

Student Athlete Learning Pattern Survey at the Bandung City Gymnastic Club

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INTRODUCTION

Student-athletes are required to balance academic responsibilities with intensive sports training, making dual-career development a significant challenge. Gymnastics athletes, in particular, face demanding training schedules, frequent competitions, physical fatigue, and limited study time, all of which can affect their academic performance. Although previous studies have explored dual-career athletes, research focusing on the learning patterns of gymnastics student-athletes, especially in Indonesia, remains limited. Therefore, this study aims to examine the learning patterns of gymnastics student-athletes, identify the challenges they face in balancing academics and sports, and explore the strategies they use to successfully manage both responsibilities.

METHOD

This study employs a mixed-methods approach, comprising:

Quantitative

The quantitative instrument used in this study was the Learning and Study Strategies Inventory (LASSI), developed by Weinstein et al. (1987). The quantitative phase consisted of a survey designed to examine the learning patterns of student-athletes, including time management, learning strategies, and environmental support. Subsequently, the qualitative phase involved semi-structured interviews and observations to explore the challenges and strategies adopted by student-athletes in balancing academic and athletic responsibilities.

Qualitative

the qualitative phase involved semi-structured interviews and observations to explore the challenges and strategies adopted by student-athletes in balancing academic and athletic responsibilities. The explanatory sequential design was selected because it enables a comprehensive understanding of complex educational phenomena by integrating statistical trends with participants' lived experiences.

RESULT AND DISCUSSION

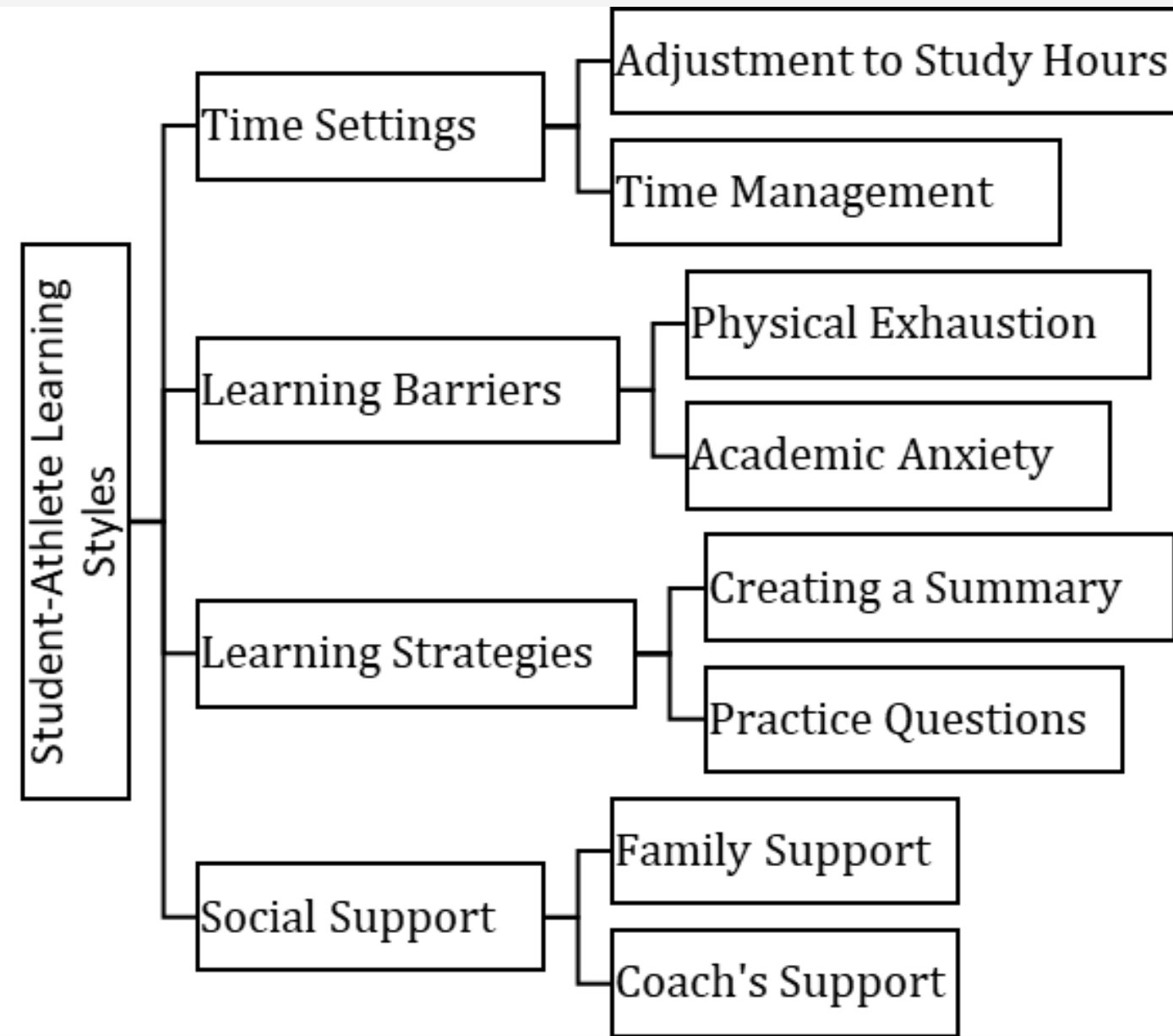
Quantitative Descriptive Statistics

Variabel	Class	N	Mean	Std. Dev	Min	Max
LASSI	Men	10	218.50	18.216	195.00	250.00
	Women	10	225.40	23.201	198.00	266.00

Based on the results of descriptive statistical analysis, this study involved 20 respondents consisting of 10 male student athletes and 10 female student athletes. The results of data processing showed that the learning pattern score in the male group had a minimum score of 195 and a maximum score of 250, with a mean of 218.50 and a standard deviation of 18.22. Meanwhile, the women's group had a minimum score of 198 and a maximum score of 266, with an average of 225.40 and a standard deviation of 23.20.

The comparison of the average scores of the two groups showed that female student athletes had higher average learning pattern scores than male student athletes. This indicates that in general, female student athletes tend to have a better learning pattern than male student athletes. However, the average difference still needs to be proven through inferential statistical tests if the study aims to find out whether or not there are significant differences between groups.

Qualitative Main Map



Qualitative Interpretation

The qualitative findings reveal that student-athletes demonstrate a dynamic and adaptive learning process in response to the competing demands of academic responsibilities and intensive gymnastics training. Although most participants lacked a structured study schedule, they strategically adjusted their learning activities by utilizing flexible time management, self-regulated learning strategies, digital learning resources, and active learning techniques such as summarizing materials and completing practice exercises. The interviews further indicate that physical fatigue, academic anxiety, and scheduling conflicts represent the primary barriers to effective learning; however, these challenges are mitigated through intrinsic academic motivation and continuous support from parents, coaches, teachers, and peers. These findings suggest that successful dual-career development extends beyond individual cognitive competence, reflecting the interaction between personal self-management, psychological resilience, and a supportive educational and sporting environment. Consequently, the qualitative evidence underscores that sustainable academic achievement among student-athletes is facilitated by a holistic ecosystem that integrates flexible educational practices, collaborative stakeholder support, and the cultivation of self-regulated learning competencies to maintain equilibrium between academic excellence and athletic performance.

DISCUSSION

No.	Main Findings	Interpretation	Supporting Literature
1	Adaptive learning patterns	Student-athletes adjusted their study schedules around training and competitions, demonstrating flexible learning behaviors and self-regulated learning.	Yang et al. (2026); Maio et al. (2025)
2	Gender differences	Female athletes obtained slightly higher LASSI scores than males, but the difference was not statistically significant, indicating that gender was not the primary determinant of learning patterns.	Fatima (2026); Stambulova & Wylleman (2018)
3	Major challenges	Physical fatigue, limited study time, and academic anxiety were the primary barriers affecting concentration, motivation, and learning effectiveness.	Maio et al. (2025); Aissa & Hassen (2026)
4	Learning strategies	Student-athletes relied on time management, summaries, practice questions, digital learning resources, and self-regulated learning to overcome academic difficulties.	Tiffany et al. (2026); Yang et al. (2026)
5	Environmental support	Support from parents, coaches, teachers, and schools played an essential role in maintaining both academic achievement and athletic performance.	Mabala et al. (2026); Quinaud et al. (2022)
6	Overall implication	Academic success in student-athletes depends on the integration of self-management skills and a holistic dual-career support system rather than individual ability alone.	Guidotti et al. (2026); Gjaka et al. (2024)

CONCLUSION

This study demonstrates that the learning patterns of student-athletes in Bandung gymnastics clubs are characterized by adaptive and self-regulated approaches that enable them to balance academic responsibilities with intensive training demands. Although participants experienced significant challenges, including limited study time, physical fatigue, and academic anxiety, they employed flexible time management, effective learning strategies, and digital learning resources while relying on support from parents, coaches, and teachers to sustain both academic and athletic performance. Furthermore, the findings indicate that gender differences in learning patterns were not statistically significant, suggesting that successful dual-career development depends more on self-management skills and supportive environments than on demographic factors. Therefore, fostering integrated collaboration among educational institutions, sports clubs, families, and policymakers through holistic dual-career programs is essential to enhance student-athletes' academic achievement, psychological well-being, and long-term athletic success.

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THANK YOU!!