

Phenomenological Study: Perspectives of Students, Teachers, and Parents on Learning Control Innovation (Academic Plan Cards) at SMP Putri Mazaya Assunnah, Depok, West Java

Luthfianti Zhafarina Harmany¹⁾ Sri Wardani²⁾ Budiyono³⁾

Keywords

Academic Procrastination, Learning Control, Academic Plan Card (KRA), Time Management, Educational Innovation.

Abstract

Academic procrastination is a common problem experienced by students which results in low time management and learning effectiveness. SMP Putri Mazaya Assunnah which implements three curricula (national, religious, and women's), develops learning control innovation in the form of Academic Plan Cards (KRA) to improve academic discipline and reduce the tendency of procrastination. This study aims to understand the perspectives of students, teachers and parents on the implementation of KRA and its effectiveness in supporting student learning management. This study uses a qualitative method with a phenomenological approach where data is collected through in-depth interviews, observations and documentation of students, teachers, and parents at SMP Putri Mazaya Assunnah. The results of the study indicate that the use of KRA has a positive impact on improving learning independence, academic discipline and parental involvement in the child's learning process. Teachers consider KRA as an effective tool in monitoring students' academic progress. There are challenges in implementing KRA such as the lack of consistency in its use and the need for strengthening in socialization to all parties involved. Thus, this study provides new insights into the application of KRA-based learning control strategies as a solution to overcome academic procrastination and improve students' learning management skills in school environments with complex curricula.

e-ISSN 2549-0338

INTRODUCTION

Procrastination is one of the problems in the academic environment and students often procrastinate academic tasks. A behavior of procrastinating in starting plus completing a task, delay/inaction in completing a task, the time gap between the plan and actual performance, and doing other activities that are more enjoyable than completing the task that must be completed are the definitions of procrastination behavior (Ferrari dalam A1 Ghifary and Praktikno, 2022). Procrastination is common to anyone. But there are still many people who are still procrastinating even though they already know the consequences of this behavior. Procrastination behavior will produce various kinds of consequences. These consequences include increasing the burden of the mind, being easily depressed by various things, not being confident plus a decrease in quality of life so that it will have a negative effect on individuals who do procrastination.

Procrastination has a negative effect when the postponement activities carried out are for activities that have a definite purpose, but have useless reasons, have bad consequences and cause a problem. Examples of negative effects of procrastination include vacations, hanging out, watching movies, and playing games without proper time management. With these activities, a lot of time will be wasted. As a form of academic procrastination where there is a postponement of the type of formal tasks related to academic tasks (Ferrari dalam A1 Ghifary and Praktikno, 2022). Time management and academic responsibility are essential for adolescents because they are at a developmental stage that requires better self-regulation in the face of educational demands. This issue is relevant in the context of education because these skills contribute directly to academic success and prevent behaviors such as procrastination, which can hinder the learning process.

The Academic Plan Card (KRA) is an innovative learning control designed to help students manage their learning process independently. This tool not only serves as an assessment instrument, but more than that, the KRA acts as a supervisory mechanism that allows students to plan, track, and evaluate their learning activities effectively. By providing a clear structure, the KRA helps students improve time management and academic responsibility, thereby significantly reducing the tendency to procrastinate (academic procrastination). Academic Plan Cards (KRA) play an important role in learning management by helping students plan and track their academic activities systematically. Through the KRA, students can set learning goals, monitor progress, and assess their achievements, thus fostering a sense of responsibility for academic progress. The self-management skills developed through the use of KRA are crucial in overcoming academic procrastination, as students are taught to manage their time, priorities, and tasks more efficiently. KRA provides a clear structure, guiding students in controlling their learning activities independently and disciplinedly.

From an educational and psychological perspective, the following research emphasizes the importance of understanding academic procrastination and learning control as key aspects in improving the quality of learning. Psychological theories, such as self-regulation and time management theories, explain that academic procrastination often occurs due to a student's lack of ability to manage themselves, including planning, motivation, and focus. According to Terry and Franklin, "Management is the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected aims" (Musfah, 2015). Meanwhile, time management according to psychology is the ability to plan and control how we allocate each hour in a day to be able to achieve goals effectively (Lethisa, 2016).

From an educational perspective, innovations such as the Academic Plan Card (KRA) offer practical and effective solutions in helping students develop better and more structured learning management skills. KRA provides a clear framework for students to manage their time, plan their tasks, plus monitor learning progress independently. Through how to utilize the KRA, students can be trained to have stronger self-discipline in carrying out their academic responsibilities, reduce potential errors in time management, and avoid falling behind on assignments. An interdisciplinary approach that combines a deep understanding of student behavior

from the field of psychology and the application of learning control strategies from the world of education provides a solid and comprehensive foundation for addressing the challenges of academic procrastination. This makes the KRA more than just an administrative tool, but an instrument designed to improve learning efficiency, giving students the structure they need to better prioritize tasks, plus minimizing the habit of procrastination that can hinder their academic success. KRA can be an important foundation in building healthier and more sustainable study habits for students, while encouraging them to take responsibility for their academic progress in a more independent and disciplined manner.

Mazaya Assunnah Women's Junior High School as an Islamic private school that applies three types of curriculum, namely the national curriculum, religious curriculum, and women's curriculum, certainly has more subject content than other junior high schools. In order to overcome and prevent the occurrence of academic procrastination and also increase the learning motivation of its students, this school has developed a way to achieve its goals, namely to improve the learning outcomes of its students so that they remain disciplined and responsible for learning that continues during the PPKM period and beyond. The method developed is to make an Academic Plan Card (KRA) for each subject with a validity period of one semester. In KRA, there is the identity of the KRA itself and the identity of the students, the name of the material that will be taught for one semester complete with a form plus a schedule for assessing knowledge and skills. Before being distributed, KRA will be made by each subject teacher by considering the learning syllabus that he has made first. Then the KRA was distributed to all students in two ways, namely the provision of non-printed KRA which was distributed to the parents of each student and also printed KRA for all students to have. After all students get the KRA, the KRA is filled by them by including a check mark and also the score of each assessment that has been carried out. In addition to checking the assessments that have been carried out, KRA also aims to enable students and their parents to make a study plan together at home and set a good strategy so that all assessments listed in the KRA can be completed on time (no longer billed by teachers).

Hurlock (1980:206) in Indra et al., (2015) explains bahwa "The beginning of adolescence lasts approximately from 13-17 years". During their development, junior high school students should need guidance so that they can form themselves positively plus have independence and self-control in solving a problem they experience so that the learning goals can be achieved properly. They are expected to have the ability to carry out their duties as a student, namely learning optimally, effectively, and efficiently according to the demands they face. In order to meet these demands, students are expected to maximize all the potential they have, one of which is such as; Come to school on time, study on schedule by not skipping each subject, collect assigned assignments on time, and do not procrastinate to study or do the assigned assignments.

The Academic Plan Card (KRA) is specifically designed to support junior high school students at SMP Putri Mazaya Assunnah who are in the adolescent development phase, where they begin to need a clear structure in managing the learning process. KRA provides guidance and tools that allow students to plan, monitor, and evaluate their academic progress independently, in line with the demands of the curriculum and learning needs at the school. For junior high school students, who generally still need guidance in time and task management, KRA is a tool that helps them improve their self-management skills and academic responsibility. Through the use of KRA, students at this school are invited to be more involved in learning management, as well as reduce the potential for procrastination that often occurs at this age, so that they can achieve more optimal learning outcomes. Students at the Junior High School (SMP) education unit level are in their developmental stage classified as adolescence.

This problem makes researchers want to understand the perspectives of students, teachers, and parents regarding the implementation of the Academic Plan Card (KRA) as an innovation in learning control at SMP Putri Mazaya Assunnah. The purpose of this study was to explore how KRA helps students in managing their learning and how the three groups of participants perceive its effectiveness in reducing academic procrastination

plus improving learning management skills. This research plan involves in-depth interviews with students, teachers, and parents to explore their experiences and views on the use of KRA. The researcher hopes that, through this understanding, KRA can continue to be developed to support the academic success of students in school, plus provide solutions to learning challenges in the era of a hybrid or full face-to-face curriculum.

METHODS

This research applies a qualitative design, namely research whose focus depends on the general principles that are the basis for the manifestation of a phenomenon of human life, or also patterns that are analyzed from socio-cultural indications through the culture of the community in order to get representation of the examples that take place. The sample of this study was 27 students, 21 parents of students, and 15 teachers or educators. This research was conducted at SMP Putri Malaya As-Sunnah, Depok, West Java. This school was chosen because it implements the Academic Plan Card (KRA) as an innovation in learning control. This research lasted for one semester of school in TP 2024/2025. The collection of research data is carried out through several stages, namely the preparation stage, the implementation stage, and the termination stage. Research data collection uses observation guidelines, interview guidelines, voice recorders, cameras or smartphones, supporting documents, and researcher journals. The validity of the data is carried out through data triangulation. Data analysis was carried out using the IPA (Importance Performance Analysis) and ATLAS methods.

RESULTS AND DISCUSSION

1. Strategy for the Implementation of Academic Plan Cards (KRA) as a Learning Control Tool in Schools with Three Curriculums

The implementation of the Academic Plan Card (KRA) in schools that implement three curricula, namely the National Education (National Education) curriculum, the Religious curriculum, and the Women's curriculum, requires a systematic and adaptive strategy. Given the complexity that exists in the implementation of the three curriculums, KRA functions as a tool that makes it easier for students to organize their academic activities so that they remain structured even though they have to undergo various subjects from different curricula.

In the theory of time management and self-regulated learning, students who are able to manage their time and manage learning independently have a higher rate of academic success compared to those who rely solely on the direction of teachers or the school system (Pandang and Aryani, 2024). The application of KRA in schools is in line with this theory because it provides a framework for students to understand their schedules, assignments, and academic priorities.

If you look at the results of interviews with teachers, the implementation of KRA is carried out by compiling a learning plan based on an academic calendar that includes assignment schedules, daily exams, and evaluations based on their respective curriculum. Teachers act as facilitators who ensure that students make optimal use of the KRA, by providing periodic reminders and evaluating students' compliance in filling out the KRA. This strategy adapts to the theory of behaviorism in education which emphasizes the importance of reinforcement from external parties, such as teachers, in shaping students' academic habits (Isnaini et al., 2023).

In practice, this strategy also still faces several challenges. One of them is the change in academic schedules that often occur, both from the school and from each teacher. Many students report that the schedule in the KRA sometimes does not match the changes in class, so they have to make adjustments manually. This refers to the theory of academic flexibility which emphasizes that a good learning system must be able to adapt to the dynamics of changes that occur in the educational environment (Mulyani and Hanani, 2023).

The use of KRA also requires high discipline from students. Some students actively use KRA to take notes on schedules and monitor their academic progress, while others rely more on direct direction from teachers or other personal notes. The effectiveness of learning tools like KRA is highly dependent on the active involvement of students in using them. If students only fill out the KRA passively without understanding its function as a learning control tool, then its effectiveness will be limited.

Despite the challenges in its implementation, the majority of teachers stated that KRA has provided benefits in creating academic transparency, both for students, teachers, and parents. The existence of this systematic recording system makes it easier for parents to understand their child's academic development, while teachers are also more helpful in controlling the learning and assessment process. Recording student learning progress in the form of KRA can be an evaluation tool that helps teachers identify areas that need improvement in their teaching strategies.

2. Students' Perspectives on the Use of KRA in Managing Their Learning Process

Through interviews conducted with students, it was found that the majority of female students consider KRA as a useful tool in organizing their study schedules. Constructivism theory explains that effective learning occurs when individuals are active in managing information and creating their own comprehension structures (Suryana et al., 2022). This is where KRA functions as a tool that allows students to manage their learning more independently.

Most of the students stated that KRA helped them in setting academic priorities, understanding assignment deadlines, and avoiding the accumulation of work ahead of the exam. This is in line with the theory of self-regulation which emphasizes that students who are aware of their learning strategies will be more successful in achieving their academic goals (Kusumawati, 2024).

Even so, the effectiveness of KRA still depends on individual study habits. Some students who have reflective learning patterns are more likely to use the KRA as a tool to evaluate their academic progress, while students who are more reactive tend to only fill out the KRA out of obligation without actually using it as a learning aid.

Although many feel that the existence of the KRA is helpful, there are also several challenges faced by students in using it, such as:

- 1) Lack of consistency in recording, where some students forget or are lazy to fill out the KRA regularly.
- 2) Changes in academic schedules that occur frequently, cause some records in the KRA to become irrelevant.
- 3) Reliance on other methods, such as reminders from teachers or friends, so KRA is not always the main tool in managing the study schedule.

In the theory of learning motivation theory, it is explained that the effectiveness of an academic aid depends on the level of intrinsic motivation and extrinsic motivation of students (Andriani, 2022). Students who have high intrinsic motivation tend to use KRA as a tool to develop more effective learning strategies, while those who are only extrinsically motivated (e.g. due to the necessity of the teacher) may not use KRA optimally.

3. Teachers' Views on the Effectiveness of KRA as a Learning Control Strategy in Schools

Based on the results of interviews with teachers, it was found that the Academic Plan Card (KRA) is considered an effective tool in helping students manage their study schedules and improve academic discipline. Teachers consider that KRA can be a control tool that makes it easier to monitor students' academic development and provide transparency in the learning process. An effective classroom management strategy involves a record-keeping system that allows teachers and students to track learning progress continuously

(Salmiah and Abidin, 2022). KRA in this case acts as an administrative tool that assists teachers in ensuring that each student has a clear understanding of their academic schedules and targets.

Most teachers stated that students who actively use KRA tend to be more structured in doing assignments and better prepared for assessments. They have a better understanding of deadlines and can manage their academic priorities better than students who do not make optimal use of KRA. In the theory of Self-Regulated Learning, it is stated that students who can manage their own schedules and tasks have a higher level of academic independence (Cindy, 2024), and the KRA can be a tool that facilitates this process.

Teachers also revealed that the effectiveness of KRA is highly dependent on student involvement in using it. Some students do not routinely fill out the KRA or simply use it passively, without really understanding its benefits in controlling their learning. This is in line with Islamiati et al., (2024) which states that the effectiveness of a learning tool is greatly influenced by the level of active participation of students in using it.

Teachers also mentioned that there are challenges in the implementation of KRA, one of which is unexpected schedule changes, which often cause inconsistencies between the notes in the KRA and the reality of learning in the classroom. This creates confusion for students, especially for those who rely entirely on KRA to manage their study time. Based on this, some teachers propose that the KRA be made more flexible or combined with a digital system that allows for easier revision.

4. Parents on the Role of KRA in Supporting Their Children's Learning and Academic Development

Parents' views on the Academic Plan Card (KRA) show that this tool has significant benefits in helping their children manage their study time and understand their academic responsibilities. The majority of parents consider that KRA makes their children more independent in managing schoolwork, so they are less dependent on reminders from teachers or parents. This is in accordance with Hasibuan and Khairuddin (2024), which states that tools that enable communication between school and home can increase the role of parents in supporting children's academic success.

Some parents stated that KRA makes it easier for them to understand their child's academic development, because they can see firsthand the schedule of assignments, exams, and grades obtained. Even so, the level of parental involvement in KRA monitoring still varies. Some parents only check the KRA when their child asks for a signature or when an exam is approaching, while others are more active in supervising its use. At Hasibuan and Khairuddin (2024), It was stated that the effectiveness of academic communication tools such as KRA is greatly influenced by the extent to which parents are actively involved in their use.

Although many appreciate the benefits of KRA, some parents also reveal some obstacles in its use, such as:

- 1) Lack of flexibility in schedule revision

Many parents mention that changes in school schedules are often not reflected in the KRA, leading to discrepancies between children's records and academic realities.

- 2) Children are not always disciplined in using KRA

Some parents report that their children often forget to fill out the KRA or only use it when asked by the teacher.

- 3) Lack of accessibility for parents

Some parents propose that the KRA have a digital format that they can access, so that they do not have to wait for a report on their child's assignments and academic development.

Parents also revealed that KRA has an important role in helping children reduce the habit of procrastinating on tasks. Through clear deadlines in the KRA, children become more aware of deadlines and more organized in completing their tasks. This is in line with the theory of time management in education, which states that a systematic record-keeping system can help students develop better time management skills (Rofi et al., 2025).

CONCLUSION

Based on the research that has been conducted, it can be concluded that the use of KRA is able to offer a good impact on student learning management in terms of discipline, task planning, and understanding of academic schedules. Students who use KRA are assessed in a more structured learning setting, can prepare before the assessment and regularly monitor their learning progress. Teachers, on the other hand, feel the usefulness of KRA as a guideline that makes it easier for them when delivering a material, making arrangements for assignment schedules, plus to monitor student progress in class. It is also in line with what the parents of students feel more involved in the child's learning process by being able to monitor the schedule and grades that have been listed in the KRA. In addition to its advantages, KRA also still has weaknesses where its effectiveness is greatly influenced by the discipline of individual students, the consistency of mentoring from teachers and the involvement of parents at home with children, so that the main challenges faced consist of the lack of consistency of some students in recording and checking the KRA, difficulty in adjusting the KRA schedule to changes in the academic calendar and plus limited monitoring by teachers due to time constraints.

ACKNOWLEDGEMENT

Contributors who are not mentioned as authors should be acknowledged, and their particular contribution should be described. All sources of funding for the work must be acknowledged, both the research funder and the grant number (if applicable) should be given for each source of funds

REFERENCES

Andriani, W. (2022). *Efektifitas Pemberian Reward Dalam Meningkatkan Motivasi Belajar Siswa Kelas V Pada Mata Pelajaran Matematika di SDN 06 Andaleh Baruh Bukik*.

Cindy, R. A. (2024). *Hubungan Self-Regulated Learning Dan Prokrastinasi Akademik Dengan Prestasi Belajar Siswa XI IPA SMA N 1 Seputih Mataram Tahun Ajaran 2023/2024*.

Ghifary, M. U. Al, & Praktikno, H. (2022). Peran Efikasi Diri Terhadap Prokrastinasi Akademik Pada Mahasiswa Ditinjau Dari Jenis Kelamin. *INNER: Journal of Psychological Research*, 2(1), 75–86.

Hasibuan, H., & Khairuddin, K. (2024). Kolaborasi yang Dilakukan Guru Bimbingan Konseling Dengan Orang Tua Melalui Komunikasi dan Diskusi. *Research and Development Journal of Education*, 10(2), 1329–1338.

Indra, Syaiful, A., Muri, Y., & Jamaris, J. (2015). *Efektivitas Team Assisted Individualization Untuk Mengurangi Prokrastinasi Akademik Vol. 1*.

Islamiati, A., Fitria, Y., & Amini, R. (2024). Memahami Teori Behaviorisme dalam Meningkatkan Pembelajaran dan Efektivitas di Sekolah Dasar Perfektif Penggunaan Stimulus dan Respon. *Attadib: Journal of Elementary Education*, 8(2).

Isnaini, N. A., Rosyida, N. I., Wulandari, R., Tarsono, T., & Hasbiyallah, H. (2023). Dari Stimulus-Respon hingga Modifikasi Perilaku; Tinjauan Teori Behaviorisme John B. Watson dan Realisasinya dalam Pembelajaran. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, 6(12), 10062–10070.

Kusumawati, A. A. (2024). Self Regulation Dalam Meningkatkan Motivasi Belajar Peserta Didik. *Jurnal Empati*, 13(3), 47–52.

Lethisa, Z. (2016). *Trik Juara Mengatur Waktu*, cet. ke-1. GagasanMedia: Jakarta.

Mulyani, D. S., & Hanani, S. (2023). Dinamika Solidaritas Mekanis Dan Solidaritas Organik Dalam Manajemen Pendidikan: Perspektif Durkheimian. *Habitus: Jurnal Pendidikan, Sosiologi, & Antropologi*, 7(2), 65–83.

Musfah, J. (2015). *Manajemen Pendidikan*, cet. ke-1. Prenadamedia Group: Jakarta.

Pandang, A., & Aryani, F. (2024). Profil Self-Regulated Learning Mahasiswa Program Studi Bimbingan Dan Konseling FIP UNM. *Conseils: Jurnal Bimbingan Dan Konseling Islam*, 4(2), 114–119.

Rofi, M. F., Nisa, T. S., Widyastuti, A. H., & Zulfahmi, M. N. (2025). Analisis Manajemen Waktu Siswa Sekolah Dasar Melalui Jurnal Harian. *Pusat Publikasi Ilmu Manajemen*, 3(1), 283–290.

Salmiah, M., & Abidin, Z. (2022). Konsep Dasar Pengelolaan Kelas Dalam Tinjauan Psikologi Manajemen. *ITQAN: Jurnal Ilmu-Ilmu Kependidikan*, 13(1), 41–60.

Suryana, E., Aprina, M. P., & Harto, K. (2022). Teori Konstruktivistik dan Implikasinya dalam Pembelajaran. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, 5(7), 2070–2080.