The Belief of Prospective Mathematics Teachers toward Mathematics, Mathematics Learning, and Teacher's Profession

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ABSTRACT

This research is motivated by the importance of lecturers/managers of Mathematics Education Department to know whether the prospective mathematics teacher has positive belief toward mathematics, mathematics learning, and mathematics teacher's profession. Knowledge of student beliefs can help lecturers/managers in preparing students to become professional teachers. This type of research is descriptive. The subjects of the study were all students of Mathematics Education Study Program of FMIPA UNY registered in September 2017, a total of 125 students, from the class of 2014 s.d. 2017. The focus/object of research is belief student toward mathematics, mathematics learning, and teacher's profession. The data were collected through a Likert-scale instrument of psychological scale.
Belief described in this research covers 8 aspects, namely belief to mathematics, methods, approach, model, and media of mathematics learning, evaluation technique of mathematics learning result, good mathematics learning, and mathematics teacher profession. The results showed that student beliefs were in a positive category. Nevertheless, there are some statements that some students believe are the right thing when they are not. The statements include: (1) The expository method by giving examples and practice questions is most appropriate for teaching mathematics; (2). Mathematics will forever be the lesson that students fear; (3) Providing an opportunity for students to find their own way to solve problems or math problems, just wasting time; (4) Good math learning only needs whiteboards and books; (5) To become a professional math teacher, one needs only to appear confident in front of the class. This result is important to be discussed among lecturers and managers of Mathematics Education Departement.

Kata Kunci: *Key words: belief, prospective teacher, mathematics*