CONTENT

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FOREWORD

We would like to express our appreciation to all contributors for supporting us with their work in the new edition of the *Indonesian Mathematical Society Journal on Mathematics Education* (IndoMS-JME). The online version of this journal is available for free download from http://jims-b.org.

We are grateful to welcome the contributions from the researchers in mathematics education. Caroline Bardini, Robyn Pierce, and Jill Vincent from Melbourne Graduate School of Education, The University of Melbourne, and Deborah King from Department of Mathematics and Statistics, The University of Melbourne. In their article "Undergraduate Mathematics Students' Understanding of the Concept of Function", they shared their experience about A pilot study carried out at a leading Australian university indicates that a significant number of students, with high tertiary entrance ranks, have very limited understanding of the concept of function, despite the emphasis it receives in the secondary mathematics curriculum. Whilst most students were familiar with families of functions, many were unable to give an appropriate definition or recognize whether a given graph or rule represents a function; and could not make correct connections between function graphs and tables of values. Esther Yook-King Loong from Deakin University talked about analyses qualitatively the TPACK demonstrated by the teacher of a Year 11class who used web-based simulated contexts and interactive web objects in a Mathematics Studies course. Rooselyna Ekawati and Fou-Lai Lin from National Taiwan Normal University, shared their experience about designing teacher professional development for mathematics teaching with variation theory.

Farzaneh Saadati, Rohani Ahmad Tarmizi, and Ahmad Fauzi Mohd Ayub from Universiti Putra Malaysia, talked about examining what is engineering students' perception regarding the use of Information and Communication Technologies (ICT) in mathematics learning as well as investigate their opinion about how ICT can be integrated to improve teaching and learning processes with the subjects were Iranian engineering students from two universities. Hongki Julie and St. Suwarsono from Sanata Dharma University, and Dwi Juniati from Surabaya State University, shared their experience about create understanding profiles of elementary school teachers who have been and have not been following the workshop PMRI, before and after they learned the learning resource about philosophy, principles, and

characteristics of realistic mathematics approach. Johannes Hamonangan Siregar, Wiwik Wiyanti, Nur Safitri Wakhyuningsih, and Ali Godjali, from Surya College of Education talked about the critical point for addition in Mathematics GASING.

A research article was written by young Master who recently graduated from the Bilingual Master Program on Mathematics Education (BiMPoME) Sriwijaya University, Palembang. Achmad Dhany Fachrudin from Surabaya State University supervised by Ratu Ilma Indra Putri and Darmawijoyo wrote an article about building students' understanding of quadratic equation concept using Naïve Geometry. The last article was written by Edyta Nowinska from Institute for Didactics of Mathematics, A. Mickiewicz University in Poznan, Poland. In her article, she shared her experience about a cognitive theory driven new orientation of Indonesian lessons through design research projects.

For the next edition, the theme focus will be on mathematics education. We invite all of readers, researchers, and teachers to contribute relevant articles to us. On behalf of the editorial team, I would like to congratulate all contributors for their great work. We look forward to welcoming more contributions for our next edition.

Zulkardi