

Certification and Teacher Competence Enhance Among Senior High School Teacher Case Study in Maros South Sulawesi Indonesia

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This research is aimed to analyse the impact of certification to the quality of professional work for the certified teacher in a high school in Maros Sulawesi Indonesia. The scope of professional work are competence, commitment and work performance and teacher behavior. This research take cases in SMAN 3 Lau and SMAN 6 Bontoa Maros. The research was conducted by qualitative method. Two target teachers of a high school had been involved. The main data is information provide through in-depth interviews and verifiable with focus group discussion (fgd) along with four teachers the close associate, a vice curriculum and a the school principal.

Interviews and with shows that certification has had an impact on improving identity a teacher (dignity), increased competence personal (social, professional and pedagogy), increased commitment (normative, desire) and improving performance. The Certification generally have a positive impact on teachers behavior in social and academic.

The conclusion are the increase in competence, the commitment and performance of teachers caused by a positive capacity of schools manager (leader), support organization profession outside school (mgmp, pgri and igi) as well as the the curriculum leads the teachers who professional in implementing learning in class. A discovery that other strengthen alleged that certification performing teachers in to realize sustainable professionals develop (pkb) through study on training, a achieve and attend. The active involvement in the organizations profession suspected is very positive in support of the competency and performance of certified teachers, good in the category of the fulfillment of the requirements for the withdrawal lesson design or to improve achievement teachers and schools as a whole.

Key word: Sertification, Teacher Competence

Active Internal Supervision Process through LS and Peer Coaching to Promote ability in CAR of Pattaya City 7 School

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The purpose of this research was to study classroom action research competency for teachers at Pattaya City School 7 (Ban Nong Phang Khae) after using the active internal supervision process through lesson study approach and peer coaching. The target group was 27 purposive sampling teachers. The group of supervisors in this research was 13 people and composed of the school director, deputy school director, head of academic affairs, and teachers from eight learning areas and learner development activities. The 5 aspects of active internal supervision process consisted of analysing, planning, doing & seeing, reflecting and redesigning. The experimental instruments used were from the model of the active internal supervision process through lesson study approach and peer coaching, which consisted of 3 fundamental concepts: lesson study, coaching, and internal supervision. The research instruments were the competency assessment forms of classroom action research and the qualitative field notes. The resulting data were analysed for mean, percentage and content analysis.

The research findings were as follows:

After the experiment, the active internal supervision process through lesson study approach and peer coaching teachers at Pattaya City School 7 (Ban Nong Phang Khae), it was found that the research contents were accurate and appropriate with respect to surveying and analysing problems, solving problem methodology, innovation development procedure, implication innovation and conclusions and research report. All the units of competence were at 'much' level. Moreover, the reflection result showed that the teachers had been assisted and coached by supervisors in every process until they could revise their classroom action research correctly, and succeeded in performing action research in the classroom. Teacher development in classroom action research through lesson study promoted team collaboration among the teachers, mentors and supervisor for solving problems. Using this group process reflects enhanced knowledge, understanding, realization of the problems and collaboration at work.

Building Mathematical Understanding in the Classroom: A Variation Theoretic Teaching Approach

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Many students in upper secondary school and at university have difficulties with the distinction between the concepts of equation and function. Research has found that if students do not acquire sufficient understanding they tend to compartmentalise their knowledge and may later experience difficulties when addressing mathematically related problems. In addition to that, if they do not understand, the mathematical skills/knowledge remains within the mathematics classroom, so that there is a struggle to make connections with real life experiences.

In this presentation the focus is to present a theoretical argument for these difficulties, with some examples. The presentation illustrates how teachers make use of a learning theory, the variation theory, as well as their own professional expertise and collaboration to help students improve their understanding of the structure sense of function and equation. A learning study involves a group of teachers who undertake theoretically grounded collaborative action research in their own practice. The primary role of the researcher in a learning study is to have a professional dialogue with the teachers and to provide professional support when necessary. Furthermore, the major focus of a learning study is on the objects of learning, i.e., on what students are expected to learn, rather than on the teaching arrangements. The object of learning in this study is the understanding of the structure sense of equation and function.

According to the variation theory, in order to help students appropriate certain objects of learning, certain patterns of variation and invariance that are co-constituted by the learners and the teacher are necessary. To exemplify this, the presentation focuses on learning studies conducted in mathematics in Sweden. The results show that there was a marked improvement in students' mathematical understanding after learning studies grounded on the variation theory were introduced. The results also show that professional learning through collaborative action research supported the teachers to further develop their own knowledge of mathematics, their understanding of students' thinking and how a variation theoretic approach to mathematics teaching can contribute to students' learning.