



Analysis of the Sports Class Program for Sustainable Young Athlete Development (A Case Study at Muhammadiyah 2 Junior High School, Surabaya)

Azmi Izuddin^{1A-E*}, Panji Tegar Wikantama^{2B-D}

¹ Universitas Islam Negeri Sunan Ampel Surabaya, Jawa Timur, Indonesia

² SMA Negeri 1 Sidoarjo, Jawa Timur, Indonesia

azmiizuddin@gmail.com^{1*}, panjitegarw@gmail.com²

ABSTRACT

This study aims to evaluate the effectiveness of the Sports Class Program at Muhammadiyah 2 Junior High School, Surabaya, as a model for sustainable early-age athlete development. The research focuses on analyzing the program's implementation and identifying the supporting and inhibiting factors in realizing the integration of academic education and intensive sports training. This study employs a qualitative method with a case study approach. Data were collected through in-depth interviews with various stakeholders, participant observation within the school environment, and a documentation study of the curriculum and program records. The findings indicate that the program has successfully implemented an integrated curriculum that balances academic demands and athletic training. This success is underpinned by the availability of competent coaches and a robust collaborative network with sports clubs. Conversely, the study also revealed significant challenges, namely the perceived dual burden on the student-athletes and limitations in supporting facilities. The findings of this study provide an important contribution to the development of the sports school model in Indonesia. This Sports Class Program can serve as a prototype that requires adaptation, with particular attention given to solutions for the identified challenges, such as athlete load management and facility provision. Consequently, this research recommends the necessity for stronger systemic support from policy stakeholders to ensure the sustainability and future replication of similar models.

ARTICLE HISTORY

Received: 2025/10/24

Accepted: 2025/10/28

Published: 2025/10/31

KEYWORDS

Athlete;
Development;
Sports Class;
Sustainability.

AUTHORS' CONTRIBUTION

- A. Conception and design of the study;
- B. Acquisition of data;
- C. Analysis and interpretation of data;
- D. Manuscript preparation;
- E. Obtaining funding

Cites this Article : Izuddin, Azmi; Wikantama, Panji Tegar. (2025). Analysis of the Sports Class Program for Sustainable Young Athlete Development (A Case Study at Muhammadiyah 2 Junior High School, Surabaya). **Competitor: Jurnal Pendidikan Kepeleatihan Olahraga**. 17 (3), p.3106-3119

INTRODUCTION

The dynamics of competition within the national and international sporting arenas have undergone significant intensification, necessitating an athlete development system that is not merely reactive, but also structured, comprehensive, and initiated from an early age. To bridge existing gaps and compete at a global level, the paradigm of athlete



development must shift from a focus on mere talent scouting towards the systematic building of talent (talent development). Within this context, educational institutions hold a strategic role as the primary ecosystem for creating a sustainable athlete pipeline.

The Junior High School age phase is widely recognized in sports science literature as a critical golden age period. During this stage, individuals are at their peak for motor skill development, cognitive capacity for understanding complex strategies, and the formation of resilient mental attributes. If a prospective athlete receives appropriate technical coaching, targeted physical training, and supportive psychological mentoring during this crucial phase, a solid foundation for a high-achieving athletic career is established. Conversely, suboptimal preparation during this period can potentially lead to skill gaps that are difficult to remediate in subsequent development stages.

In practice, however, a counterproductive dichotomy often arises between academic and non-academic achievement, particularly in sports. This phenomenon creates a paradox where young athletes face competing, dual demands. On one hand, they are burdened with a dense formal academic curriculum, while on the other, they must meet the demands of intensive training, competition schedules, and physical recovery. This conflict frequently culminates in an unsustainable situation, forcing young athletes to choose between meeting academic targets and committing fully to their athletic development.

This dichotomy is exacerbated by systems and perceptions that still view academic and athletic pathways as separate and difficult to integrate. Consequently, the potential of many young athletes remains suboptimally realized, as the pressure for academic achievement is often deemed the primary priority, while sports talent development is viewed as a mere extracurricular activity or supplementary pursuit. This dual burden not only risks physical burnout but also psychological stress and declining performance in both domains.

Therefore, it is imperative to deconstruct this dichotomy through an integrative educational model. A holistic approach is required to create synergy, rather than competition, between these two spheres of achievement. Programs specifically designed to align academic schedules with training commitments, provide adequate support systems, and view athletic achievement as an integral part of the educational mission are a necessity.

In response to this dichotomy, the Sports Class Program emerges as an integrative solution designed to deconstruct the traditional barriers between formal education and intensive athletic training. This model no longer views these two domains as separate and competing entities, but rather as complementary pillars within a framework of holistic education. The essence of this program lies in its systematic approach to creating a symbiotic relationship, wherein the discipline and character built on the sports field can reinforce the learning process in the classroom, and conversely, the cognitive abilities and time management skills from the classroom can support performance and tactical understanding on the field.

Operationally, this integration is manifested through the engineering of a flexible and integrated curriculum. Sports Class Programs typically implement consolidated block scheduling, the provision of supplementary tutorial assistance, and an academic

assessment system that considers an athlete's commitments during championships and training periods. Through these mechanisms, the cognitive and physical loads on young athletes can be managed more proportionally, thereby minimizing the risk of burnout and enabling them to reach their optimal potential both as students and as prospective athletes.

So, the presence of the Sports Class Program represents a structural breakthrough within Indonesia's sports development ecosystem. As noted by Andi Adelia et al. in their research, a sports class is a program where the school needs to integrate lesson schedules and training schedules in a structured manner (Adelia & Annifa, 2025). This program functions as an institutional bridge, spanning the gap between the conventional education system and the demands of sustainable athlete development. By creating an environment that structurally supports the simultaneous development of both aspects, this program has the potential not only to produce high-achieving athletes but also knowledgeable, skilled, and resilient graduates. The study of such programs is crucial to evaluate their effectiveness and replicate their successful model in broader contexts.

Within the context of seeking a proven, practical model, Muhammadiyah 2 Junior High School in Surabaya was selected as the primary unit of analysis for this case study. This selection is based on its established institutional reputation as a nursery for young athletes who have achieved success at regional and national levels. The school's track record of consistently producing athletes who compete in major championships makes it a phenomenon worthy of in-depth study, as it demonstrates the success of a development model within a formal educational environment.

Beyond mere achievement, the academic interest lies in the program's sustainability. Muhammadiyah 2 Junior High School in Surabaya does not merely produce one-off athletes but has built a system that enables the continuous regeneration of talent. The institutional commitment reflected in resource allocation, the presence of experienced coaches, and adequate supporting infrastructure indicates that the program at this school has evolved from a mere extracurricular activity into an integrated educational subsystem with strategic value.

Therefore, examining the program at this school serves not only to document its success but to extract the managerial, pedagogical, and operational principles that can be transferred as lessons. A profound understanding of this case study is expected to provide valuable empirical contributions to the development of theoretical and practical frameworks for sustainable youth athlete development in Indonesia, while also serving as a benchmark for similar educational institutions.

METHODS

This study employs a qualitative approach with a case study design to conduct an in-depth investigation into the implementation of the Sports Class Program as a vehicle for sustainable young athlete development at Muhammadiyah 2 Junior High School, Surabaya. This approach was selected for its capacity to reveal the complexity of the phenomenon within its natural context while facilitating an understanding of the perceptions and experiences of the various stakeholders associated with the program. Although qualitative

in nature, this research identifies several key concepts (variables) as the focus of analysis, namely: a process variable encompassing program implementation; an input variable consisting of supporting factors such as human resources and facilities; an output variable represented by athlete achievements; and a contextual variable covering the impediments and challenges to the program's sustainability.

The research site was purposively selected as Muhammadiyah 2 Junior High School, Surabaya, based on the consideration that this institution possesses a well-established track record in administering the Sports Class Program and has consistently produced high-achieving athletes. The research subjects encompass key informants such as the School Principal and Program Coordinator; primary informants, including sports coaches/Physical Education teachers and student-athletes participating in the program; and supporting informants comprising parents and representatives from partner clubs. In its execution, the researcher acted as the primary instrument (human instrument), supported by several data collection tools: in-depth interview guides specifically developed for each informant category, observation sheets to directly document program activities, and a documentation guide for gathering relevant secondary data.

Data collection was conducted using a triangulation technique through three primary methods. Semi-structured in-depth interviews were carried out to comprehensively explore the perceptions and experiences of the informants; participatory observation was employed to gather authentic data on the program's implementation processes; and documentation studies were utilized to collect supporting data and to verify information obtained from the first two techniques. All collected data were subsequently analyzed using the interactive model by Miles and Huberman, which involves three interrelated stages: data reduction through a process of selection and coding, data presentation in the form of descriptive narratives supported by matrices and tables, and conclusion drawing, which was continuously verified throughout the research process. This study upholds the highest academic ethics by guaranteeing the confidentiality of informants' identities, obtaining prior informed consent from all involved parties, and using the data solely for academic purposes.

RESULTS AND DISCUSSION

Result

This chapter presents the principal findings obtained through the field data collection process, which included in-depth interviews with various stakeholders, direct observation of program activities, and analysis of supporting documents. All collected data were systematically organized to provide a comprehensive and contextual overview of the implementation of the Sports Class Program at Muhammadiyah 2 Junior High School, Surabaya.

Profile and Implementation of the Sports Class Program

Based on in-depth interviews with Mr. Imam Haromain, the individual responsible for the Sports Class Program, it was revealed that the program was established in 2010

as part of the school's commitment to addressing the need for structured early-age athlete development (Haromain, 2025). Originating from an initiative to nurture students' sporting talents, the program has evolved into a flagship school initiative with the vision of Mencetak Atlet Berprestasi dan Berakhlak Mulia. Specifically, the program focuses its training on sports officially recognized and contested in government-sanctioned events such as PON (National Sports Week) and Porprov (Provincial Sports Week).

In its implementation, the program operates through a rigorous selection system. "We accept all students based on their talent and interest. There is an initial sports test when they enter the school, after which we discuss the results with the parents, indicating whether the student is a potential athlete in a particular sport," explained Imam Haromain. Students who pass the selection then follow a specialized, integrated curriculum where academic loads and training schedules are proportionally regulated. Intensive training schedules are tailored to the specific chosen sport. To support this, the school implements a consolidated scheduling system, where certain subjects for student-athletes are scheduled in dedicated time blocks. "This is similar to a consultation bureau program scheduled by the school every afternoon, and they can contact their homeroom teacher at any time to catch up on school assignments," clarified Imam Haromain (Haromain, 2025).

What distinguishes this program from extracurricular activities is its holistic, as opposed to partial, developmental approach. "We do not focus solely on technical and physical development, but also on mental aspects, tactics, psychological health, and most importantly, time management between academic and athletic commitments," added Imam Haromain. Systemic support is further evidenced by a mechanism for monitoring academic progress, carried out by dedicated homeroom teachers who coordinate regularly with the coaches. Collaboration with the Sports Coaching vocational program at Universitas Negeri Surabaya also serves as a crucial pillar, providing a platform for higher-level competition and development for these young athletes, signifying a serious institutional effort to cultivate sustainable athletic talent.

Perspectives of the School Principal and Coaches

In-depth interviews with the School Principal, Mr. Jamaluddin, revealed a strong institutional commitment to the program's continuity. "The Sports Class Program is not merely a supplementary activity; it has become part of our school's identity and a strategic investment in building a holistic educational ecosystem," he explained. This commitment is realized through the allocation of a specific budget that covers not only training operations but also facility development and coach quality improvement. Furthermore, the school actively builds partnerships with various entities, including the Surabaya City National Sports Committee (KONI), to ensure these young athletes have access to a structured development pathway to higher competitive levels.

From the perspective of technical implementation, the coaches highlighted the complexity of mentoring adolescent athletes. Mr. Bagus Dwi Subroto, a coach for Pencak Silat (Tapak Suci), elaborated, "Our main challenge lies in balancing the demands of

building fundamental skills with managing the still-volatile psychological condition of young athletes." The coaches acknowledged that the dual burden of being both a student and an athlete often triggers physical and mental burnout. Consequently, the training approach they implement focuses not only on physical-technical aspects but also carefully considers training load management and incorporates a supportive psychological approach. Close collaboration among coaches, teachers, and parents is key to monitoring and anticipating these issues, creating an integrated support system for the optimal development of the young athletes (Jamaluddin, 2025).

Student-Athlete Perspectives

The perspectives of the student-athletes themselves provide a direct illustration of the program's impact. One key informant, Dandy Vabyan, a Pencak Silat Tapak Suci athlete who has achieved notable success, including frequently winning championships organized by the Surabaya City KONI, reported a highly positive experience. He stated, "I am very happy and grateful to be part of this sports class. Here, I am not only taught competition techniques but, more importantly, I learn how to become a good and proper athlete."

Furthermore, Dandy emphasized how the program has shaped his character. He acknowledged that the discipline instilled by the program, from managing time between training and studies to maintaining a healthy lifestyle, has provided him with a strong foundation. "Discipline is the most significant lesson I have learned. We are taught to be disciplined in every aspect, whether on the training field, in completing school assignments, or in daily life. This is what enables me to achieve in both domains," he explained. Dandy's account indicates that the values cultivated through this program extend beyond mere technical accomplishment and have contributed significantly to building character and essential life skills for a young athlete.

Identification of Challenges

Despite the numerous achievements, this study identified a significant challenge concerning a gap in understanding from some academic subject teachers regarding the unique circumstances faced by student-athletes. Interviews with several student-athletes revealed that they frequently encounter difficulties in meeting assignment deadlines and adapting to conventional teaching methods, particularly during intensive training and competition periods. This situation results in relatively suboptimal academic grades in certain subjects, which do not fully represent their academic capabilities but are rather a consequence of limited time and energy due to their high-level sports commitments.

In response to this finding, the school administration, via a statement from the Program Coordinator, acknowledged awareness of this issue and a commitment to continually seek constructive solutions. "We fully recognize that a more flexible and inclusive approach from all educational staff is required. Strategic measures we are designing include establishing an intensive communication forum between coaches and academic teachers to align expectations, as well as developing an alternative

assessment system that can accommodate the participation and comprehension of student-athletes without compromising fundamental competency standards," explained Imam Haromain. These efforts underscore the school's seriousness in creating a learning environment that genuinely supports the sustainability of students' dual careers as both scholars and athletes.

Collaboration with Sports Organizations in the Sports Class Program

The development of the Sports Class at SMP Muhammadiyah 2 Surabaya is not confined to internal school activities but also actively involves external sports organizations, such as the Surabaya Youth and Sports Office (DISPORA). The involvement of these external entities plays a crucial role as a platform for coordination, standardization, and capacity building for young athletes, enabling them to adhere to competition standards at both regional and national levels. This demonstrates that the school's sports development program is not isolated but is integrated within a broader sports ecosystem, thereby maximizing students' potential as prospective professional athletes.

Through the collaboration with the Surabaya DISPORA, students in the Sports Class gain various benefits, including access to more intensive supplementary training programs, opportunities to participate in official competitions, and technical guidance from professional coaches and experts in their respective sports. This approach allows students not only to enhance their technical skills but also to understand strategic and mental aspects of sports, such as pressure management, training consistency, and the development of leadership skills on the field. Furthermore, interaction with external organizations enables the school to align its training curriculum with official regulations, competition rules, and nationally recognized athlete performance evaluation methods, thereby making the quality of coaching more standardized and measurable.

This external support function yields significant strategic impacts. First, students become accustomed to genuine competition standards, facilitating a smoother transition from school-based development to regional and national arenas. Second, students gain broader competitive experience, including an understanding of sportsmanship, discipline, time management, and competition strategies. Third, collaboration with external organizations strengthens the school's network with various stakeholders in the sports world, leading to improvements in program quality, facility provision, and potential support from sponsors or other relevant parties. Consequently, the involvement of external organizations is a key factor in enhancing the quality and professionalism of the Sports Class Program at SMP Muhammadiyah 2 Surabaya.

Discussion

Early Age Athlete Development in the Context of the Sports Class Program

Previous research by Bayu Nugraha affirms that the junior high school age period constitutes a critical period (golden age) in athlete development, where the development of motor skills, fundamental techniques, and cognitive capacity for receiving complex instruction reaches its peak (Nugraha, Keolahragaan, & Jakarta, n.d.). This finding is

entirely consistent with the results of the study at SMP Muhammadiyah 2 Surabaya. The structurally implemented Sports Class Program, focusing on specific sports such as Pencak Silat Tapak Suci, represents an appropriate operational response to leverage this golden period. The program not only provides a platform but also ensures that technical training is conducted intensively and measurably, as reflected in the achievements of athletes like Dandy Vabyan at the city level.

Furthermore, research by Agus Supriyanto and Setio Nugroho cautions against early-age coaching that focuses solely on technical-physical aspects, which can lead to the neglect of psychological and character formation (Agus Supriyanto, 2021). The interview results with coaches at SMP Muhammadiyah 2, which highlighted the importance of a holistic approach encompassing mental, tactical, and time management aspects, provide evidence that the program has adopted modern coaching principles. Dandy's statement about learning to be a good and proper athlete, alongside his emphasis on the value of discipline, indicates that the program successfully instills the psychological and character values that form an essential foundation for an athlete's sustainable career, as emphasized in the Long-Term Athlete Development (LTAD) model.

However, the complexity of early-age athlete development does not stop at training aspects alone. According to Arista Kiswanto, the success of a long-term development program also heavily depends on the ability to create a supportive environment for athlete development (Kiswanto, 2016). In this context, the Sports Class Program at SMP Muhammadiyah 2 has successfully built a relatively comprehensive ecosystem. The support from school management through the allocation of a specific budget, adequate facilities, and crucially, collaboration with external partner clubs, creates a support structure that enables young athletes like Dandy to develop optimally. This network with partner clubs is particularly important as it opens access to higher-level competitions and more specialized training, which are critical components in the youth athlete development stage.

Another aspect worthy of appreciation is the program's emphasis on building discipline and character. The finding that young athletes like Dandy speak not only of achievements but also of learning to be a good and proper athlete aligns with Syamsuryadin's research, which found that successful sports development programs produce not only high-achieving athletes but also individuals of strong character (Syamsuryadin, 2017). The instillation of discipline in managing time between academic demands and training, as acknowledged by Dandy, constitutes a highly valuable life skill that will be beneficial even beyond a sports career. This indicates that the program avoids a purely instrumental approach and has incorporated a more profound value-based education.

So, this Sports Class Program has successfully translated the theory of early-age athlete development into tangible practice. The program does not merely treat students as objects of training but builds an ecosystem that integrates the mastery of sport-specific techniques, the development of discipline and character, and systemic support from the school and external networks. This combination creates a solid foundation for

the sustainable development of athletes to higher levels, while simultaneously ensuring that these young athletes grow into well-rounded individuals, prepared to meet the dual demands of being both students and athletes.

Sports-Based Schools

The concept of sports-based schools (sports school model) is internationally recognized as an effective framework for integrating athletic excellence with academic development. Research by Bimo Alexander et al. underscores that this model succeeds when it creates an environment that structurally supports the dual careers of student-athletes. The empirical results from the study at SMP Muhammadiyah 2 Surabaya substantiate this claim (Alexander, Khuluq, Richideleon, & Putra, 2022). The implementation of the Sports Class Program, featuring an integrated curriculum, consolidated scheduling, and a specialized academic monitoring system, constitutes a tangible manifestation of the sports-based school principle. These strategic initiatives, as stated by the School Principal, demonstrate an institutional commitment to embedding athlete development into the school's core identity, rather than treating it as a peripheral activity.

The findings of this study reinforce research by Agung Sugiarto, which emphasizes that the key to this model's success lies in the synergistic collaboration between coaches and educators. However, this study also reveals implementation complexities, particularly concerning the challenge of understanding among some academic subject teachers (Sugiarto, 2020). The research further identifies a cultural gap between the realms of formal education and intensive sports training as a common systemic barrier. The school's proactive efforts, such as designing communication forums and alternative assessment systems, represent a response aligned with previous research recommendations to build pedagogical bridges between these two domains.

Furthermore, the program's position within the broader sports ecosystem warrants attention. Effective sports schools function as stepping stones within the national talent pipeline. The strategic networking of SMP Muhammadiyah 2 with clubs and the Surabaya City KONI, which facilitates athlete participation in official competitions, as seen with Dandy, demonstrates the program's role as a critical stage in the career journey of young athletes. Thus, the program is not merely successful as a standalone entity but has become integrated into the wider sports development system, ultimately contributing to the strengthening of national athlete development from the grassroots level.

Based on research by Serly Masputri et al., sports class programs that involve or collaborate with KONI or educational authorities become more empowered and gain broader public trust (Serly Masputri, 2003). Another innovative aspect observed is how this program has successfully adapted the sports school model within a context of limited resources. Unlike sports school models in various countries that are often supported by substantial funding, SMP Muhammadiyah 2 demonstrates that effectiveness can be achieved through the optimization of existing resources and strategic partnerships. The flexibility in designing the curriculum without compromising

core academic standards evidences the model's adaptability within the Indonesian educational context. This finding enriches academic discourse on the implementation of sports-based schools in resource-constrained developing countries.

The success of this program also lies in its ability to create a clear value proposition for all stakeholders. This aligns with research by Ika Zahrotul Maulidia, which indicates that the impact of such a program can enhance the school's image and increase student motivation (Maulidia, n.d.). For the school, the program builds a brand image as an educational institution excelling in sports development. For parents, it offers the assurance that their children can develop athletic talents without neglecting academic education. For young athletes like Dandy, the program provides a conducive environment for pursuing dual aspirations simultaneously. It is this harmonious convergence of interests that ensures the program's sustainability and distinguishes it from conventional extracurricular programs, which are often voluntary and less structured.

Sustainability in Sports Development

Sustainability serves as a critical indicator for evaluating the effectiveness of sports development programs. According to the sports sustainability model developed by Amalia Zamali, a program is deemed sustainable when it can maintain three main pillars: athlete performance sustainability, institutional sustainability, and social impact sustainability (Amali, 2022). Based on this framework, the Sports Class Program at SMP Muhammadiyah 2 Surabaya demonstrates significant achievement, particularly in the aspect of performance sustainability. The school's consistency in producing accomplished athletes like Dandy at the city level proves that the program has established a development system capable of maintaining athlete performance outputs over time.

Within the context of institutional sustainability, research by Rahmat et al. emphasizes the importance of funding stability and organizational commitment as determining factors (Rahmat, Michael, Siagian, & Waruwu, 2024). Interviews with the Principal of SMP Muhammadiyah 2 Surabaya revealed that despite budgetary constraints, the school has committed to consistently allocating specific funds for program development. This commitment is reinforced by the presence of a dedicated program coordinator and a clear organizational structure, which, according to the institutional theory of Dewa et al., are fundamental prerequisites for program sustainability (Dewa et al., 2024). However, findings regarding facility and budget limitations indicate that this aspect of institutional sustainability still requires further strengthening through the diversification of funding sources and the development of more strategic partnerships.

The most prominent aspect of sustainability in this study is that of social impact sustainability. According to the Sports Class Coordinator, sustainable sports development programs must create added value that extends beyond mere athletic achievement. Dandy's acknowledgement of the character formation and discipline he gained through the program demonstrates that the social impact generated has touched upon fundamental aspects of personal development. This transformation of sports

values into life skills aligns with the concept of positive youth development through sport, wherein sport functions as a medium for building character and mental resilience in the younger generation.

Nevertheless, the sustainability challenge the program faces regarding academic-sports integration requires particular attention. Based on research by Sirait et al., the sustainability of school sports programs heavily depends on the ability to create a learning environment responsive to the dual needs of student-athletes (Sirait & Noer, 2021). The school's efforts to establish communication forums between coaches and academic teachers and to develop alternative assessment systems are strategic steps aligned with the International Council for Sport Science and Physical Education recommendations concerning the development of comprehensive dual-career policies.

Holistically, the program has established a strong foundation for long-term sustainability through a combination of consistent performance, institutional commitment, and transformative social impact. To optimize its sustainability, the program needs to develop a more structured monitoring and evaluation system to measure the long-term impact on athlete career development and their life success after their school years. Thus, this program not only has the potential to produce high-achieving athletes but also contributes to shaping a young generation excelling athletically, academically, and in character.

Analysis of School Sports Program Management within the POAC Framework

The effectiveness of the Sports Class Program at SMP Muhammadiyah 2 Surabaya can be examined through the POAC (Planning, Organizing, Actuating, Controlling) management framework posited by George R. Terry. Regarding the Planning aspect, the program demonstrates alignment with the principles of modern strategic sports management. Research indicates that effective school sports program planning must encompass a clear vision, measurable achievement targets, and realistic resource allocation (Dasalinda & Chairunnisa, 2024). Interviews with the program coordinator revealed that the school has conducted systematic planning through rigorous talent selection, the development of an integrated curriculum, and scheduling that considers the dual burden on student-athletes, which aligns with these research findings.

In the Organizing aspect, the program has established a functional organizational structure with a clear division of tasks among the program coordinator, coaches, and supervising teachers. According to a study by Agung et al. on human resource management in sports, program effectiveness heavily depends on the specialization and professionalism of the implementers (Agung Nugroho, 2022). The research findings indicate that while the program is managed by adequately qualified coaches, challenges arise in coordination with academic subject teachers. This confirms previous research, which found that integration between academic staff and coaches is often a weak point in school sports program management.

The Actuating (Implementation) of the program shows consistent execution according to the established plan. Based on observations, the athlete development

process is carried out systematically through structured training, progress monitoring, and participation in tiered competitions. However, findings concerning athlete fatigue and difficulties in adjusting academic schedules indicate a need for adjustments in the implementation aspect. A study by Kusuma et al. on recovery management for young athletes recommends integrating training periodization with the academic calendar to minimize negative impacts on performance and learning (Kusuma & Rindaningsih, 2024).

Regarding the Controlling (Monitoring and Evaluation) aspect, the program has developed an evaluation mechanism through parallel monitoring of academic and non-academic achievements. According to control systems theory in sports management, an effective monitoring system must encompass comprehensive key performance indicators. The research findings suggest that the program still needs to develop a more structured evaluation system to measure the long-term impact on athlete career development and educational outcomes.

Overall, the implementation of the POAC management functions in this program has demonstrated adequate capability, although there remains room for improvement, particularly in strengthening the academic-sports integration system and developing a more comprehensive evaluation mechanism. These findings reinforce previous research by Down et al., which emphasizes the importance of a holistic and adaptive management approach in the context of school-age athlete development to ensure program sustainability and success (Down, Read, & Article, 2025).

Sustainability of Athlete Performance & Development

The sustainability of athlete performance within the Sports Class Program at SMP Muhammadiyah 2 Surabaya demonstrates a pattern consistent with the Long-Term Athlete Development (LTAD) model. According to research by Costa Mario et al., the sustainability of young athletes' achievements should not be measured solely by medal counts, but rather by consistent performance and progressive skill development (Costa, Santos, Costa, Silva, & Barbosa, 2021). Observational results indicate that this program has successfully maintained the output of athlete achievements, such as those of Dandy at the city level, over the past three years. This indicates the presence of a structured and continuous coaching system. These findings align with the fundamental principles of LTAD, which emphasize the importance of consistency in the technical training and physical development of young athletes.

In the context of athlete regeneration, the program has developed an effective mechanism through periodic selection systems and tiered development. This study highlights that the sustainability of school sports programs heavily depends on the ability to create a continuous talent pipeline. Program documentation data shows an annual athlete turnover rate of approximately 25-30% while retaining core athletes, thereby creating a balance between experience and the infusion of new talent.

Another aspect supporting sustainability is the multidimensional approach to athlete development. According to Syamsudin Fajar et al., sustainable development programs must encompass four main pillars: technical, physical, psychological, and

social development (Syamsudin, Amrulloh, Ramadhan, & Subardi, 2023). Interviews with coaches revealed that this program focuses not only on technical aspects but also attends to the formation of athlete mentality, stress management, and social skills.

Overall, this Sports Class Program has established a strong foundation for sustained achievement through a combination of consistent technical training, a planned regeneration system, and a holistic athlete development approach. To optimize sustainability, the program needs to strengthen the transition mechanism for athletes to higher levels and develop a long-term development monitoring system. These findings enrich the understanding of best practices for maintaining the sustainability of young athletes' performance in a school environment, while also providing a valuable contribution to the development of talent development theory within the context of Indonesian education.

CONCLUSION

Based on the comprehensive analysis and discussion, it can be concluded that the Sports Class Program at SMP Muhammadiyah 2 Surabaya has been successfully implemented as an effective and sustainable model for young athlete development. The program has evolved beyond its initial function as a mere venue for talent scouting, transforming into an integrated developmental ecosystem that harmoniously blends technical, academic, and character-building aspects. Through the systematic application of the POAC management framework, the program has consistently produced athletes who achieve at the municipal level, while simultaneously fostering disciplined and virtuous individuals.

More specifically, the program's success is underpinned by three main pillars: first, strong institutional commitment manifested through strategic resource allocation and systemic support; second, a holistic coaching approach that integrates technical, physical, mental, and academic development; third, strategic networking with clubs and sports organizations that facilitates athlete career advancement. Although challenges remain in optimizing the academic-sports integration and enhancing the athlete transition mechanism to higher competitive levels, the program has established a robust foundation for sustainable athlete development and contributes significantly to building Indonesia's sports talent pipeline from an early age.

REFERENCES

- Adelia, A., & Annifa, N. (2025). Sistem Manajemen Program Kelas Khusus Olahraga di Sekolah Menengah Pertama, 8(2), 459-469.
- Agung Nugroho, A. N. A. (2022). Pengembangan Sistem Dan Penguatan Manajemen Olahraga, 3, 144-151.
- Agus Supriyanto, S. N. (2021). Pembinaan mental usia dini melalui olahraga, 1, 141-148.
- Alexander, B., Khuluq, R. K., Richideleon, J., & Putra, H. (2022). Health Sports Environmental Injury, 1(1), 40-44.

- Amali, Z. (2022). Kebijakan olahraga nasional menuju Indonesia Emas tahun National sports policy towards a golden Indonesia in 2045 Abstrak, 2, 63–83.
- Costa, M. J., Santos, C. C., Costa, A. M., Silva, A. J., & Barbosa, T. M. (2021). The Coaches' Perceptions and Experience Implementing a Long-Term Athletic Development Model in Competitive Swimming, 12(May), 1–6. <https://doi.org/10.3389/fpsyg.2021.685584>
- Dasalinda, D., & Chairunnisa, D. (2024). Penerapan Fungsi Manajemen POAC (Planning , Organizing , Actuating , And Controlling) dalam Layanan Bimbingan Dan Konseling Di Sekolah, 9(1), 357–364.
- Dewa, M. J., Tatawu, G., Sensus, L., Haris, O. K., Sinapoy, M. S., & Rasak, R. N. (2024). Implementasi Teori The New Separation of Power dalam Sistem Kelembagaan Negara di Indonesia Implementation of The New Separation Theory of Power in the state institutional system in Indonesia, 6(2), 432–448.
- Down, S., Read, T. O., & Article, T. (2025). The role of POAC management functions in enhancing the quality of counselling guidance services for students in schools in Indonesia, 13(1).
- Haromain, I. (2025). Wawancara Koordinator Kelas Olahraga. Surabaya.
- Jamaluddin. (2025). Wawancara Kepala SMP Muhammadiyah 2 Surabaya. Surabaya.
- Kiswanto, A. (2016). Pembinaan Mental Bagi Atlet Pemula untuk Membantu Pengendalian Agresifitas, 2(1), 81–89.
- Kusuma, E. T., & Rindaningsih, I. (2024). Manajemen Keipelatihan dalam Membangun Mental Juara pada Atlet, (4), 1–17.
- Maulidia, I. Z. (n.d.). MANAJEMEN PROGRAM KELAS KHUSUS OLAHRAGA, 60–70.
- Nugraha, B., Keolahragaan, F. I., & Jakarta, U. N. (n.d.). Pendidikan jasmani olahraga usia dini, 557–564.
- Rahmat, B., Michael, T., Siagian, A., & Waruwu, P. (2024). Strategi dan Dedikasi Dalam Olahraga Prestasi, 1(2), 301–306.
- Serly Masputri, A. Y. S. (2003). Manajemen pembelajaran kelas olahraga, 97–106.
- Sirait, J., & Noer, K. U. (2021). dalam peningkatan prestasi atlet Implementasi kebijakan keolahragaan dan peran pemangku kepentingan dalam peningkatan prestasi atlet The implementation of sports policies and the role of stakeholders in improving athlete achievement, (February). <https://doi.org/10.21831/jorpres.v17i1.30492>
- Sugiarto, A. (2020). Sinergitas Pelatih dengan Atlet dalam Upaya Meraih Prestasi Puncak, 4, 127–142.
- Syamsudin, F., Amrulloh, A., Ramadhan, I., & Subardi, M. B. (2023). Edukasi LTAD tahap Learning to Train dan Train to Train kepada Pelatih dan Orangtua Walisiswa Pencak Silat di Sukoharjo, 4(4), 2582–2586.
- Syamsuryadin, F. S. W. (2017). Tingkat Pengetahuan Pelatih pada Atlet Olahraga, 13, 53–59.