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CHALLENGES FOR EMPLOYEE CLASS STUDENTS IN AQUATICS LECTURES IN TERMS OF TIME MANAGEMENT

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Abstract

This study aims to evaluate the challenges faced by employee-level students in aquatics lectures from a time management perspective. Time management here is defined as the decision-making process to organize and adjust time according to changing needs. Employee-level students face challenges in dividing their time between work, study, and practical activities that require physical presence. The method used is descriptive quantitative with a questionnaire covering four aspects: time management, time protection, time adaptation, and time use effectiveness. The sample consisted of 40 students who contracted the Aquatics Learning course. The results showed that students' time management skills were in the fairly good category, with an average score of 2.95 on a scale of 1 to 4. The aspects of time management and effectiveness received high scores, while time protection was an area that needed improvement. These findings indicate that although students have basic skills in time management, additional strategies are needed to improve consistency and focus in practical learning.

Keywords: time management, employee class students, aquatic learning, learning challenges.

In the context of rapidly evolving globalization, time management skills have become a crucial element for students, especially those enrolled in employee-level programs. Students enrolled in employee-level programs often face more complex challenges in managing their time, including balancing work, study, and personal life. Empirically, employee-level classes offer a number of differences compared to regular classes, one of which is the flexibility of lecture times, which are held after work hours (Herdiana, 2021). Students taking employee classes face various challenges, one of which is conflict resulting from dual roles, which can lead to stress. Academic stress is the perception of excessive academic demands, which can trigger negative physical, behavioral, mental, and emotional reactions (Rizal, 2023). This study aims to investigate the time management skills of working-class students, particularly in the context of aquatic learning. Based on data released by the Central Statistics Agency (BPS), there has been a significant increase in the number of students working while studying, with the percentage reaching 40% of the total student population in Indonesia (Badan Pusat Statistik, 2020).

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This shows that the ability to manage time effectively is very important for this group of students.

A successful transition to college demonstrates that newly arrived students feel they have adapted quickly and flexibly to their study program and the broader university environment. They are able to make new friends, build a sense of belonging and relationships with peers and academic staff, and are highly motivated to learn (Hayman et al., 2025) (Ross et al., 2024). Higher education is generally recognized as the highest level in the education system, which not only contributes to academic development but also offers a source of continuous exchange of knowledge (Dobson et al., 2025). This rapid adaptation and adjustment will significantly assist students in achieving academic and non-academic success. These factors are closely related to the time management skills students must possess.

Time management is a crucial skill in higher education, especially for students who also work. New students from working backgrounds often face significant challenges during campus orientation sessions, such as time constraints, location constraints, and financial pressures (Andri et al., 2024). In this situation, students taking employee classes often face unique challenges that impact their ability to manage their time efficiently. Effective time management can improve productivity and academic achievement (Hussain, 2020). Time management has a positive and significant impact on students' academic achievement. Simultaneously, time management, learning motivation, and procrastination behavior significantly influence students' academic success in employee classes (Andrayani et al., 2022). This is particularly relevant for working-class students who must balance their time between work, study, and personal life. The synergy between students and lecturers, along with the broad scope of various courses at the university, includes aquatic studies.

Aquatic learning, including skills such as swimming and water safety, is increasingly recognized as essential. Swimming is a mandatory sport for students majoring in sports. Every student is required to pass a swimming course to advance to the undergraduate level (Haryanto et al., 2022). Effective aquatic learning methods can improve students' physical and mental skills and provide invaluable practical experience. However, working-class students often struggle to attend classes due to their work commitments, which impacts their ability to deepen their aquatic skills (Xu, 2024).

Challenges faced by working-class students in managing their time include lack of free time, work pressure, and high academic demands. Identifying the challenges faced by students is crucial. Furthermore, many factors are associated with academic failure, with

time management and stress considered more significant than others based on available evidence (Ahmady et al., 2021). Therefore, understanding the time management skills of employee class students and their impact on aquatic learning is crucial. Busy schedules often cause students to procrastinate on completing their assignments. This busy schedule can make it difficult for them to manage their time. Therefore, good time management skills are necessary to avoid procrastination (Anabillah et al., 2022). This suggests that students with good time management skills tend to have a positive attitude toward their studies. This indicates a direct relationship between time management skills and academic achievement, which is particularly relevant in the context of aquatic learning. Furthermore, rapid technological advancements and the need to create more efficient and creative classrooms that support both in-class and distance learning have driven the integration of Artificial Intelligence and smart technologies into modern learning environments (Dimitriadou, 2023).

The purpose of this study was to identify the time management skills possessed by employee-level students and analyze the impact of these skills on aquatic learning. By understanding students' skills, educational institutions can design more effective programs to help them manage their time better. The results of this study are expected to provide useful insights for developing better curricula and teaching methods for employee-level students. Thus, this study focuses not only on time management itself, but also on its implications for aquatic learning, which is an important aspect of physical education in higher education.

METHODS

The type of research used in this study is quantitative research with a survey approach. The population in this study were students in the employee class in the physical education study program. The sample was taken from all students enrolled in the program using the total sampling technique. Data collection was carried out through a questionnaire consisting of closed-ended questions, designed to measure time management skills, stress levels, and academic achievement of students. This questionnaire was distributed online to 40 students in the employee class. Data analysis was carried out using statistical software, such as Excel, to calculate the mean value, standard deviation, and regression analysis. The results of this analysis are expected to provide a clearer picture of time management with the 33rd and 67th percentile values of 0.09 and 0.26, respectively.

Table 1. Time Management Skills Instrument (Aeon & Aguinis, 2017)

No	Aspects/Indicators	Sub Indicators	Questionnaire Item Number

1	Planning	Creating a study and work schedule	1, 2
		Determining activity priorities	3, 4
2	Protecting	Avoid distractions while studying or practicing aquatics	5, 6
		Consistency with the schedule that has been made	7, 8
3	Adapting	Ability to adjust schedules when changes occur	9, 10
		Flexibility in responding to changes in lecture or work schedules	11, 12
4	Effective Use of Time	Maximizing time for aquatic learning	13, 14
		Complete tasks on time	15, 16

RESULTS AND DISCUSSION

Based on the results of research on the number of employee class students with a total of 40 people, there are results as below:

Table 2. Results

Aspect	Average Score (Scale 1–4)	Category
Time Arrangement	3,10	Good
Time Protection	2,75	Enough
Time Adaptation	2,90	Pretty Good
Effective Use of Time	3,05	Good
Total Average	**2,95**	**Pretty Good**

The profile of students in the employee class in the physical education study program shows that they are individuals with diverse backgrounds. Many are working professionals seeking to enhance their skills and qualifications through higher education. Demographic data shows that most students are aged between 19 and 35 and have work experience in a variety of occupations.

Learning experiences in aquatics vary, with some students having a background in aquatic sports, while others may be new to the activity. This presents challenges in integrating aquatics learning into a busy academic schedule. Previous research has shown that students with prior experience tend to adapt more quickly to the aquatics learning methods employed (Mardesia, 2021). Time management skills commonly possessed by working-class students include the ability to plan daily schedules, set priorities, and utilize tools such as time management apps. The better a student's time management and self-efficacy, the less likely they are to experience procrastination (Wahyuni & Machali, 2021). However, there are also skills they lack, such as the ability to avoid procrastination and set realistic deadlines for their tasks.

Lack of skills among students can be a barrier to achieving academic goals, especially in the context of aquatic learning, which requires practice and consistency. Time productivity is a significant challenge for students in the digital age, where they often

struggle to manage their time effectively, impacting academic performance and life balance (Maulana et al., 2024). Therefore, it is crucial to provide adequate training and support to help students develop these skills. The impact of time management skills on aquatic learning is evident in the relationship between students' time management skills and their learning outcomes. Students with strong time management skills tend to demonstrate better learning outcomes in aquatic learning, such as improved swimming ability and a deeper understanding of water safety.

The ability to manage time effectively between work and study is crucial for students to consistently attend aquatics classes. On the other hand, students who are unable to manage their time effectively experience difficulties attending classes and completing assignments, negatively impacting their aquatic skills. This underscores the importance of time management skills in supporting student success in aquatics learning. The results of this study indicate a significant relationship between time management and academic achievement of students in the employee class. Attitudes toward time and long-term planning have a positive and significant impact on academic achievement. Several studies have also shown that time management has a positive impact on academic achievement. (Anatasya & Sayekti, 2022, Maria & Afandi, 2021). This demonstrates that time management skills are important not only in academic contexts but also in aquatic learning, which requires practice and consistency. Implications for aquatic learning curriculum development demonstrate the need to integrate time management training into study programs. By teaching students effective time management strategies, educational institutions can help them reach their full potential in aquatic learning and other fields.

Employee-level students often face the challenge of limited time due to their work commitments. Students who work while studying often experience an imbalance between work and study (Vistanabilla et al., 2022). Time management is very necessary so that every individual can plan and direct their activities well, thus creating effectiveness and productivity, including in the context of lectures (Hardani, 2024). Support from educational institutions is also crucial. For example, by providing flexibility in class schedules or offering additional sessions to assist students experiencing difficulties, institutions can enhance their learning experience. By understanding the challenges faced by working-class students, institutions can design more responsive programs and support their academic success.

CONCLUSION

In terms of time management, students were able to plan and schedule their study, work, and aquatic training activities effectively. However, in terms of time management, they still faced difficulties in maintaining consistency and avoiding distractions while studying. On the other hand, students demonstrated good flexibility in adapting to changes in academic and work schedules. Overall, students in the employee class were able to organize, protect, and adapt their time according to changing conditions. However, improvements in maintaining focus and time discipline are essential to support successful learning, especially in the aquatic context, which requires consistent attendance and active participation.

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