

## Research Article

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# Utilization of Students' Free Time in Using Student Affairs Program Facilities at Universities: A Mixed Method

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## Abstract

**Background/purpose.** Student involvement in quality and useful activities during college can provide valuable experience to become a skilled person. Existing research so far has not focused on using students' free time at university, so there is no data or information about student activities during free time. This study will fill the gap in the theory about the use of students' free time in college. Therefore, this study aims to determine the use of students' free time in utilizing facilities available in the university environment and the factors that influence it.

**Materials/methods.** This study used a mixed-method approach. The quantitative research involved a sample of 251 students of Universitas Negeri Yogyakarta. The data collection instrument used was a questionnaire. Data analysis used descriptive and inferential statistical techniques. On the other hand, qualitative research involves students who have filled out questionnaires and then been interviewed in depth. Data analysis used Miles & Huberman's interaction model.

**Results.** The quantitative research findings showed that student program facilities, such as reasoning, arts, sports, welfare, and special fields, have a positive and significant influence on student engagement ( $t$  value  $> 1.96$ ,  $\alpha = 5\%$ ), especially in relation to leisure time use. The qualitative research findings revealed four factors that influence student engagement: family encouragement, peers, course and department environment, and availability of facilities.

**Conclusion.** The facilities in the university environment greatly influence the use of students' free time by considering the four important factors. This study provides implications and recommendations for each university in formulating, planning, and providing policies and educational facilities that are pro-student. Facilities in the university environment need to be improved in quantity and quality so that they can impact students' abilities and skills in the future.



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## 1. Introduction

The use of free time has long been a subject of study for researchers in various fields. In recent decades, the use of free time has also become an interesting topic of discussion in the fields of education, social, culture, economics, sociology, and psychology, thus inviting researchers to formulate theories about free time from their respective scientific perspectives. Free time is a time when an individual does not feel any coercion, obligation, or psychological needs from economic, legal, moral, or social factors (Voss, 1967; Fabio & Lo Verde, 2024). Another definition of free time can be seen from Modi's perspective (2012), which states that free time is life itself. Free time is one part of the structural aspects that exist in every society, and this structure is determined by the structure of society as a whole. Therefore, a person's habits in their micro, meso, and macro environments influence their behavior in using free time (Corti, 2024; Yap & Leow, 2024; Polemiti et al., 2024). Jatmika's (2010) research on youth gangs shows that free time is almost always filled with gathering or hanging out activities, either at crossroads, around entertainment venues, and so on, after school or at night. However, along with changes in information and communication technology, in the 2000s, the pattern of expression of adolescent activities changed (Shi, 2024; Nada, 2024). If previously, they were more often gathered and in groups, now, they have become an activity in cyberspace (internet and social media).

In addition, effective leisure time management plays a vital role in contemporary society. Implementing efficient time management strategies is important to improve the overall quality of leisure experiences. As a result, individuals can experience increased satisfaction from their leisure time (Klerk & Bevan-Dye, 2014). This notion is further supported by research findings that suggest inadequate leisure time management can lead to feelings of boredom and, in extreme cases, even internet addiction among students. Therefore, intentional engagement in leisure activities becomes imperative (Wang, 2018). It is evident that leisure time holds significant importance in the lives of individuals, impacting their emotional well-being, social interactions, and overall quality of life. Leisure time encompasses the periods when individuals are not bound by work or other obligatory activities. The management and utilization of free time can vary greatly depending on diverse factors, such as socioeconomic status, family dynamics, and cultural norms.

Research indicates that free time is crucial for emotional well-being. For example, Offer (2015) discusses how engaging in leisure activities can help alleviate stress and contribute positively to mental health. Luijckx et al. (2017) have identified engaging in leisure activities as a coping strategy that can help reduce daily stressors. However, it is important to note that the relationship between free time and emotional health is complex. The family environment significantly shapes children's involvement in leisure activities. Various determinants in the family context influence children's leisure choices, suggesting that family dynamics can facilitate or hinder the quality and quantity of leisure activities (Almašiová & Teplicancova, 2019).

Leisure activities are a means by which individuals utilize their free time to enhance their overall well-being. However, a considerable number of Indonesian students fail to effectively and sustainably utilize their free time. A collaborative research project conducted at Yogyakarta State University and the National University of Malaysia (Hanum, 2020) examined the utilization of free time among Indonesian and Malaysian youth. This study revealed significant discrepancies in terms of participation in societal activities and entrepreneurship between the two groups. Specifically, Malaysian youth allocate a greater portion of their free time to engagement in community-oriented activities, whereas Indonesian youth tend to prioritize familial activities during their leisure time. One of the main reasons why individuals fail to utilize their free time effectively is a lack of time management skills. Research shows that time management is an important determinant of academic performance among college students. For example, it highlights that college students often struggle with time management, especially freshmen who can benefit from targeted interventions aimed at

improving this skill (Trentepohl et al., 2022). Similarly, it emphasizes that students who receive guidance and support are more likely to stay focused and manage their time effectively (Rani, 2023). Furthermore, the organizational context also reveals challenges associated with poor time management. For example, in collaborative organizations, managers are often overwhelmed with administrative tasks, which reduces their ability to focus on strategic issues (Brorström & Norbäck, 2019). Furthermore, the psychological aspect of time management cannot be ignored. Individuals may experience anxiety or stress associated with time pressure, which can further hinder.

Youth's inactivity in using their free time in a planned and useful manner will invite various problems in terms of health and increase social problems, such as youth involvement in criminal activities and drug abuse. This was stated by (Rashid et al., 2015) & (Fauziah et al., 2012). Boredom in free time can encourage youth to engage in the wrong activities to fill their free time (Gordon & Caltabiano, 1996); (Yang & Guo, 2011), and boredom in youth's free time has a significant relationship with crime problems.

Research has consistently shown that students who struggle with effective time management skills are more likely to experience boredom during their leisure time. This, in turn, can lead to maladaptive behaviors such as excessive smartphone use and internet addiction (Gezgin et al., 2021; Wang, 2018; Wang et al., 2012). Furthermore, the negative consequences of ineffective leisure time utilization extend beyond just boredom. Numerous studies have found links between students' self-regulation, leisure time management, and self-esteem. These studies suggest that those who struggle with time management may also face academic challenges and struggle to maintain satisfactory academic performance (Hadi, 2023; Demirel et al., 2017; Kharadze et al., 2017). Another critical issue is the lack of physical activity during leisure time. Many students opt for sedentary activities like video games and television instead of engaging in physical exercise (Supriadi, 2023). This sedentary lifestyle can contribute to various health problems, including obesity and mental health issues. These health problems further compound the difficulties students face in effectively managing their time (Njegovan, 2023).

Actually, using free time can be a relaxation activity. Triatmoko, (2007) said that productive relaxation activities tend to improve individual skills and self-esteem. This can be done by adding additional skills that are of interest, such as learning to make a garden, repairing motorbikes, make-up, fashion, culinary, playing musical instruments, practicing singing and so on. Apart from that, using their free time, individuals can carry out entertainment activities. Broderick and Blewitt (2006) wrote that entertainment or recreational activities can promote skill mastery, such as sports achievements, artistic performances, and competitions involving a person's hobbies, which can be shown to build a person's abilities.

Active involvement in recreational activities during leisure time can have a positive impact on social belonging and cultural integration. These factors are crucial for student retention and overall satisfaction in the educational environment (Zerengök et al., 2018). This finding is supported by Kim et al. (2021), who highlight that participating in recreational activities can improve social and psychological well-being. It facilitates the development of friendships and acculturation in a new environment. Moreover, students who engage in extracurricular activities during their leisure time tend to achieve higher academic success compared to their peers who do not participate (Özkan, 2020). For instance, a study found that students who are involved in extracurricular activities scored significantly higher on math, reading, and science assessments (Özkan, 2020). Additionally, extracurricular involvement provides a balanced perspective on the complementary effects of academic and non-academic activities. This helps in improving employability and life skills (Clark et al., 2015). Engaging in recreational activities can also lead to the development of entrepreneurial skills and a more positive outlook on academic challenges (Siyahtaş & Çakır, 2021). Furthermore, it

can reduce feelings of anxiety and depression among students (Kim et al., 2021). This is especially important in higher education, where students often face significant stressors.

Research related to the use of students' free time in higher education generally focuses on aspects of academic productivity, extracurricular activities, or mental well-being. However, there are still few studies that specifically examine how students use their free time in utilizing facilities provided by the University. In addition, previous research approaches tend to use quantitative or qualitative methods separately, so they have not provided a holistic picture of the factors that influence student participation in the program. This study will present a mixed-method approach to examine the use of students' free time in universities, which has not been widely used in previous studies. By combining quantitative and qualitative data, this study can provide a more comprehensive understanding of student participation patterns, factors that influence their involvement, and the impact of the use of these facilities on student well-being and development. This is expected to be a new contribution to academic literature and provide recommendations for universities in optimizing student exhaustion programs.

The involvement of students in quality and useful activities in their free time can provide useful experience to help the young generation gain knowledge and skills. The use of free time needs to be cultivated from an early age and used as a means of forming a generation that is balanced in terms of physical, intellectual, social and spiritual well-being (Tan et al., 2013). Individuals who engage in appropriate activities in their free time will be able to enjoy their joy and reduce the stress they feel, which can improve their well-being in life (Trenberth, 2005).

Universities offer various special facilities and activities for students to enjoy in their free time, such as student program facilities (UKM). UKM is an organization that accommodates student activities in developing potential and desires in various academic or non-academic fields. UKM is a place for students who have similar interests and creativity to gather (Hutauruk & Pakpahan, 2021; Iman et al., 2024). UKM plays a role in fostering and developing various activities, from arts to sports (Yutanto et al., 2023). UKM is grouped into several fields, namely reasoning, sports, arts, and welfare/special fields. However, it is unclear how many students actually want to take advantage of these opportunities, whether on campus or elsewhere. There are several factors that contribute to their reluctance. One of these factors is the education and acculturation process that students undergo, which can influence their behavior, interests, and character. The social ecology, including the influence of family, school, and community education, also plays a role. Therefore, this study aims to determine the use of students' free time in utilizing facilities available in the university environment and the factors that influence it.

## 2. Methodology

This research, which is part of mixed research (Rezaee et al., 2018; Opasrattanakorn & Soontornwipast, 2021) with explanatory sequential design, a mixed methods research approach that collects and analyzes quantitative data first, then qualitative data to explain and provide context to the quantitative results. In addition, it can increase the relevance and specificity of qualitative questions (Mielitz et al., 2019). Explanatory sequential design can describe the use of student program facilities (UKM) during students' free time at the University.

The study follows a mixed-method approach, starting with quantitative research and transitioning to qualitative research. The research design is labelled QUAN → QUAL (Creswell & Clark, 2011; Hembrough & Jordan, 2020; Firdaus et al., 2023). The purpose of quantitative research is to analyze the factors that influence the use of students' free time in utilizing UKM. While the purpose of qualitative research is to understand, explore, and interpret the phenomena in depth from the results of quantitative research.

The primary focus of this research is on quantitative data, followed by qualitative analysis. Mixed methods research has been shown to enhance the relevance and practicality of research findings within real-world settings (Sandelowski, 2013). The use of mixed methods is justified by the fact that it allows for the integration of both quantitative and qualitative data, resulting in more comprehensive research outcomes (Headley & Clark, 2019). Additionally, it promotes a holistic understanding of the research topic (Santos et al., 2020) and enhances the credibility and reliability of the findings (Fàbregues et al., 2021).

The population in quantitative research is all students of Universitas Negeri Yogyakarta. utilized a sample of 251 students from Yogyakarta State University, an institution with superior accreditation. The sample size uses the rule of minimum (5 x number of statement items) = minimum (5 x 24 items) = minimum 120 students. Thus, 251 students have met the minimum sample criteria. Probability sampling was employed to select the participants. Sample selection was based on the following criteria: 1) students, 2) at least second semester, and 3) involved in UKM activities. The sample encompassed students from a diverse range of faculties, namely the Faculty of Education and Psychology, the Faculty of Economics and Business, the Faculty of Engineering, the Faculty of Vocational Studies, the Faculty of Mathematics and Natural Sciences, the Faculty of Languages, Arts and Culture, the Faculty of Social, Law and Political Sciences, and the Faculty of Sports Sciences and Health.

The questionnaire used to collect data for this study was administered online via Google Forms. This questionnaire has been evaluated and deemed to be a high-quality instrument, meeting the required requirements. According to Vardakosta (2022) and Vu and Dinh (2022), a Likert scale can be used in this questionnaire, with the options Strongly Agree (5), agree (4), Less Agree (3), Disagree (2), and Strongly Disagree (1). This instrument consists of 28 statement items that assess four dimensions: family encouragement, peer encouragement, encouragement from the study program or department environment, and encouragement from the availability of facilities.

A sample of 65 students from Yogyakarta State University was selected to test the instrument, and the data obtained were analyzed using the Rasch model. One significant advantage of the Rasch model is its capacity to ensure measurement invariance, meaning that the same construct is measured consistently across groups (Sandham et al., 2019), which can result in better measurement accuracy (Zhong et al., 2023) and ensure that the instrument is valid and reliable for its intended use (Conceição et al., 2016). The question items showed a reliability value of 0.76, categorizing it in the very good category. The item separation index, at 1.79, is also included in the good category. Individual reliability was set at 0.93, categorized as very good, while the individual separation index was 3.62, categorized as good. The results of the study showed that the individual reliability of Cronbach Alpha, at 0.96, was included in the very high category. Thus, the reliability of the test items and individual reliability, as assessed by the Rasch model, were considered acceptable. The relationship map, which illustrates the relationship between test items and individual abilities, was plotted on a logit scale, indicating an acceptable relationship. The developed instrument's test items covered various difficulty levels, including the categories of very difficult, difficult, easy, and very easy.

The data collected from quantitative research was analyzed using descriptive statistical techniques and inferential statistics. Descriptive statistics utilize percentages and maximum and minimum values, while inferential statistics involve ANOVA or structural equation modeling (SEM). SEM is a sophisticated statistical technique that allows researchers to analyze complex relationships between observed variables and latent constructs, as well as structural models that determine the relationships between latent variables (Takele et al., 2023; Hair Jr. et al., 2021).

The source of qualitative research data was students of Universitas Negeri Yogyakarta (UNY) who had filled out a questionnaire to be interviewed. The informant sources were obtained from 251

students selected using snowball sampling, so that with the large number of informants, the data obtained was at saturation point. The stages of snowball sampling are: 1) the researcher looks for the first student who fits the research criteria, 2) interviews are conducted to obtain initial data, 3) the first student is asked to recommend other students who meet the research criteria, 4) the recommended students are contacted and invited to participate in the research, 5) this stage continues to repeat until the amount of data is considered sufficient or reaches saturation (no new information appears). Interviews provide the possibility to investigate each aspect with flexibility (Arslangilay, 2018). The instruments used were closed and structured interview guidelines. Research questions were created to obtain data (Aghaei et al., 2020). Data analysis in qualitative research uses the interaction model from Miles & Huberman (1994) with stages: data collection, data presentation, data reduction, and conclusions (withdrawal/verification).

### 3. Results

This study aims to analyze student involvement in university facilities and the factors that influence it. The results of the study are presented as follows.

#### 3.1. Quantitative Research Results

Student activity units (UKM) are facilities provided within the university environment. UKM are institutions on campus where students with similar hobbies and interests can channel their creativity into extracurricular activities. Based on the questionnaire responses, there are four types of UKM in which students participate: reasoning, arts, sports, welfare, and special. In the reasoning field, many students are involved in the UKM Engineering Technology "RESTEK." In the arts field, many students participate in the "SICMA BAND" Music UKM. In the sports field, many students are involved in the welfare field through the UKM Islamic Spiritual Activity Unit "UKKI." In the special field, many students participate in the Entrepreneurship UKM. There are four aspects that contribute to student involvement in UKM: family encouragement, peers, study program and department environment, and availability of facilities. These four aspects are illustrated in Fig 1. The above figure shows the percentages for family encouragement (48.191%), peer encouragement (47.782%), environmental encouragement of study programs or departments (46.659%), and encouragement of the availability of facilities (47.742%). From this data, it can be concluded that family encouragement is the main factor influencing students' involvement in various UKM activities. On the other hand, environmental encouragement from study programs or departments has a lesser impact. The results of the inferential statistical analysis indicate that family encouragement plays a role in the utilization of student program facilities during their free time, as shown in Fig 2.

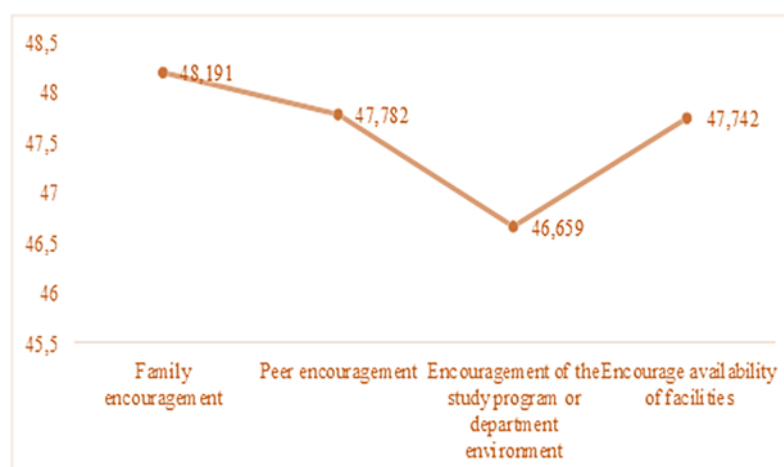
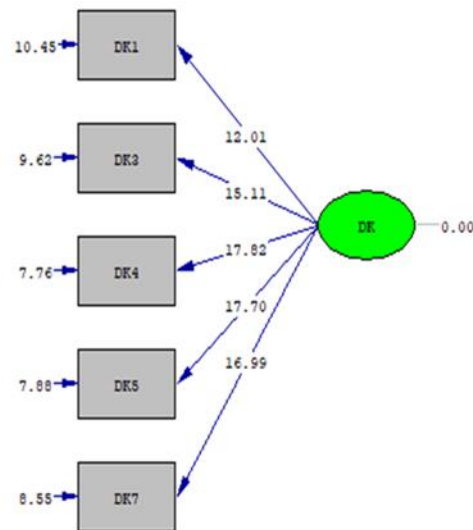


Figure 1. Aspects of Driving Student involvement in UKM

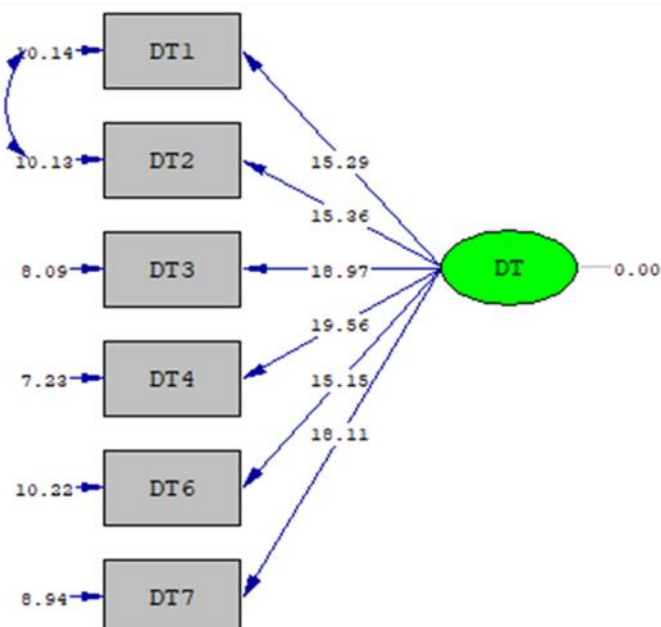




**Figure 2.** The Influence of Family Encouragement

The figure above shows that active involvement in UKM while being a student (DK1) is significantly influenced by family encouragement ( $t\text{value} = 12.01 > 1.96$ ). Involvement in committee activities within the Study Program, Faculty, and University (DK3) also has a significant influence ( $t\text{value} = 15.11 > 1.96$ ). Involvement in competitions (DK4) also has a significant influence ( $t\text{value} = 17.82 > 1.96$ ). Involvement in social services (DK5) also has a significant influence ( $t\text{value} = 17.70 > 1.96$ ). Involvement in programs held (such as Student Exchange, Entrepreneurship, Research, etc.) (DK7) also has a significant influence ( $t\text{value} = 16.99 > 1.96$ ). It can be concluded that all items have a very significant influence on the aspect of encouragement from the family.

Peer encouragement has a significant impact on the utilization of student program facilities (UKM) during free time, as shown in Fig 3.

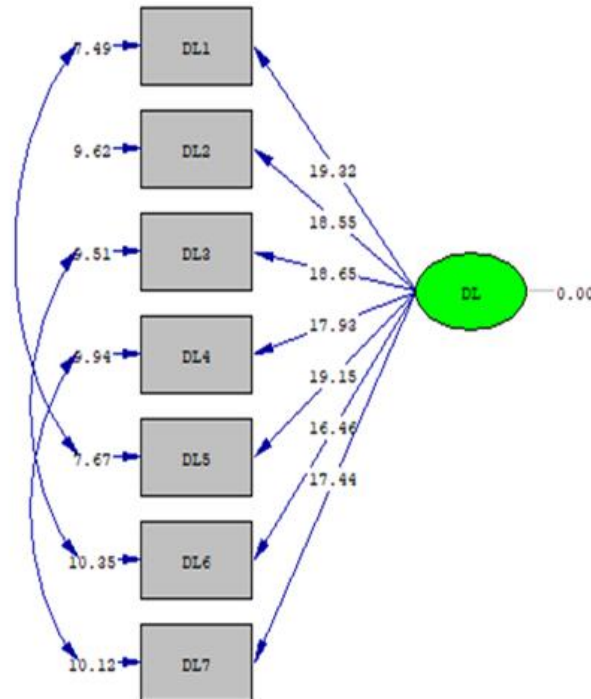


**Figure 3.** The Influence of Peer Encouragement

The figure above shows that being actively involved in UKM while being a student (DT1) is significantly influenced by peer encouragement ( $t\text{value} = 12.01 > 1.96$ ). In addition, being involved in religious activities (DT2) also has a significant effect ( $t\text{value} = 15.36 > 1.96$ ). Being involved in study

programs, faculty, and university activities (DT3) also has a significant effect ( $tvalue = 18.97 > 1.96$ ). Being involved in competitions held (DT4) also has a significant effect ( $tvalue = 19.56 > 1.96$ ). Being involved in the management of student organizations (such as HIMA, BEM, etc.) (DT6) also has a significant effect ( $tvalue = 15.15 > 1.96$ ). Being involved in programs offered (such as Student Exchange, Entrepreneurship, Research, etc.) (DT7) also has a significant effect ( $tvalue = 18.11 > 1.96$ ). It can be concluded that all items are significantly influenced by the aspect of peer encouragement.

The encouragement of the study program or department environment influences the use of student program facilities (UKM) in free time, as shown in Fig 4.

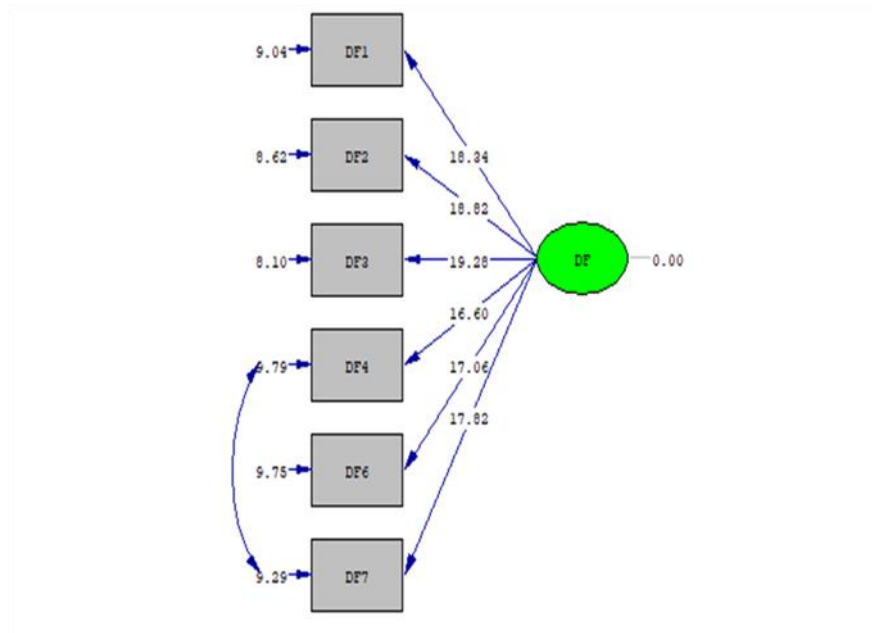


**Figure 4.** The Influence of Environmental Encouragement on the Study Program or Department

The figure above shows that active involvement in UKM while being a student (DL1) is significantly influenced by coaching in the study program or department environment ( $tvalue = 19.32 > 1.96$ ). Involvement in religious activities (DL2) also has a significant effect ( $tvalue = 18.55 > 1.96$ ). Involvement in committee activities in the Study Program, Faculty, University (DL3) also has a significant effect ( $tvalue = 18.65 > 1.96$ ). Involvement in competitions held (DL4) also has a significant effect ( $tvalue = 17.93 > 1.96$ ). Involvement in social services (DL5) also has a significant effect ( $tvalue = 19.15 > 1.96$ ). Involvement in the management of student organizations (such as: HIMA, BEM, etc.) (DL6) also has a significant effect ( $tvalue = 16.46 > 19.96$ ). Involvement in the programs offered (such as: Student Exchange, Entrepreneurship, Research, etc.) (DL7) also has a significant effect ( $tvalue = 17.44 > 1.96$ ). It can be concluded that all items are significantly influenced by the environmental encouragement aspect of the study program or department.

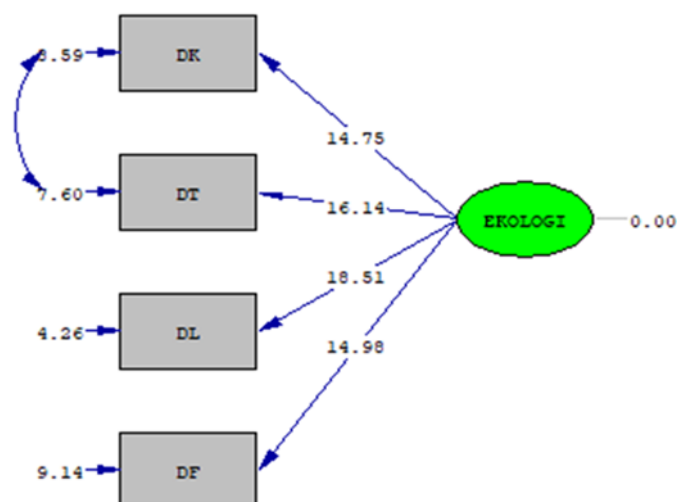
Fig 5 shows that the availability of facilities influences the use of student program facilities (UKM) during free time.





**Figure 5.** The influence of Facility Availability

The figure above shows that active involvement in UKM while being a student (DF1) is significantly influenced by the availability of facilities (DF1), ( $tvalue = 18.34 > 1.96$ ). Involvement in religious activities (DF2) also has a significant effect ( $tvalue = 18.82 > 1.96$ ). Involvement in committee activities in the Study Program, Faculty, University (DF3) also has a significant effect, ( $tvalue = 19.28 > 1.96$ ). Involvement in competitions (DF4) also has a significant effect, ( $tvalue = 16.60 > 1.96$ ). Involvement in the management of student organizations (such as: HIMA, BEM, etc.) (DF6) also has a significant effect ( $tvalue = 17.06 > 1.96$ ), and involvement in the programs offered (such as Student Exchange, Entrepreneurship, Research, etc.) (DF7) also has a significant effect ( $tvalue = 17.82 > 1.96$ ). It can be concluded that the availability of facilities significantly influences all items. In general, these four aspects constitute a social ecology that influences student involvement in various types of student program facilities (UKM) at the University during their free time. The results of the analysis are presented in Fig 6.



**Figure 6.** The Influence of Each Aspect in Social Ecology

Aspect of family encouragement (DK) has a significant effect on social ecology ( $tvalue = 14.75 > 1.96$ ). The aspect of peer encouragement (DT) has a significant effect ( $tvalue = 16.14 > 1.96$ ). The aspect of study program or department environmental support (DL) has a significant effect ( $tvalue =$

18.51 > 1.96). The aspect of facility availability (DF) also has a significant effect ( $t$ value = 14.98 > 1.96). It can be concluded that all aspects have an effect on social ecology, namely student involvement in various types of UKM activities at the University.

### **3.2. Qualitative Research Results**

Data analysis in qualitative research using the interaction model from Miles & Huberman (1994) revealed several reasons from students who gave positive responses to UKM in the field of reasoning. These reasons include: 1) providing sufficient knowledge and understanding; 2) increasing insight; 3) having excellent facilities; 4) supporting career development; 5) fostering relationships; and 6) providing a platform to effectively channel interests and potential. On the other hand, negative responses from students were as follows: 1) unclear organization of activities; 2) some students not finding a suitable UKM; 3) online activities not being conducive; 4) lack of notification regarding the benefits of joining the reasoning UKM; 5) unfamiliarity with technical divisions and their respective functions; and 6) limited availability of information to most students due to inadequate communication channels, such as the underpromotion of social media.

Some of the reasons students gave positive responses to UKM in the arts sector were: 1) musical instruments and all facilities management are quite good, 2) it provides opportunities to study photography and fine arts, 3) all members can also access the facilities provided, 4) have friendly friends, 5) the music event held has a pretty good event concept, 6) can improve achievement, and 7) develop interests and talents. Negative responses from students were: 1) it was difficult for new people to mingle with those who had been joining for a long time, and 2) preparation for the stage took quite a long time and happened late at night.

Some of the reasons students gave positive responses to UKM in the sports sector were: 1) adequate facilities, 2) good facilities, 3) more freedom to develop their talents, 4) standards are met, 5) happy to meet friends, 6) the infrastructure and management are good, 7) according to interests, 8) participating in several championships, 9) continuing hobbies, and 10) administrators and coaches really think about their athletes. Negative responses from students were: 1) poor management, 2) lack of interest in sports, 3) the activity unit was not run professionally and there were many shortcomings in determining activities, 4) the field lots but slippery because of dust and lots of leaves, and 5) GYM have to pay a high price.

Some of the reasons students gave positive responses to UKM in the welfare sector were: 1) strengthening brotherhood, 2) broadening students' insight, 3) the facilities provided are good and adequate, 4) the activities are good, 5) increasing religious knowledge, 6) being able to strengthen friendships, 7) coordination between fellow members is fun, communicative, and flexible, 8) has many programs that are useful and provide new knowledge for its members, 9) its activities always benefit students, 10) always bring positive things, and 11) there are still many who need Islamic guidance. The negative response from students is that the administration needs improvement.

Some of the reasons students gave positive responses to UKM in special fields were: 1) training students to open a business, 2) complete facilities, 3) broadening their knowledge, 4) students having an idea of doing business or other entrepreneurship, 5) activities that are held are very helpful in improving ability and endurance, especially physical. Apart from that, the activities/training held are aimed at forming superior individuals in terms of thinking, mental and soft skills, 6) providing good organization, and 7) many activities/events about entrepreneurship that are useful, such as seminars, competitions about entrepreneurship, bazaars, and many more. The negative response from students is that there are no fields that suit the interests of some students.

Students' positive responses to various types of UKM activities or programs at the University show that students really need UKM to increase their interest, talent, and creativity. Meanwhile,

negative responses indicate that there is a need for educational policies to improve and increase the quality and quantity of various student programs. Apart from that, social-ecological aspects need special attention from university leaders. Because family encouragement, peer encouragement, environmental support from study programs or departments, and aspects of facility availability influence student involvement in various types of UKM activities.

#### 4. Discussion

This study aims to analyze student involvement in university facilities and the factors that influence it. Student activity units (UKM) are facilities provided within the university environment. Based on the results of the analysis, it is known that there are four types of UKM followed by students, namely UKM in the fields of reasoning, arts, sports, welfare, special, and spirituality. The four types of UKMs have an impact on the development of students' interests, talents, and creativity. This finding is in line with the findings of Darmawan's research (2023), which states that time management affects students' academic procrastination. Meanwhile, Nurrahmaniah (2019) found that time management affects achievement. In addition, the results of the study by Syah (2023) show that student involvement in UKM can improve student character.

The results of Abdin et al.'s research (2022) show that UKM can develop students' creativity and critical thinking because students are accustomed to work programs. Thus, students who are able to utilize their free time by being involved in various types of UKM at the University have an impact on achieving both academic and non-academic achievements and better behavior.

In the results of this study, students gave a positive response to the UKM in the field of reasoning. This finding is in line with the results of Nuraini's (2022) study that student satisfaction in the fields of reasoning and creativity is quite high. Students who participate in UKM in the field of reasoning get benefits, namely: 1) providing sufficient knowledge and insight, 2) increasing insight, 3) the facilities are very good, 4) supporting careers, 5) increasing relationships, and 6) interests and potential can be channelled well. Thus, UKM in the field of reasoning has a very good impact on students.

According to the results of this study, students gave a positive response to UKM in the arts. These findings align with the results of research by Alfian & Jatningsih (2014), which impact the formation of student character through training in memory, sensitivity, emotion, expression, and concentration. In addition, it has an impact on the ability to adapt and interact. Students who join UKM in the field of art gain benefits, namely: 1) can use musical instruments and all facility management, 2) provide opportunities to learn photography and fine arts, 3) the facilities provided can also be accessed by all members, 4) have friendly friends, 5) the music events held have a fairly good event concept, 6) can improve achievements, and 7) develop interests and talents. Thus, UKM in the field of art has a very good impact on students.

In the results of this research, students gave positive responses to UKM in the sports sector. This finding is in line with the results of research by Birriy & Indahwati (2016) that students who take part in sports UKM have an impact on motor development. Kurniawati's (2017) research findings show that sports UKM has a good impact on students' social behavior. Students who take part in UKM in sports receive benefits, namely: 1) adequate facilities, 2) good facilities, 3) more freedom to develop their talents, 4) standards are met, 5) happy to be able to meet friends, 6) infrastructure and facilities the organization is good, 7) according to interests, 8) participating in several championships, 9) continuing a hobby, and 10) administrators and coaches really think about their athletes. In this way, UKM in the sports sector has a very good impact on students.

The results of this research indicate that students gave positive responses to UKM in the welfare sector. This finding aligns with the results of Nuraini's (2022) research that student satisfaction in the

welfare field is 76.86% in the high category. Students who take part in UKM in the welfare field receive benefits, namely: 1) strengthening brotherhood, 2) broadening student insight, 3) the facilities provided are good and adequate, 4) the activities are good, 5) increasing religious knowledge, 6) being able to strengthen friendship, 7) coordination among fellow members is fun, communicative, and flexible, 8) it has many programs that are useful and provide new knowledge for its members, 9) its activities always benefit students, 10) it always brings positive things, and 11) there are still many who need Islamic guidance. In this way, UKM in the welfare sector has a very good impact on students.

The results of this research showed that students gave positive responses to UKM in special fields. This finding is in line with the research results of Aputra et al. (2022), which show that students who take part in special UKM, namely entrepreneurship, have an impact on their high interest in entrepreneurship. Meanwhile, student participation in scouting has an impact on the formation of leadership, independence, responsibility, and discipline (Ali, 2018). In this way, UKM in special fields has a very good impact on students.

Student involvement in various types of UKM cannot be separated from the encouragement of family and peers, environmental support from study programs or departments, and aspects of facility availability (social ecology). All of these aspects have a positive and significant influence (value > 1.96). This finding is in line with the opinion of Bronferbrenner and Morris (1998), who stated that parents are an important component in the formation and development of behavior. Additionally, parents are the first people to provide education that can be used by children to interact with others. Slameto (2010) stated that the way parents educate their children has a major influence on children's learning. Moreover, this is aligned with the results of Pratama's research (2020), which states that there is a relationship between peers and conformity in choosing UKM. The study conducted by Winarto (2012) found that facilities influence students to enter UKM by 84.09%. Thus, student participation in various types of UKM at the University to utilize their free time cannot be separated from these factors. Furthermore, support from study programs, particularly lecturers, can have a positive impact on students by providing positive input to increase their self-confidence (Rido et al., 2023) to get involved in UKM.

## 5. Conclusion

Research on the use of students' free time in the university environment is very important. For example, analysis of student involvement in various Student Activity Units (UKM). UKM is a crucial means for students to develop their creativity, interests, and personal potential. The impact that the University can provide through appropriate, objective, and quality policies, as well as the provision of facilities, is increasing student awareness in utilizing their free time. The importance of utilizing free time cannot be separated from the support of social ecology, including encouragement from parents, peers, study programs or faculties, and facilities. The results of our study show that student program facilities in the university environment, such as reasoning facilities, arts, sports, welfare, and special fields, have a positive and significant influence on student involvement. There are four factors that influence student involvement, namely encouragement from family and peers, study program and department environment, and availability of facilities. Therefore, the results of this study can be used as the main reference for universities in formulating policies that support students' involvement in various facilities that have been provided. Facilities in the university environment need to be improved in quantity and quality so that they have an impact on improving students' abilities and skills in the future.

## 6. Limitation and Suggestion

The study contributes to the existing literature on students' use of free time in the university environment, but it has limitations. The main focus is on the Student Activity Unit (UKM) at Yogyakarta State University, not all universities in Indonesia. Future research can explore how students' free time is used in several universities in Indonesia, so that general conclusions can be obtained or generalized. In addition, it has not revealed any gender differences in the utilization of facilities during leisure time. Further research can reveal the utilization of student program facilities during leisure time at the University based on gender so that information can be obtained regarding the differences in UKM followed by male and female students. In addition, age and social class factors also need to be considered in this study. This effort can improve the equality of education, especially the provision of advice or facilities that support students in the university environment, which ultimately improves students' skills in facing global developments.

### Declarations

**Author Contributions.** Farida Hanum: Conceptualization, Methodology, Field Data Collection, Writing of Article Draft. Ariefa Efaningrumi & Maryani: Methodology, Field Data Collection, Research Data Input, Writing of Article Draft. Abdul Manaf: Methodology, Data Collection, Data Analysis, Writing of Article Draft. Rugaya Tuanaya: Data Collection, Data Analysis, Writing of Article Draft.

**Conflicts of Interest.** We as researchers declare that there is no conflict of interest in this research. All findings and conclusions are compiled objectively and transparently. This research was conducted with full integrity without any external influence.

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