Conclusion

The results of this research indicate that the teachers’ beliefs are dominated by beliefs leading to a constructivism view. Nevertheless, there is some evidence that the teachers’ responses do not always consistently fall in one category. This research also finds complex correlations among belief dimensions and the correlation with practices in mathematics class. The implication can be identified and emphasized in two elements. They are the government policy and teacher education program. Contradiction occurs when the government encourages teachers to develop the curriculum. However, it turns out that the government acts as the curriculum developer. Teachers in Indonesia tend to be the curriculum implementers, who wait for instructions as a form of their responsibility (cf. also Azis, 2014). Therefore, it is important for the government to try to understand and to build teachers’ beliefs, knowledge, and literacy, and to respond to every education policy they make. It is also important for teacher education and development programs in Indonesia to focus on building beliefs and mathematics knowledge for teaching, especially during the teacher candidate education period. The rational argument for this is that even though there is an excess of focus on the content of a mathematics curriculum, the way the content is taught to elementary school students should not be disregarded.

References


