Involving Students in Research in Mathematics Education: a case study of Realistic Mathematics Education (RME) in Indonesia

Tutuk Narfanti

1The Adelaide University, Adelaide / South Australia, Australia, 2The State University of Jakarta, Jakarta/Indonesia, Indonesia

Realistic Mathematics Education (RME) has become a new model of innovation in teaching and learning approaches for most of Indonesian teachers. It was initiated in the Netherlands and has gained success after several years of research. Although it still in an ongoing process of introduction, this method has become popular and is expected to be the best solution for better results in mathematics education in Indonesia.

The State University of Jakarta, within the Mathematics Education Program, has been involved in a pilot project to introduce the RME to the educational practitioners and society for several years. As an institution that focuses on preparing future qualified mathematics teachers, introducing and involving the students in the RME could benefit both the students and the researchers.

Inspired by my experience, I argue that involving student teachers in educational research is important to make this project more acceptable and applicable. From the poster that I will present, I’ll explain how this cooperation between the lectures conducting researches in RME and the students teachers could gain advantages. Moreover, this cooperation might be implemented in other area of research that could stimulate research quality because it includes both practitioners and academics. Involving student teachers in the RME will widen it acceptability and improve research in education both for the researchers and for the students as skill for the future.