

Time management practices among student officers of internal school organizations in vocational education

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Abstrak

Manajemen waktu merupakan kompetensi penting bagi remaja yang mengejar prestasi akademik sekaligus memegang peran kepemimpinan dalam organisasi siswa, namun bagaimana siswa menerapkannya masih kurang dikaji. Penelitian ini mendeskripsikan penerapan manajemen waktu pada siswa pengurus organisasi internal di SMK Negeri 1 Banyudono, sebuah sekolah menengah kejuruan negeri di Jawa Tengah, Indonesia, meliputi keseimbangan antara tugas akademik dan organisasi, hambatan, solusi, dan dampaknya. Penelitian menggunakan pendekatan kualitatif deskriptif. Data dikumpulkan melalui observasi dan wawancara mendalam, serta dianalisis melalui kondensasi data, penyajian data, dan penarikan kesimpulan, dengan triangulasi sumber dan teknik. Hasil menunjukkan bahwa siswa menerapkan manajemen waktu melalui perencanaan, pengorganisasian, pelaksanaan, serta evaluasi dan pengendalian. Keseimbangan dicapai dengan menentukan prioritas dan menyusun jadwal. Hambatan bersifat internal (menunda-nunda, kurang fokus, kelelahan) dan eksternal (benturan jadwal, kegiatan mendadak), yang diatasi melalui to-do list, skala prioritas, pemanfaatan waktu luang, dan pembagian tugas. Manajemen waktu meningkatkan kedisiplinan, tanggung jawab, produktivitas, dan kerja sama, tetapi juga menimbulkan kelelahan dan berkurangnya waktu istirahat. Temuan ini menegaskan pentingnya pembinaan manajemen waktu oleh sekolah untuk menjaga keseimbangan antara prestasi akademik dan keaktifan berorganisasi.

Kata kunci: keseimbangan akademik organisasi; pendidikan vokasi; pengelolaan aktivitas; peran ganda siswa

Abstract

Time management is a critical competency for adolescents who pursue academic achievement while holding leadership roles in student organizations, yet how such students enact it remains underexamined. This study describes the application of time management among student officers of internal organizations at SMK Negeri 1 Banyudono, a public vocational secondary school in Central Java, Indonesia, covering the balance between academic and organizational duties, obstacles, solutions, and effects. A qualitative descriptive design was used. Data were collected through observation and in-depth interviews, and analyzed through data condensation, display,

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and conclusion drawing, with source and technique triangulation. The findings show that students enacted time management through planning, organizing, implementation, and evaluation and control. Balance was achieved by setting priorities and constructing schedules. Obstacles were internal (procrastination, reduced focus, fatigue) and external (schedule conflicts, unplanned activities), addressed through to-do lists, priority scales, use of spare time, and task delegation. Time management increased discipline, responsibility, productivity, and collaboration, but also caused fatigue and reduced rest. These findings underscore the importance of school-led time management guidance to sustain a balance between academic achievement and organizational participation.

Keywords: academic organizational balance; activity management; organizational academic balance; vocational education

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Introduction

Education is a fundamental need for every individual in developing intellectual, social, and character-related capacities. Within the school environment, students are expected not only to excel academically but also to participate actively in organizational activities that serve as a vehicle for cultivating soft skills, leadership, and responsibility. Involvement in school organizations such as the Student Council (OSIS), Scouts, the Youth Red Cross (PMR), the flag-hoisting corps (Paskibra), and the English Club provides valuable experiences for shaping students' character and social competencies. An organization, in this sense, is a consciously coordinated social entity composed of two or more people who cooperate to achieve a common goal (Robbins & Judge, 2017).

Participation in organizational activities, however, frequently creates challenges in managing time. Students who serve as organizational officers occupy a dual role as both learners and members, and thus require sound time management if academic and organizational demands are to be met in a balanced way. When students are unable to manage their time effectively, the consequences may include delayed task completion, declining academic performance, fatigue, and the suboptimal execution of organizational responsibilities.

Time management is therefore one of the most important skills students must possess, particularly those who are active as organizational officers. Singh and Jain (2013) describe time management as a systematic process of planning, organizing, scheduling, and allocating time to enhance individual effectiveness and productivity. Covey (2004) further argues that time management is not merely about constructing schedules but also about prioritizing activities that are important and urgent. In practice, students often struggle to balance academic and non-academic demands. Preliminary observation at SMK Negeri 1 Banyudono indicated that students active as organizational officers frequently experienced schedule conflicts among organizational activities, schoolwork, and examination preparation. Such conditions demand strong time management if all responsibilities are to be discharged optimally. Comparable phenomena have been reported in studies across Indonesia, which show that student involvement in organizations often generates time pressure and difficulty maintaining academic balance when it is not supported by adequate time-management capacity. Globally, Aeon and Aguinis (2017) emphasize that time management is a vital skill associated with improved performance, self-control, and effective task completion. The ability to manage time thus becomes an increasingly essential requirement for students seeking to fulfill multiple roles in a balanced and productive manner.

Although research on time management among organizationally active students is abundant, most prior work has focused on the relationship between time management and academic achievement or on the general level of organizational involvement (Nurhaliza & Mulyani, 2022;

Wahyuni & Susanto, 2020). These studies have not examined in depth how the process of enacting time management unfolds for students who hold officer positions, including the strategies used to confront schedule conflicts, establish priorities, and overcome the various obstacles that arise when academic and organizational responsibilities must be carried out concurrently.

Moreover, evidence concerning vocational secondary schools where internal organizations are numerous and characterized by dense, participation-intensive activities remains relatively limited. This context makes the present study particularly relevant, as it offers a concrete picture of the dynamics of time management among students who face academic and organizational demands simultaneously within a vocational education setting. The novelty of this study therefore lies in its comprehensive analysis of how student officers of internal organizations enact time management across the dimensions of planning, organizing, implementation, and evaluation, together with the identification of the strategies applied, the obstacles encountered, and the effects on their academic and organizational roles. Conceptually, the study is expected to enrich the literature on student time management by providing a more complete understanding of time-management practices among student officers in vocational schools, while also informing the design of school programs that support a balance between academic achievement and organizational engagement.

Building on this background, the study is guided by four research questions: (1) How do student officers of internal organizations at SMK Negeri 1 Banyudono apply time management? (2) What obstacles do they face in doing so? (3) What solutions do they implement to overcome these obstacles? (4) What effects does the application of time management produce as they carry out academic and organizational responsibilities? These questions frame a deeper examination of the time-management process, the obstacles that emerge, the strategies adopted, and the effects experienced by students who enact academic and organizational roles concurrently.

Research Methods

This study employed a qualitative approach with a descriptive design. A qualitative approach was selected because the study sought to develop an in-depth understanding of how time management is enacted by student officers of internal school organizations. This approach enabled the researchers to explore students' experiences, perspectives, and strategies for balancing academic and organizational activities. The descriptive design was used to portray the actual conditions in the field systematically, without manipulating the object of study.

The research was conducted at SMK Negeri 1 Banyudono, located in Boyolali Regency, Central Java, Indonesia. The site was selected because of an observed phenomenon in which students were actively involved in school organizations while carrying the dual responsibility of learner and organizational officer. The researchers became aware of this condition through a preliminary study conducted during the School Environment Introduction Program (PLP), which surfaced the issues examined here. Data collection took place from October 2025 to May 2026.

The informants comprised the Vice-Principal for Student Affairs as the key informant, together with students actively serving as organizational officers, namely the Chair of the Youth Red Cross (PMR), the Vice-Chair of the Student Council (OSIS), the Chair of the English Club, the Secretary of the Flag-Hoisting Corps (Paskibra), and the Treasurer of the Scouts at SMK Negeri 1 Banyudono. These students served as the primary informants because they directly experienced the enactment of time management in their academic and organizational lives.

Data were collected through observation and in-depth interviews addressing the application of time management, the balance between academic and organizational roles, the obstacles and solutions involved, and the positive and negative effects of time management. Observation is understood as direct examination of an object to ascertain its reality, situation, condition, context, and meaning as part of data collection (Ibrahim, 2018). Interviews were used to obtain more detailed information from participants; in-depth interviews, in particular, elicited rich accounts of students' strategies, efforts, obstacles, and experiences in managing time.

Sampling combined purposive and snowball techniques. Sugiyono (2015) notes that purposive and snowball sampling are the techniques most commonly used in qualitative research. Purposive sampling was used to identify informants judged to understand the research problem most fully namely, students actively involved in school organizations. Snowball sampling was then used

to obtain additional informants based on recommendations from earlier informants, yielding data that were more thorough and complete.

The trustworthiness of the data was established through source and technique triangulation. Source triangulation involved comparing information obtained from different informants, whereas technique triangulation involved comparing the results of observation and in-depth interviews. Triangulation is a technique for verifying data validity that draws on sources beyond the data themselves to cross-check and compare (Moleong, 2016). These procedures were used to strengthen the validity and credibility of the data.

Data were analyzed using the interactive model of Miles et al. (2014), comprising three concurrent activities: data condensation, data display, and conclusion drawing. Data condensation involved selecting and focusing on data relevant to the study. The data were then displayed as descriptive narratives to facilitate interpretation. Finally, conclusions were drawn from the analyzed data so as to answer the research questions.

Results and Discussion

Research Results

The findings were derived from in-depth interviews and observation of the activities of student officers of internal organizations at SMK Negeri 1 Banyudono. Observation revealed that academic and organizational activities proceeded in parallel. In the early stages, potential conflicts emerged among organizational activities, schoolwork completion, and examination preparation. These conditions indicated that students needed to schedule their time and set priorities so that multiple responsibilities could be carried out concurrently. The observational findings were subsequently corroborated by the interviews, in which students reported managing their time through planning, organizing, implementation, and evaluation and control. Together, the observation and interview data formed a mutually reinforcing pattern: students not only faced time demands but also undertook various efforts to align their use of time with academic and organizational conditions.

During the planning stage, observation showed activity conditions that required students to divide their time between academic and organizational tasks. This is consistent with the account of Informant II, who reported planning by allocating time and preparing to-do lists for upcoming activities. Informant II further explained that schoolwork was prioritized when several activities fell close together in time. The convergence of the observed conditions and the informant's experience indicates that students had developed an awareness of the need to plan their use of time in a structured way that weighed academic and organizational priorities.

At the prioritization stage, students grouped activities according to their importance and urgency. Academic activities such as studying, completing assignments, and preparing for examinations were generally placed as top priorities, while organizational activities were fitted into the available time. Beyond setting priorities, students also coordinated and divided tasks with fellow members. As Informant V observed, mutual assistance within the team ensured that tasks were completed even when individual members became overwhelmed. Such task-sharing and cooperation helped students discharge their responsibilities more effectively, allowing academic and organizational activities to proceed in balance.

During the implementation stage, students sought to carry out all activities according to the schedules they had prepared and to make optimal use of the available time. One manifestation of this was completing tasks early to avoid a backlog of work. As Informant IV explained, participation in Paskibra fostered greater discipline and focus and discouraged procrastination; because training was demanding and left little time, tasks were sometimes completed ahead of schedule. These findings indicate that students not only formulated plans but also strove to implement them consistently through discipline and the effective use of time.

At the evaluation and control stage, observation showed that activity conditions could change, so time plans could not always be executed rigidly. This aligns with Informant I's account that prepared schedules were sometimes altered by unplanned activities, after which students realigned their priorities according to the importance of each activity. The observational data thus provided the field context from which the informants' time-adjustment strategies emerged. In

controlling their time, students reviewed the effectiveness of the schedules they had made. This control was carried out not only independently but also with support from the surrounding environment; as Informant I noted, control over the use of time was aided by parents, fellow members, supervising teachers, and classmates. The finding indicates that successful time management depends not only on the individual's scheduling ability but also on social support from family, school, and organizational settings.

Overall, the interviews indicate that student officers of internal organizations at SMK Negeri 1 Banyudono applied time management reasonably well through planning, organizing, implementation, and evaluation. The ability to set priorities, divide tasks, use time effectively, and adjust to changing conditions emerged as key factors underpinning students' success in balancing academic and organizational responsibilities.

The cross-informant pattern of time-management practices is summarized in Table 1. The matrix displays the commonalities and variations in findings across planning and organizing, implementation, evaluation and control, obstacles and solutions, and the effects of time management.

Table 1
Matrix of Time Management Findings by Informant

Informant	Planning & Organizing	Implementation	Evaluation / Control	Obstacles & Solutions	Key Effects / Findings
Informant I	Prepares a schedule/to-do list and sets priorities according to conditions.	Carries out activities, adjusting priorities when changes occur.	Schedules not always effective; adjusts when unplanned activities arise.	Reduced focus; competing academic and organizational demands. Prioritizes important activities and draws on support from parents, friends, teachers, and classmates.	Highlights the importance of flexibility and social support in managing time.
Informant II	Allocates time and prepares a to-do list; prioritizes schoolwork.	Completes tasks by priority and requests extensions when schedules clash.	Adjusts task-completion timing when conflicts occur.	Heavy workload and schedule conflicts; addressed through priority scales and requesting extensions.	Helps maintain balance between academic and organizational responsibilities.
Informant III	Prepares work early as part of time arrangement.	Starts tasks immediately even when deadlines are distant, to prevent backlog.	Control through the habit of preventing forgotten or accumulated tasks.	Risk of forgotten or accumulated tasks; addressed by completing work early.	Demonstrates preventive behavior and productive use of time.
Informant IV	Adjusts time to the demanding Paskibra schedule.	Completes tasks early because training is intensive; organizational activity fosters discipline and focus.	Adjusts task completion to training conditions.	Intensive training limits time for assignments; addressed by working ahead.	Enhances discipline, focus, and a tendency not to procrastinate.

Informant	Planning & Organizing	Implementation	Evaluation / Control	Obstacles & Solutions	Key Effects / Findings
Informant V	Manages time by considering activity schedules and task division.	Executes tasks through teamwork and mutual assistance.	Redistributes work when a member is overwhelmed.	A dense Scouts schedule reduces study time at home; addressed through cooperation and task division.	Cooperation eases the burden and helps complete organizational responsibilities.
Key informant (Vice-Principal for Student Affairs)	Identified as the key informant; aspect-specific findings were not detailed in the results.	Data were gathered via interview, but the key informant's responses were not itemized by aspect.	Not specifically detailed in the results.	Not specifically detailed in the results.	Not specifically detailed; the matrix adds no data absent from the source.

As shown in Table 1, the cross-informant pattern indicates that time was managed through planning, prioritization, early task completion, schedule adjustment, and cooperation. Variation appeared primarily in the obstacles experienced and the strategies used to address them. This reinforces the finding that time management depends not only on constructing schedules but also on the capacity to adapt to changing activities and to draw on environmental support.

The observation and interview data were then compared as part of technique triangulation. The comparison showed convergence in the main pattern: students faced academic and organizational demands simultaneously and addressed them by preparing schedules, setting priorities, completing tasks early, and adjusting to changing activities. As summarized in Table 1, the cross-informant findings reveal variation in specific strategies but a common underlying pattern in the effort to balance academic and organizational responsibilities.

Obstacles and their solutions are central to understanding how student officers discharge their responsibilities. Such students are required not only to fulfill academic obligations but also to play an active part in organizational tasks. The interviews indicated that obstacles arose from both internal and external factors. Internal factors included reduced focus, fatigue, and difficulty dividing attention between academic and organizational activities. Informant I reported occasionally losing focus because of the need to attend to academic and organizational tasks at once, adding that strict teachers and infrequent attendance could affect grades. This suggests that students experienced pressure in balancing concurrent academic and organizational demands.

Beyond internal factors, obstacles also arose from external ones, including schedule conflicts, unplanned organizational activities, and the sheer density of organizational commitments. One informant explained that organizational activities frequently reduced study time at home. Informant V noted that Scouts activities on Fridays ran from the end of the school day until late afternoon, followed by an evaluation session that, when problems arose, extended the return home and left less time to study at home. This indicates that a high intensity of organizational activity can affect the allocation of study time when it is not offset by sound time management.

Despite these obstacles, students applied various strategies to address them. A widely used solution was establishing a priority scale between academic and organizational tasks. Informant I described making maximal use of spare time and sorting activities by their level of importance. Such prioritization helped students reduce the risk of late task completion while maintaining balance between academic and organizational responsibilities.

Another solution was using spare time optimally and avoiding procrastination. As Informant III explained, tasks were often started immediately even when deadlines were distant, so as to avoid forgetting them, prevent accumulation, and minimize the chance of tasks being overlooked. The habit of completing tasks early reflects a preventive effort to reduce the burden of accumulated work during periods of dense organizational activity.

Time management also heightened students' awareness of the importance of using time optimally across all activities. Its effects were evident not only in the ability to complete academic and organizational tasks but also in the formation of personal qualities. Success in time management was determined not merely by the ability to construct schedules but also by the capacity to balance study, organizational work, and personal needs.

Discussion

The findings align with Singh and Jain (2013), who characterize time management as a systematic process involving planning, prioritization, use of time, and control of time to enhance effectiveness and productivity. Among student officers, these capacities were evident in the habits of constructing schedules, prioritizing tasks, using spare time, and making adjustments when activities clashed.

Planning also helped students minimize procrastination. Students accustomed to writing down tasks or preparing agendas tended to begin work sooner than those without clear plans. This is consistent with Aeon and Aguinis (2017), who report that time-management practices particularly planning and goal-setting are positively associated with individual performance, self-control, and timely task completion.

Prioritization was further reflected in students' ability to coordinate schedules with other members. Some organizational activities were arranged through prior communication to identify appropriate times that would not disrupt learning. This suggests that organizing is not only a matter of dividing tasks but also of reconciling individual and collective interests.

With respect to the use of time, some students completed tasks even when tired after organizational activities, and a few used the early morning before class to finish their work. This reflects a sense of responsibility toward both roles. The finding is consistent with prior research indicating that time discipline strengthens self-confidence, learning responsibility, and a competitive academic character (Putri, 2020; Rahmawati, 2019; Yuliana, 2021). Students with strong time discipline tended to complete tasks on time despite demanding schedules.

Control over time was evident in students' habit of assessing the effectiveness of the schedules they had made. Some recognized that their schedules were not always effective because they were disrupted by unplanned activities or were followed inconsistently. Such awareness is an important part of evaluation, as reflection allows students to identify weaknesses in their time-arrangement systems. This is consistent with Aeon and Aguinis (2017), who argue that time management concerns not only scheduling but also the capacity to adjust time to changing conditions.

Although most findings indicate that time management positively affected discipline, productivity, and the ability to balance academic and organizational roles, some results pointed to a different condition. Several students continued to experience physical fatigue, reduced focus, and limited rest despite applying various strategies. This suggests that time management does not always yield optimal gains in productivity, as time-management theory which holds that sound planning and scheduling improve individual effectiveness would predict (Aeon & Aguinis, 2017). In the context of these student officers, productivity was shaped not only by the ability to manage time but also by physical condition, activity load, and the demands of enacting multiple roles at once.

This condition accords with the view that the principal aim of time management is to create a balance of life suited to individual needs (Donaldson, 2011, as cited in Adebisi, 2013). Such balance does not necessarily mean an equal allocation of time; rather, it denotes a fit between activity demands and the individual's capacity to meet them.

The findings show that organizationally active students frequently confronted dense schedules, routine training, organizational meetings, and academic demands that had to be met within overlapping timeframes. These conditions left some students fatigued and less able to concentrate even after preparing schedules and setting priorities. This is consistent with the view that delay in decision-making or task completion is a form of ineffective time management (Kusashi, 2011, as cited in Adebisi, 2013). In addition, Kristy (2019) found that low time-management ability is associated with a high level of academic procrastination.

The most common solution was preparing a to-do list or activity schedule. By recording the tasks to be completed, students gained a clearer picture of the work ahead. This accords with Claessens et al. (2007), who report that planning techniques such as task lists can improve the effectiveness of work completion. Students also applied task division or delegation to other members. Through teamwork, the workload became lighter and could be completed collectively consistent with organizational theory, which holds that the division of labor enhances efficiency and effectiveness in achieving shared goals (Robbins & Coulter, 2007).

The application of time management produced a range of effects, both positive and negative, arising from students' capacity to manage time amid numerous academic and organizational demands. The findings also show that some students experienced fluctuations in academic performance while active in organizations. This offers a perspective distinct from studies suggesting that organizational involvement tends to enhance self-management and academic achievement. In the present study, organizational involvement did strengthen leadership, responsibility, and discipline, yet it could simultaneously reduce study time when students were unable to control the intensity of their involvement. The relationship among time management, organizational activity, and academic achievement is thus dynamic and shaped by the individual's ability to adjust priorities to the situation at hand. This accords with the priority-matrix concept, in which the effectiveness of time management depends heavily on the individual's capacity to focus on what is genuinely important (Covey, 2004).

Time management can therefore enhance students' discipline, productivity, and responsibility. At the same time, for vocational secondary-school students who face concurrent academic and organizational demands, time management should focus not only on the efficient use of time but also on managing activity load so as to avoid excessive fatigue. This reinforces the theoretical position that the principal aim of time management is not only to increase productivity but also to achieve balance in life (Donaldson, 2011, as cited in Adebisi, 2013). Students thus need not only to manage time effectively but also to maintain a balance among activities, rest, and personal needs so as not to become overburdened.

Conclusion

The application of time management among student officers of internal organizations at SMK Negeri 1 Banyudono was realized through four interrelated management functions: planning, organizing, implementation, and evaluation and control. These functions worked together to help students manage academic and organizational demands in a balanced way. The ability to set priorities, allocate time according to need, and adjust to changing activities shows that time management functions not merely as a technique for arranging activities but also as a skill that supports the development of discipline, responsibility, independence, and decision-making. The findings indicate that organizational involvement can serve as an effective learning vehicle through which students develop the ability to manage time and multiple responsibilities.

Theoretically, the study enriches understanding of time management in vocational education by showing that time management not only improves effectiveness, productivity, and discipline but also carries ambivalent consequences for students' well-being. While it helps students manage academic and organizational responsibilities, periods of dense activity may be accompanied by fatigue and reduced rest.

Practically, the study has implications for schools and organizational supervisors. Schools should continue to provide support by coordinating the scheduling of academic and organizational activities so that potential conflicts are minimized. Supervisors, in turn, can mentor students in priority-setting, activity planning, and periodic evaluation of time use. Such support is important for helping students develop more effective time management, so that organizational activity becomes a vehicle for self-development without compromising the quality of academic learning. To address the obstacles they faced, students evaluated and controlled their use of time by reviewing their schedules, correcting habits that hindered effectiveness, and adjusting plans when academic or organizational activities changed practices that helped them identify more effective strategies and sustain balance.

This study is limited to a single school, SMK Negeri 1 Banyudono, with a small number of informants comprising student officers, supervising teachers, and the vice-principal for student affairs. The findings therefore may not represent the enactment of time management among student officers in schools with different characteristics. Future research is encouraged to involve more schools, compare different types of organizations, and examine the relationship between time management and other aspects such as academic achievement, psychological well-being, learning motivation, or the level of organizational engagement, so that a more comprehensive and in-depth understanding can be obtained.

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