

## Education Acceleration System (Acceleration) at Muhammadiyah Sapen Elementary School Yogyakarta

Agus Retnanto<sup>1</sup>, Bahtiar Firdiasyah<sup>2</sup>

<sup>1,2</sup>Institut Agama Islam Negeri Kudus, Jl. Conge, Ngembalrejo, Kudus, Indonesia

[agusretnanto@iainkudus.ac.id](mailto:agusretnanto@iainkudus.ac.id), [b.firdiasyah@iainkudus.ac.id](mailto:b.firdiasyah@iainkudus.ac.id)

**Abstrak:** The research aims to determine the implementation, and impact on academic life and reveal the advantages the weaknesses of the implementation of accelerated education at SD Muhammadiyah Sapen Yogyakarta. The ethnographic research method used is qualitative research that examines human behavior with a focus on the cultural interpretation of behavior. The subjects of the study involved principals, teachers, administrative staff, students, parents, committees, village officials, and education officials. Data retrieval techniques with observations (event data), interviews (respondent data), and document analysis (document data), with Spreadley's qualitative analysis techniques. Field findings show that the implementation of the PATAS (Fast Complete) Program acceleration began in 2001/2002 using PATAS Type V/VI and Type I/II until the 2020/2021 graduation year with the concepts of learning to be, learning to think, learning to do, and learning to live together. The implementation of accelerated education has a positive impact in accelerating academic development that has superior potential, encouraging high learning motivation and developing students' skills holistically. The advantages of providing accelerated education provide opportunities for talented students to develop students' academic potential more optimally. However, the drawback is the potential for higher stress pressure on students due to intensive academic demands. This research is a prototype for other schools/madrasahs to develop educational institutions in improving quality and making theoretical contributions through accelerated education and serving talented students to improve academic quality in a short time.

**Keywords:** Education Acceleration System, Acceleration, Primary School

### INTRODUCTION

Education acceleration programs in elementary schools (SD) are the focus of attention to meet the educational needs of gifted students at the elementary school level. This program aims to provide learning that is appropriate to the learning pace of students who have higher academic potential. Through accelerated programs, students can explore and develop their potential to the fullest. The accelerated program reflects the growing attention to the development of an education system that can meet the needs of gifted students at the primary school level. In some cases, accelerated education has been implemented in elementary schools as one of the strategies to accelerate learning for students who have higher academic potential (Widiastuti et al., 2019). Recent studies have shown that accelerated education in elementary schools can provide significant benefits for students who have the potential to excel academically. Research by Sugihartini and Yudiana (2018) found that students who attended accelerated programs experienced significant improvements in math and language achievement. This shows that the education acceleration system in elementary schools can improve the quality of learning for gifted students.

A study by Rawashdeh et al., (2021) found that one of the obstacles faced in the implementation of accelerated education in elementary schools is the lack of adequate support and training for teachers. Teachers responsible for teaching accelerated students require a deep understanding of the needs and characteristics of gifted students and appropriate teaching strategies. Social and emotional aspects are also an important concern in the accelerated system of education in elementary schools. Research by Shingjer (2018) revealed that students who attend accelerated programs often face difficulties in interacting with older peers chronologically. This issue requires a sensitive approach and adequate social support to help students adapt to the new environment.

Another study by Syafriani (2019) highlights the need for proper curriculum planning and adjustment to meet the needs of accelerated students in elementary school. Research shows that specially designed curricula with different approaches can help accelerate students' development of their potential better. In the context of providing accelerated education in elementary schools, the role of parents is also an important factor. Studies by Gusmi, (2021) show that parental support and participation in supporting accelerated student learning have a positive influence on academic achievement and overall student well-being. Research on accelerated education systems in primary schools in the past two years highlights the importance of addressing existing challenges and problems, including support and training for teachers, social and emotional aspects of students, proper curriculum planning, and the role of parents. With a better understanding of these issues, the development of accelerated education systems in primary schools can be directed to provide optimal benefits for gifted students and enable them to reach their full potential in an appropriate learning environment.

The main advantage of accelerated programs in elementary schools is their ability to provide academic challenges that match the abilities of talented students. The program allows students to accelerate learning by studying more advanced material or by deepening broader material. Thus, talented students can continue to grow and develop according to their potential without feeling limited by conventional classroom boundaries. Accelerated programs also encourage high motivation to learn students. By offering challenges that match their abilities, students tend to feel motivated to study diligently and passionately. Students have the opportunity to engage in creative projects and independent research, which builds confidence and interest in areas of interest (Retnanto & Firdiansyah, 2023).

It is important to consider the possible challenges arising in the implementation of acceleration programs in elementary schools. One is the provision of adequate resources to support the needs of accelerated students. Trained and qualified teachers are needed who can provide effective mentoring and teaching to talented students. In addition, there is also a need for close cooperation between teachers, parents, and students to ensure that the accelerated program runs well and provides maximum benefits for students. In designing and implementing acceleration programs in elementary schools successfully, a further in-depth research is needed Anggraini (2021). This research can involve evaluating program effectiveness, analyzing the needs of gifted students, and developing appropriate curricula, and effective teaching strategies. A good understanding of the accelerated education system in elementary schools makes education adaptable to the needs of talented students and provides a strong foundation for future development.

To improve the quality of education, many schools have implemented accelerated programs specifically designed for talented and above-average capable students. Through this

program, students get the opportunity to follow more advanced and complex learning materials according to their abilities, without having to wait for a full year to move up to the next class. With the accelerated program, hidden talents can be identified faster and students' potential can be maximized, providing bright hope for the future of education. One of the main advantages of accelerated programs in elementary schools is that gifted students are no longer limited by a standard curriculum (Khair et al., 2016). They can delve deeper into a particular subject and pursue their interests with an appropriate level of complexity. The teachers involved in the program also act as facilitators who help understand each student's unique needs and provide the necessary support. In addition, accelerated programs also help create a more challenging, dynamic, and inspiring learning environment, where talented students can motivate each other and learn from each other.

However, the implementation of the acceleration program at the elementary level also requires a careful approach and support from all relevant parties. Educators and parents need to recognize the difference between gifted students and students who have learning difficulties. Careful curriculum planning and the use of creative learning approaches are the keys to the success of this program. In addition, ensuring that accelerated students maintain a balance between academic and social-emotional aspects is also an important factor. By taking a holistic approach and involving the entire school community, accelerated programs in elementary schools have great potential to bring positive changes in the world of education, creating an outstanding and highly competitive young generation (Firdiansyah, 2023).

Research conducted by Barkhiyyah and Prasetyo (2020) aims to evaluate the effectiveness of accelerated programs in elementary schools. The study involved several talented students from different schools and focused on the effects of accelerated programs on their academic development. The results showed that students who followed accelerated programs tended to show significant improvements in their academic achievement compared to students who followed a standardized curriculum. This accelerated program provides opportunities for students to study at a level that suits their potential, and this can arouse their interest in learning thus creating a more productive and motivating learning environment.

Another relevant study was conducted by Pratiwi (2019) to investigate the long-term effects of accelerated programs in elementary schools on students' academic achievement. In this study, the academic data of students who followed the accelerated program were measured and compared with the group of students who followed the regular curriculum. Research findings show that students who take accelerated programs show consistency in their academic achievement over the next few years, indicating that these programs can have a continuous positive impact on improving student achievement. Meta-analysis research by Fadhilasari and Septiyani (2022) also provides strong support for the effectiveness of accelerated programs in Primary Schools. By collecting and analyzing data from a variety of previous studies involving accelerated programs, the researchers found that these programs consistently corresponded to increased academic achievement and student creativity potential. The results of this study provide a solid empirical basis for implementing and developing accelerated programs in various schools, to improve the quality of education for gifted students in elementary schools.

## **METHODS**

The research method used is ethnography, that is, qualitative research that examines human behavior in a natural setting, focusing on the cultural interpretation of behavior (Polat,

2018). The research setting is a school that is a cultural community or a community consisting of community leaders, parents, students, teachers, employees, school committees, principals, education boards, village officials, and officials of the Education office in the environment. The steps of the ethnographic method begin with (1) determining informants by identifying some characteristics of informants, finding informants who can be interviewed, (2) making ethnographic notes about the learning and teaching culture at SD Muhammadiyah Sapen Yogyakarta, (3) asking descriptive questions, (4) analyzing ethnographic interviews by studying the meaning that underlies the philosophical acceleration of education in research settings, (5) analyzing and identify the systematic domain of all collected data, (6) ask structural questions by identifying structural question types, (7) make taxonomic analysis by choosing a temporary focus to make an in-depth analysis, (8) ask questions contrasting other conventional school cultures with research setting cultures, (9) find school culture themes by carrying out a theme analysis on the school cultural atmosphere is being studied, (10) writing ethnography about the implementation of education at SD Muhammadiyah Sapen Yogyakarta in building school culture.

Data collection techniques include observation and interviews with observations of sources about the school culture of SD Muhammadiyah Sapen Yogyakarta, researchers use snowball sampling techniques with the intention of not only visiting one person who is considered to have the information needed but at the next stage will go to other people on the recommendation of people they previously met. Data searches are stopped if researchers deem the information to be saturated. Technical data analysis using qualitative data techniques of the Spreadley model. The analysis consists of four steps, namely domine analysis, taxonomic analysis, component analysis, and theme analysis while prioritizing (1) data reduction, namely summarizing and sorting important data according to the theme, (2) display data, which presents data in short descriptions, charts, relationships between categories, flowcharts to present narrative data, (3) conclusion drawing/verification, namely drawing conclusions and verifying data. The validity of research data includes data extension, while data cribety testing uses triangulation and member checks to find out how far the data obtained is by what is provided by the informant validly and credibly.

## **RESULT AND DISCUSSION**

### **Governance**

The proper maintenance of a superior school is when that emphasis is placed on its superior process. An excellent school is defined as a school that accepts students with ordinary (normal) abilities who are then processed in a superior manner to obtain superior results. This superior result means that the students who become the output develop their potential optimally and are balanced between their affective, cognitive, and psychomotor domains. A superior class is a class with several students with ordinary (normal) abilities who are then processed in a superior manner to obtain superior results. Meanwhile, PATAS students are students who have extraordinary intelligence (talented students) so they need to be encouraged to develop their potential and talents and given the right to complete educational programs faster. This is by Law No. 2/1989 on the National Education System article paragraphs 1 and 2 concerning special education and children with special abilities. SD Muhammadiyah Sapen has been implementing this kind of concept since 1983. The advantage lies in the process. Some things related to superior processes are the availability of quality Implementing Human Resources (TRIGU), creating superior classes, grouping, setting curriculum targets for degradation

promotion, teaching and learning processes with excellence insight, and adding to the structure of teaching programs and PATAS programs.

As obtained from information sources, it is explained that the objectives of superior schools are (1) preparing intelligent students, have faith, are devoted to Allah SWT, have noble ethics, have adequate knowledge and skills, and are physically and spiritually healthy to prepare superior human resources for the realization of balanced national development between IMTAQ, Science and Technology and GEMPIL; (2) provide opportunities for students who have high intelligence to gain adequate knowledge, personality coaching and skills in a faster time. The process of implementing superior schools in research settings by preparing quality implementing Human Resources (TRIGU). Parents who are members of BP3 / IKWAM if they help and support the process of education and learning at school, the school and their children's education will progress. Implementing Human Resources, as discussed in the previous chapter, is TRIGU, which is three teacher personnel who play an active role in the educational process in schools. The three teacher personnel are the Teacher, Principal, and Supervisor. These three teachers must: have a creative, innovative mindset and always be responsive to change, understand their main duties and responsibilities as teachers, have comprehensive discipline, and have high awareness (spirit of worship) in carrying out their duties.

Admission of new students (especially in elementary school) does not distinguish the level of intelligence ability and the level of economic ability. This is by the understanding of superior schools themselves, schools whose students are ordinary. Admission of new students is only based on the age test by the circular of the Regional Office, Ministry of Education. For intelligence abilities, no tests are held and the economic level also varies. Prospective parents of indigent students (dhu'afa) are exempt from all tuition fees, while parents of students who can afford it are required to pay more. This method is done to be able to lift the lower economic class so that they can feel the compulsory education program. The existence of foster parent movement (GNOTA) has been formally implemented at SD Muhammadiyah Sapen long before, namely under the term Special Fund (DK) in 1967. The implementation of the PATAS concept at SD Muhammadiyah Sapen has graduated several students who succeeded very satisfactorily in participating in the PATAS program. Siswa can complete the entire educational teaching program in primary school in just five years. By implementing the concept of Superior Schools and the PATAS program, REASONABLE 9 years can be shortened to 7 years. and this is what will be developed by SD Muhammadiyah Sapen through the implementation of the concept of Superior Schools and the PATAS Program.

Superior Elementary School, Model and Ideal (SD, UMI, in 2010) and Superior, Model, Ideal and International Elementary School (SD. UMII, 2021). In the historical trajectory and development of SD Muhammadiyah Sapen from 1967 until now and in the next few years, it has been planned to always improve the quality of education in schools to create a school that is superior, ideal, and has international standards. At this time SD Muhammadiyah Sapen has reached the stage of superior and model schools, and it is planned that from 2010 to 2021 SD Muhammadiyah Sapen will rise to the stage of Superior, Model and Ideal Schools (SD. UMI) and Superior, Model, Ideal and International Schools (SD. UMII). The stages of the formation of SD Muhammadiyah Sapen began with Ordinary Elementary School (Al-Madrasat Al-Mu'tadiyah) in 1967-1983), Superior School and Model School (SD. UM./Al-Madrasat An Namudhajiyyah), 1983-2003, Superior School, Model and ideal (SD. UMI/Al-Madrasat Al-mitsaliyyah), 2003-2010, School of Excellence, Model, Ideal and International (SD. UMII / Al-Madrasat Ad Duwaliyyah), years 2010-2024.



The results of the Muhammadiyah Sapen Elementary School teacher report card in August 2023 produced several important things regarding the short, medium, and long-term program work plans. The planned period is until 2027, it is expected that SD Muhammadiyah Sapen has achieved the perfect school form, namely an ideal school and an international school. The ideal school is a school that has qualified to implement resources, has a minimum land of 5 hectares as a place of learning, a comfortable and representative learning space, has a natural laboratory, has an education and training center building, has a multipurpose building, various forms of miniature nature such as miniature rivers, mountains, lakes, straits, etc., mosques, teacher and student dormitories, and representative sports venues. While international schools are schools that apply international standard curricula with international standard teachers, have representative buildings, international language skills, are equipped with international network communication tools (internet), and complete facilities and infrastructure. In addition, there are also dormitories for teachers and students that can accommodate students from various regions of the world (Retnanto & Firdiansyah, 2022).

The leadership of SD Muhammadiyah Sapen took a step by pioneering a curriculum that contains materials for the younger generation to survive in the open world (learning to be), meaning who can live in sustainable development and always respond to changes that occur, which is environmentally friendly, knows what needs to be known in the industrial, technology and information society (learning to think), Can work for the welfare of themselves and their communities (learning to do), and can cooperate with fellow humans for progress and world peace (learning to live together) (Salleh et al., 2015). The merger is a system to equalize and improve the quality of education in schools by combining or gathering into one school by merging or collecting into one existing school. With this merger system, the efficiency and effectiveness of school management and quality improvement will be achieved. The type of combination consists of merging a good-quality elementary school with a good-quality elementary school (Good with Good), merging a low-quality elementary school with a low-quality elementary school (Bad with bad), and merging a good-quality school with a low-quality school (Good with bad).

### **Impact on academics**

The impact that arises from the accelerated program for grades I and II which is based on 5 fields of study (PPKN, Indonesian, Mathematics, Religion, and English) has increased academic achievement. Grades III to VI are based on the grades of five subject areas plus Religious Education and English. Especially for grades I and II, social studies and science lessons have not been included. Classes are made into groups. This grouping pattern is by the value of student ability or achievement. The division documented by researchers in Group A with an average value of 8.0 to 10; Group B average score of 7.5 to 7.9; Group C: average score of 7.0 to 7.4; Group D: an average score of 6.5 to 6.9 and Group E with average score .....s/d 6.4. Testing students' ability to use test/evaluation questions is made by a team, which supervises the test time and the corrector is not the teacher concerned. This grouping aims to be the basis for implementing improvement and enrichment programs, making it easier for teachers to handle children to excel, excel in grade VI, and create a conducive situation so that there is healthy competition between students.

The implementation of superior classes for classes II-VI is always evaluated every year. To realize superior achievements must be based on predetermined curriculum achievement targets. The high and low curriculum targets to be achieved by students will greatly determine

the next formation. The minimum target to be achieved by students of SD Muhammadiyah Sopen is 8.0. For students who are less than 8.0, they must follow a remedial program. Those who score more than 8.0 are eligible for enrichment. The implementation of relegation promotion is based on the achievements achieved by students by the curriculum targets that have been set. In class I, relegation promotion starts in the second semester while classes II – VI are carried out every class increase. The data collected in the field explained that in one class they were grouped into Group B Average score of 7.5 to 7.8; Group C: Average score of 7.1 to 7.4; Group D: Average score 6.7 to 6.9..

After experiencing a superior process, if group C in the second semester obtained an average achievement score of 7.6 and this exceeded the lowest average of group B (7.5), then in the second semester there will be a promotion of group C to B 1. While those who get the lowest achievement in Group B will be relegated to Group C. As long as children in a group cannot achieve achievements exceeding the lowest average achievement of the group above, there is no promotion. Likewise, if children in the group above achieve above the lower group, there is no degradation. For classes II-VI, relegation promotion is carried out every semester, and class advancement is the same as, whether it is a parallel class or not. The achievement values that are the basis for consideration of the implementation of the program are seven fields of study for classes III-VI, namely Religion, Mathematics, Science, English, Indonesian, PPKn, and Social Studies. Classes, I and II are based on five fields of study, namely Religion, English, Mathematics, Indonesian, and PPKN.

The Teaching and Learning Process (PBM) is the main task of teachers. The quality of education in schools lies in the overall quality of each PBM that occurs over a certain period. The teaching and learning process with an insight into excellence must pay attention to the following elements: (1) Teachers who understand their main tasks, understand teacher knowledge, learning infrastructure, and KBM steps to be able to present learning materials that challenge students to be active and creative according to student abilities. In the implementation of the teaching and learning process, the teacher's attention to students differs from one group to another. This is because the ability to absorb and digest lessons possessed by students is very diverse. Departing from conditions like this, teachers should be able to divide their attention according to children's abilities such as class A (teacher attention by 10%), class B (teacher attention by 20%), class C (teacher attention by 30%), class D (teacher attention by 40%). The implementation of the teaching and learning process as applied is expected to be able to achieve well-determined targets. In addition, it contains three domains of educational objectives, namely affective, cognitive, and psychomotor or IMTAQ, Science and Technology and GEMPIL or Taqwa, Smart and Skilled / NAM, NEM, and NRT.

### **Advantages and Disadvantages**

The collected field data explains that the acceleration program at SD Muhammadiyah Ssopen Yogyakarta has several advantages and disadvantages. First, one of the advantages is being able to provide opportunities for students who have high academic potential to be able to pursue education with a higher level of difficulty. This program provides an opportunity for students to learn faster and get more challenging material according to their abilities. Thus, accelerated programs can help develop the potential of talented students in academics.

Furthermore, field data found that several shortcomings need attention. First, students who attend accelerated programs may face higher pressure from having to adjust to a faster rate

of learning. A heavier workload can cause stress and burnout in students, which in turn can affect their health and well-being. In addition, students who take accelerated programs may miss some important aspects of the standard curriculum given at lower levels (Gursoy & Ozcan, 2021). This could have an impact on their understanding of basic concepts that may be important for their development at higher levels.

Another advantage is that accelerated programs can provide high motivation for outstanding students. They feel recognized and valued for their academic achievements, which can boost their confidence and interest in learning. In the accelerated program, students can also interact with peers who have similar interests and intelligence, so they can support and encourage each other to achieve higher achievements. However, one of the drawbacks of accelerated programs at SD Muhammadiyah may be related to the lack of social and emotional skills development in students. A greater focus on academic aspects can overlook the importance of developing interpersonal, communication, and problem-solving skills in students. This can be an obstacle in their lives outside of academic environments, where social and emotional abilities are essential.

## **Data Analysis**

Spreadley's research on accelerated education in Muhammadiyah elementary schools yielded some significant findings. First, descriptive analysis shows that the accelerated program at SD Muhammadiyah has a curriculum specifically designed for students who have high academic potential. The learning method used involves a more complex and challenging approach compared to standard programs. In addition, the program also offers extracurricular activities that can help students develop their skills and interests in specific areas. Spreadley's research also uses comparative analysis techniques, which reveal that the accelerated program at SD Muhammadiyah has advantages compared to traditional educational approaches. The results of the analysis showed that students who participated in the accelerated program achieved higher academic achievement and showed higher levels of satisfaction with their learning (Omelchenko et al., 2020). The program also successfully increases students' interest in learning and provides opportunities for them to interact with peers who have similar interests and intelligence.

In Spreadley's research, qualitative analysis techniques revealed positive perspectives of students, parents, and teachers on the accelerated program at SD Muhammadiyah. In-depth interviews and observations reveal that students feel encouraged to achieve higher and feel recognized for their abilities. Parents consider this accelerated program as a golden opportunity for their children to better develop their academic potential. Teachers see the program as a means to encourage talented students and provide challenges that match their abilities.

Since 2000 SD Muhammadiyah Sapen Yogyakarta has implemented an acceleration program called the PATAS Program (Cepat Tuntas) which can only be recognized in 2001/2002 by the legality of the local Education Office. The screening process for PATAS was very strict, with the criterion of an average academic score 5 subjects of at least 9.0. Grades 1 to 3 for those who always win 1st place. They were also selected by psychological and health tests. The PATAS program successfully graduated one person, then the following year also one person. In the 2001/2002 academic year, SD Muhammadiyah Sapen implemented the PATAS Program simultaneously from grade I to grade V with the following data:



**Table 1.** List of PATAS Program Types and number of students

No	Class	PATAS Type	Total	Year of Graduation
1	V	V/VI	3	2002/2003 to 2004/2005
2	IV	IV/V	22	2006/2007 to 2008/2009
3	III	III/IV	29	2010/2011 to 2015/2016
4	II	II/III	45	2017/2018 to 2020/2021
5	I	I/II	45	2021 to sekarang
			154	

When the government launched the acceleration program in 2002, SD Muhammadiyah Sapen was given the mandate to manage accelerated classes which was strengthened by the Acceleration Decree from the Directorate General of Primary and Secondary Education of the Ministry of National Education No. 509/C/Kep. MN/2002. On this basis, SD Muhammadiyah Sapen Yogyakarta and its target schools (Sagan, Kauman, Patehan, Karangwaru, Nitikan, Gowongan, and Papringan) implement the PATAS Program simultaneously using PATAS Pola 2 (Type I / II PATAS), with the number of students at SD Muhammadiyah Sapen 40 students.

Academic Year 2021 until now SD Muhammadiyah Yogyakarta carries out an acceleration program (PATAS) using Pattern I (Type I-VI PATAS) which is 6 years of learning completed within 5 years for all grade I students. The Academic Year 2017/2021 SD Muhammadiyah Sapen Yogyakarta is still implementing PATAS for type II / III, which seems to be going badly because it turns out that not all students can take part in the PATAS program so for the benefit of students, Pattern I by the institution is simplified to another type of PATAS, namely Type 3 years to 2 years with various considerations (1) imitating the implementation of the Acceleration Program of the Ministry of National Education from the elementary level, Junior High School, Senior High School that uses Type 3 years to 2 years, (2) Class VI material is considered heavy when "PATAS", especially the participants of the PATAS program at that time were very large.

The board also prepares a kind of Statement on the ability of parents to be ready if their sons and daughters are returned to regular classes if in their development they are unable to participate in the PATAS program by the provisions. This they do for the reason of maintaining the academic quality of the school (Rezeki & Hidayat, 2021). So the steps are to hold an evaluation program by taking into account the student data of the PATAS Program as follows.

**Table 1.** PATAS Program Student Data

No	PATAS Type	Number of classes	Previously	Afterward
1	III-IV-V	3	142	90
2	II-III-IV	2	82	81
	Total	5	224	171

SD Muhammadiyah Sapen Yogyakarta also divided the Murin networking system of the PATAS program so that it can run better. For this reason, this institution also tightens the requirements for participating in the PATAS Program, including (1) classes that pass the academic selection (on average 5 subjects must be above 85) with the recommendation of the homeroom teacher, (2) students must pass psychological tests (General Intelligence Test, IQ > 130), (3) students must pass the inventory test of attachment/responsibility to tasks, (4) students must pass the Health test, (5) students are required to take a medical test, (6) attach a letter of the willingness of parents to take part in the PATAS Program, (7) monitoring the development of academic, psychological, social and health abilities.

## CONCLUSIONS

The conclusion obtained in this study is that the implementation of accelerated education at SD Muhamadiyah Sapen Yogyakarta has existed since 2001/2002 under the name Cepat Tuntas which carries a curriculum with the concepts of learning to be, learning to think, learning to do, and learning to live together. The implementation of this program has a positive impact on accelerating academic development that has superior potential, encouraging high learning motivation, and developing students' skills holistically. The advantages of providing accelerated education provide opportunities for talented students to develop students' academic potential more optimally. However, the drawback is that there is a higher potential for pressure and stress in students due to more intensive academic demands. The expected finding is a prototype for other schools/madrasahs that develop their institutions as educational institutions that want to improve quality through an accelerated education acceleration system. Make theoretical contributions to the development of school acceleration systems. Services for talented students that provide opportunities for students to complete their studies faster will positively impact the process of improving the academic quality of students.

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