



IMPRECI: Guiding Model Innovation Produces Reflective Teachers in Elementary Schools

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Abstract. This study aims to describe the good practice of reflective mentoring using the IMPRECI (Introduction, Modelling, Practice, Reflection, & Innovation) model as an effort to produce reflective teacher candidates in elementary schools. The IMPRECI model encourages practitioners to continue to make continuous improvements so as to produce various innovations in each lesson. This research is a sustainable classroom action research with Collaborative Nested Action Research (C-NAR) design. In its implementation, in addition to practitioners conducting classroom action research, lecturers and civil servant teachers conduct mentoring action research. The research procedure was carried out in 4 stages, namely: Design, Implementation, Observation, and Reflection (DIOR). The subjects in this study amounted to 5 students of PPG Pre-service Universitas Negeri Medan for the 2021/2022 academic year. 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 data analysis technique used is descriptive qualitative data analysis of flow models starting from data reduction, data presentation, to drawing conclusions. The results of the reflective mentoring research using the IMPRECI model obtained an average value of 3.53 in the Very Good category. Based on this data, it can be concluded that the IMPRECI model is declared effective as a reflective mentoring model in producing reflective teacher candidates in elementary schools.

Keywords: IMPRECI · C-NAR · reflective teacher · pre-service PPG · elementary school

1 Introduction

Law Number 14 of 2005 concerning Teachers and Lecturers Article 8 explains that teachers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and have the ability to realize national education goals [1]. This regulation confirms that educator certificates are one of the important elements that must be possessed by teachers as professional educators. Teacher certificates can be obtained by teachers or prospective teachers through professional education. Furthermore, Law Number 12 of 2012 concerning Higher Education Article 17 paragraph (1) states that professional education is higher education after a bachelor's program that

prepares students for jobs that require special skill requirements [2]. The preparation of teachers as professional educators is also stated in Government Regulation Number 19 of 2017 concerning Amendments to Government Regulation Number 74 of 2008 concerning Teachers [3].

The above regulations underlie teacher reform in Indonesia where teachers must be prepared through professional education after the undergraduate program or called Teacher Professional Education (PPG). PPG is organized by the Education Personnel Education Institute (LPTK) with reference to the Teacher Education Standards and the National Higher Education Standards. The quality of teachers is certainly closely related to the role of campuses that organize higher education programs [4]. In this regard, LPTKs are expected to continue to develop and innovate to improve the quality of implementing the PPG program so as to produce graduate teacher candidates who are able to prepare students to face increasingly complex challenges in the 21st century and make a positive contribution to realizing sustainable development goals.

One of the important aspects in implementing PPG is the implementation of field experience practices. Previous research on the urgency of development practices and field experience practice innovations is as follows: (1) The need for an innovation, namely designing a field experience practice curriculum management through the formulation of success criteria and learning plans which are intended to be guidelines for civil servant teachers in educating practitioners [5]; (2) The need for the use of an integrated/collaborative management model in the implementation of field experience practices. LPTK's partnership with partner schools is not only at the implementation stage, but since curriculum preparation, implementation, to the stage of reporting on field experience practices [6]; (3) The classroom management strategy requires the teacher's communicative competence in creating and maintaining a classroom atmosphere (condition) so that learning activities can take place efficiently [7]; (4) The importance of technology-based management and design in learning [8]; and (5) The readiness of the practitioner in taking the field experience practice is built on the factors of learning on campus, teaching experience at the home school, and the acceptance of partner schools [9].

In addition to findings on alternative developments and innovations in the implementation of field experience practices, it is also necessary to pay attention to the obstacles that often occur in the field. Constraints that are often faced by practitioners in the practice of PPG field experiences include: lack of confidence, inability to master information and telecommunications technology, internet networks and frequent blackouts in the regions, implementation time and commitment to instructors, and lack of supporting equipment for online learning [10]. Responding to the research findings above, Universitas Negeri Medan took part in improving the quality of the implementation of PPG programs in Indonesia, especially in the practice of PPG Pre-service experience. Universitas Negeri Medan mandates that lecturers and civil servant teachers carry out various innovations in guiding practitioners when carrying out field experience practices. With the innovations made should be able to produce continuous improvement (continuous improvement) by the practitioner. Another thing that becomes an important point of the innovation target is to produce reflective teachers in accordance with the mandate of PPG implementation in Indonesia [11].

One of the innovation models for guiding PPG field experience practices offered is the IMPRECI (Introduction, Modeling, Practice, Reflection, and Innovation) model. 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 teachers by continuing to make continuous improvement in the future [12].

2 Research Methods

This type of research is continuous classroom action research with a Collaborative Nested Action Research (C-NAR) approach. In its implementation, in addition to practicing classroom action research, lecturers and tutors also conduct guidance action research in each lesson. With this approach, practitioners will continue to make continuous learning improvements, while lecturers and tutors will continue to make continuous mentoring improvements [13] [14]. The research procedure was carried out in 4 stages, namely: Design, Implementation, Observation, and Reflection (DIOR).

3 Result and Discussion

3.1 Result

The research results are described following the research procedure following the DIOR pattern, namely: Design, Implementation, Observation, and Reflection. For more details it is described as follows:

3.1.1 Design (D)

At this stage, lecturers and tutors design a reflective mentoring model using the stages of the IMPRECI model, namely: introduction, modeling, practice, reflection, and innovation. Meanwhile, the practitioner designs learning tools in the form of lesson plans, learning media, teaching materials, student worksheets, and assessments.

3.1.2 Implementation (I)

In this stage, lecturers and tutors carry out a reflective mentoring process using the IMPRECI model, starting from Introduction, Modeling, Practice, Reflection, and Innovation. Meanwhile, the practitioner carries out teaching practices in accordance with the previous learning plan and follows the stages of mentoring by lecturers and civil servants using the IMPRECI model. In simple terms, it can be seen in the following description.

3.1.2.1 Introduction

In the introduction stage, an initial introduction of the IMPRECI model is carried out as a mentoring model that produces reflective teacher candidates in elementary schools. At this stage, the activities that will be followed in the learning practice are explained starting from the introduction, modeling, practice, reflection, and innovation stages. A

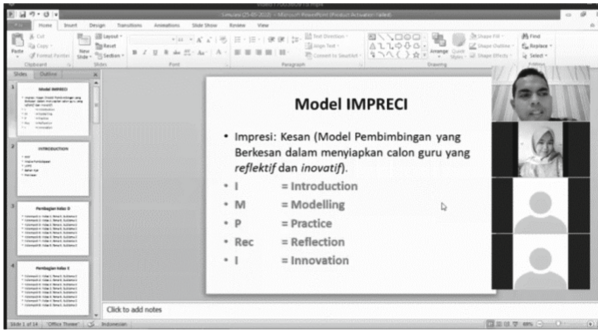


Fig. 1. Introduction of the IMPRECI Model

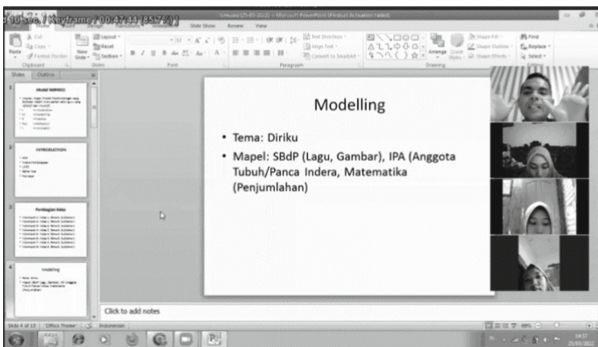


Fig. 2. Modeling of Good Learning Practices by Lecturers

simple description of the introduction of the IMPRECI model at the introduction stage can be seen in Fig. 1.

The activities carried out in Fig. 2 are given an explanation of the various activities at each stage, starting from the introduction stage, modeling stage, practice stage, reflection stage, and innovation stage. Furthermore, the activities carried out in the introduction stage are determining the learning that will be practiced and the readiness of learning tools in the form of lesson plans, teaching materials, learning media, student worksheets, and assessments.

3.1.2.2 Modelling

This stage is a modeling of learning (modeling) by lecturers and tutors on how to practice learning effectively and innovatively in elementary schools. In this case, tutors and lecturers are used as models so that practitioners can adopt various good practices carried out by lecturers and tutors in modeling. Various possible good practices by lecturers and tutors are adopted by practitioners, then improvised by practitioners in the form of learning innovations according to the characteristics of the learning to be practiced. A simple description of the modeling activity can be seen in Fig. 3.



Fig. 3. Sit In Online



Fig. 4. Sit In Offline

3.1.2.3 Practice

At this stage, the practitioner carries out learning practices based on the learning tools discussed in the previous introduction stage. Practitioners are given the freedom to make various learning innovations by implementing continuous improvement in each learning practice. A simple description of the practice stage activities can be seen in Fig. 4 and Fig. 5.

3.1.2.4 Reflection

After the learning practice was carried out, reflection was carried out with a 3, 2, 1 conference pattern with details of the following activities: (a) revealing 3 advantages displayed by the practitioner, (b) revealing 2 shortcomings possessed by the practitioner, and (c) revealing 1 improvement innovation. Learning in the next learning practice. A simple description of the reflection activities carried out can be seen in Fig. 6.

3.1.2.5 Innovation

The last stage of the IMPRECI model is innovation, namely making improvements in the form of continuous learning innovations in accordance with the results of previous reflections. Learning innovations carried out in stage/cycle I are expected to be different and increase in the next stage/cycle II. In this case, what is called continuous improvement. The activity of the innovation stage can be seen in Fig. 7.

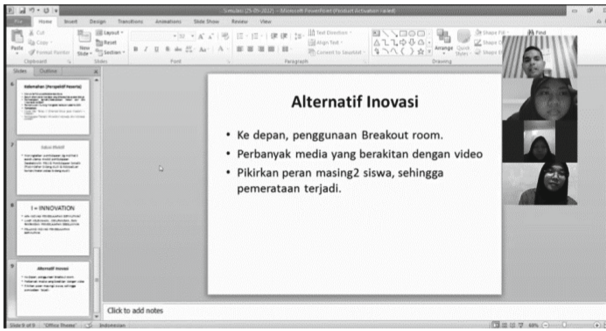


Fig. 5. Learning Reflection

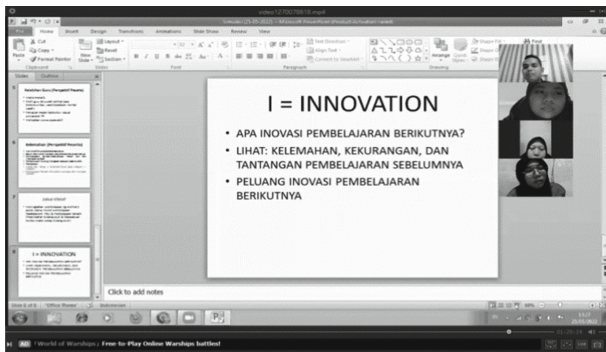


Fig. 6. Discussion of Next Learning Innovation



Fig. 7. Learning Innovations Using Learning Videos Developed by Students Self

A simple description of various learning innovations as the impact of improving learning on reflection results can be seen in Fig. 7 and Fig. 8.

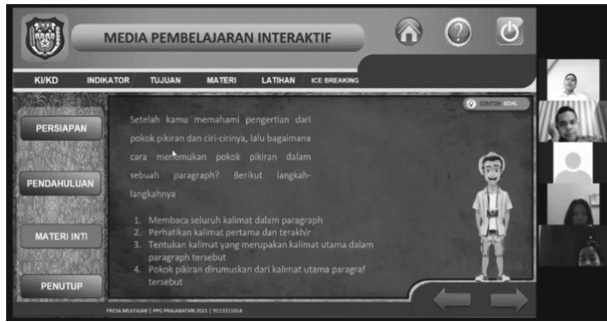


Fig. 8. Learning Innovation Using Digital-Based Interactive Learning Tools

Table 1. Results of Observation of the Success of the Guidance Process

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

3.1.3 Observation (O)

The activity carried out in the observation was an analysis of the success rate of the IMPRECI model in producing reflective teacher candidates in elementary schools. The results of the observation of the success of mentoring are as shown in Table 1.

3.1.4 Reflection (R)

The last stage of the research is reflection. This stage looks at the overall implementation of reflective mentoring using the IMPRECI model as an effort to produce reflective teachers in elementary schools. At the introduction stage, the mentoring process went smoothly according to plan. Where the practitioner understands well what will be done in IMPRECI and its relation to continuous improvement in learning practices.

The modeling stage also went smoothly in accordance with the planning of the mentoring process. Practitioners can understand and properly adopt various good practices carried out by lecturers and tutors as reference materials and examples in implementing learning innovations in the classroom. The practice stage is also going well, where students who practice learning show various good innovations in each lesson and demonstrate a continuous improvement process in subsequent learning practices.

The reflection stage went well as expected because the practitioner followed the pattern 3, 2, 1 conference well given by the lecturers and tutors. In this section, the practitioner is able to properly state 3 advantages that have emerged by the practitioner, 2 weaknesses, and 1 suggestion for improvement for the next learning innovation. That is, the reflection stage is going well.

The last stage is innovation. Practitioners are able to display various innovations in learning according to their needs. Another important thing is that the practitioner is able to produce innovations that reflect continuous improvement. Failed the day before, fixed in the next practice, and so on.

3.2 Discussion

The success of a program is characterized by the following characteristics: (a) succeeding in delivering participants to achieve the instructional goals that have been set, (b) providing an attractive learning experience, involving participants actively so as to support the achievement of instructional goals, and (c) having facilities that support the learning process [16]. In addition, it was also explained that the success of the program was marked by a minimum percentage of success in the good category [17].

The findings of the reflective mentoring research using the IMPRECI model are as follows: (1) the success of the introductory mentoring process in IMPRECI with a score of 3.7 in the Very Good category; (2) the success of the mentoring process in the modeling stage in IMPRECI with a score of 3.3 in the Good category; (3) the success of the mentoring process in the modeling stage in IMPRECI with a score of 3.67 in the Very Good category; (4) the success of the mentoring process in the modeling stage in IMPRECI with a score of 3.67 in the Very Good category; and (5) the success of the mentoring process in the modeling stage in IMPRECI with a score of 3.3 in the Good category. The average score of mentoring success obtained an average of 3.53 in the Very Good category. Based on these findings, it can be concluded that the IMPRECI model is very well used as an effort to produce reflective teachers in elementary schools.

4 Conclusion

The IMPRECI model stands for Introduction, Modeling, Practice, Reflection, and Innovation which encourages practitioners to continue to make continuous improvements so as to produce various innovations in each lesson. The results of the reflective mentoring research using the IMPRECI model obtained an average score of 3.53 in the Very Good category. Based on these findings, it can be concluded that the IMPRECI model is very well used as an effort to produce reflective teachers in elementary schools. Thus, the IMPRECI model can be considered as an effective mentoring model in preparing reflective teachers in Indonesia, especially at the elementary school level.

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