IMPRECI: Model of Reflective Guidance for Candidates for Elementary School Teachers

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Abstract. This study aims to produce a product in the form of a set of IMPRECI (Introduction, Modeling, Practice, Reflection, and Innovation) guidance models as an effort to produce reflective teacher candidates in elementary schools. This is done based on the problem of the low reflective ability of prospective teachers to produce continuous improvement in every learning practice in elementary schools. This research is a development research using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). Data collection techniques were carried out through questionnaires, observations, interviews, and documentation. The instruments used in this study were questionnaires, observation sheets, interview guidelines, and documentation checklists. The research data analysis technique was in the form of quantitative and qualitative descriptive data analysis. The expert test and small group test data from the questionnaire were analyzed by percentage and explained qualitatively. Field test/user test data in the form of implementing the IMPRECI model in the classroom were analyzed with qualitative data analysis of flow models starting from data reduction, data presentation, to drawing conclusions. The results of the content validity test obtained an average value of 3.66 with the Very Valid category. The results of the construct validity test obtained an average of 3.75 in the Very Valid category. The results of the practicality test based on student responses resulted in an average value of 3.67 in the Very Practical category. The effectiveness test resulted in an average value of 3.53 in the Very Effective category. Based on these findings, it can be concluded that the development of the IMPRECI model as an effort to produce reflective teacher candidates in the Indonesian elementary school language learning and literary appreciation courses has been declared valid, practical, and effectively used in mentoring.

Keywords: impreci, reflective teacher, elementary school

1 Introduction

In an effort to produce professional teacher candidates, the Elementary School Teacher Education Study Program, Faculty of Education, State University of Medan provides students with various courses related to improving students' understanding and teaching skills. One of the courses that trains skills and improves conceptual knowledge in elementary school learning is the Indonesian Language Learning and Literature Appreciation Elementary School course. This course is a course that facilitates students to apply theoretical and practical skills in language learning and appreciation of Indonesian literature in elementary schools. In addition to the ability to master the material, student teacher candidates are also required to have good communication and interaction skills when teaching practice in class [1].

This practical teaching training can also reduce the stress level of students before taking the Introduction to School Field Course 2 (PLP-2) which incidentally has started direct guided teaching practice in the classroom. The continuous training process can form a standardized teaching pattern and be able to apply appropriate teaching strategies. The idealism that is expected of these prospective teacher students needs to be accompanied by controlling the implementation and assessment after carrying out teaching practices in the classroom. One of the efforts made is

through self-observation and reflection on the teaching process that has been carried out by observing and reflecting. This approach to teaching is referred to as reflective teaching [2].

The reflective teaching of a prospective teacher or professional teacher is related to the ability and disposition to think reflectively. Reflective thinking is very important for improvement in the implementation of teaching [3]. This reflective ability is increasingly seen as an important factor in the management of learning, and improvement of competence. Reflective involves many complex skills. The involvement of prospective teacher students in courses that facilitate students' teaching practice in the classroom, encourages student teacher candidates to think reflectively [4].

Previous research on the importance of the reflective ability of prospective teachers include: (1) Students who are prospective teachers generally need to demonstrate reflective abilities in terms of openmindness (openness), responsibility (responsibility), wholeheartedness (seriousness in action) to improve classroom teaching. This ability is very useful and needs to be developed and trained while still a student [5]. (2) Reflective coaching clearly shows that the act of reflection is when a teacher candidate is experienced in teaching simulations, tries to think for himself and can solve problems and receive new information [6]. (3) Prospective teachers/practitioners need to be involved in further analysis for a better understanding of the roles of students and teachers in the learning context [7]. (4) Integrating experience with theory by revealing new possibilities to see weaknesses and changes, reflection is considered to improvise one's thoughts, feelings, and actions [8]. (5) The concept of a reflective teacher is a characteristic of individuals who think professionally and make changes in the classroom from time to time [9].

Based on the initial reflection on the Indonesian Language Learning and Literature Appreciation course in the previous year, it was shown that the reflective ability of students of the Elementary School Teacher Education Study Program as prospective professional teachers was still relatively low. Students are less able to reflect and continuously innovate related to the practical teaching exercises/learning simulations carried out. As a result, the learning displayed by students in the learning simulation only follows the flow and syntax of learning in the 2013 curriculum teacher and student books. Students are less able to learn from mistakes and less able to find effective learning alternatives in the next learning simulation.

Efforts to overcome the problems above, it is necessary to make learning innovations that facilitate students to think reflectively so that they can make continuous improvements or innovations in learning. One alternative model that is able to produce students to think reflectively and be able to make continuous improvements in each learning simulation is the IMPRECI Model. The IMPRECI model stands for Introduction, Modeling, Practice, Reflection, and Innovation. The choice of the word IMPRECI was adopted from the word "Impresi" in Indonesian which means "impression". In this case, the researcher tries to offer the most memorable mentoring model in preparing reflective professional teacher candidates by continuing to make continuous improvement in every learning practice/simulation [10].

The implementation formula for the IMPRECI Model can be seen in Figure 1 below.

Figure 1. Stages of Reflective Guidance Using the IMPRECI Model

Based on Figure 1, the implementation of mentoring using the IMPRECI Model is described as follows:

1.1 **Introduction:** Students explain in general the readiness of learning tools to be practiced, namely: lesson plans, teaching materials, media, student worksheets, and assessments. The lecturer will provide input for improvement so that the implementation can run effectively according to the lesson plan.

1.2 **Modelling:** Lecturers display good practice modeling of the implementation of learning in accordance with the learning plans prepared by students. Students are expected to be able to adopt good practices by lecturers in modeling and make important notes step by step to be applied in learning.

1.3 **Practice:** Students carry out learning simulations according to the learning tools that have been prepared previously. In this case, students should be able to imitate the teacher's modeling or even improvise as a good practice by students.

1.4 **Reflection:** lecturers and all students reflect on the learning simulation that has been carried out. Reflection activities are carried out in a conference following the pattern of 3, 2, 1. Students reveal 3 strengths they have in the learning simulation, reveal 2 weaknesses experienced, and reveal 1 effective alternative solution to solve problems obtained during the learning simulation. The important point of this stage is to produce reflective teacher candidates in every learning practice.

1.5 **Innovation:** The end of the mentoring process is learning innovation. The results of joint reflection during the conference, students are expected to be able to formulate learning innovations that will be implemented in the next learning practice. This innovation is expected as a continuous improvement in learning.

2 Method

This research is research and development. The development model used is the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. Data collection techniques were carried out through questionnaires, observations, interviews, and documentation. The instruments used in the study were questionnaires, observation sheets, interview guidelines, and documentation checklists. The data analysis technique used to process the research data is quantitative and qualitative descriptive data analysis. The expert test and small group test data from the questionnaire were analyzed by percentage and explained qualitatively. Field test/user test data in the form of implementing the IMPRECI model in the classroom were analyzed with qualitative data analysis of flow models starting from data reduction, data presentation, to drawing conclusions [11].

3 Result and Discussion

3.1 Result

3.1.1 Validity

The validation of the developed IMPRECI model is seen from the aspect of content validity and construct validity. Content validity is carried out in-depth analysis by expert validators related to the correctness of the concept and the correctness of the activities of each step of IMPRECI (Introduction, Modeling, Practice, Reflection, and Innovation). This means that at each stage the

level of truthfulness of the activity is examined according to the meaning of each stage so that there is no repetition or overlap of various activities.

Construct validity is carried out in-depth analysis related to the connectivity between stages and has been described in a structured and systematic way or not. That is, an analysis of the correctness of the sequence of stages is carried out and then a further analysis of the interconnection between the stages is carried out whose impact is able to produce reflective teacher candidates in elementary schools.

An overview of the validity tests that have been carried out can be described as follows.

3.1.1.1 Content Validity

The results of content validity can be seen in Table 1 as follows.

Table 1. Results of Content Validity Model IMPRECI

No	IMPRECI Model Components	Score	Category
1.	IMPRECI Model Development Needs	3.80	Very Valid
2.	State of the art of knowledge	3.56	Very Valid
3.	IMPRECI Model Theory Support	3.89	Very Valid
4.	Introduction to IMPRECI	3.67	Very Valid
5.	Modeling in IMPRECI	3.67	Very Valid
6.	Practice in IMPRECI	3.67	Very Valid
7.	Reflection in IMPRECI	3.33	Very Valid
8.	Innovation in IMPRECI	3.67	Very Valid
	Average	**3.66**	**Very Valid**

3.1.1.2 Construct Validity

The results of construct validity can be seen in Table 2 as follows.

Table 2. Results of the Construct Validity Model IMPRECI

No	IMPRECI Model Components	Score	Category
1.	IMPRECI Model Overview	3.33	Very Valid
2.	Theoretical and Empirical Support of the IMPRECI Model	3.76	Very Valid
3.	IMPRECI Model Planning and Implementation	3.62	Very Valid
4.	Management of Guidance Practices with the IMPRECI Model	4.00	Very Valid
5.	The Use of Process Evaluation Techniques and Outcomes of Guidance with the IMPRECI Model	4.00	Very Valid
6.	The Use of Follow-Up Techniques for the IMPRECI Guidance Model	3.79	Very Valid
	Average	**3.75**	**Very Valid**

3.1.2 Practicality

3.1.2.1 Good Practices Implementing the IMPRECI Model

a. Introduction

The introduction stage is the initial introduction of the IMPRECI model as a mentoring model that produces reflective teacher candidates in elementary schools. Introduction describes the activities

that will be followed in the practice/learning simulation starting from the introduction, modeling, practice, reflection, and innovation stages. An overview of the introduction activities can be seen in Figure 2 below.

Figure 2. Introduction to IMPRECI

b. Modelling

Modeling is an example of good practice on how to conduct effective and innovative learning in elementary schools. Lecturers are used as models which are then expected that students can adopt various good practices carried out by lecturers. Good practices by lecturers can be adopted by students, then further improvised in the form of learning innovations according to the characteristics of the learning that will be simulated. An overview of modeling activities can be seen in Figure 3 below.

Figure 3. Modeling in IMPRECI

c. Practice

At this stage, students practice learning based on class division and learning in the previous introduction stage. Each group is given the freedom to carry out various learning innovations by implementing continuous improvement in each learning simulation. An overview of practice activities can be seen in Figure 4 below.

Figure 4. Practice in IMPRECI

d. Reflection

Reflection activities are carried out with a 3, 2, 1 conference pattern with details of the activities: (1) revealing 3 advantages displayed by students, (2) revealing 2 weaknesses possessed by students, and (3) revealing 1 learning improvement innovation in practice/simulation next lesson. An overview of reflection activities can be seen in Figure 5 below.
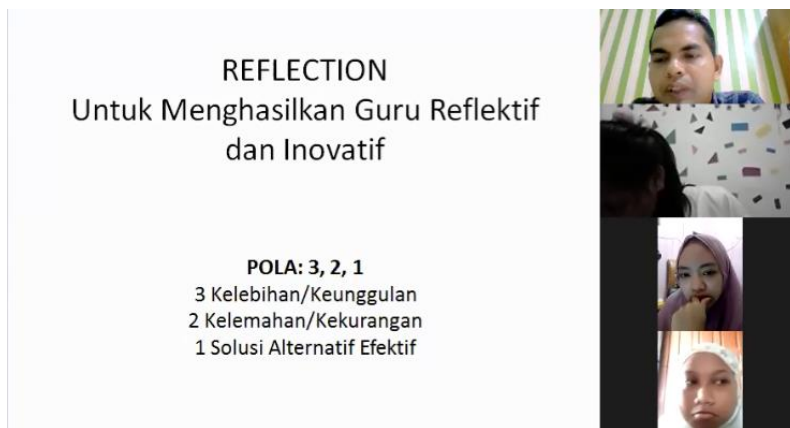

Figure 5. Reflection in IMPRECI

e. Innovation

Innovation in IMPRECI conducts continuous learning innovations in accordance with the results of previous reflections. The learning innovation of cycle I is expected to be different and increase in the next cycle II. This innovation is called continuous improvement. An overview of learning innovation activities can be seen in Figure 6 below.
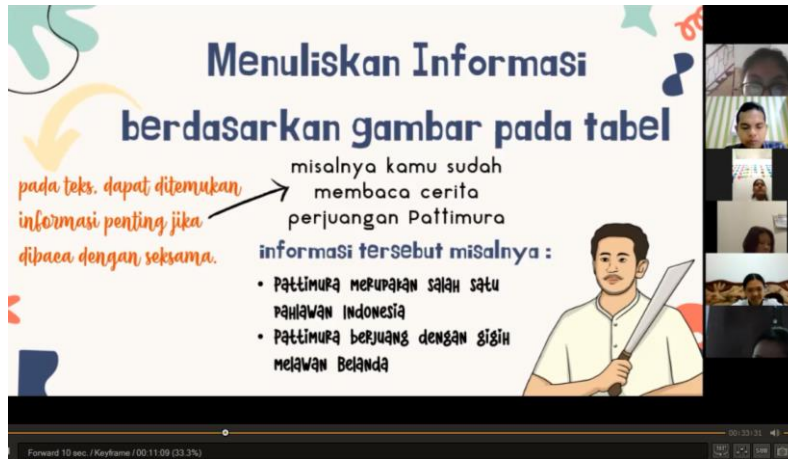
Figure 6. Innovation in IMPRECI
(Student's Own Learning Video)

3.1.2.2 Practical Test Results

Activities carried out during the practicality test were asking for responses from lecturers and students to the level of ease of following the mentoring process using the developed IMPRECI model. The instrument used is a questionnaire response from lecturers and students related to the ease of use of the IMPRECI model in the mentoring process. In detail, the results of the practicality test based on the lecturer's response can be described as follows.

Table 3. Practicality Test Results Based on Lecturer Responses

No	IMPRECI Model Components	Score	Category
1.	Ease of Applying the Introduction Stage in IMPRECI	3.67	Very Practical
2.	Ease of Implementing the Modeling Phase in IMPRECI	3.33	Very Practical
3.	Ease of Implementing the Practice Stage in IMPRECI	3.67	Very Practical
4.	Ease of Implementing the Reflection Phase in IMPRECI	3.33	Very Practical
5.	Ease of Implementing the Innovation Stage in IMPRECI	3.67	Very Practical
	Average	**3.53**	**Very Practical**

Table 4. Practicality Test Results Based on Student Responses

No	IMPRECI Model Components	Score	Category
1.	Ease of Applying the Introduction Stage in IMPRECI	4.00	Very Practical
2.	Ease of Implementing the Modeling Phase in IMPRECI	3.67	Very Practical
3.	Ease of Implementing the Practice Stage in IMPRECI	3.33	Very Practical
4.	Ease of Implementing the Reflection Phase in IMPRECI	3.67	Very Practical
5.	Ease of Implementing the Innovation Stage in IMPRECI	3.67	Very Practical
	Average	**3.67**	**Very Practical**

3.1.3 Effectiveness

The activity carried out in the effectiveness test stage is the analysis of the success rate of the IMPRECI model in producing reflective teacher candidates in elementary schools. The aspect of

observation carried out during the effectiveness test is the observation of the mentoring process at each stage of IMPRECI. The results of the effectiveness test at the time of observation of the mentoring process are as follows.

Table 5. Test the Effectiveness of the IMPRECI Model Guidance Process

No	IMPRECI Model Components	Score	Category
1.	The Success of the Guidance Process for the Introduction Stage in IMPRECI	3.67	Very effective
2.	The Success of the Modeling Stage Guidance Process in IMPRECI	3.33	Very effective
3.	The Success of the Practice Stage Guidance Process in IMPRECI	3.67	Very effective
4.	The Success of the Reflection Phase Mentoring Process in IMPRECI	3.67	Very effective
5.	The Success of the Innovation Stage Guidance Process in IMPRECI	3.33	Very effective
	Average	**3.53**	**Very effective**

3.2 Discussion

The feasibility or level of validity of product development in learning is at least in the valid category [12]. The results of the content validity test obtained an average value of 3.66 with the Very Valid category. The results of the construct validity test obtained an average of 3.75 in the Very Valid category. Based on these findings, it can be concluded that the development of the IMPRECI model as an effort to produce reflective teacher candidates in the Indonesian elementary school language learning and literary appreciation courses has been declared valid for use in mentoring.

The level of practicality of learning product development is at least in the practical category [13]. The results of the practicality test based on the lecturer's response resulted in an average score of 3.53 in the Very Practical category. The results of the practicality test based on student responses resulted in an average value of 3.67 in the Very Practical category. Based on these findings, it can be concluded that the development of the IMPRECI model as an effort to produce reflective teacher candidates in the Indonesian elementary school language learning and literary appreciation courses has been declared practical to be used in mentoring.

The level of effectiveness of learning product development is at least in the effective category [14]. The effectiveness test resulted in an average value of 3.53 in the Very Effective category. Based on this data, it can be concluded that the IMPRECI model has been declared effective in producing reflective teacher candidates in the Indonesian elementary school language learning and literary appreciation courses.

4 Conclusion

The results of the content validity test obtained an average value of 3.66 with the Very Valid category. The results of the construct validity test obtained an average of 3.75 in the Very Valid category. The results of the practicality test based on student responses resulted in an average value of 3.67 in the Very Practical category. The effectiveness test resulted in an average value of 3.53 in the Very Effective category. Based on these findings, it can be concluded that the development of the IMPRECI model as an effort to produce reflective teacher candidates in the

Indonesian elementary school language learning and literary appreciation courses has been declared valid, practical, and effectively used in mentoring.

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