IAM (*Inspired, Adopt, and Mignify*) Approach Proven Effective in Improving Elementary School Teachers' Reflective Skills

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Abstract. This study aims to analyze the effectiveness of the IAM (Inspired, Adopt, and Mignify) approach in improving the reflective ability of prospective elementary school teachers. The background of this study is the low reflective ability of teacher professional education students as prospective elementary school teachers, which leads to limited continuous improvement in the learning process. Using the ADDIE (Analysis, Define, Design, Implementation, and Evaluation) development model, this study involved 10 samples selected through the purpose sampling technique. Data was collected using a questionnaire with an instrument in the form of a questionnaire. Data analysis is carried out quantitatively by calculating scores and percentages, then the results are presented qualitatively in the form of categories. The results of the effectiveness test showed an average score of 4.63 with an achievement percentage of 92.50%, which was included in the Very Effective category. Therefore, the IAM approach has proven to be effective in improving the reflective ability of prospective elementary school teachers.

Keywords: IAM approach, reflective ability, continuous improvement, prospective primary school teachers

1 Introduction

Research in the field of education continues to evolve to answer increasingly complex global challenges. One of the main focuses in educational development is the quality of teachers, who play an important role in learning success. This quality includes not only mastery of teaching materials, but also reflective abilities that are the basis for proper pedagogical decision-making. The reflective ability of teachers, especially prospective teachers, is an issue that needs serious attention in teacher professional education. The importance of this makes research related to efforts to improve reflective ability relevant [2,7].

The low reflective ability of prospective elementary school teachers is one of the fundamental problems in teacher education today. Teacher professional education students often show limitations in reflecting on the learning practices that have been carried out. This limitation has an impact on the lack of continuous improvement in learning, which ultimately affects the overall quality of education [8,11]. In addition, the weak reflective ability leads to a lack of ability to deal with learning dynamics in the classroom that are increasingly complex [1,6,14].

This condition requires special attention in the design of teacher professional education programs.

Reflective skills are essential to assist prospective teachers in evaluating and improving their learning strategies [4,5]. This lack of skills has the potential to hinder the adaptive and innovative learning process [9,13]. The demands of today's education world require teachers who can adapt to various learning conditions [3,10]. This makes reflective ability a core competency that needs to be developed in the education of prospective teachers. This problem requires an effective approach to systematically improve reflective skills.

Improving the reflective ability of prospective teachers requires a structured and relevant theory-based approach. The IAM (Inspired, Adopt, and Mignify) approach is present as a solution that offers an innovative framework to help prospective teachers develop reflective skills. This approach is designed to inspire aspiring teachers, encourage them to adopt best practices and amplify the impact of reflection through sustainable implementation. IAM provides a practical and targeted approach to help prospective teachers improve the quality of their reflections.

Research on the IAM approach is still relatively new in the context of teacher professional education, especially in Indonesia. Most previous studies focused more on the development of pedagogical competence in general, without specifically highlighting the improvement of the reflective abilities of prospective teachers. This research gap is the basis for a deeper study of the effectiveness of the IAM approach in overcoming existing problems. Thus, this study makes an important contribution to closing the gap.

This research has significant relevance for the development of teacher professional education. In the 21st-century education era, reflective skills are no longer an option, but a necessity that every teacher must have [21,22]. The IAM approach offers solutions that are not only theory-based but also practical to implement in a variety of learning contexts. IAM is an approach that answers the needs of today's teachers to be able to manage learning more effectively.

The results of this research are expected to make a real contribution to improving the quality of teacher education in Indonesia. The IAM approach has the potential to be a model that can be widely adopted in teacher professional education programs. Thus, this research is relevant both theoretically and practically in strengthening the foundation of adaptive and innovative teacher education. The success of this research is expected to be an inspiration for further innovation.

The purpose of this study is to examine and describe the effectiveness of the IAM approach in improving the reflective ability of prospective elementary school teachers. This study is designed to provide an in-depth understanding of how the IAM approach can be applied effectively in the teacher profession education process. The results are expected to be the basis for the development of a better teacher training program. With these findings, it is hoped that there will be a significant improvement in the quality of prospective teachers.

The theoretical framework of this study refers to the concept of reflection in teacher education, which involves a critical analysis of learning experiences. The IAM approach integrates reflection theory with innovative learning practices, thereby creating a continuous learning process. In addition, this approach is also based on the theory of teacher professional development which emphasizes the importance of reflective practice. This framework provides a solid foundation for implementing IAM effectively.

This study uses a development-based methodological approach with the ADDIE (Analysis, Define, Design, Implementation, and Evaluation) model. This model was chosen because it can provide a systematic framework for developing and evaluating IAM approaches. Each stage in

the ADDIE model is designed to ensure that the IAM approach can be implemented effectively and produce the expected impact. Thus, this approach can be tested comprehensively.

The added value of this research lies in its contribution to enriching the literature on the development of teacher professional education, especially in the Indonesian context. The IAM approach not only offers practical solutions but also provides a new perspective in the development of the reflective abilities of prospective teachers. This research is expected to be a reference for policymakers in designing more effective teacher training programs. That way, the results will be widely useful.

The contribution of this research also includes the development of measuring tools that can be used to evaluate the reflective abilities of prospective teachers. These measuring tools are designed to provide accurate and reliable results, so they can be used widely in a variety of educational contexts. Thus, this research provides benefits that are not only limited to the academic realm but also to educational practice in general. This measuring tool can be a more standardized evaluation model.

2   Research Method

This study uses a research and development approach that adapts the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. The ADDIE model was chosen because of its systematic nature in designing and evaluating the effectiveness of a learning approach [15,18,19]. This research is focused on professional education students of Elementary School Teacher Education Universitas Negeri Medan. A total of 10 students were selected as research subjects using the purposive sampling technique to ensure that the data obtained was relevant to the research objectives that focused on improving reflective abilities through the application of the IAM approach.

The instrument used to collect data is a questionnaire with a questionnaire designed to measure the effectiveness of the IAM approach in improving students' reflective abilities. The data collection procedure involves the distribution of questionnaires at each stage of the ADDIE model, with an emphasis on needs analysis at the beginning of the study, evaluation during implementation, and final evaluation at the evaluation stage. The collected data was then analyzed using quantitative and qualitative descriptive approaches. Quantitative analysis is carried out by calculating the score and percentage of each respondent's answer, while qualitative analysis is used to provide a deeper understanding of the process and the results achieved, as well as to interpret the findings based on certain criteria.

In this study, the analysis model used is a descriptive quantitative analysis to identify and measure the effectiveness of the implementation of the IAM approach. Research ethics are maintained by ensuring that all participants are provided with clear information regarding the purpose of the research and that their participation is voluntary with a guarantee of data confidentiality. The limitations of this study include the limited number of samples involving only 10 Elementary School Teacher Education students, as well as focusing on the implementation of the IAM approach in improving reflective abilities in the teacher professional education environment, which may be different from other educational contexts.

3 Results and Discussion
3.1 Result

The results of this study aim to evaluate the effectiveness of the IAM (Inspired, Adopt, and Magnify) approach in improving the reflective ability of elementary school teachers. This study measures the effectiveness of the IAM approach through eight relevant aspects in the context of teacher teaching and professional development. Each aspect was measured to find out how much impact the application of this approach has on the reflective ability of elementary school teachers. The aspects measured include improving teaching skills, influence on student learning outcomes, effectiveness in improving reflection, student involvement, suitability with learning objectives, successful implementation, conformity with the curriculum, as well as innovation and creativity in learning.

The eight aspects that are the focus of this study provide a comprehensive overview of the success of the IAM approach in improving the quality of learning in elementary schools. This research involves collecting data through questionnaires filled out by students as prospective teachers involved in the implementation of the IAM approach. As a result, each aspect showed very adequate results, with scores reflecting a high level of effectiveness in various dimensions of learning. With the results of this research consisting of various measures of effectiveness, it can be known to what extent the IAM approach contributes to improving the quality of learning and teacher reflection. The results of the study can be seen in Table 1 and Figure 1 below.

Table 1. The Effectiveness of IAM Approaches in Improving Teachers' Reflective Skills

No	Aspects Observed	Score	Category
1.	Improving Teaching Skills	5	Significant
2.	Influence on Student Learning Outcomes	4	Impact
3.	Effectiveness in Improving Reflection	5	Highly Effective
4.	Student Engagement	5	Highly Improved
5.	Suitability with Learning Objectives	4	Appropriate
6.	Successful Implementation	5	Highly Successful
7.	Compatibility with the Curriculum	4	Appropriate
8.	Innovation and Creativity in Learning	5	Highly Innovative
	Total Score	**37**	Highly Effective
	Average	**4.63**	
	Percentage (%)	**92.50%**	
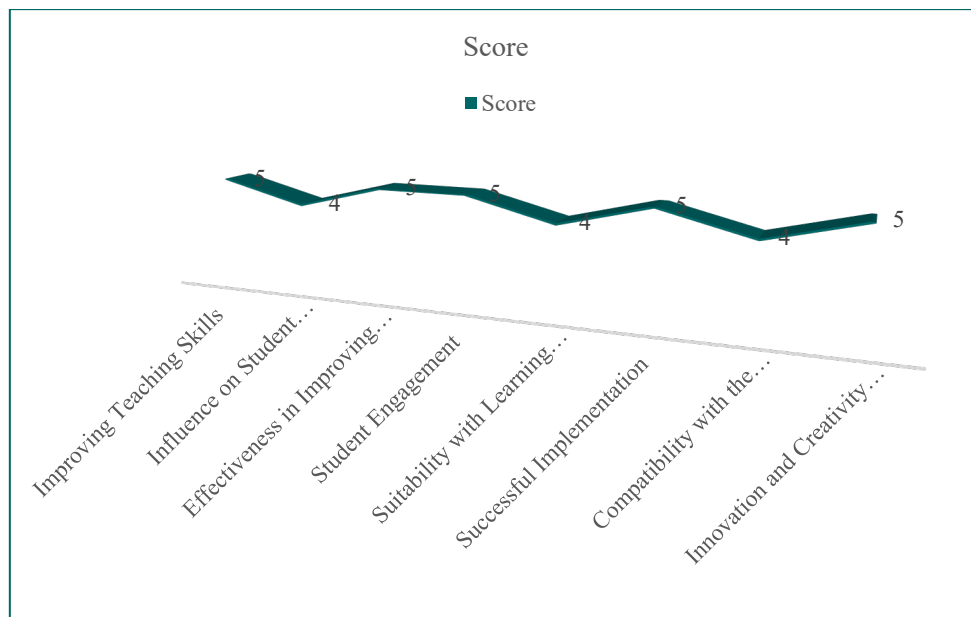
Figure 1. The Effectiveness of IAM Approaches in Improving Teachers' Reflective Skills

The first aspect, namely the improvement of teaching skills, obtained a score of 5 with the Significant category. These results show that the application of the IAM approach has succeeded in improving teachers' teaching skills. Teachers can better manage classes, use more varied methods, and innovate in their learning approaches. This reflects the effectiveness of IAM's approach in helping teachers develop their teaching skills in a better and more structured manner, in line with today's evolving learning needs.

The next aspect is the influence on student learning outcomes, which obtained a score of 4 in the Impact category. Although the impact is quite large, student learning outcomes still need to be further optimized with more in-depth strategies. The IAM approach has a positive impact on the way students learn, but this influence points to the need for a more specific approach to improve optimal learning outcomes. However, these results show that the implementation of IAM can contribute to the improvement of student learning outcomes in general.

In terms of effectiveness in improving reflection, the IAM approach received a score of 5 in the Very Effective category. This shows that the IAM approach is very successful in improving teachers' reflective abilities. Teachers feel more able to reflect on the learning process they do, which in turn improves the quality of their teaching. This reflection process helps teachers to evaluate strengths and weaknesses in teaching so that they can continue to improve their performance in teaching.

The aspect of student involvement also obtained a score of 5 in the Very Improved category. The application of the IAM approach has proven to be effective in encouraging student involvement in the learning process. Students become more active in discussions, participation in learning activities increases, and they feel more involved in each stage of learning. This shows that the IAM approach can create a more interactive and enjoyable learning atmosphere for students, which encourages their active engagement in the classroom.

As for the aspect of conformity with learning objectives, a score of 4 was obtained with the category of Suitable. Although the implementation of the IAM approach is by the learning

objectives, there are still some areas that need to be further adjusted to be more integrated with specific learning objectives. This reflects that although it is generally appropriate, the implementation of the IAM approach can be further improved to be more synchronized with each goal to be achieved in learning.

In terms of the successful implementation, the IAM approach scored "Very Successful." This shows that the implementation of the IAM approach in the field is going very well and in line with expectations. All stages of implementation were successfully implemented, and there were no significant obstacles in the process of implementing this approach. This success illustrates that the IAM approach can be applied successfully in a variety of classroom contexts in primary schools.

The aspect of conformity with the curriculum obtained a score of 4 with the category of Suitable. This shows that the IAM approach is by the applicable curriculum, although some aspects can still be further adjusted. The implementation of this approach has paid attention to the existing curriculum, but there is still room for further adjustments to be more integrated with several elements of the curriculum that are more in-depth and more detailed.

The aspects of innovation and creativity in learning received a score of 5 in the Very Effective category. The IAM approach has successfully encouraged teachers to be more creative in designing and implementing learning. Teachers are becoming more innovative in creating engaging and effective learning methods, which can increase students' interest in learning and help them understand the material in a more fun and interactive way.

Overall, the percentage of effectiveness in using the IAM approach in improving the reflective ability of prospective elementary school teachers was recorded at 92.50%, which was included in the Very Effective category. This shows that the IAM approach not only succeeds in improving teachers' reflective skills, but also has a great impact on various important aspects of learning, such as student engagement, teacher creativity, and achievement of learning goals.

In general, the findings of this study indicate that the IAM approach has proven to be very effective in improving various dimensions of elementary school teachers' skills, especially in terms of reflection, student engagement, and learning innovation. This approach has also been successfully adapted to the applicable learning objectives and curriculum, having a positive impact on teaching and student learning outcomes. This opens up opportunities for the application of the IAM approach in other schools as a better learning development model.

This study proves that the IAM approach can be applied very effectively to improve the reflective ability and teaching quality of elementary school teachers. The high success of the implementation and its significant impact on various aspects of learning shows that the IAM approach can be a model that can be expanded to be applied in various educational contexts. With a very high achievement score, this approach shows its potential as a way to improve the quality of basic education in Indonesia.

3.2 Discussion

The IAM (Inspired, Adopt, and Magnify) approach has been proven to be effective in improving the reflective ability of elementary school teachers, according to the results of this study which shows a significant impact on improving teaching skills. Previous research emphasized the importance of reflection in teachers' professional development to improve the quality of teaching [25,28]. The reflection-based approach allows teachers to conduct self-evaluations and identify areas that need improvement in their teaching practice. The results of

this study confirm that the systematic implementation of IAM helps teachers to be more structured in designing and implementing learning. The IAM model provides an opportunity to adopt and magnify existing best practices, by the principles of dynamic reflection. This strengthens the argument that a reflection-based approach can improve teaching skills more effectively.

The significant improvement in teaching skills in this study reflects how the IAM approach assists teachers in designing more effective and innovative teaching strategies. Teachers who are involved in the process of reflection and self-development have better teaching skills [12,15,17]. The IAM approach allows teachers to adopt more varied teaching methods and suit the evolving needs of students. The results of this study show that structured reflection through IAM allows teachers to evaluate their practices and implement improvements in learning. In this way, teachers' teaching skills can improve continuously. Therefore, the IAM approach has proven to make a significant contribution to developing teachers' teaching skills.

The positive impact seen on the influence on student learning outcomes shows that the IAM approach can increase student engagement in the learning process. Student involvement is a factor that greatly affects the improvement of learning outcomes. By actively involving students in reflective designed learning activities, their learning outcomes can be improved. The results of this study show that the use of IAM focuses on creating an atmosphere that allows students to be more engaged in learning. The active involvement of students in every stage of learning makes them more focused and motivated. The implementation of IAM provides evidence that increasing student engagement can have a direct impact on better learning outcomes.

The aspect of effectiveness in improving reflection that shows the score is very effective supports the importance of reflection in teacher professional development. The concept of "reflective practitioner" explains that reflection is an important tool for teachers to continuously develop and improve their practice [14,16]. The results of this study confirm that the IAM approach successfully creates a space for teachers to regularly reflect on their teaching experience. By implementing the IAM model, teachers can identify strengths and weaknesses in their teaching, which can then be improved to achieve better results. This continuous process of reflection allows teachers to develop professionally. Therefore, this study reinforces that reflection driven by structured approaches such as IAM is very effective in improving the quality of teaching.

The greatly improved aspect of student involvement in this study shows that the application of the IAM approach gives excellent results in improving the interaction between teachers and students. The proximal development zone also emphasizes the importance of in-depth interaction between teachers and students to support student development [30]. An IAM approach that involves students at every stage of learning creates an environment that supports such development. The results of this study show that when students are actively engaged, they are easier to develop a better understanding of the material [20,21,22]. Students' active participation also increases their sense of responsibility in learning [27,29]. Therefore, success in increasing student involvement is one of the indicators of the success of the IAM approach in the context of learning in elementary school.

The conclusion of this study shows that the IAM approach can be applied successfully to improve teachers' reflective ability in teaching. The percentage of effectiveness achievement that reached 92.5% shows that this model is very effective in improving teachers' reflection and teaching skills. This research is in line with the standardization of the implementation of reflection-based learning which has been proven effective in developing teachers' professional competencies [23,24,26]. The IAM model that integrates structured steps provides space for teachers to continue to innovate and develop their teaching skills. Therefore, the application of

the IAM approach in primary education can be adopted more widely to improve the quality of learning. The results of this study contribute positively to efforts to improve the quality of teaching through a systematic and structured reflective approach.

4   Conclusion

The IAM (Inspired, Adopt, and Magnify) approach has proven to be effective in improving the reflective ability of elementary school teachers. The results of the study show that this approach has a significant impact on improving teaching skills, influencing student learning outcomes, and effectiveness in improving teacher reflection. Student involvement in learning has also increased significantly, in line with appropriate learning objectives. The successful implementation of the IAM approach shows that this strategy can be applied well in the context of basic education. The percentage of effectiveness achievement of 92.5% shows the category of very effective. Thus, the IAM approach can be adopted as a professional development method for teachers to improve the quality of learning in elementary schools.

5   Acknowledgments

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