achieve its goals effectively.

One of the main challenges in implementing specialized sports classes is maintaining a balance between academic achievement and the intensive training students must undergo [10]. Tight training schedules often lead to fatigue, decreased concentration, and limited time for additional academic activities such as tutoring or homework. Research by Habibah et al. [11], indicates that students enrolled in school sports programs tend to experience academic performance decline due to time pressure and physical exhaustion. Therefore, a flexible curriculum management system and academic support mechanisms such as schedule exemptions or remedial programs are necessary for students in need. Additionally, training facilities and infrastructure such as fields, sports equipment, and supporting amenities play a vital role in ensuring the success of sports development programs. Inadequate facilities hinder the quality of training [12]. In this regard, collaboration with external parties such as sports clubs, universities, and sponsors can be a strategic solution to strengthen program capacity.

On the other hand, the specialized sports class program also has a positive impact on students' character development. Through structured training and competitive experiences, students not only gain physical fitness but also learn to handle pressure, act with integrity, respect their opponents, and collaborate as part of a team [13]. These values are part of essential character education, as emphasized by Vachruddin et al. [14], who defined character education as a deliberate effort to help individuals understand, care about, and act upon core ethical values. By participating in intensive sports programs, students are given real-life opportunities to internalize these values directly. In the context of Indonesian culture, which upholds collectivism and mutual cooperation, such programs can serve as a strategic platform to strengthen national identity and character. Therefore, sports are not only a means of achieving physical excellence but also an effective and relevant medium for character education.

SMP Muhammadiyah 1 Mlati, as an Islamic-based private school, has great potential to develop a specialized sports class as part of a holistic education approach that integrates faith, knowledge, and practice. This program not only facilitates the development of students' athletic talents but also nurtures individuals who are spiritually and socially grounded. With an approach that emphasizes Islamic values such as honesty, responsibility, hard work, and discipline, it is expected that students will not only become high-achieving athletes but also morally upright individuals with strong integrity [15]. Therefore, this study is crucial to analyze how the specialized sports class program at SMP Muhammadiyah 1 Mlati is systematically managed, and how it contributes to improving student achievement and character development. The results of this study are expected to provide both scientific and practical insights as a model for the professional and sustainable development of similar programs in other educational institutions.

2. LITERATURE REVIEW

2.1. Character Education

Character education serves as a vital pillar in shaping a generation that is not only intellectually capable but also morally and emotionally mature. According to Qadeer et al. [16], character education is a conscious and systematic effort to instill ethical values such as responsibility, respect, care, honesty, and citizenship. This concept should not merely supplement formal education but be fully integrated into the entire learning process [17]. Character education also requires exemplary behavior from all school stakeholders, including principals, teachers, and educational staff. Students' character is shaped not only in the classroom but also through social interactions and non-academic activities that foster the internalization of values. Therefore, character education must be continuous and comprehensive rather than instantaneous or one-sided [18].

In practice, character education in schools can be implemented through various channels, including intracurricular, co-curricular, and extracurricular activities. One effective medium for character formation is physical education and sports. According to Putri et al. [19], student participation in sports activities provides direct experience in developing resilience, discipline, teamwork, and sportsmanship. In the context of specialized sports classes, students not only undergo physical training but also implicitly learn emotional regulation, healthy competition, and respect for rules and opponents [20]. Such activities foster character development through situations that demand responsibility and self-control [21]. Thus, integrating sports with character education provides a contextual platform for the actualization of moral and social values.

Furthermore, character education positively contributes to the development of a healthy school culture. In this regard, Thomas Putri [22] asserted that schools that successfully instill character are those that cultivate a culture of mutual respect, safety, and a conducive learning environment. Effective implementation of character education can reduce deviant student behaviors such as bullying, intolerance, and indiscipline. Moreover, strong character traits contribute to academic achievement, as disciplined and responsible students are better able to manage their time and academic tasks. In faith-based schools such as SMP Muhammadiyah 1 Mlati, character education encompasses broader dimensions, including the formation of noble character and Islamic personality. Therefore, strengthening character education is not only a national educational policy but also a fundamental need in shaping a holistic and high-quality generation.

2.2. Innovation in Sports Education

Innovation in sports education is a response to the increasingly complex and dynamic demands of the times, particularly in integrating physical learning with developments in technology, pedagogy, and educational psychology (Tarso et al., 2025). According to Kintoko et al. [24], sports education is no longer seen solely as physical activity but as a strategic platform for developing students' social, cognitive, and affective competencies. In line with this, innovation is needed to bridge the gap between theory and practice. Innovations in sports education include curriculum renewal, the use of digital media such as motion analysis videos, and the application of thematic approaches that incorporate health, character, and life skills [25]. These efforts make sports learning not only more contextual and enjoyable but also more relevant to 21st-century learners who are expected to think critically, creatively, and collaboratively [26].

A clear manifestation of this innovation is the emergence of specialized sports classes, which integrate professional sports training with formal education. According to Fatkhurohman et al. [27], specialized sports classes are a form of talent- and interest-based education designed to optimize students' physical potential and athletic achievements without neglecting academic development. Through this program, students have the opportunity to develop in a more focused and structured manner, supported by mental training, psychological assistance, and competitive preparation. This innovation also encourages collaboration between schools and external stakeholders such as sports clubs, professional coaches, and sports institutions.

As a result, students not only achieve in sports but also develop healthy lifestyles and strong character. At the junior high school level, this approach is particularly beneficial in preparing potential athletes from an early age in a systematic and measurable way.

Additionally, innovation in sports education strengthens the role of schools as centers for promoting healthy and productive lifestyles. Research by Nugroho [28], shows that innovative approaches in physical education, such as the Teaching Games for Understanding (TGfU) model, the Sport Education Model (SEM), and project-based learning, significantly increase student participation, tactical understanding, and problem-solving in real-life contexts. Innovations also include wearable fitness technology and fitness applications that allow students to monitor their physical development in real time. Moreover, involving students in the planning and evaluation of school sports activities fosters a strong sense of ownership [29],[30]. Therefore, innovation in sports education is not merely about updating methods but represents a paradigm shift toward holistic learning that emphasizes active engagement, social values, and personal development.

2.3. Effective Management

Effective management in the context of education is a fundamental element that determines the success of school institutions in achieving academic, non-academic, and character development goals [31]. According to Afandi et al. [32], management is a process of planning, organizing, actuating, and controlling carried out to achieve objectives efficiently and effectively. In practice, effective school management involves the capacity of principals and education staff to optimize the management of human resources, curriculum, finances, and facilities. Management effectiveness is reflected in a productive work culture, harmonious working relationships, and high-quality learning outcomes [33]. Without effective management, school programs such as specialized sports classes are at risk of failing due to weak coordination, supervision, and policy implementation.

Furthermore, effective school management is greatly influenced by leadership style, managerial competence, and the active participation of all school members [34]. According to Tarso et al. [35], effective managers are those who can formulate clear visions, make data-driven decisions, and empower teams to work collaboratively. In the context of specialized sports programs, school principals must be able to integrate sports activities with general learning programs, design flexible schedules, and build partnerships with external parties such as professional coaches, education authorities, and local sports committees. This indicates that effective management is not only administrative but also strategic and adaptive to students' interests and talents [36]. Program success heavily depends on managerial capacity to manage conflicts, respond to challenges, and implement continuous innovation.

2.4. Value Reinforcement

Value reinforcement is an essential aspect of education aimed at forming well-rounded student character across cognitive, affective, and psychomotor domains [37]. According to Hamzah et al. [38], character education is rooted in the strengthening of moral and ethical values such as honesty, responsibility, respect, and care for others. In schools, value reinforcement can be carried out through integration in classroom instruction, extracurricular activities, teacher modeling, and a conducive school culture. The Indonesian government, through its Character Education Strengthening (PPK) program, emphasizes five core values to be developed: religiosity, nationalism, independence, integrity, and mutual cooperation [39]. These values are expected not only to form individuals with strong character but also to reinforce national identity in the face of globalization and moral degradation.

In the context of specialized sports programs, value reinforcement is especially relevant and critical, as sports activities naturally involve principles such as sportsmanship, teamwork, discipline, and mental toughness. Through structured training, students are not only prepared to achieve success but are also instilled with noble values that guide their behavior in daily life. According to Prasetyo et al. [40], sports can serve as an effective medium for developing positive character when guided by coaches and teachers with moral integrity and concern for students' ethical growth [41]. This underscores the importance of a value education approach that is not merely normative but contextual and applicable in every activity. Value reinforcement through sports is not an instant process but the result of habitual practice and continuous reflection throughout students' participation in the program.

3. METHOD

This research uses a qualitative approach with a descriptive study type that aims to describe in depth the management and development of the special sports class program at SMP Muhammadiyah 1 Mlati. Data collection techniques were carried out through in-depth interviews, participatory observation, and documentation studies. Interviews were conducted with the principal, sports teachers, coaches, students, and other relevant parties to obtain information regarding program implementation from various perspectives. Direct observations were made of training activities, the learning process, and the school environment to obtain a factual picture of the interactions, facilities, and dynamics of program implementation [42]. Documentation was used to supplement the data through school archives, annual reports, and training schedules. Data validity was obtained through source and technique triangulation techniques, as well as member checking with informants to ensure the validity of the information obtained. Data were analyzed using the interactive analysis technique of the Miles and Huberman model which includes three main stages: data reduction, data presentation, and conclusion drawing/verification. The analysis process was carried out simultaneously from data collection to the final stage, so as to provide a comprehensive and in-depth picture of the effectiveness, challenges, and impact of the special sports class program being implemented.

4. RESULTS AND DISCUSSION

4.1 Management of Special Sports Class Programs

Based on the results of interviews, observations, and documentation, the implementation of the specialized sports class program at SMP Muhammadiyah 1 Mlati is carried out by referring to management functions, which include planning, organizing, implementation, and supervision. The planning stage begins with the formulation of objectives aimed at developing students' talents and interests in sports, serving as a platform for nurturing prospective high-achieving athletes, and creating a conducive learning environment. The program targets elementary school graduates who demonstrate an interest and aptitude in sports. Coaching activities are conducted through structured training sessions led by coaches from each respective sports branch. In terms of budgeting, the program receives annual financial support from the government amounting to fifty million rupiahs.

In the organizing stage, the school establishes a program management team consisting of the Principal, Vice Principal, Physical Education Teacher, curriculum administrative staff, guidance and counseling teacher, and sports coaches. Each team member is assigned specific duties and responsibilities outlined in an official decree (SK) issued by the Principal. This process reflects Sagala's view that organizing involves the establishment of structure, authority, and clear task delegation to realize planned activities. The program implementation is supported by the collaborative efforts of all involved components, although challenges remain regarding the availability of training facilities. To address this, the school collaborates with the local government to borrow the Sinduadi Field and Sinduadi Sports Hall (GOR) as training venues for football and athletics. This initiative demonstrates effective managerial mobilization in line with Sudjana's theory, which emphasizes the importance of motivating individuals within an organization to perform their duties as planned.

Supervision of the program is conducted by the school through reports submitted by the coaches regarding student attendance and training progress. Additionally, the school compiles an annual report to the government as a form of accountability in program implementation. This report includes information on activities, financial matters, infrastructure, as well as academic processes and sports coaching. This practice aligns with the guidelines set by the Directorate General of Primary and Secondary Education Management (2018), which mandates reporting as a form of responsibility. Overall, it can be concluded that the management of the specialized sports class program at SMP Muhammadiyah 1 Mlati has been implemented effectively and in accordance with established management principles.

4.2 Development of Special Sports Class Programs

The Special Sports Class Program at SMP Muhammadiyah 1 Mlati is a concrete manifestation of the school's effort to develop students' potential and achievements in the field of sports. The implementation of this program involves various supporting components such as organizational structure, funding, training programs, coaches, students, facilities and infrastructure, as well as other supporting elements. The legal basis for this program refers to the National Sports System Law of 2005, Article 25, Paragraph 6, which states that in every educational path, sports activity units may be established to nurture and develop achievements. Therefore, this program is systematically and structurally designed and implemented to create an environment that supports the early development of students' talents in sports.

The coaching process begins with the recruitment of new students, which is conducted earlier than the regular student admission. This process starts with the formation of a committee comprising the school's internal team and an external selection team from the Education Office. After socialization to the public, registration is opened, followed by a selection stage consisting of administrative screening, interviews, and sports talent tests. The selection process is carried out strictly and professionally to identify students with genuine potential. Once admitted, students are grouped into one class cohort, regardless of their sports discipline, with a maximum of 32 students per class.

In the learning process, students in the special sports class follow the national curriculum, just like regular classes, while also being required to undergo sports training for at least 10 hours per week, according to the guidelines of the Directorate General of Primary and Secondary Education Management. The sports disciplines prioritized by the school are athletics and football, as these are considered fundamental in developing students' physical and competitive abilities. If a student specializes in a sport not yet facilitated by the school, training is continued externally through clubs the student is affiliated with, with the school still monitoring the student's progress, especially during competitions as a form of performance evaluation.

Training programs are designed by coaches following a systematic coaching structure for both football and athletics. Football training is conducted four times a week in the afternoon, while athletics training is held six times a week, scheduled for mornings and afternoons. The training program includes general preparation, specific preparation, pre-competition, competition, and transition phases. The training sessions are active and involve Q&A segments to ensure student understanding of the materials provided. Additionally, the school provides special services such as exemption from general extracurricular activities and customized counseling services. If students are absent due to training or competitions, the school grants permission, and teachers collaborate with parents to provide academic support. This system demonstrates that the program is implemented optimally and in accordance with the relevant Directorate General guidelines.

4.3 Impacts of the Special Sports Class Program Implementation

The implementation of the special sports class program at SMP Muhammadiyah 1 Mlati has brought significant impacts for the school, the students, and the overall sports achievements. Institutionally, the program has enhanced the school's reputation in the eyes of the public and the educational community. The school is increasingly recognized for producing talented young athletes who have achieved success at the district, provincial, and even national levels. Furthermore, managing talented students becomes more efficient as they are placed in one class cohort, making coordination, coaching, and supervision more effective, especially during preparation for competitions. However, a negative impact that requires attention is the decline in academic competitiveness within the class. Most students who excel in sports tend to perform less strongly in academics compared to those in regular classes [43]. This condition is exacerbated by the absence of academically outstanding students who could serve as motivation for their peers, resulting in a less competitive learning environment [44]. Even so, the students' academic performance is not alarmingly low, but it still requires special attention and appropriate teaching strategies from academic teachers.

For the students, the impacts are directly felt in both psychological and skill aspects. They feel more confident when participating in various competitions both within and outside the school. Their motivation to enhance their skills and achievements in sports has also significantly increased. This is attributed to the structured and intensive coaching from both the school and the coaches. The regular, systematic, and supportive training program has better prepared the students for the challenges of competition. In this regard, the effectiveness of the coaches plays a vital role in developing students' technical competencies, confidence, and character as young athletes. Besides building physical abilities, the program also positively contributes to students' emotional and social development, such as teamwork, sportsmanship, and discipline [45]. Thus, the special sports class program not only improves athletic performance but also shapes students into well-rounded individuals.

In terms of achievements, the special sports class program has brought significant improvements compared to the period before its implementation. There has been consistent progress in student accomplishments, particularly in sports directly coached at school, such as athletics. For three consecutive years, students in the special sports class have dominated the district-level O2SN championships and represented Sleman Regency at the provincial level. At the national level, achievements have also emerged in swimming and pencak silat. This success demonstrates that the program's impact is tangible and measurable. According to relevant theories, impact refers to any consequences resulting from a policy or program, both before and after its

implementation [46]. Therefore, the improvement in students' achievements is concrete evidence that the program is effectively implemented and produces significant positive outcomes.

This research also found that active participation in sports activities positively influences students' lifestyles and habits. They become more physically active and are more inclined to lead a healthy lifestyle compared to students not involved in such activities. This aligns with previous studies that indicate participation in sports-based extracurricular activities contributes to fostering an active and healthy lifestyle [47]. Given these various impacts, the implementation of the special sports class program at SMP Muhammadiyah 1 Mlati can be concluded to have a predominantly positive influence at the institutional level, for the students, and in sports achievements. However, regular evaluation is necessary, especially in maintaining a balance between students' academic and non-academic achievements to ensure the program truly produces well-rounded and accomplished students both in sports and academics.

4.4. Discussion

The management of the special sports class program at SMP Muhammadiyah 1 Mlati demonstrates a systematic implementation of core management functions, ranging from planning to supervision. This aligns with Ubabuddin [48], which states that management consists of four primary functions: planning, organizing, implementing, and supervising. These findings support previous research by Susetyawati [49], who concluded that the success of sports school programs at the secondary education level is heavily influenced by the effectiveness of comprehensive program design and coaching strategies. At SMP Muhammadiyah 1 Mlati, the provision of an annual government budget of fifty million rupiah reflects the state's commitment to advancing sports education, as mandated by the National Sports System Law of 2005. However, challenges remain in terms of limited training facilities, making external collaboration a realistic solution highlighting the importance of partnerships in sports education management as discussed by Maharani et al. [50].

From an organizational structure perspective, the program is systematically arranged through the formation of an implementation team composed of various school stakeholders. The clear delegation of responsibilities through formal decrees from the principal indicates the existence of a formal structure that enhances execution effectiveness. In practice, the presence of professional coaches in each sports branch strengthens the coaching process, consistent with Ramadhani et al. [51], who emphasizes the influence of coach quality on the development of young athletes. The collaboration between coaches and teachers further exemplifies a participative management model, where all stakeholders are actively involved in achieving shared goals [52]. Although there are constraints such as limited training time and packed academic schedules, the school has demonstrated adaptive efforts through academic dispensations and coordination with subject teachers.

The coaching implementation within the program follows a rigorous selection mechanism, structured training sessions, and continuous monitoring systems. This indicates that the program is not merely about turning talented students into athletes but also about establishing a long-term development framework. These findings echo Mulyani [53], who highlighted the importance of early-stage coaching through formal education channels. The training schedule, encompassing general preparation to transition phases, reflects the application of the periodization model in sports training [54]. This model is effective in enhancing physical fitness and competition readiness among young athletes. Additionally, the availability of special guidance services and academic dispensations shows the program's commitment to balancing sports development with general educational needs, in line with the holistic education concept that emphasizes physical, mental, and social growth [55].

The impact of the special sports class program is evident at both institutional and individual levels. The school has gained a more positive public image, particularly due to student achievements at the district to national levels. This supports Hakim [56] and Mala et al. [57] research, which stated that schools with flagship sports programs tend to have stronger appeal and can enhance institutional branding. For students, the program not only develops physical skills but also boosts self-confidence, motivation, and social abilities. With strong support from coaches and a conducive environment, students find it easier to build resilience and a fighting spirit essential traits in both sports and life [58]. The role of coaches and teachers in the development process also supports Vygotsky's theory of the Zone of Proximal Development, which emphasizes the importance of adult scaffolding in helping children develop new skills.

In terms of achievement, the data show that the program significantly improves student performance in competitions. Dominance in O2SN championships and participation at the provincial to national levels prove the program's effectiveness. These outcomes align with García-Martínez et al. [59], who noted that students

participating in school-based sports programs tend to achieve better results than those in non-formal training pathways. On the other hand, a decline in academic competitiveness within the class poses a challenge that cannot be ignored. The low student interest in academic subjects raises concerns about balancing cognitive and non-cognitive development [60]. Therefore, innovations in teaching strategies such as implementing sports-based thematic approaches could enhance academic engagement without disrupting the intensity of training [61].

Ultimately, the special sports class program at SMP Muhammadiyah 1 Mlati represents a successful example of interest- and talent-based education. The program enhances not only student achievement and character development but also fosters a culture of health and sportsmanship within the school environment. As Pnevmatikos et al. [62] assert, integrating academic and non-academic learning can holistically improve the overall quality of education. However, for the program's sustainability, periodic evaluations and reinforcements in terms of curriculum, coaching quality, and facilities are necessary [63]. Moreover, the involvement of parents and local government is crucial to creating a supportive sports education ecosystem that nurtures optimal student development [64]. With these efforts, the program can serve as a replicable model for other schools aiming to develop similar initiatives in a professional and measurable manner.

5. CONCLUSION AND SUGGESTIONS

The management of the special sports class program at SMP Muhammadiyah 1 Mlati has implemented educational management principles systematically and effectively, from planning to evaluation. This program has been able to have a positive impact on improving student achievement, character building, and the institution's image, although it still faces challenges in terms of facilities and academic balance. Therefore, it is recommended that the school continue to conduct regular evaluations, strengthen collaboration with external stakeholders such as local governments and sports partners, and develop integrated learning strategies that can increase student academic interest without disrupting training portions. Strengthening the curriculum aspect, adding facilities, and ongoing training for coaches and teachers are also important for this program to be more optimal and can be used as a reference model for other schools in implementing interest- and talent-based education.

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