

The History of SMANOR Tadulako (2013–2026)

¹⁾Putu Lisa Natariani, ²⁾Hasan, ³⁾Minarni Nongtji

^{1,2,3)} Pendidikan Sejarah Jurusan Pendidikan Ilmu Pengetahuan Sosial, Universitas Tadulako, Palu. Indonesia

Correspondence Author : natarianzilisa@icloud.com

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ABSTRACT

This study aims to investigate the establishment process of SMANOR Tadulako and its development from its inception in 2013 to 2026. This research employs a qualitative historical methodology. Data were collected through interviews, observations, and documentation. The primary data sources include the school principal, the head of division and staff at the PKPLK Office of the Central Sulawesi Provincial Education Department, and students of SMANOR Tadulako. Data analysis was conducted through source criticism, interpretation, and historiography. The findings indicate that the establishment of SMANOR Tadulako originated from a central government policy in 2013, initiated through collaboration between the Ministry of Youth and Sports and the Ministry of Education, which introduced the Sports Talent School Program (SKO). The program aimed to provide an educational and coaching platform for students possessing talent and potential in sports. Central Sulawesi was one of four provinces selected for the program after meeting the central government's requirements. Subsequently, the Provincial Government of Central Sulawesi established the State Sports High School Tadulako (SMANOR Tadulako), located on Soekarno-Hatta Street, Palu City. The development of SMANOR Tadulako from 2013 to 2026 was marked by the construction of the main building, the admission of its first student cohort in 2014, the construction of male and female dormitories, a multipurpose hall, school fencing, a library, sports fields, computer and language laboratories, student council (OSIS) rooms, administrative offices, a school health unit (UKS), and the revitalization of several school facilities. This growth is further demonstrated by the coaching and achievements of students across various sports championships. Consequently, SMANOR Tadulako has experienced significant development in its infrastructure, educational administration, and sports coaching from its founding through 2026.

Article Information

KataKunci:

Sejarah SMANOR Tadulako, Sekolah Keberbakatan Olahraga, Perkembangan Sekolah, Pendidikan Olahraga, Pendahuluan

ABSTRAK

Penelitian ini bertujuan untuk mengetahui proses berdirinya SMANOR Tadulako dan perkembangan SMANOR Tadulako sejak berdiri pada tahun 2013 hingga tahun 2026. Penelitian ini menggunakan metode kualitatif dengan metode sejarah. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi. Sumber data dalam penelitian ini adalah kepala sekolah, kepala bidang dan staf PKPLK Dinas Pendidikan Provinsi Sulawesi Tengah, serta peserta didik SMANOR Tadulako. Analisis data dilakukan melalui tahapan kritik sumber, interpretasi, dan historiografi. Hasil penelitian menunjukkan bahwa proses berdirinya SMANOR Tadulako berawal dari kebijakan pemerintah pusat pada tahun 2013 melalui kerja sama Kementerian Pemuda dan Olahraga dengan Kementerian Pendidikan yang melahirkan Program Sekolah Keberbakatan Olahraga (SKO). Program tersebut bertujuan menyediakan wadah pendidikan dan pembinaan bagi peserta didik yang memiliki bakat dan potensi di bidang olahraga. Provinsi Sulawesi Tengah menjadi salah satu dari empat provinsi yang memperoleh program tersebut setelah memenuhi persyaratan yang ditetapkan pemerintah pusat. Selanjutnya, pemerintah Provinsi Sulawesi Tengah menetapkan nama SMA Negeri Olahraga Tadulako (SMANOR Tadulako) dengan lokasi pembangunan di Jalan Soekarno-Hatta, Kota Palu. Perkembangan SMANOR Tadulako sejak tahun 2013 hingga 2026 ditandai dengan pembangunan gedung utama, penerimaan peserta didik pertama pada tahun 2014, pembangunan asrama putra dan putri, gedung serbaguna, pagar sekolah, perpustakaan, lapangan olahraga, laboratorium komputer, Laboratorium Bahasa, ruang OSIS, ruang TU, UKS, serta revitalisasi beberapa fasilitas sekolah. Perkembangan tersebut juga terlihat dari pembinaan dan prestasi peserta didik dalam berbagai kejuaraan olahraga. Dengan demikian, SMANOR Tadulako mengalami perkembangan dalam aspek sarana dan prasarana, penyelenggaraan pendidikan, serta pembinaan olahraga sejak didirikan hingga tahun 2026.

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✉ **Corresponding Author:** (1) Putu Lisa Natariani, (2) Program Studi Pendidikan Sejarah Jurusan Pendidikan Ilmu Pengetahuan Sosial, (3) Universitas Tadulako (4) Palu, Indonesia, (5) Email: natarianzilisa@icloud.com

1. Introduction

History as a discipline belongs to the humanities. History is an empirical science (*empiria* = experience), as it is filled with crucial human experiences from the past. Therefore, history can serve as a medium for nation-building. History can be understood as actual past events or historical processes in their actuality (*history as past actuality*). It is narrated in written form (*history as written*) based on facts derived from research. In other words, history as a narrative is a reconstruction of past historical events based on historical facts concerning general human life (Hardjasaputra, 2019). According to Hafizin and Herman (2024) in their study titled *Formulating the Vision and Mission of Educational Institutions*, schools as educational institutions face the challenge of fulfilling national educational goals by performing their duties effectively. In executing their role, schools must be managed properly to achieve optimal educational objectives.

In modern education, development encompasses cognitive, affective, psychomotor, and social domains. Currently, many schools develop cognitive aspects using models such as acceleration, inclusion, and other programs. However, a proportional balance between cognitive and psychomotor development is sometimes lacking, leaving gifted and talented children underdeveloped. To address this, the government established educational institutions specifically to nurture students with athletic talent. The legal foundation for establishing special sports classes refers to Law No. 20/2003 on the National Education System. Article 5, Paragraph 4 states that citizens with special intelligence and talent are entitled to special education. Article 32, Paragraph 1 defines special education as education for learners with learning difficulties and/or those possessing special intelligence and talent. These legal provisions serve as the foundation for establishing sports classes so that gifted students receive appropriate specialized education (Khodari, 2013).

The history of a school's establishment examines its background, founding process, and ongoing institutional growth from its inception to the present. It includes details about when the school was founded, the key figures involved, the rationale for its establishment, and its chronological evolution. In historical research, studying a school's origins aims to understand how the educational institution was formed and developed to contribute to society and education. As part of the history of education, it covers educational systems, institutions, policies, key figures, and pedagogical shifts within a society over time.

According to Sa'diyah et al. (2023) in their study titled *Basic Concepts of History: Implementation in Learning*,

historical concepts inherently relate to the dimension of time, particularly the past. History as an event conveys a depiction of past experiences that can be analyzed today to understand contemporary circumstances and anticipate future developments. Major historical events have shaped present-day life, giving rise to the notion that history builds civilization.

History is a branch of science that studies past human life based on scientifically verifiable facts, sources, and evidence. Beyond examining events that occurred, history seeks to explain processes, cause-and-effect relationships, changes, and continuities. Consequently, history plays a vital role in understanding the evolution of a nation, society, or institution over time.

According to Martha, Sa'diyah, Maulana, and Wartyo (2023), historical concepts are closely tied to the temporal dimension, particularly how the past connects with the present and the future. Historical events provide human experiences that can be analyzed to understand societal changes. Through learning history, individuals gain factual knowledge while developing critical, logical, and chronological thinking skills alongside historical consciousness in social life.

History is also understood as an empirical science built upon facts derived from systematic research. Historical facts do not emerge spontaneously; they are gathered through source collection, source criticism, interpretation, and synthesis into historiography. Thus, historical research demands precision, objectivity, and analytical rigor to produce credible reconstructions. According to Sukmana (2021), historical research comprises four main stages: heuristics, source criticism, interpretation, and historiography. Heuristics involves locating and gathering primary and secondary sources such as archives, documents, photographs, and interviews. Source criticism tests source authenticity and credibility. Interpretation assigns meaning to verified facts, and historiography synthesizes the findings into a systematic, chronological, and coherent academic work.

Historical methodology also incorporates the concepts of *change* and *continuity*. While historical events undergo changes over time, institutional identities and core values often persist. This framework enables researchers to examine how an educational institution evolves without losing sight of its original mission. Furthermore, history serves educational, inspirational, instructional, and recreational functions. The educational function fosters character building through moral lessons; the inspirational function provides motivation from past achievements; the instructional function informs policy decision-making; and the recreational function offers intellectual engagement.

In this study, historical concepts serve as a theoretical framework to analyze the founding process of SMANOR Tadulako since 2013, its contextual background, institutional growth, infrastructure construction, pedagogical adaptations, and overall contribution to sports education in Central Sulawesi Province. Through a historical approach, this study chronologically reconstructs SMANOR Tadulako's trajectory based on data collected from interviews, observations, documentary analysis, and supporting primary and secondary sources

2. METHOD

Research

This study employs a qualitative research design. Qualitative research is descriptive in nature, aiming to describe phenomena observed during the study. Despite being perceived by some as challenging, qualitative methodology is widely favored for in-depth investigations. Qualitative research focuses on understanding qualitative research concepts, paradigms, research approaches, foundational assumptions, characteristics, data analysis methods, and analytical outputs (Safarudin et al., 2023).

In contrast to quantitative research—which emphasizes information breadth over depth and is suited for broad populations with limited variables using probability (random) sampling—qualitative research involves direct interaction between the researcher and data sources (Nasution, 2023). During this interaction, both the researcher and data sources bring distinct backgrounds, perspectives, beliefs, values, interests, and perceptions. Consequently, data collection, analysis, and reporting are inherently bound by these underlying values, whereas quantitative research remains free from such individual values due to the lack of direct interaction (Nasution, 2023).

Location and Time of Research

This research was conducted at SMANOR Tadulako, located on Soekarno-Hatta Street, Tondo Village, Mantikulore District, Palu City, Central Sulawesi Province. The research took approximately three months to complete, covering data collection, information gathering, and final report writing.

Research Subjects

Research subjects serve as key informants selected based on their relevant knowledge and direct involvement with the research focus. In qualitative research, subject

selection utilizes a purposive sampling technique, where informants are deliberately chosen because they can provide relevant, in-depth, and suitable information aligned with the research objectives.

The subjects in this study comprised:

- Teachers of SMANOR Tadulako (offering insights into institutional growth and the execution of the educational process).
- Students of SMANOR Tadulako (providing information regarding educational activities and athletic training).
- The Head of the Special Education and Special Service Education Division (PKPLK) at the Central Sulawesi Provincial Education Department.
- Staff members of the PKPLK Division at the Central Sulawesi Provincial Education Department.

The Head of Division and staff members were selected due to their expert knowledge regarding government policies, formal founding procedures, and institutional development of SMANOR Tadulako under the oversight of the Central Sulawesi Provincial Education Department. Engaging these subjects ensured complete, accurate, and scientifically credible data to reconstruct a holistic historical account of SMANOR Tadulako from its establishment in 2013 through 2026.

Data Types

Primary Data

Primary data were gathered directly by the researcher from key informants in the field. Primary data sources included teachers and the principal of SMANOR Tadulako as primary respondents, alongside students as supporting informants. The primary data collected directly pertained to the historical founding of SMANOR Tadulako.

Secondary Data

Secondary data comprised supporting documents and relevant information corresponding to research variables, including school archives, institutional profiles, and student enrollment records.

Data Analysis

Data analysis followed historical research methodology, conducted after all data from interviews, observations, and documentation were compiled. The analytical stages

consisted of source criticism, interpretation, and historiography. These three stages aimed to validate data, assign meaning to historical facts, and systematically organize findings into an academically sound reconstruction of SMANOR Tadulako's history.

Source Criticism

Source criticism is the process of evaluating the authenticity and credibility of gathered historical sources. This stage includes *external criticism* to assess the authenticity of documents, archives, photographs, and other materials, as well as *internal criticism* to verify the truthfulness of the content, informant credibility, and internal consistency of facts gathered through interviews and documentation. This process ensures the data used are reliable foundations for historical writing.

Interpretation

Interpretation is the process of analyzing and synthesizing historical facts that have passed source criticism. At this stage, the researcher contextualizes and connects various facts regarding the background, founding process, institutional growth, and overall contribution of SMANOR Tadulako to education in Central Sulawesi, establishing a cohesive narrative aligned with the research goals.

Historiography

Historiography is the final phase of historical research, synthesizing the findings into a systematic, chronological, logical, and objective academic paper. All verified and interpreted facts are presented as a narrative detailing the history of SMANOR Tadulako that is both understandable and academically defensible.

Data Collection Techniques

Interviews

According to Esterberg in Sugiyono (2015), an interview is a meeting of two individuals to exchange information and ideas through question and answer, synthesizing meaning on a specific topic (Setiawan & Steven, 2021).

In qualitative research, an interview is a purposeful dialogue that often begins with informal inquiries. Research interviews extend beyond casual conversation, ranging from informal to highly structured interactions. Although standard conversations carry turn-taking norms, research interviews maintain stricter rules and asymmetrical dynamics aimed at gathering information from one side (Rachmawati, 2007). Researchers direct the

interview process toward uncovering participants' inner feelings, perceptions, and thoughts (Rachmawati, 2007).

Observation

Observation is a standard data collection technique in qualitative research involving the direct sensory reception—sight, smell, or hearing—of phenomena to address research questions. Observational outputs capture real-world activities, events, objects, conditions, ambient environments, or personal emotional states. As outlined by Bungin (2007) and expanded by Rahardjo (2011), observation techniques include:

1. **Participant Observation:** A technique where the researcher actively participates in the daily routines of informants to gather data.
2. **Unstructured Observation:** Observation conducted without a rigid observational guide, allowing the researcher to adapt dynamically to field developments.
3. **Group Observation:** Observation conducted collaboratively by a team of researchers examining a specific target phenomenon.

Documentation

According to Arikunto (2006), the documentation method involves retrieving data recorded in physical forms such as records, books, transcripts, newspapers, inscriptions, magazines, meeting minutes, agendas, and event photographs. In this study, documentation was utilized to corroborate and complement interview and observational data through the study of recorded written materials (Sa'adi, 2025).

2. RESULTS AND DISCUSSION

A. The Founding Process of SMANOR Tadulako

Based on an interview with Mr. Muhammad Jufri, S.Pd., M.Pd., Principal of SMA Negeri Olahraga Tadulako, the establishment of SMA Negeri Olahraga (SMANOR) Tadulako in Central Sulawesi Province originated from a central government policy in 2013. This initiative was launched through a joint collaboration between the Ministry of Youth and Sports (Kemenpora) and the Ministry of Education, establishing the national Sports Talent School Program (Program Sekolah Keberbakatan Olahraga / SKO). This program represented a strategic effort by the government to enhance student-athlete training through formal educational pathways. Under this policy, the central government aimed to establish a specialized school in each province to serve as a designated training center for students possessing athletic

talent and potential, enabling them to pursue structured, sustainable sports training alongside formal academic education.

These findings demonstrate that the establishment of SMANOR Tadulako was intrinsically linked to government policies integrating formal education into athletic development. This policy framework established a specialized institution that allowed student-athletes to cultivate their sporting potential without sacrificing their formal schooling. Consequently, the founding of SMANOR Tadulako formed part of broader governmental efforts to build structured, school-based athletic development systems.

The informant further explained that the SKO program operated under the Directorate of Special Education and Special Services (PKLK) of the Ministry of Education. The primary target group comprised student-athletes previously trained at Student Sports Education and Training Centers (PPLP) alongside other youth possessing exceptional athletic talents. The establishment of sports schools provided an integrated development platform combining academic studies with sports training.

academic education alongside athletic achievement coaching, ensuring that students do not have to choose between their education and their sports career. Through this integrated system, students can participate in formal academic learning at school while undergoing intensive daily training tailored to their respective athletic disciplines.

The existence of this program also highlights the necessity of establishing a more integrated coaching model. Athletically gifted students require an education that proceeds as normal, yet simultaneously demand structured and intensive sports training schedules. Consequently, sports high schools hold a distinct institutional position compared to general secondary schools, as academic workloads and athletic training regimens must be balanced proportionally. This necessity formed one of the core foundational principles in organizing SMANOR Tadulako.

The establishment process of SMANOR Tadulako did not occur automatically. At the outset of the program's implementation, the central government allocated development grants for only four provinces across Indonesia. Consequently, all provincial governments were given the opportunity to submit proposals for the development of a sports school. Each province was required to meet various indicators and stringent requirements set by the Ministry of Education. These prerequisites included land readiness, local government support, complete administrative documentation,

institutional management readiness, and several other technical criteria presented directly before the Ministry's evaluation team. These requirements served as the standard for determining which provinces were eligible to receive central government grant funding for sports school construction. This proposal phase demonstrated that founding a specialized sports school required multi-sectoral readiness beyond mere land availability. Local governments were required to demonstrate their capacity to provide ongoing institutional support and guarantee educational sustainability once the school was built. Through this rigorous selection process, central government development grants were directed to regions evaluated as most prepared to develop a sustainable sports talent school.

Based on the results of the national selection process, Central Sulawesi Province successfully satisfied all established criteria, earning its selection as one of the four recipient provinces for sports school development grants in 2013. Alongside Central Sulawesi, the three other recipient provinces were South Sulawesi, Papua, and West Sumatra. Central Sulawesi Province's success in securing this national program was the outcome of dedicated advocacy by the regional government through its Education Department, which successfully demonstrated the region's operational readiness to manage a sports school. According to key informants, this achievement reflected the government's commitment to advancing sports development in Central Sulawesi, providing the community with a specialized sports high school that continues to expand today.

The selection of Central Sulawesi as a program recipient marked a decisive milestone for the development of regional sports education. Following this selection, the regional government assumed the responsibility of implementing central government policies through site acquisition, facility construction, and educational administration. Securing the program in 2013 served as the initial catalyst, immediately followed by physical school construction and preparations for student admissions. Once Central Sulawesi Province was officially designated as a recipient, the provincial government, in coordination with the Education Department, established the school's official nomenclature as **SMA Negeri Olahraga Tadulako Provinsi Sulawesi Tengah**. This official naming resulted from a regional leadership agreement under Governor Longki Djanggola. The name "*Tadulako*" was selected as a regional emblem embodying leadership, courage, and the cultural character of Central Sulawesi. Thus, from its inception, the institution served not only as an educational school but also as a symbol of athletic talent development in Central Sulawesi Province.

The official naming further clarified the school's institutional status as a state-owned regional sports education facility. From its founding, SMANOR Tadulako was designated to provide specialized educational services to student-athletes hailing from all regencies and cities across Central Sulawesi. This aspect was crucial, as the objective of founding the school extended beyond constructing a physical building; it aimed to create an educational environment capable of cultivating prospective student-athletes.

Informants also noted that site selection constituted a critical component of the national evaluation process. The central government mandated specific location requirements that regional authorities had to meet. The school had to be built along a primary arterial road, near a general hospital, close to higher education institutions, and adjacent to public service centers and administrative bodies related to sports development. These location criteria ensured that the school remained easily accessible and benefited from nearby supporting infrastructure. The selected site was a parcel of state land owned by the Central Sulawesi Provincial Government located on Soekarno-Hatta Street, Palu City. This location fulfilled all criteria due to its position along a main transportation corridor, its proximity to Tadulako University and regional medical facilities, and its adjacency to the Youth and Sports Office (which was then situated in the STQ area). These strategic location factors significantly strengthened the central government's assessment of Central Sulawesi Province's operational readiness.

These site considerations demonstrated that the government viewed the surrounding environment as a fundamental element supporting long-term educational and athletic development. Direct access to healthcare facilities was necessary to monitor and support student-athletes undergoing rigorous physical training, while proximity to higher education institutions and public service centers provided broader educational and administrative support. Consequently, the site was chosen not merely on the basis of land availability, but through a comprehensive evaluation of the school's dual academic and athletic requirements.



Figure 1. Land Plot for the Construction of the Sports Talent High School, SMA Negeri Olahraga Tadulako

B. Development of SMANOR Tadulako from Its Founding in 2013 through 2026

Based on an interview with Mrs. Faiza, a staff member of the Special Education and Special Services (PKPLK) Division at the Education Department, physical construction of the school commenced in 2013. The initial development phase focused on the main building, which encompassed administrative offices, the principal's office, teacher lounges, staff offices, general classrooms, and basic science laboratories. This infrastructure provided the foundational facilities necessary for the school to begin operating as a formal educational institution.

This construction phase was a direct result of Central Sulawesi Province being designated as a recipient region for the national Sports Talent School (SKO) Program. During this initial stage, constructing basic physical facilities was the primary priority, as the school required dedicated spaces for administrative governance, instructional learning, and general educational preparations. With these fundamental facilities established, SMANOR Tadulako gradually took shape as an educational institution prepared to accommodate athletically gifted students.



Figure 2. Construction of the Main School Building

In the following year, 2014, SMANOR Tadulako began admitting its inaugural cohort of students, comprising 104 students. During this initial phase, Governor H. Longki Djanggola explicitly instructed the Central Sulawesi Department of Education and Culture to ensure a rigorous and fair student recruitment process. He emphasized that student representation in this specialized school must encompass all 13 regencies and cities across Central Sulawesi, stating:

"This school exists to serve all 13 regencies and cities. The student body must not originate exclusively from Palu City and its surrounding areas. Therefore, I request that student recruitment be conducted properly."

The admission of the first cohort marked a critical transition from the infrastructure construction phase to operational educational delivery. The school evolved from a physical facility under development into an active center for formal instruction and athletic coaching. The initial enrollment of 104 students represents a foundational milestone in the school's trajectory, establishing the actual process of nurturing students as both academic learners and prospective student-athletes.

This gubernatorial mandate underscores an early institutional commitment to equitable access in sports education. Equal representation across all 13 regencies and cities was paramount, as SMANOR Tadulako was established as a provincial-level institution intended to cultivate athletic potential distributed throughout the region. Consequently, the student admission process functioned as a strategic initiative to identify, recruit, and assemble promising student-athletes from every corner of Central Sulawesi Province.



Figure 3. Newspaper clipping from May 2015, featuring news on new student recruitment and the official inauguration of SMA Negeri Olahraga Tadulako.

At the same time, the school received central government grant funding for the construction of boys' and girls' dormitories. Each dormitory building comprises 18 rooms, with a capacity of six to seven students per room. The availability of these dormitories supported the implementation of a boarding school system, enabling all students to reside within the school compound and participate in scheduled daily academic instruction and athletic training.

The grant funding for these dormitories directly corresponds to the institutional character of SMANOR Tadulako as a sports specialized high school that admits students from various regions. Students hailing from outside Palu City required accommodation that allowed them to stay close to the school and adhere to regular daily schedules. Consequently, the dormitories served as a facility that not only fulfilled basic housing needs but also facilitated an integrated coaching model sustained throughout the school program.



Figure 4. Boys' and Girls' Dormitory Buildings

Informants explained that physical school development continued steadily in subsequent years. In 2015, the central government provided additional grant funding to construct a multipurpose hall—which continues to serve as an indoor training facility for several athletic disciplines—along with a prayer room (*mushola*). Subsequently, in 2016, the Provincial Government of Central Sulawesi funded the construction of the school's perimeter fence through the Regional Revenue and Expenditure Budget (APBD). The perimeter fencing was considered essential because SMANOR Tadulako operates on a boarding school system, requiring adequate security measures for all campus residents. Alongside APBD allocations, portion of the funding for the perimeter fence was supported through legislative initiative funds (*pokir*) from provincial parliament members. These developments in 2015 and 2016 demonstrate that physical infrastructure expansion responded directly to the growing needs of the institution. Once students began participating in regular academic instruction and athletic training, the demand for auxiliary facilities increased significantly. The multipurpose hall was necessary to accommodate activities that could not be held in standard classrooms, while the perimeter fence was required to safeguard the school and dormitory premises.

Figure 4 illustrates the boys' and girls' dormitory buildings constructed as part of SMANOR Tadulako's infrastructure development. The dormitories serve as primary facilities supporting the boarding school model, enabling students to undertake integrated academic instruction and sports training within a single campus environment. The

dormitories were built to provide proper living accommodations for students hailing from various regencies and cities across Central Sulawesi Province, optimizing their academic and athletic routines. Each dormitory building is equipped with essential supporting amenities, including bedrooms, bathrooms, study rooms, warden quarters, and other supporting facilities designed to meet students' daily needs. Under the dormitory system, the school can more effectively foster character building, instill discipline, monitor study hours, and manage structured training schedules on a continuous basis. Thus, the residential facilities function not only as living quarters but also play a fundamental role in shaping student-athletes' character, independence, responsibility, and discipline.

As the school progressed, the dormitory buildings underwent continuous maintenance and facility upgrades to ensure residential comfort for all occupants. Through 2026, the dormitories remain actively utilized as the residential training hub for students from across Central Sulawesi. The residential system has contributed significantly to SMANOR Tadulako's sports coaching success by integrating academic education, character development, and intensive athletic training. The success of this integrated model is evidenced by numerous student-athletes achieving accolades at municipal, provincial, and national competitions, as well as participating in athletic events beyond Central Sulawesi Province. These achievements are reflected in the collection of trophies, medals, certificates of honor, and other accolades that reinforce SMANOR Tadulako's standing as a leading specialized sports school in Central Sulawesi.



Figure 5. Multipurpose Hall

Subsequently, in 2017, the government provided grant assistance for the construction of a library and an outdoor sports field. The sports field provided dedicated outdoor spaces for student physical activities, complementing indoor facility provisions. The addition of the library and outdoor sports field reflected a strategic expansion of

school facilities to address both academic and specialized athletic demands. While the library served as an essential resource center supporting academic instruction, the sports field provided expanded space for athletic training. Consequently, infrastructure developments during this phase further established SMANOR Tadulako's dual institutional character, integrating formal academic education with structured sports coaching.

Figure 5 illustrates the multipurpose hall of SMANOR Tadulako, constructed as a primary auxiliary facility supporting educational delivery and athletic development. This facility is utilized for various institutional activities, including indoor sports training, classroom instruction, meetings, seminars, workshops, and student organization events. The establishment of the multipurpose hall demonstrates the government's commitment to improving sports education infrastructure, ensuring optimal conditions for student-athlete development.

The multipurpose hall provides significant operational benefits by offering a consistent indoor training environment unaffected by adverse weather conditions that would otherwise disrupt outdoor field sessions. Furthermore, the building serves as a central venue for institutional events involving students, teachers, coaches, and the broader community. By providing reliable indoor space, athletic training can proceed continuously without environmental disruptions. This aligns with research findings indicating that the availability and effective management of adequate sports facilities directly contribute to improved training quality, physical fitness, and student-athlete performance.

As SMANOR Tadulako has progressed, the multipurpose hall has remained a critical asset for driving student achievement. Various developmental activities—including athletic trials, routine training sessions, and intensive preparation for regional and national championships—are conducted within this facility. Supported by increasingly comprehensive infrastructure, student-athletes are provided optimal opportunities to maximize their potential, leading to achievements that honor both the school and Central Sulawesi Province. Ultimately, the multipurpose hall underscores that infrastructure development constitutes an essential element in elevating educational quality and high-performance sports training at SMANOR Tadulako.



Figure 6. Sports Field

As the school progressed, the government continued to enhance supporting facilities and infrastructure. Key additions included computer laboratories and the general revitalization of learning buildings. In 2019, several facilities underwent disaster rehabilitation following the 2018 Central Sulawesi earthquake, funded through central government assistance and the Special Allocation Fund (DAK).

This event represents a critical chapter in the school's developmental trajectory, demonstrating that institutional progress was maintained even under adverse conditions. Post-disaster rehabilitation reflected a concerted effort to preserve educational continuity by restoring damaged infrastructure. With central government support and DAK funding, essential school facilities were restored to full functionality and gradually upgraded to meet ongoing educational demands.

Figure 6 illustrates the sports field constructed as a key auxiliary facility for instructional learning and athletic coaching at SMANOR Tadulako. The development of the sports field formed part of broader infrastructure enhancement initiatives aimed at providing adequate training grounds tailored to the school's specialized athletic disciplines. The availability of the sports field offers dedicated space for routine practice sessions, physical education classes, athletic trials, and various sporting activities designed to refine technical skills, physical conditioning, and mental resilience.

The sports field is utilized daily in accordance with structured training schedules established by the school and sport-specific coaches. Beyond routine practice sessions, the field serves as a venue for physical fitness assessments, internal competitions, and extracurricular sports programs. This facility enhances athletic coaching efficiency by offering students continuous opportunities to train using on-campus infrastructure. The provision of adequate sports infrastructure remains a pivotal factor in elevating training quality and driving student-athlete achievements.

As SMANOR Tadulako has evolved, the sports field has consistently functioned as a central hub for high-

performance athletic development. Numerous student-athletes trained at the institution have competed in municipal, provincial, and national championships as a direct outcome of structured training regimens. Beyond improving technical proficiency and physical fitness, the sports field plays a fundamental role in instilling discipline, sportsmanship, teamwork, and competitive mental fortitude. Consequently, the sports field represents a vital institutional asset that directly advances SMANOR Tadulako's mission of integrating formal academic education with high-performance sports training.



Figure 7. Construction of the Computer Laboratory

In 2024, construction was undertaken for a Language Laboratory, a Student Executive Board (OSIS) room, an Administrative Office (TU), and a School Health Unit (UKS) room. Information regarding the construction of new facilities in 2024 was further corroborated by Kasih and Lidya, students who enrolled at SMANOR Tadulako in 2024. They explained:

"When we entered this school in 2024, the area where the Language Laboratory and Administrative Office now stand was formerly student motorcycle parking."

This shift in spatial usage provides a concrete illustration of the expanding space requirements within the campus environment. As educational activities and services expanded, areas previously designated for specific uses were repurposed to provide infrastructure that better supports academic instruction and administrative governance. This development demonstrates that the infrastructure demands of SMANOR Tadulako continually adapt to the evolving operational needs of the school.

Figure 7 illustrates the construction phase of the Computer Laboratory at SMANOR Tadulako, executed as part of infrastructure development initiatives in 2024. The construction of this laboratory aimed to elevate educational quality, particularly in supporting information and communication technology (ICT)-based learning. Aligned with the rapid digitalization of education, a computer laboratory serves as a vital facility supporting daily instruction, computer-based assessments, digital

literacy development, and student competency in information technology.

The newly constructed computer laboratory is equipped with computer units, internet connectivity, and auxiliary hardware, allowing it to be utilized for various academic subjects requiring digital tools. Beyond regular instructional activities, the facility serves as a venue for the Computer-Based National Assessment (ANBK), computer-based examinations, IT training sessions, and digital school administration workflows. The availability of an adequate computer laboratory positively impacts instructional effectiveness by providing students with more interactive, innovative, and technologically relevant learning experiences.

The establishment of the computer laboratory underscores SMANOR Tadulako's commitment to advancing educational quality through modern learning facilities. Through 2026, the computer laboratory remains fully utilized to support teaching and learning activities and build students' digital competencies. The existence of this facility serves as an indicator of institutional growth that balances high-performance sports training with academic quality, producing graduates who possess both athletic achievements and technological competencies suited to contemporary demands.



Figure 8. Language Laboratory and Administrative Office Building

Furthermore, building revitalizations continued through 2025. Renovations were ongoing for the teachers' room, principal's office, sports laboratory, and chemistry laboratory as part of continuous efforts to elevate the quality of educational infrastructure at SMANOR Tadulako. This revitalization phase served as a direct continuation of the facility expansion initiatives undertaken in previous years. Existing facilities require ongoing maintenance to remain fully functional and aligned with modern educational demands. Thus, the infrastructure development of SMANOR Tadulako up to 2025 encompasses not only new construction projects but

also the systematic maintenance and upgrading of established structures.

Beyond physical infrastructure development and facility revitalization, SMANOR Tadulako's growth is reflected in the athletic achievements of its students across various sports disciplines. Since commencing operations, the school has successfully nurtured talented student-athletes who have brought honor to the institution and Central Sulawesi Province in numerous championships. SMANOR Tadulako students actively participate in sports competitions ranging from municipal and provincial levels to national championships and inter-provincial sporting events. These accomplishments are evidenced by an extensive collection of trophies, certificates of honor, medals, and other forms of official recognition earned across various athletic fields.

This success demonstrates that SMANOR Tadulako has not only expanded physically in terms of infrastructure and facility provision but has also successfully fulfilled its core function as an educational institution integrating academic learning with high-performance athletic training. Student achievements represent the synergy among government support, school leadership, teaching staff, coaches, and the continuous enhancement of campus infrastructure year after year. Consequently, SMANOR Tadulako continues to solidify its position as a leading sports school contributing to the development of competitive young athletes at both regional and national levels.

Viewed holistically, this evolution reveals an intrinsic continuity among facility development, educational administration, and high-performance athletic training. The constructed facilities do not exist in isolation; rather, they directly support the daily routines of the student body. Student recruitment across diverse regions, the boarding school system, academic facilities, specialized sports infrastructure, and athletic development programs constitute interconnected components that define SMANOR Tadulako's historical trajectory from 2013 through 2026.

3. CONCLUSION

Based on the research findings, the establishment of SMANOR Tadulako represents the strategic synergy between central and regional governments in developing a sports-based educational system. Founding the school addressed both the educational needs of student-athletes and broader national policy goals of cultivating elite athletic talent through formal education. From its founding in 2013 through 2026, SMANOR Tadulako has experienced continuous development across its physical infrastructure, training systems, and institutional support,

establishing itself as a premier center for student-athlete training in Central Sulawesi Province.

Specifically, the historical trajectory of SMANOR Tadulako from 2013 to 2026 yields the following conclusions:

1. The establishment of SMA Negeri Olahraga (SMANOR) Tadulako was implemented under a 2013 central government initiative jointly led by the Ministry of Youth and Sports and the Ministry of Education through the Sports Talent School (SKO) Program. This program was designed to provide specialized educational services for students possessing exceptional athletic talent. Central Sulawesi Province was selected as one of four national recipient provinces after meeting rigorous selection criteria, including land readiness, regional government backing, and operational administrative capacity. Subsequently, the Central Sulawesi Provincial Government officially designated the institution as SMA Negeri Olahraga Tadulako (SMANOR Tadulako). The strategic site selection on Soekarno-Hatta Street in Palu City prioritized proximity to higher education institutions, medical facilities, and supporting public services to optimize academic and athletic development.
2. The institutional development of SMANOR Tadulako from 2013 through 2026 exhibits rapid progress across organizational governance, physical infrastructure, and educational delivery. The initial phase involved constructing the main administrative and academic building, including classrooms, faculty offices, the principal's office, administrative suites, and basic laboratories. The school admitted its inaugural student cohort in 2014 and subsequently secured grant funding to construct male and female dormitories, enabling the full implementation of a residential boarding school model. Over time, the student body, teaching faculty, and administrative staff expanded alongside structured, sport-specific training programs that balance academic coursework with rigorous athletic preparation. This continuous expansion positions SMANOR Tadulako as a vital educational institution driving student-athlete development and advancing sports performance across Central Sulawesi Province.

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