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Diterbitkan oleh Pengurus Besar Persatuan Guru Republik Indonesia (PB PGRI)

Jl. Tanah Abang III No. 24 Jakarta 10160 Indonesia

Email : pbpgri@pgri.or.id

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PEDAGOGY KNOWLEDGE MATHEMATICS PRE-SERVICE TEACHER

Suripah

Department of Mathematics Islamic University of Riau

rifahamin@gmail.com/rifah@edu.uir.ac.id

Key Words:

ABSTRACT

Pedagogy
Knowledge, Pre-
service teacher

This paper aims to describe pre-service teacher's ability to evaluate a case of student work in completing a fractional computing using the media as an effective way of teaching. Based on the case examples analyzed, it appears that there is still a weakness of students in the mastery of learning concepts. Psychologically, students are still weak in developing and mastering the next material as a result of the lack of understanding of teachers in using learning media in teach concepts and principles on the operation of addition.

INTRODUCTION

Teachers have a duty and a stronger role in protecting the public schools, especially in the handling of their students who have diverse properties. Therefore, teachers should have the ability and knowledge of comprehensive initial preparation to teach. Equip prospective teachers to master the subject matter and how teach courses on learners is very important. This is in line with the opinions Lannin et al., (2013) that the knowledge of mathematics and how mathematics is very important to teach the material be managed by novice teachers, because it helps the learning process. (Subanji, 2016: 72), adding that teachers are required to master the material(*content*) and learning (pedagogic).

Establish the concept of content and pedagogical knowledge (Morris, Hiebert, & Spitzer, 2009: 494) describes the four components of

mathematical knowledge for teaching are: 1) General knowledge is knowledge of mathematics is generally known; 2) Specific knowledge is knowledge that is unique and important to teach; 3) Knowledge that combines course content with students' knowledge; and 4) that combines knowledge about lesson content with how to teach.

Correspondingly, the effort put forth for effective pre-service teachers, skilled in teaching in LPTK requires a process and continuity. Likewise, in designing and evaluating teaching during stints is not an easy thing to do. But all the work it takes practice so as to create effective teaching. As stated Hiebert et al, (2009), that in order to produce a skilled teacher after graduation, then education must prepare prospective teachers to learn how to teach when they enter the profession.

Preparing early ability pre-service teacher aim to acquire the skills

needed for learning in a systematic way. Pre-service teacher education program aims to prepare graduates to become qualified teachers are equipped with pedagogical practices that will be beneficial to meet the increasing demands associated with the teaching profession (Darling-Hammond, et al, 2010: 5). As it is said (Carr, 2004) that the pre-service teachers should be given the motivation to explore personal values and how the possibilities are not important to their professional.

However, the fact is that there are in the field, there are still many pre-service teachers who do not understand the importance of planting pedagogical concepts related to the importance of learning and how to evaluate learning. Morris, AK; Hiebert, J & Spitzer, BC, (2009: 491), reported that pre-service teachers can identify subconcepts mathematics learning objectives in the context of the support but do not spontaneously implement strategies for planning the delivery of learning objectives or evaluate learning. (Turnuklu & Yesildere, 2007) found that the pedagogical content knowledge of elementary school pre-service teacher is not enough to teach mathematics.

Problem students' learning difficulties often faced by teachers and parents. Based on previous experience, as parents at home have tried to help children learn in different ways by means of which the teacher taught in schools. However, the results have not been up, citing fear of being wrong and being scolded for not the same as that taught in schools. From this issue precisely as parents feel moved to probe further what exactly is wrong in terms of learning.

Cognitive development of children is very influential on the problem solving process, especially in mathematics. Mathematics learning difficulties can occur due to the weakness of certain concepts in teaching material. With regard to the mathematical concept of a hierarchical structure, the math should be taught gradually. Starting from a simple concept to the higher concept. Weakness in a particular concept will result in a subsequent mastery of the material weakness.

Noting the urgency of learning concepts, psychologically also be aware of how teach concept properly. As a follow up of teachers as facilitators further notice effective way of teaching in order to reduce errors that occur. One is the ability pedagogical pre-service teachers in teaching by using the media as one of the effective ways of teaching.

DISCUSSION

1. *Pedagogy* *Knowledge* **Mathematics**

Shulman, (1986: 4) defines pedagogy as knowledge about how to teach. (Mishra & Koehler, 2006: 1026) said pedagogical knowledge (PK) is deep knowledge about the processes and practices or methods of teaching and learning and how it encompasses, among other things, overall educational purposes, *values*, and *aims*. The definition implies that the PK is an in-depth knowledge of the processes and learning and includes a practice or teaching methods among others in the form of goals, values, and overall educational goals.

Pedagogical knowledge is a component that is absolutely owned a teacher. However teachers should be

able to solve a problem in certain situations in the classroom. As it is said (Kennedy, 1999: 57)"teachers were asked at several times during this process how they would respond to a set of specific classroom situations". Without clarity of teachers in the teaching plan can be fatal and not achieving a goal of learning. More (Mishra & Koehler, 2006: 127) says that a teacher who has a profound pedagogical knowledge, able to understand how students construct knowledge, acquire skills, and develop the habits, thoughts and positive disposition towards learning.

Measurement of pedagogy knowledge can be done by providing a case study for analysis by pre-service teachers. The case consists of how to teach mathematics, use of media and do an evaluation or assessment.

Furthermore, it can be considered the exposure of prospective teachers in response to the case of material error on the concept of fractional summation operation and feedback. As for prospective teachers feedback related to the assessment of the students' answers, then learning how to fix the errors and how to use media that can be used to correct these errors. Exposure teacher can also be used to dig up information held relating to the ability of pre-service teachers in teaching the material to the students.

2. Case

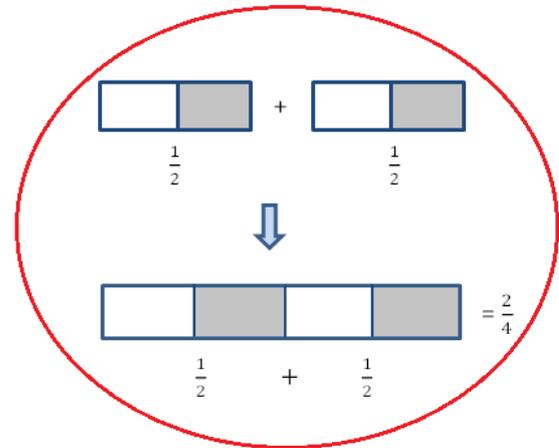
Based on my observation, there are cases as follows:

A student completing the addition operation on broken like below.

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{4}$$

to see the ideas of the students, the teacher further investigate the results of the students' answers. As

for the reasons given by students are as follows:



Based on the above cases, provide an analysis of the responses of the students. How do you assess the students' answers? How do you use the media to carry out the lessons learned to improve the students' mistakes?

The reaction of the majority of prospective teachers looked like did not believe in what the students. As ever gained from previous experience, prospective teachers just think that in working on fractional summation operation can be done by way of equating the denominator. If the fraction is already have denominator same, then stay summing the numerator only. The majority of prospective teachers were surprised, even some teachers almost fooled by the students' answers. Teachers assume that what the student is correct and all this time the teacher was wrong in teaching material. This is evident from the results of interviews with Pre-service teacher A (G_A) as follows:

D: What do you think of cases related to the students' answers?

G_A : The students' answers are logical. I feel unsure of what I've done over the years.

D: How far you add fractions?

G_A: If the denominator is the same, then just add the numerator.

D: Why so?

G_A: That's what I understand.

Based on the statement of G_A, illustrates that the addition operation concept taught by teachers has not been understood by the students. It is appropriate explanation (Subanji, 2016: 72), that during this study only emphasizes the procedure, yet emphasizing on how to develop students' thinking process.

Further exploration revealed G_A as follows:

D: What about adding operation $\frac{1}{2} + \frac{1}{2}$?

G_A: Should the answer $\frac{2}{2}$

D: What is one of the answers are based on thinking he?

G_A: The idea makes sense, but why is the answer wrong yes. "I even confused" ..

D: Do you think of the students described, which shows the number demi? The numerator and denominator are exemplified by what is shown by what?

G_A: The numerator is indicated by a shaded square. While the denominator is indicated by two rectangles (shaded square and that is not shaded)

D: Is it already berpenyebut same denomination? What is the same berpenyebut of illustration.

G_A: yes ... already have denominator same. The square frame are both made up of two squares. Oo ... then the addition operation guiding is as much as two square frame. Add half the last half should be summed are shaded square into a square frame containing two, so the result duaperdua.

D: You convinced with this answer?

G_A: I'm sure. I understand now, the importance of knowing implement media in teaching.

The teacher statement illustrates that seemed plausible answer is not necessarily true. As the results of students' work in summing $\frac{1}{2} + \frac{1}{2} = \frac{2}{4}$, at first glance seem logical, since in representing half into the picture is correct, square summing a way to merge the picture look good, it turns out the final result is false. Finally, teachers are aware of how essential the correct teaching concepts through the medium of learning. This is also reinforced by the results of research (Niess, 2005: 509), which explains the importance of preparing pre-service teachers to master the material and learning by using technology as well as media.

CONCLUSION

Setting up an effective teacher is not as easy as it takes time and continuous process. Master the subject matter has not been enough without the how teach concept well. This relates to the subject matter of mathematics is a tiered, requires a basic concept of mutually reinforcing.

With regard to a case that occurred in the work of students, it appears that there are still weaknesses in the student's mastery of concepts learned. In psychology, the students are weak in developing and mastering the following material as a result of their lack of understanding of teachers in the use of instructional media in teaching the concepts and principles of the addition operation.

The solution of the completion of the case is the teacher teaches the

concepts well, then teachers learn to use instructional media to understand the concept correctly. More teachers can instill thought to students that learning is a process. Students should not be afraid to try out with the ability to understand. No less important is the mastery of pedagogical pre-service teachers as the provision of professionalism in the future.

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Suripah

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Education And Science (ICONS 2017)
"Character Development In The 21st Century Education"
at Universitas PGRI Yogyakarta (Indonesia), July 20th, 2017 as

Author

Rector

University of PGRI Yogyakarta

Prof. Dr. Buchory MS., M.Pd

Rector

IKIP PGRI Wates

Dr. M. Jumartin, M.Pd

Rector

University of Indraprasta PGRI

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