Proceedings Series of Educational Studies

The 5th International Conference on Educational Management and Technology (ICEMT) 2026

Strategic Management of Bhawikarsu Supporter Leadership at SMAN 3 Malang City in Maintaining Supporter of The Year Achievements

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Abstract

The Mass-based non-academic extracurricular activities are often considered prone to friction if not managed with an appropriate management approach. This study aims to analyze the implementation of strategic management in Bhawikarsu Supporter Leadership (BSL) by SMAN 3 Kota Malang as a collective effort to maintain the Supporter of the Year title in the Developmental Basketball League (DBL). This study used a qualitative approach with a case study design. Data were collected through in-depth interviews, participant observation, and documentation, analyzed using the Miles and Huberman interactive model. The results show that BSL's success in maintaining achievement for 15 consecutive years is achieved through six integrated strategic management stages: aligning vision and mission with school policy, setting character-building targets, formulating strategy based on internal-external mapping, developing work programs and risk mitigation, managing specialized resources, and implementing multi-tiered monitoring and multidimensional evaluation controlling student academic discipline. This model proves that student supporter mass energy can be effectively transformed into an achievement-oriented leadership platform through directed autonomy and consistent institutional support.

Keywords: Strategic Management; Student Leadership; Extracurricular Management.

1. Introduction

Education as an integrated system does not solely focus on academic learning within the classroom, but also manages non-academic activities to optimize students' potential holistically. In line with the mandate of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, educational success is determined by the effectiveness of supporting activity management in facilitating student character building, leadership, and social skills. To achieve ideal educational outcomes, a strategic management approach is required to coordinate all school components synergistically and sustainably (Arifin, 2022; Pristiwanti et al., 2022).

One strategic instrument in this context is student management through planned and continuous extracurricular management (Fitrah & Luthfiyah, 2021; Kristiawan et al., 2019). Systematic extracurricular management encompassing planning, organizing, actuating, and evaluating has proven effective in enhancing active participation, discipline, and collective engagement to build a positive school culture (Mulyasa, 2021; Suhardan et al., 2023).

Previous literature review (state of the art) regarding extracurricular management predominantly focuses on conventional activities such as Scouting, Student Council (OSIS), competitive sports, or arts (e.g., Arifin, 2022; Hidayat et al., 2022; Suriansyah & Aslamiah, 2019). These studies generally highlight individual discipline and student achievements within the internal school environment. Furthermore, existing studies on school sports supporters tend to examine youth behavior from a sociological perspective or focus on the negative potential of fan

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fanaticism outside school control. There is a lack of in-depth research analyzing how student-based supporter organizations are formally managed through a school strategic management approach.

The scientific novelty of this study lies in its analysis of *Bhawikarsu Supporter Leadership* (BSL) at SMAN 3 Kota Malang as an institutionalized supporter organization integrated into the school management system. Unlike general supporter groups that are spontaneous, BSL is systematically structured, involving 123 students across coordination, creative, and logistics divisions. This novelty is further reinforced by BSL's track record of maintaining the *Supporter of the Year* title in the *Developmental Basketball League* (DBL) competition for 15 consecutive years. This proves the existence of a strategic management model based on character and leadership development that successfully transforms student mass energy into consistent, sustainable achievement.

Based on the state of the art and scientific novelty, the primary research problem is how SMAN 3 Kota Malang implements strategic management encompassing planning, organizing, actuating, as well as internal and external evaluation in managing BSL, and how the collective mechanism built maintains member commitment amidst demanding academic pressures.

The objective of this study is to analyze the implementation of strategic management in *Bhawikarsu Supporter Leadership* (BSL) by SMAN 3 Kota Malang as a collective effort to maintain the *Supporter of the Year* title. The findings are expected to contribute theoretically to the literature on leadership-based extracurricular management and provide practical recommendations (*best practices*) for other educational institutions in managing mass-based student organizations strategically.

2. Method

This study used a qualitative approach with a case study design to examine the strategic management of Bhawikarsu Supporter Leadership (BSL) at SMAN 3 Kota Malang. The researcher acted as the primary instrument (human instrument) who was directly present in the field to observe phenomena and interact with informants. The research was conducted at SMAN 3 Kota Malang with subjects selected through purposive sampling, including the BSL advisor, main student coordinators, and representatives from the creative and logistics divisions.

Data were collected using three primary techniques: in-depth interviews documenting the perspectives of the advisor and BSL student board members, participant observation during coordination and supporter practice sessions, and documentation in the form of organizational structure documents, work programs, and achievement records. Data analysis was carried out interactively following the qualitative analysis framework by Miles, Huberman, and Saldana (2019) as further detailed in qualitative research methodologies (Sugiyono, 2020), comprising data reduction, data display, and conclusion drawing. To ensure data trustworthiness, source triangulation and technique triangulation were applied to verify the credibility of findings before formulating final conclusions.

3. Results and Discussion

3.1 Result

The research results show that the success of *Bhawikarsu Supporter Leadership* (BSL) at SMAN 3 Kota Malang in maintaining the *Supporter of the Year* title for 15 consecutive years in the *Developmental Basketball League* (DBL) is driven by the implementation of six structured,

comprehensive, and integrated strategic management stages within the school's development system.

3.1.1 Formulating the Vision, Mission, and Core Values of BSL SMAN 3 Kota Malang

Formulating the vision, mission, and core values serves as the main foundation underlying all operational activities of *Bhawikarsu Supporter Leadership* (BSL). The vision and mission of BSL are not formulated in isolation or independently by students, but are strictly aligned with the vision and mission of SMAN 3 Kota Malang in forming excellent, intelligent, and character-driven individuals. Through coordination mechanisms involving school leadership, advisors, and student affairs officers, the vision formulation transforms the role of supporters from a mere spectator group into an official venue for leadership and character development. BSL's vision explicitly establishes the organization as a medium for building togetherness, solidarity, discipline, and student creativity in upholding the school's reputation.

The implementation of core values in BSL is a direct derivative of the school's mission emphasizing positive personality development. These core values include discipline, collective responsibility, teamwork, sportsmanship, and commitment to maintaining the public image and reputation of SMAN 3 Kota Malang. As BSL members perform directly before the public during inter-school competitions, their behavior and ethics represent the quality of character building at SMAN 3 Kota Malang. The internalization of these core values is carried out continuously through advisor mentorship and organizational tradition, creating a strong organizational culture that maintains achievement across generations.

3.1.2 Setting Strategic Objectives and Targets of BSL

Setting strategic objectives and targets is systematically designed to accommodate student development needs both internally and externally. BSL's primary objective extends beyond achieving aesthetic performance in the stands; it serves as an incubator for leadership, communication skills, and organizational management capabilities. The school views BSL as a strategic instrument to channel students' energy and interests into structured, safe, and productive non-academic activities.

BSL's strategic targets encompass two main dimensions: internal development targets and external achievement targets. Internally, BSL targets building member capacity in mass management, cross-divisional coordination, systematic work planning, and risk mitigation when commanding thousands of supporters. Externally, BSL aims to sustain its tradition of excellence and achievement in the Developmental Basketball League (DBL) and other tournaments. However, winning Best Supporter or Supporter of the Year is positioned by the school not as an isolated end goal, but as an objective indicator of effective organizational governance, member discipline, and a healthy character development process.

3.1.3 Formulating BSL Strategy Based on Internal and External Analysis

Formulating BSL's strategy involves a thorough analysis of internal and external organizational dynamics. Internally, BSL's primary strengths lie in a clear organizational structure, high member commitment, creative human resources, and the tradition of performing simulations and concept demonstrations prior to live performances. BSL possesses specialized capability in coordinating large crowds in an orderly manner, built through disciplined practice and organization. Conversely, an identified internal weakness was an implicit regeneration system and transfer of knowledge across generations that previously relied on trial-and-error. To address this, BSL and its advisors initiated written operational guidelines and activity documentation archiving to modernize organizational governance.

Externally, BSL leverages opportunities through strong support from the alumni network of SMAN 3 Kota Malang. BSL alumni actively serve as strategic mentors, providing technical guidance, operational experience, and moral support for active officers. Meanwhile,

external challenges stem from the evolving quality, variety, and innovation of rival school supporter groups. BSL views rival competition not as a threat, but as a catalyst to continuously innovate, improve 3D choreography quality, and reinforce its identity as a creative and well-mannered supporter leadership group.

3.1.4 Formulating BSL Programs and Action Plans

Formulating BSL programs and action plans is carried out systematically and decorously at the beginning of each leadership period. This process begins with an orientation and training program for prospective officers, followed by a work plan meeting with the advisor and student affairs team. BSL work program development has distinct characteristics compared to other extracurriculars, marked by high preparation intensity oriented around major competition agendas like DBL. BSL's preparation phase can span six to seven months prior to match execution, requiring detailed timeline allocation and task design.

BSL action plans are translated into measurable technical activities. These include drafting choreography concepts, composing chants and fan rhythms, producing visual attributes and 3D banners, and setting routine vocal and percussion practice schedules. Beyond aesthetics, BSL action plans specifically incorporate crowd movement management simulations (loading and unloading supporters) and safety protocols for crowd risk mitigation. All proposed work programs and action plans are verified by the student affairs department to ensure practice schedules do not conflict with the academic calendar and remain within safety standards.

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3.1.5 Implementing BSL Strategy through Resource Management

Implementing BSL strategy to maintain achievement is realized through efficient, integrated, and transparent resource management. In human resource management, BSL applies task specialization and role division aligned with member capacities and interests. BSL management is divided into operational divisions: core executives controlling policy direction and institutional coordination; creative and choreography division responsible for visual concepts, color schemes, and stand art; logistics and merchandise division managing equipment and internal funding; and field coordinators focusing on crowd control, order maintenance, and stand instruction.

Financial resource management is executed independently, accountably, and sustainably under advisor supervision. BSL operates a "perpetual fund" scheme, reserving a portion of revenue from every activity as capital for the subsequent leadership period. BSL funding is managed through legitimate channels, including membership registration, official merchandise sales, and match ticket allocations. All financial transactions are transparently recorded by the treasurer and reported regularly to the advisor. Regarding facilities and

infrastructure, SMAN 3 Kota Malang provides meeting rooms, safe practice spaces within school grounds, and percussion instrument inventory.

3.1.6 Monitoring and Evaluating BSL Strategy through Feedback Mechanisms

Monitoring and evaluation function as control components in BSL's strategic management, ensuring all activities comply with operational standards, character values, and school regulations. BSL monitoring follows a multi-tiered, preventive, and embedded supervision system. The BSL advisor acts as the primary field supervisor, directly monitoring practice sessions, attribute preparation, and crowd coordination during matches. Direct field monitoring is conducted in synergy with student affairs representatives and school authorities present in the stands. Monitoring outcomes are regularly reported to the Vice Principal of Student Affairs and the Principal as part of institutional reporting.

BSL evaluation mechanisms are conducted simultaneously and continuously, involving weekly evaluations during preparation phases and comprehensive evaluations post-event. BSL evaluation indicators are multidimensional, assessing not only technical performance such as visual choreography precision, chant loudness, and percussion timing but also individual discipline, morning attendance at school following an event, communication ethics, and academic stability. If a member experiences academic decline or breaches school rules, advisors and student affairs officers provide targeted guidance. This feedback system ensures BSL maintains high achievement in the stands without sacrificing moral standards or academic success.

3.2 Discussion

The empirical findings demonstrate that BSL's consistent success at SMAN 3 Kota Malang in maintaining the Supporter of the Year title for 15 consecutive years results from systematic strategic management functions. BSL has transformed general perceptions of student supporter groups often viewed as emotional, unstructured, and prone to destructive behavior into a structured, professional, and achievement-oriented student organization as emphasized in educational organizational management literature (Syafaruddin, 2018).

Aligning BSL's vision, mission, and core values with SMAN 3 Kota Malang's institutional policies confirms the educational management theories articulated by Mulyasa (2021) as well as Fitrah & Luthfiyah (2021). These theories assert that successful extracurricular management depends on integrating non-academic programs organically into the school's institutional vision to support holistic character building. BSL does not operate autonomously without direction; it is positioned as a leadership laboratory that consistently instills discipline, responsibility, and solidarity.

Task specialization within BSL divisions and the execution of crowd risk mitigation simulations reinforce the perspective of Kristiawan et al. (2019) regarding the criticality of human resource management in student affairs. BSL proves that large youth crowd energy can be transformed into productive social capital and achievement when managed through clear labor division and disciplined coordination. This aligns with Suhardan et al. (2023), showing that providing directed autonomy to student organizations enhances social skills, collaboration capacity, and a sense of institutional belonging. Furthermore, transparent financial mechanisms and proper facility provision reflect effective educational resource management principles (Barnawi & Arifin, 2018; Rohiat, 2019).

In addition, multi-tiered monitoring systems and multidimensional evaluations covering academic discipline and moral ethics highlight the importance of institutional support. As asserted by Wakit (2024), a structured, inclusive, and appropriately supervised organizational environment is key to maintaining member commitment and emotional stability amidst demanding academic curricula. The harmonious synergy among SMAN 3 Kota Malang's management, advisors, student officers, and alumni networks establishes the strategic

management model of Bhawikarsu Supporter Leadership (BSL) as a highly relevant best practice for educational managers aiming to transform student supporter energy strategically, safely, and sustainably into ongoing achievements.

4. Conclusion

The success of *Bhawikarsu Supporter Leadership* (BSL) at SMAN 3 Kota Malang in maintaining the *Supporter of the Year* title for 15 consecutive years in the *Developmental Basketball League* (DBL) demonstrates that student mass-based supporter groups can be effectively transformed from high-risk groups into achievement-oriented leadership platforms. This consistency is achieved through an integrated strategic management model encompassing six main stages: aligning BSL's vision, mission, and core values with school policy; setting strategic targets oriented toward character development; formulating strategy based on internal-external analysis; planning work programs and crowd risk mitigation; implementing independent and specialized resource management; and maintaining multi-tiered monitoring and multidimensional evaluation systems controlling student academic discipline. This management model reinforces that extracurricular success depends on a school's ability to provide directed autonomy alongside consistent institutional support.

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