IJORER : International Journal of Recent Educational Research
Homepage : https://journal.ia-education.com/index.php/ijorer
Email : ijorer@ia-education.com

p-ISSN : 2721-852X ; e-ISSN : 2721-7965
IJORER, Vol. 5, No. 1, January 2024
Page 199-213

Integration of Ethnomathematics Teaching Materials in Mathematics Learning in Elementary School

Deah Uji Wulandari[1*], Neni Mariana[2], Wiryanto[3], Moh. Sulthon Amien[4]
[1,2,3]State University of Surabaya, Surabaya, Indonesia
[4]Muhammadiyah University Surabaya, Surabaya, Indonesia

DOI: https://doi.org/10.46245/ijorer.v5i1.542

Sections Info
Article history:
Submitted: December 7, 2023
Final Revised: December 29, 2023
Accepted: December 30, 2023
Published: January 07, 2024
Keywords:
Ethnomathematics;
Integration;
Mathematics Learning;
Systematic Literature Review;
Teaching Materials.

ABSTRACT

Objective: This research serves as a preliminary study to outline the framework and projection of ethnomathematics studies, particularly concerning the integration of ethnomathematics into mathematics curriculum and the development of mathematics learning objectives using an ethnomathematical approach. **Method:** The research employs a Systematic Literature Review (SLR) methodology involving identifying, evaluating, and interpreting relevant literature on the research topic. **Results:** The findings reveal that the ethnomathematical approach effectively enhances students' understanding of mathematics. Students exhibit higher motivation and satisfaction with mathematics learning when connected to their local culture. **Novelty:** This research shows that the ethnomathematics approach facilitates the development of teachers' competencies in integrating cultural elements into mathematics education. Both teachers' recommendations and research findings support the inclusion of ethnomathematics in mathematics curricula both directly in developing learning tools and materials and in curriculum policies. Additionally, there is potential for technology applications to support ethnomathematics learning, enabling students to study mathematics independently. In conclusion, integrating ethnomathematics holds significant potential in improving students' mathematical understanding, connecting mathematics with local culture, and motivating students to learn mathematics more enjoyable and relevantly.

INTRODUCTION

Given that Indonesia is a multicultural nation, there is good reason to remind future generations of the value placed on diversity as a national asset. It is also essential to introduce culture to reveal aspects that take time to be apparent, such as its underlying meanings or historical context. People's lives are significantly impacted by their culture. In Sukarismanti (2022), Koentjaraningrat makes the case that the Sanskrit word "buddayah," which is the plural of "buddhi," which signifies mind or reason, is where culture originated. Culture is all the knowledge people gain as members of a community. This complex knowledge comprises beliefs, art, law, morals, habits, and skills (Liliweri, 2019).

However, cultural components should be included in the curriculum, even when teaching arithmetic in elementary schools. Incorporating cultural components into instruction can inspire pupils and improve their comprehension of mathematical ideas (Nuraini et al., 2022). Students who comprehend the value of sustaining and conserving culture will benefit. In addition, mathematics in a cultural context may also be a teaching tool that creates an impression and helps with comprehension and memory because, in general, something intriguing will elicit a positive sensation that ignites excitement and impacts the learning process and outcomes. Given that teachers are one

16. 542-Article Text-199-212 Deah et al

ORIGINALITY REPORT

19%	17%	12%	2%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	123dok.com Internet Source	5%
2	Submitted to Universitas Negeri Surabaya The State University of Surabaya Student Paper	1%
3	files.eric.ed.gov Internet Source	1%
4	ejournal.unib.ac.id Internet Source	1%
5	repository.upi.edu Internet Source	1%
6	journal.ia-education.com Internet Source	1%
7	www.researchgate.net Internet Source	1%
8	Dindin Abdul Muiz Lidinillah, Rahman Rahman, Wahyudin Wahyudin, Sani Aryanto. "INTEGRATING SUNDANESE ETHNOMATHEMATICS INTO MATHEMATICS	1%