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Original Article Research

Study Habits of Student Athletes at the Faculty of Sports Education and Health, Indonesian University of Education

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Abstract

This article aims to explore the learning habits of student athletes at the Faculty of Sports Education and Health, Universitas Pendidikan Indonesia. Student athletes are faced with challenges in managing time between academic and sports activities, which requires effective and efficient learning strategies. This study identifies learning styles, GPA, learning habits, sports achievements, and the time span to prepare for championships and exams. The sample involved in this study were active students of the Faculty of Sports Education and Health who had participated in official matches at least at the provincial level, as many as 90 people. Based on the results of the analysis, most students at the Faculty of Sports Education and Health have quite high academic accountability and need to be improved.

Keywords: academic achievements, sports achievements, student athlete, study habits

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1. INTRODUCTION

According to Riciputi & Erdal (2017) students who play dual roles (students and athletes) in college often face challenges directly. Even outside campus they have to follow training programs simultaneously. Due to the density of activities, students in this condition are considered to have a lower level of management compared to students who do not exercise (Dinata et al., 2020). Student athletes often prioritize their sports responsibilities over career preparation (Nuryadi et al., 2024, Lally & Kerr, 2005). Learning is defined as a form of change that is shown in changes in behavior, the conditions of which are different between before the individual is in a learning situation and after carrying out similar actions (Juliantine et al., 2022; Gagne, 2018).

The existence of experience or practice causes change. In contrast to changes that occur instantly which are caused by reflexes or instinctive behavior (Setiawati, 2018). Meanwhile,

according to Schunk (2012) learning is an activity that includes the acquisition and change of knowledge, skills, strategies, beliefs, actions, and behavior. He added that although there is no single definition of learning that is agreed upon by all groups, there are at least three formulations that can be considered the core of learning. The three formulations include learning that involves change, learning outcomes can last a long time, and can be obtained through experience (Sucipto et al., 2021).

In the learning process, learning habits must be instilled in students. This means that students must plan and supervise their learning process, carry out their learning procedures, master their learning skills, and use their learning strategies. If all these components are implemented correctly, then student learning outcomes will be optimal (Sukmawati et al., 2013). Learning habits can influence student behavior or actions every time the learning process is carried out consistently. In other words, if students have strong learning habits from within themselves, it will directly affect their ability to understand the subject matter to achieve academic success in college (Wijaya & Saputri, 2019). Nowak (2018) found that student athletes have a higher prevalence of pathology that impacts their learning habits. Allen et al (2019) identified that athletes tend to be more self-centered, which can affect their approach to learning and academic performance (Gumilar et al., 2024).

Several studies have examined the study habits of athletes, focusing on junior college athletes (Daing & Sinocruz, 2022), high school student athletes (Grace et al., 2019), and college athletes (Bao-hai, 2011). These studies found that athletes often prioritize their training over their studies, thus requiring academic support (Daing & Sinocruz, 2022). They also demonstrate high levels of physical readiness and motivation but may struggle with time management and independent work (Grace et al., 2019). These studies highlight the need for tailored support and guidance to help athletes develop effective study habits and achieve academic success.

2. METHOD

Quantitative descriptive research is describing, examining, and explaining something that is studied as it is, and drawing conclusions from observable phenomena using numbers. Quantitative descriptive research is research that only describes the contents of a variable in the study, not intended to test a particular hypothesis. Thus it can be seen that quantitative descriptive research is research that describes, examines and explains a phenomenon with data (numbers) as it is without intending to test a particular hypothesis (Wahyudi, 2022).

2.1 Participants

Participants who will be involved in this study are 100 student athletes of the Indonesian Education University who will be eliminated if the data results are invalid.

2.2 Research Design

The method used in this study is a quantitative descriptive method by distributing questionnaires to student athletes in the Indonesian Education University environment to collect the required information. The sampling technique was purposive sampling, the respondents selected to fill out this questionnaire were one hundred (100) student athletes who were active students of the Indonesian Education University. The quantitative method is a research method that measures and analyzes certain phenomena or variables using numerical data or numbers. This

method is based on the collection and analysis of data in the form of numbers or statistics that can be calculated or categorized. Quantitative methods are usually objective and can be measured systematically (Darajat & Abduljabar, 2014). The questionnaire created by (Grace et al., 2019) was used as an instrument in this study which had previously been tested in a study entitled High school athletes: Their motivation, study habits, self-discipline and academic performance.

2.3 Instruments

The questionnaire created by Grace et al., (2019) was used as an instrument in this study which had previously been tested in a study entitled High school athletes: Their motivation, study habits, self-discipline and academic performance. The validity test was carried out using the Pearson validity test on 96 student athletes of the Faculty of Sports Education and Health, Universitas Pendidikan Indonesia at a significance of 5% and an r table value of 0.263> 0.202. So the validity test is declared valid. The reliability test was carried out using the cronbach alpha reliability test and the cronbach alpha value was 0.919> 0.6. The questionnaire is said to be reliable if the cronbach alpha value is> 0.6 (Darajat & Abduljabar, 2014). So the reliability test is declared reliable. In addition to study habits, there are several things that are tested, namely academic achievement (GPA), learning style, sports achievement, duration of practice, and duration of study. The following are the criteria for the questionnaire distributed via Google Form to 90 samples at the Faculty of Sports Education and Health, Indonesian Education University with the following criteria: (1) active students of the Faculty of Sports Education and Health, (2) have participated in official championships (PORPROV/PORDA/PON/SEA GAMES/ASIAN GAMES), (3) are a contingent in a sports branch.

2.4 Procedures

This study aims to identify and analyze the learning habits of student athletes at the Faculty of Sports Education and Health, Universitas Pendidikan Indonesia. This study began with the preparation of a proposal that includes the background of the problem, research objectives, problem formulation, and literature review related to student learning habits, especially athletes. This study will also identify the following factors: academic achievement (GPA), learning styles, learning habits, training time span, and learning time span. This study uses a quantitative descriptive design to describe the learning habits of student athletes at the Faculty of Sports Education and Health. The population in this study were student athletes from the 2021-2024 intake with active status. The research sample was taken by purposive sampling, with the following criteria: (1) active students of the Faculty of Sports Education and Health, (2) have participated in official championships (PORPROV/PORDA/PON/SEA GAMES/ASIAN GAMES), (3) are a contingent of sports. The data collection technique used was a questionnaire. The questionnaire that was compiled contained questions and statements regarding academic achievement (GPA), learning styles, learning habits, training time span, and learning time span. This questionnaire will be distributed to student athletes at the Faculty of Sports Education and Health, Universitas Pendidikan Indonesia. After the data is collected, quantitative data will be analyzed using Statistical Package for the Social Sciences (SPSS) software version 23, namely descriptive tests and correlation tests between academic achievement (IPK) and sports achievements.

2.5 Data Analysis

The data obtained will be analyzed using descriptive analysis processed using Statistical Package for the Social Sciences (SPSS) software version 23, namely descriptive tests and correlation tests between academic achievement (IPK) and sports achievements.

3. RESULTS

After the data was collected, the data was analyzed using descriptive tests and correlations between academic achievement (GPA) and sports achievement. The following are the results of the analysis of this study.

3.1 Tables

A table is a tool or method used to present data or information in the form of organized rows and columns. Tables make it easier to compare, analyze, and present information systematically. Each row in a table usually represents a particular entity or data, while each column contains different categories or variables related to that entity (Darajat & Abduljabar, 2014).

Table 1.

Percentage of respondents to academic achievement (GPA)

GPA	Percent
<3,50	7%
3,51-3,60	28%
3,61-3,70	36%
3,71-3,80	19%
3,81-3,90	7%
>3,91	3%

The diagram above is the result of academic achievement (GPA) for student athletes of the Faculty of Sports Education and Health. Data obtained with the frequency results of the GPA range "<3.50" as much as 7%, the GPA range "3.51-3.60" as much as 28%, the GPA range "3.61-3.70" as much as 36%, the GPA range "3.71-3.80" as much as 19%, the GPA range "3.81-3.90" as much as 7% and the GPA range ">3.91" as much as 3%.

Table 2.

Percentage of respondents regarding learning styles

Learning style	Percent
Visual	67%
Auditory	10%
Kinesthetic	23%

The diagram above is the result of learning style on student athletes of the Faculty of Sports Education and Health. Data obtained with the results of visual learning style frequencies of 67%, auditory learning style of 10%, kinesthetic learning style of 23%.

Table 3.

Percentage of respondents regarding sports achievements

Sports achievement	Percent
POPPROV/PORDA	76%
PON	21%
SEA GAMES	2%
ASIAN GAMES	1%

The diagram above is the result of sports achievement data for student athletes of the Faculty of Sports Education and Health. Data obtained with the results of the frequency of students participating in the PORPROV/PORDA championships were 76%, students participating in the PON championship were 21%, students participating in the SEA GAMES championship were 2%, and students participating in the ASIAN GAMES championship were 1%.

Table 4.

Percentage of respondents to the study habits questionnaire (Grace et al., 2019)

Statement	Average	Category
I complete assignments on time.	4,08	Agree
I work on assignments and projects independently.	3,81	Agree
I can focus during class.	3,78	Agree
I can manage my time productively.	3,78	Agree
I actively participate in class discussions and class activities.	3,50	Agree
I do my best on exams and quizzes.	4,20	Strongly Agree
I have goals and priorities to manage my learning and personal development.	4,13	Agree
I turn in all academic requirements that I missed after the game.	4,01	Agree

Description: 1.00 to 1.79 Strongly Disagree; 1.80 to 2.59 Disagree; 2.60 to 3.39 Quite Agree; 3.40 to 4.19 Agree; 4.20 to 5.00 Strongly Agree.

The table above is the result of study habit data for student athletes of the Faculty of Sports Education and Health. The data obtained with an average result for the statement "I complete assignments on time" of 4.08 with the agree category, the average result for the statement "I do

assignments and projects independently" of 3.81 with the agree category, the average result for the statement "I can focus during learning" of 3.78 with the agree category, the average result for the statement "I can divide my time productively" of 3.78 with the agree category, the average result for the statement "I actively participate in class discussions and class activities" of 3.50 with the agree category, the average result for the statement "I try my best in exams and quizzes" of 4.20 with the strongly agree category, the average result for the statement "I have goals and priorities to manage my learning and self-development" of 4.13 with the agree category, and the average result for the statement "I submit all academic requirements that I missed after the match" of 4.01 with the agree category.

Table 5.

Percentage of respondents regarding the range of exercise time in one week

Range of exercise time in one week	Percent
<2 days/week	5%
3 days/week	21%
4 days/week	28%
>5 days/week	47%

The diagram above is the result of the training time span data in one week for student athletes of the Faculty of Sports Education and Health. The data obtained with the results of the training time frequency <2 days/week as much as 5%, the training time frequency 3 days/week as much as 21%, the training time frequency 4 days/week as much as 28%, and the time frequency >5 days/week as much as 47%.

Table 6.

Percentage of respondents regarding the range of exercise time in one day

Range of exercise time in one day	Percent
<2 hours/day	16%
3 hours/day	36%
4 hours/day	27%
>5 hours/day	21%

The diagram above is the result of the training time span data in one day for student athletes from the Faculty of Sports Education and Health. The data obtained with the results of the training time frequency <2 hours/day as much as 16%, the training time frequency 3 hours/day as much as 36%, the training time frequency 4 hours/day as much as 27%, and the training time frequency >5 hours/day as much as 21%.

Table 7.

Percentage of respondents regarding the time span for championship preparation

The time span for championship preparation	Percent
<1 month	2%
2-3 month	15%
4-5 month	18%
6-7 month	18%
8-9 month	19%
10-11 month	11%
>12 month	17%

The diagram above is the result of the championship preparation time span data for student athletes of the Faculty of Sports Education and Health. The data obtained with the results of the championship preparation time frequency for <1 month as much as 2%, the championship preparation time frequency for 2-3 months as much as 15%, the championship preparation time frequency for 4-5 months as much as 18%, the championship preparation time frequency for 6-7 months as much as 18%, the championship preparation time frequency for 8-9 months as much as 19%, the championship preparation time frequency for 10-11 months as much as 11%, and the championship preparation time frequency for >12 months as much as 17%.

Table 8.

Percentage of respondents regarding the range of study time in one week

Range of study time in one week	Percent
<2 days/week	21%
3 days/week	31%
4 days/week	27%
>5 days/week	21%

The diagram above is the result of the study time span data in one week for student athletes of the Faculty of Sports Education and Health. The data obtained with the results of the study time frequency <2 days/week as much as 21%, the study time frequency 3 days/week as much as 31%, the study time frequency 4 days/week as much as 27%, and the study time frequency >5 days/week as much as 21%.

Table 9.

Percentage of respondents regarding the range of study time in one day

Range of study time in one day	Percent
<2 hours/day	42%
3 hours/day	30%
4 hours/day	21%
>5 hours/day	7%

The diagram above is the result of the study time span data in one week for student athletes of the Faculty of Sports Education and Health. The data obtained with the results of the study time frequency <2 hours/day as much as 42%, the study time frequency 3 hours/day as much as 30%, the study time frequency 4 hours/day as much as 21%, and the study time frequency >5 hours/day as much as 7%.

Table 10.

Percentage of respondents regarding the time span for test preparation

The time span for test preparation	Percent
<1 month	59%
2-3 month	23%
4-5 month	11%
6-7 month	6%
10-11 month	1%

The diagram above is the result of the test preparation time span data for student athletes of the Faculty of Sports Education and Health. The data obtained with the results of the test preparation time frequency for <1 month was 59%, the test preparation time frequency for 2-3 months was 23%, the test preparation time frequency for 4-5 months was 11%, the test preparation time frequency for 6-7 months was 6%, and the test preparation time frequency for 10-11 months was 1%.

Table 11.

The relationship between academic achievement (GPA) and the highest official championship ever participated in (sports achievement)

Pearson correlation	Sig. (2-tailed)	N
.030	.782	90

Data was obtained with a significance result of 0.782>0.05, which means that there is no relationship between academic achievement (GPA) and sports achievement.

4. DISCUSSIONS

Based on the results obtained, there are several important things related to academic achievement (GPA), learning style, sports achievement, learning style, training time span, learning time span, and the correlation between academic achievement (GPA) and sports achievement. As many as 64.5% of students at the Faculty of Sports Education and Health obtained a GPA in the range of 3.51-3.70. Students who are also athletes face more difficult tasks than ordinary students. With a busy schedule between studying and training, they not only have to attend lectures in full, but also have to train intensively to maintain their sports achievements. Learning outcomes are something that greatly influences students' Cumulative Achievement Index (GPA) because the main task of students is to study and learning achievement shows success in learning (Nurman Hasibuan et al., 2022; Hasanah et al., 2018).

Learning style can describe a person's self-teaching before the individual shows or shows a certain pattern when processing information in tests, completing assignments and exams. Thus, learning style is considered more appropriate to determine an effective learning process (Lestari & Widda Djuhan, 2021). As many as 66.7% of students at the Faculty of Sports and Health Education have a visual learning style. The human brain has a highly developed area for processing visual information. The visual cortex located at the back of the brain (occipital lobe) is responsible for processing information received through the sense of sight. Most of the information received daily is in visual form, such as images, graphs, and videos. Therefore, the brain tends to be faster and more efficient in processing information presented visually than information presented in the form of sound or movement (Negara et al., 2019).

As many as 75.6% of the sample of students from the Faculty of Sports Education and Health were athletes from the Pelatcab contingent, 21.1% were athletes from the Pelatda contingent, and 3.2% were athletes from the National Pelatnas contingent. Athletes are defined as people who train to strengthen their strength, endurance, speed, agility, balance, flexibility, and body flexibility before the match begins. By considering several of these definitions, it can be concluded that athletes are people who do sports in a programmed, measurable, and recorded manner with the aim of achieving perfection in their performance (Gumilar et al., 2023).

The study habits of student athletes are influenced by the balance between academic achievement and sports achievement. Athletes who have a good balance between the two tend to have better learning outcomes than athletes who experience an imbalance between academic achievement and sports achievement. Many student athletes are too enthusiastic about improving sports achievement and too negligent about academic achievement so that academic achievement is not noticed (Nuryadi et al., 2021). From the data we have obtained, it can be concluded that students of the Faculty of Sports Education and Health have quite high academic responsibility and need to be improved. This can be proven by the average value norm which is at 3.9112.

As many as 74.5% of students have a practice schedule of >4 days/week while in their study schedule only 47.8% of students have a study schedule at the same time. This proves that most students tend to be more packed in their practice schedule than their study schedule. It is also proven that as many as 58.9% of students need <1 month to prepare for exams and quizzes,

while preparing for championships takes months to years.

The relationship between academic achievement and non-academic achievement of student athletes at the Faculty of Sports Education and Health showed poor results as evidenced by the significance results of 0.782>0.05, which means that there is no relationship between academic achievement (GPA) and sports achievement. Educational or sports activities are usually used as "tools" that help achieve educational goals. Sports in education, like other educational activities, have the potential to improve students' overall personality. Not only their physical growth, but also their social skills, as well as their faith and moral growth (Jauhari et al., 2022).

One of the main reasons why there is no relationship between academic achievement and sports achievement is because of the limited time that student athletes have to divide their attention and energy between academic activities and sports training/competition (Gumilar, 2024). Student athletes often have to follow a busy training schedule, participate in competitions, and undergo physical training which affects the time available to study and complete academic assignments (Nuryadi, 2024). As a result, although they may show outstanding achievements in sports, it does not always have a positive impact on their academic performance (Juliantine & Setiawan, 2022).

5. CONCLUSIONS

The study habits of student athletes at the Faculty of Sports Education and Health are the result of a combination of academic commitment and responsibility for sports achievements. Most students at the Faculty of Sports Education and Health have a tighter training schedule than their study schedule, and they only need a short time to prepare for the exams and quizzes they will face in lectures. This is different from championship preparation which tends to take longer and requires more thorough preparation. However, students at the Faculty of Sports Education and Health have quite high academic responsibility and it can be said that they are able to balance academic responsibility with sports achievements. Most students at the Faculty of Sports Education and Health have a visual learning style which means they can absorb information faster by seeing the information.

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