Self-Regulated Learning Support for an Adolescent With Academic Underachievement Concerns: A Retrospective Case Study

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Abstract

Academic underachievement may reflect difficulties in organizing learning rather than a lack of interest or ability. This retrospective, descriptive case study documents the implementation of a Self-Regulation Empowerment Program (SREP) and the short-term changes recorded in one adolescent. The data were drawn from a previously prepared professional psychology practice report concerning a 14-year-old male junior secondary school student, including interviews, observations, psychological assessment, school information, intervention records, and practitioner evaluations. Five student sessions were held on 9-15 November 2025, followed by parent and teacher psychoeducation on 16 - 21 November. Session notes described increased awareness of academic consequences, goal setting, strategy planning, and prioritization of schoolwork. Teachers reported better classroom readiness and concentration, and family notes indicated greater receptiveness to guidance. However, behavioral frequencies, standardized motivation scores, and post-intervention grades were unavailable, and an inconsistency in historical intelligence-test summaries remained unresolved. The case suggests plausible early shifts in learning regulation and contextual support, but the documentary evidence cannot establish causal effectiveness, durable change, or improved academic achievement. Implications for school and Islamic guidance and counseling are discussed.

Keywords: *Academic Underachievement; Adolescent; Retrospective Case Study; Self-Regulated Learning; School Counseling.*

Abstrak

Kesulitan pencapaian akademik dapat berkaitan dengan lemahnya pengaturan kegiatan belajar, bukan semata-mata karena kurangnya minat atau kemampuan. Penelitian ini mendeskripsikan pelaksanaan *Self-Regulation Empowerment Program* (SREP) dan perubahan jangka pendek yang terdokumentasi pada seorang remaja. Desain yang digunakan adalah studi kasus deskriptif retrospektif terhadap laporan praktik profesi psikologi mengenai siswa laki-laki SMP berusia 14 tahun. Narasi kasus memuat hasil wawancara, observasi, asesmen psikologis, informasi sekolah, catatan intervensi, dan evaluasi praktikan. Lima sesi bersama siswa dilaksanakan pada 9-15 November 2025, dilanjutkan psikoedukasi bagi orang tua dan guru pada 16-21 November 2025. Catatan sesi menunjukkan peningkatan awal kesadaran akan konsekuensi akademik, penetapan tujuan, perencanaan strategi, dan penentuan prioritas tugas sekolah. Guru melaporkan kesiapan belajar dan konsentrasi siswa yang lebih baik, sementara keluarga lebih terbuka menerima arahan. Namun, data

frekuensi perilaku, skor motivasi terstandar, dan nilai akademik pascaintervensi tidak tersedia, serta perbedaan angka dalam ringkasan hasil tes inteligensi belum terselesaikan. Kasus ini menggambarkan kemungkinan perubahan awal dalam regulasi belajar dan dukungan lingkungan, tetapi bukti dokumenter belum dapat membuktikan efektivitas kausal, keberlanjutan perubahan perilaku, maupun peningkatan prestasi akademik. Temuan ini dibahas untuk pengembangan layanan konseling sekolah dan Bimbingan dan Konseling Islam.

Kata kunci: *Prestasi Akademik Yang Rendah; Remaja; Studi Kasus Retrospektif; Regulasi Belajar; Konseling Sekolah.*

INTRODUCTION

Adolescents' difficulties in sustaining attention, completing school assignments, and allocating study time are often described in everyday language as a lack of motivation. Such descriptions may obscure differences between a student's interests, the opportunities available for learning, and the strategies used to convert intentions into academic action. From a school-counseling perspective, a practical question is not simply whether a student works hard, but how learning goals are selected, translated into feasible plans, monitored, and revised. Self-regulated learning (SRL) offers a framework for addressing this question because it encompasses cognitive, motivational, behavioral, and metacognitive processes (Panadero, 2017; Zimmerman, 2002).

Academic underachievement is commonly defined as a discrepancy between expected and demonstrated achievement, but identifying that discrepancy requires defensible measures of both potential and performance (Reis & McCoach, 2000). Studies of gifted underachievement further show that motivational and contextual pathways vary between learners (Barbier et al., 2019). These findings are conceptually instructive without implying that all students with unfinished assignments, low class ranks, or inattentive behavior satisfy a psychometrically established underachievement criterion. In the present case, underachievement is retained as a referral concern and an educational working formulation, not as a clinical diagnosis or an independently verified ability–achievement discrepancy.

The case concerns a 14-year-old male student in a junior secondary school in Yogyakarta, Indonesia. The professional practice narrative describes repeated classroom distraction, delayed or incomplete assignments, study routines concentrated near examinations, and competition for time from smartphone use and extracurricular participation. The same account also notes involvement in martial arts, hadrah, and religious learning activities, alongside an ability to follow lessons more effectively when attentive. These contrasts suggest that the student had identifiable strengths and commitments that could be connected to academic responsibility rather than treated only as distractions. The reports of parents and teachers further indicate the relevance of environmental support; they do not establish that either group caused the student's difficulties.

The Self-Regulation Empowerment Program (SREP) was developed to make learners more active agents in their own academic improvement. Its approach combines assessment of learning processes with goal setting, strategy selection, monitoring, and feedback across self-regulatory cycles (Cleary & Zimmerman, 2004). Previous studies have examined SREP in secondary education (Cleary et al., 2008, 2017), while an Indonesian single-case intervention reported improvements in knowledge about empowerment and goal setting without a parallel improvement in time management (Matitaputty & Kurniawati, 2020). This distinction matters: greater knowledge of appropriate study behavior is not identical to sustained behavior change or improved school grades.

The present article makes a narrower contribution than an intervention trial. It reconstructs the documented chronology of one practice-based case, distinguishes what was reported by the student, the practitioner, parents, and teachers, and evaluates how far the available records support a claim of change. The case is relevant to school guidance and Islamic guidance and counseling because a strengths-oriented approach can acknowledge the student's religious and social commitments while helping him establish balanced responsibilities. No evidence is

presented that a specifically Islamic treatment component, as distinct from the student's everyday religious context, produced the reported changes.

Two questions guide the analysis: (1) What case formulation and SREP-related activities are described in the retrospective documentation? (2) What immediate changes and subsequent environmental responses are recorded, and what are the evidential limits of those observations? The objective is descriptive and interpretive; it is not to estimate intervention effectiveness or a causal treatment effect.

THEORETICAL FRAMEWORK

Underachievement and the self-regulation cycle

The literature cautions against equating low attainment with a fixed student trait. Reis and McCoach (2000) emphasize the conceptual and measurement difficulties involved in identifying underachievement, particularly in gifted populations. Here, the label "coasting underachiever," used in the practice record, refers only to a provisional behavioral description of procrastination, easily displaced academic priorities, and limited persistence. Without independently verified discrepancy scores, it cannot be generalized as a validated diagnostic category.

Zimmerman's (2002) cyclical account distinguishes forethought (task analysis and motivation before acting), performance (strategy use and self-monitoring during action), and self-reflection (evaluation and adjustment after action). Panadero (2017) situates this model among alternative SRL frameworks and stresses that regulation concerns more than time management. The record in this case provides its strongest material about forethought: identifying consequences, writing academic goals, and selecting strategies. Evidence for independent performance-phase monitoring and sustained self-reflection is comparatively thin.

SREP and the role of social support

The original SREP model includes diagnostic examination of self-regulatory processes and a strategic learning component, ordinarily linked through a feedback

cycle (Cleary & Zimmerman, 2004; Cleary & Russo, 2024). The program described in the case employed reflective discussions, games, audiovisual material, goal-setting tasks, and brief simulations. These activities were aligned with SREP themes but cannot be assumed to reproduce every element or demonstrate implementation fidelity. In other school settings, outcomes have differed by measure, context, and duration (Beckers et al., 2023; Cleary et al., 2017).

Parental participation and teacher support can provide the conditions for students to practise regulatory behaviors. Research from Indonesia associates parental involvement, SRL, and achievement in a broader adolescent sample (Freddy et al., 2021); other studies relate teacher competences to the support of learners' metacognition (Karlen et al., 2023). Such correlational and group-level results provide context, not proof of the mechanisms operating in this single case. For Islamic guidance and counseling, the student's existing activities in hadrah and religious study offer possible points for respectful dialogue about meaning, commitment, and time allocation. This interpretation is conceptually consistent with culturally responsive support, but the present case contains no validated religious-outcome measure or separate faith-based intervention.

METHOD

Design, unit of analysis, and case selection

This article adopts a descriptive retrospective case-study design based on documentation summarized in an earlier professional psychology practice report (PKPP). Its unit of analysis is the sequence of an individual school-related intervention and associated parent and teacher psychoeducation, rather than a group of learners. Document analysis is appropriate for reconstructing recorded decisions and events, provided that the provenance, omissions, and interpretive limitations of the material are explicit (Bowen, 2009). Methodological guidance on retrospective reviews also underlines the risk of incomplete or inconsistently recorded historical data (Vassar & Holzmann, 2013).

The student, designated S1, was a 14-year-old boy enrolled in Grade VIII at a junior secondary school in the Yogyakarta region during November 2025. The reported case was selected because the prior record documented a learning-engagement concern, an organized SREP-related response, and immediate feedback from the home and school environment. Selection was purposive, not representative. The research did not involve a new experimental assignment, a comparison case, independent repeat testing, or a prospective follow-up beyond the historical service notes.

Documentary sources and outcome domains

According to the source narrative, the historical record included interview and observation summaries, school-performance information, psychological assessment material, descriptions of student sessions, parent/teacher psychoeducation notes, and practitioner evaluations. The available manuscript does not establish the complete number of individual documents, the existence of raw interview transcripts, inter-rater checks, or a standardized scoring rubric for the "pretest" and "posttest." Consequently, the present account preserves attributions to the information source and presents only the content explicitly reported in the case narrative. Material not documented is not reconstructed as if it had been observed.

Outcome domains were defined at the level of what could reasonably be examined: (a) awareness of the relationship between study behavior and goals; (b) expression of academic goals and strategies; (c) prioritization of schoolwork; (d) teacher-reported classroom readiness, attention, and off-topic talking; and (e) parent-reported receptiveness to guidance. A prior WISC assessment was mentioned as contextual assessment rather than an SREP outcome measure. Because the record gives conflicting overall IQ values (92 in one assessment summary and 109 in an early-session note), neither number is used to certify ability level, diagnose a cognitive condition, or infer change. Similarly, historical classroom rank is not treated as a post-intervention outcome.

Intervention chronology and analytic approach

Five student-focused activities were recorded for 9, 10, 11, 14, and 15 November 2025, with respective durations of 40, 120, 120, 60, and 30 minutes. Parent psychoeducation was reported on 16–18 November and teacher psychoeducation on 19–21 November. The "posttest" dated 14 November therefore preceded the parent and teacher components. References to approximately two weeks of teacher observation must be understood as applying to the service period, not to a two-week follow-up after all services had ended.

For the present narrative reconstruction, source claims are grouped by period (before services, student sessions, immediate evaluation, and environmental follow-up) and by reporter (student/practitioner, parent, or teacher). The same outcome label is checked against the evidence actually named—for example, whether an improvement in goal setting refers to a session task, a reported intention, a documented routine, or a grade. Table 4 displays the resulting before–after evidence matrix. This is a descriptive comparison, not a formal quantitative content analysis or independent re-coding of original verbatim materials. No effect size, statistical test, or percentage change was calculated.

Confidentiality and ethical reporting

The case involves a minor and historical psychological-service material. The source report mentions informed consent during the first session, but the material supplied for this article does not identify the signatory or establish whether guardian authorization, adolescent assent for secondary analysis, permission from the report custodian, and publication-specific consent were obtained. These matters must be verified and documented by the responsible author and institution before submission. Potentially identifying school and family details, individual psychological subtest scores, and diagnostic-style inferences unsupported by the record are omitted from the present manuscript. Anonymization alone does not substitute for publication authorization.

RESULTS

Referral concerns and pre-intervention profile

The referral account described delayed assignment initiation, incomplete work, classroom distraction, and inconsistent home-study routines. Teachers reported temporary compliance after reminders rather than sustained self-directed engagement. Parents reportedly attempted to encourage study but faced time constraints and difficulty assisting with curricular content. The student nevertheless participated readily in practical and extracurricular settings. These observations motivated an intervention focus on planning, priorities, and the relationship between academic tasks and personally valued activities (Table 1).

Table 1. Documented Baseline Concerns and Corresponding Support Targets

Domain	Baseline information reported in the case	Proposed focus of support
Classroom engagement	Occasional sleeping or daydreaming and talking to peers; attention improved with direct reminders.	Task awareness; attention-support strategies.
Assignment completion	Delayed starts and incomplete or late work were described without a standardized frequency record.	Smaller tasks, deadlines, prioritization.
Home routine	Study was reported as irregular and commonly concentrated near examination periods.	Feasible study routine and family agreements.
Personal interests	Martial arts, hadrah, and religious activities were meaningful and more readily engaged in.	Connect strengths to goals while balancing commitments.
Environmental assistance	Family reminders and teacher correction were present, but not systematically monitored.	Collaborative guidance and follow-up.

The historical source also listed school rankings, but without complete subject scores, marking periods, or a documented benchmark of expected achievement. A WISC summary recorded a full-scale figure of 92, whereas another service note recorded 109. This contradiction remained unresolved in the supplied material. The

present findings therefore treat "underachievement" as the original referral formulation rather than a demonstrated psychometric discrepancy or an intellectual classification.

Student-focused SREP activities

The five recorded meetings progressed from establishing rapport and discussing difficulties to activities designed to make academic choices more explicit. The practitioner used a potato-based game to discuss effort and patience, a film excerpt to discuss present decisions and future consequences, a goal-setting exercise, SMART criteria, and further games to review choices. The notes state that S1 identified the importance of attention and task completion, produced an academic goal, and expressed commitment to planned strategies. Neither the complete written goal sheet nor an independently scored intervention-fidelity checklist was available in the article's source material (Table 2).

Table 2. Chronology of the Five Documented Student Sessions

Date / duration	Recorded SREP-related activity	Immediate output described
9 Nov 2025 / 40 min	Rapport, discussion of referral concerns, initial agreement, game about effort.	Willingness to participate and discuss academic attention.
10 Nov 2025 / 120 min	Initial simulation, empowerment reflection, film-based discussion.	Stated awareness of consequences of distraction and incomplete schoolwork.
11 Nov 2025 / 120 min	Written goal, SMART-based planning, strategy discussion and games.	Produced a goal and expressed priorities and strategy intentions.
14 Nov 2025 / 60 min	Post-session simulation and evaluation discussion ("posttest" in the report).	Practitioner described better prioritization of schoolwork; no scale score.
15 Nov 2025 / 30 min	Termination and consolidation of goals and intended routines.	Reaffirmed intention to continue with adult support.

The strongest proximal evidence thus concerns within-session understanding and planning. References to a "posttest" do not indicate a psychometrically scored

motivation measure, and verbal commitment is not equivalent to verified daily strategy use. The record does not demonstrate that each activity met the original SREP model's diagnostic, microanalytic, feedback, or fidelity requirements.

Parent and teacher psychoeducation

Three parent-focused meetings were described on 16-18 November 2025. They dealt with understanding the student's learning concerns, negotiating more balanced routines, and discussing ways to respond to directions. A family follow-up note reported that the adolescent became more receptive to advice and that communication efforts increased. Three teacher-focused meetings followed on 19–21 November, emphasizing the student's difficulties, direct guidance, and coordination with parents. The teacher's end-of-service comments described improved readiness to sit for class, better concentration, and less off-topic talking. These were narrative informant impressions; no time-sampled observations or event counts were included (Table 3).

Table 3. Parent and Teacher Psychoeducation and Reported Immediate Responses

Date / informant	Activity documented	Response or observation attributed to source
16–18 Nov 2025 / parents	Feedback on learning difficulties; discussion of time allocation; evaluation and termination.	Parents described greater awareness of balanced schedules; follow-up reported improved receptiveness to guidance.
19–21 Nov 2025 / teachers	Feedback, monitoring discussion, school–home coordination, evaluation and termination.	Teachers reported improved readiness and attention, with fewer non-instructional conversations during the service period.

The sequence matters analytically: the student's 14 November evaluation occurred before these environmental meetings. The immediate change described at that evaluation cannot be credited to psychoeducation delivered on 16-21 November. Parent and teacher responses can be considered possible subsequent

sources of support, but their independent contributions and duration were not estimated.

Cross-source comparison and limits of the reported change

Table 4 separates claims about awareness, expressed intentions, observed actions, and achievement. The study documented no post-intervention grades or comparable records of assignment completion over a follow-up interval. In particular, no evidence establishes a numerical improvement in motivation, a sustained reduction in off-task episodes, or the continuation of new routines without adult prompts.

Table 4. Evidence Matrix: Initial Concerns, Short-Term Signals, and Reporting Limits

Outcome	Before service	Short-term report / source	Interpretive limit
Academic goal awareness	Academic aspirations and routine were reported as insufficiently defined.	Student-session summaries describe writing goals and identifying consequences.	Goal quality and implementation not independently rated.
Strategy planning	No regular study plan was reported.	Practitioner notes describe proposed strategies and changed priorities.	Written plan and repeated adherence logs not supplied.
Classroom attention	Distraction and off-topic discussion reported by teachers.	Teacher narrative describes better readiness and concentration.	No baseline/follow-up frequency or independent observer.
Family guidance	Reminders were sometimes ineffective or brief.	Parent follow-up describes easier acceptance and more dialogue.	Perception-based near-term report only.
Academic attainment	Low relative standing and incomplete tasks in source narrative.	No comparable post-intervention grades or assignment data.	Achievement improvement cannot be established.

DISCUSSION

Why the evidence primarily concerns forethought

The case's clearest findings involve the student's expressed understanding of learning consequences, increased goal clarity, and proposed academic strategies. In Zimmerman's (2002) cycle, such activity sits primarily in the forethought phase. It does not demonstrate that the performance phase—sustained strategy execution and self-monitoring was established. Nor does a single reflective discussion show that self-evaluation became habitual. The distinction is consistent with the Indonesian SREP-related study by Matitaputty and Kurniawati (2020), which differentiated gains in knowledge about empowerment and goal setting from more limited changes in time management. The present case offers a descriptive parallel, not an equivalent causal test.

The contrast between cognition, performance, and achievement is also important in research using more structured SRL assessments. Cleary and Russo (2024) distinguish complementary methods such as self-report, ratings, and event-based microanalysis. This record contains interviews and narrative observations but lacks repeated task-level recording and performance measures. It is therefore appropriate to discuss improved articulation of learning plans, while avoiding a conclusion that the adolescent became an independent self-regulated learner or achieved higher grades.

The intervention sequence and alternative explanations

The practitioner selected games, film discussion, and SMART goal setting as practical means of inviting reflection. The source notes are consistent with the possibility that these activities supported discussion of otherwise unappealing tasks. However, the evidence does not isolate which component mattered most, whether effects arose from the therapeutic relationship, concurrent teacher attention, or routine fluctuations, or whether a similar course would have occurred without intervention. Studies of SREP have reported improvements under specific research

designs (Cleary et al., 2008, 2017), whereas other SRL-based programs have yielded non-significant or mixed effects on targeted outcomes (Beckers et al., 2023; Wong et al., 2021). The available documentation is insufficient to adjudicate these alternatives in S1. In related educational work, SRL training effects are moderated by intervention format and learner context (Dignath et al., 2008), while planning strategies have been associated with goal attainment in online courses without being directly transferable to school counseling (Kizilcec et al., 2017). Counseling programs for underachieving students also differ substantially in sample and outcome measurement (Berger, 2013).

This limitation is not a reason to dismiss the recorded practice. Descriptive case material can show how counseling activities were organized, which outcomes practitioners attended to, and which data would be needed for stronger evaluation. As Bowen (2009) explains, documentary evidence is useful when the source, context, and completeness of the records are scrutinized. A lesson of this case is that a professional report should differentiate session participation and improved task understanding from observed behavioral maintenance and achievement.

Family, teachers, and the chronology of support

Home and school psychoeducation followed the student-focused phase, providing a coherent pathway for translating goals into everyday expectations. Parent records describe a more supportive dialogue about schedules, while teacher records describe improved attentiveness and greater coordination. The outcomes are credible as informant reports within the service period, but they remain vulnerable to expectancy and reporting bias. Freddy et al. (2021) and Du et al. (2022) identify relationships between positive family involvement and SRL in other samples; their correlational models do not establish causal family effects in this case. Similarly, teachers' SRL competence and metacognitive support have been studied in substantially different designs (Cleary et al., 2022; Karlen et al., 2023).

A future school-based evaluation could identify a small set of observable, ethically collected indicators, such as the proportion of assignments submitted on time, the number of prompts required to start a task, and daily completion of a self-selected study plan. Recording the same indicators before, during, and several weeks after intervention would help distinguish spontaneous student regulation from compliance after adult reminders. These are recommendations for research and practice; they are not outcomes measured in this historical case.

Implications for Islamic guidance and counseling

The adolescent's participation in hadrah and religious learning is contextually relevant because those pursuits formed part of his established interests and social world. Their presence does not, by itself, demonstrate religiosity as an outcome measure, nor does it establish the delivery of a specifically Islamic counseling protocol. A culturally responsive Islamic guidance and counseling approach could build a collaborative plan that respects positive religious participation while discussing academic responsibility, balanced use of time, rest, and constructive family communication. This fits a strengths-based rather than deficit-only interpretation of the case.

In such an approach, counselors should work with the adolescent to articulate his own priorities, invite discussion rather than impose stigma, and engage parents and teachers as support partners while maintaining confidentiality. Research involving SRL in Islamic higher-education contexts demonstrates the relevance of psychosocial supports, though its population differs from this junior secondary case (Mutiah et al., 2023). The original case offers a starting point for conceptual integration, not an empirical test that faith-specific elements increased self-regulation. Care is also needed to prevent useful religious or extracurricular engagement from being portrayed as the problem; the documented concern is how competing activities were organized.

Limitations and ethical safeguards

This study is based on a single retrospective case narrative, with unknown completeness of underlying records and no independent access to all raw observations or test protocols reported in the source. The evidence is predominantly descriptive, the time between baseline and follow-up is short, and several outcomes depend on practitioners' or caregivers' impressions. The intervention was not compared with an alternative condition, its fidelity was not assessed, and post-intervention grades were not reported. Furthermore, a discrepancy between historical IQ summaries remained unresolved. These restrictions prevent diagnostic inference, estimation of causal effects, and claims about longer-term improvement.

A further limitation concerns governance of records relating to a minor. The manuscript source states that consent was discussed at service entry, but it does not sufficiently verify permission for secondary analysis and publication. Before public release, the author must establish and appropriately document guardian consent, the adolescent's assent where applicable, and relevant institutional authorization; identifiable records should be kept out of the submitted manuscript. These requirements are distinct from ordinary clinical consent to participate in the original service.

CONCLUSION

This retrospective case study describes a five-session SREP-related school intervention followed by parent and teacher psychoeducation for a 14-year-old boy referred for academic underachievement concerns. The documented short-term changes centered on greater articulation of learning goals, more explicit strategy planning, and revised study priorities. Teachers also reported improved readiness and attention during the service period, and family notes described a more receptive response to guidance. These observations suggest a potentially useful process for organizing student and environmental support, but do not show that grade

attainment increased, that changes were sustained, or that the intervention caused them.

For school counselors and practitioners of Islamic guidance and counseling, the case supports a cautious, strengths-oriented approach that links study commitments with a young person's meaningful social and religious activities and invites coordinated assistance from adults. Stronger future research should document transparent consent and permissions, preserve a consistent baseline and post-service assessment of observable learning behaviors, retain student-produced goal and strategy records, and conduct delayed follow-up. Until such evidence is available, the findings should be treated as a descriptive account of early changes rather than proof of SREP effectiveness.

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