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JUDUL ARTIKEL : The Effectiveness of Ethnomathematics-Based Teaching Materials to Improve Elementary School Students' Understanding of Mathematics Concepts

NAMA JURNAL : Scaffolding (Journal of Islamic Education and Multiculturalism)

PENULIS : Mimin Ninawati, Dita Prihatna Wati, Nurafni

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1.
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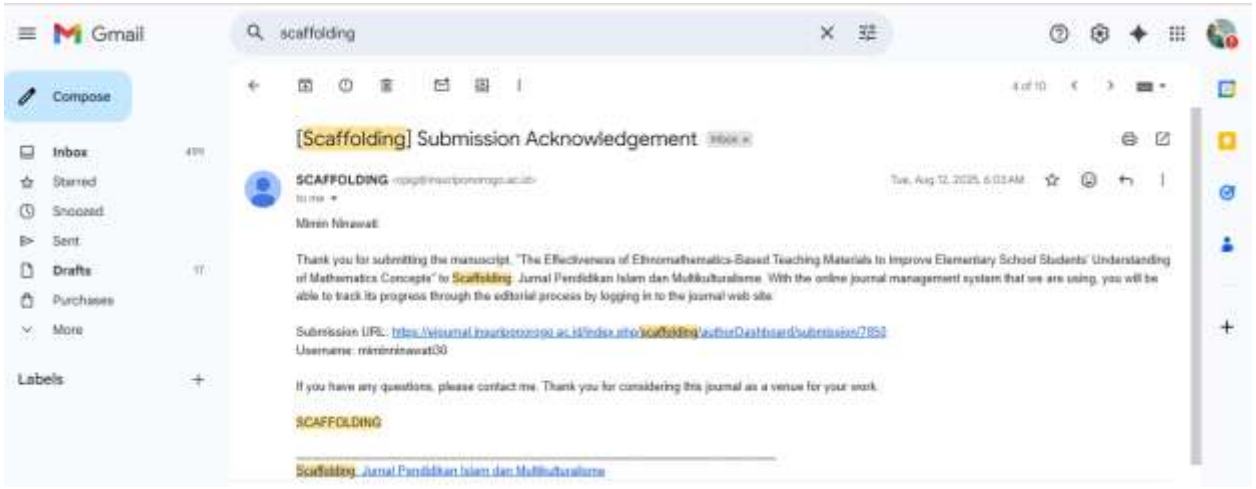
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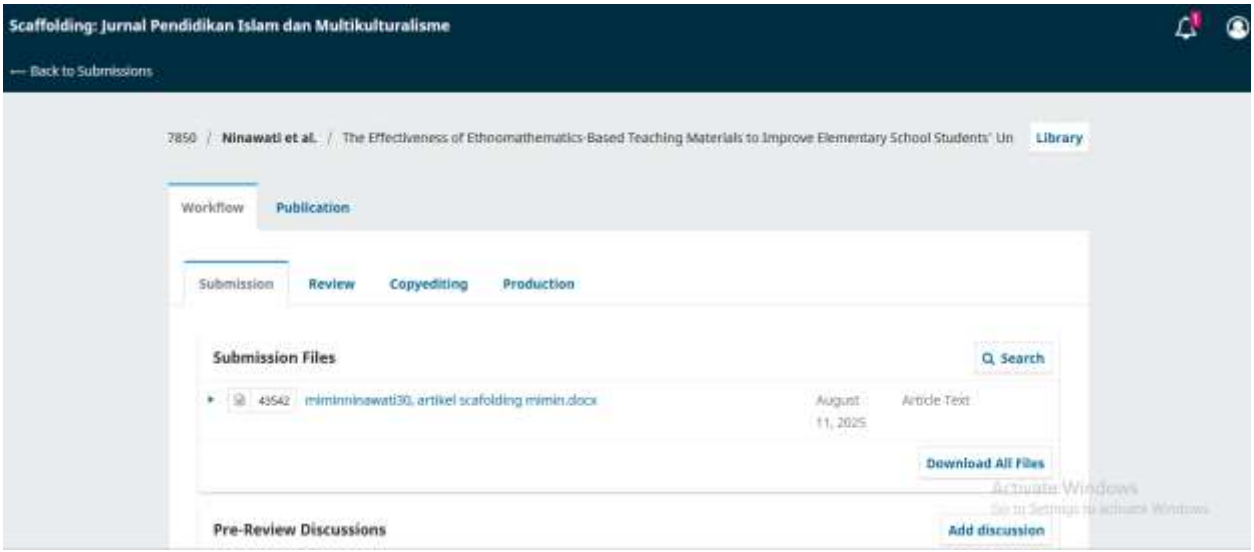
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The Effectiveness of Ethnomathematics-Based Teaching Materials to Improve Elementary School Students' Understanding of Mathematics Concepts

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Abstract This study aims to test the effectiveness of ethnomathematics-based teaching materials in improving the understanding of mathematics concepts of elementary school students, by integrating the local cultural context of Trenggalek Regency. The method used was a quasi-experiment with the One Group Pretest-Posttest design on 65 students of SDN 2 Suruh. The research instruments included concept comprehension tests, observation sheets, interviews, and questionnaires, with data analysis using Shapiro-Wilk normality tests, Paired Sample T-Test, and N-Gain. The results showed a significant difference between the pretest and posttest scores (sig. 0.000 < 0.05), with an average N-Gain of 58.60% which was included in the effective category. Ethnomathematics-based teaching materials have been proven to be able to improve students' understanding of mathematical concepts while fostering interest in learning through the introduction of local cultural elements. These findings recommend the use of ethnomathematics-based teaching materials as a relevant and contextual learning strategy in primary schools.

Keywords teaching materials, ethnomathematics, concept comprehension, elementary school.

INTRODUCTION

The teaching and learning process requires teaching materials as a tool to convey information and knowledge to students. Teaching materials are tools or means that contain subject matter, both written and unwritten, to help students and teachers understand lessons. Teaching materials are all materials that are systematically compiled and display skills that students will master (Rufika, et al., 2024). During the learning process, this ability is used to design learning activities. Teaching materials were developed over a long period of time and faced many problems.

There are a number of factors that can cause difficulties in developing teaching materials. Elementary school mathematics curriculum generally uses a general to specialized approach. so that they cannot develop students' knowledge until the concept discovery stage (Inas, 2024). Teaching materials in the form of textbooks must include activities that can help students find ideas through learning activities. The problem shows that the learning management used is not interesting and is not able to construct students' knowledge to the concept stage. Teachers only teach without paying attention to whether students understand the concept of the material. As a result, students often memorize materials and formulas without understanding the concepts.

A field study through interviews with grade IV teachers at SDN 2 Suruh showed that during the learning process, only worksheets, teacher's books, and student books were used in mathematics learning. Students have a lot of difficulty in understanding the concept of Mathematics material because they tend to memorize formulas, so that Mathematics formulas are difficult for students to understand. In addition, students lack understanding of mathematical concepts, which causes students to get low grades.

Learning mathematics requires students to have numeracy skills. There are several problems with learning math and how to solve them. Ethnomathematics-based teaching materials are one way to overcome mathematics learning problems (Nurmaya, 2021). The study of ethnomathematics connects mathematics to the social field, specifically about how mathematics is created, transmitted, distributed, and specialized in various cultural systems. Textbooks integrated with ethnomathematics are a type of ethnomathematics teaching materials that help students understand mathematical concepts, especially flat building materials.

Basically, flat buildings are found by many students in social life such as buildings, temples and others in East Java. Temple buildings and batik have their own uniqueness which when viewed resembles a flat building used as a substance in teaching materials.

Ethnomathematics-based teaching materials are used very well in learning activities. The research entitled Development of Ethnomathematics-Based Mathematics Teaching Materials to Improve Mathematics Understanding of Grade III Elementary School Students showed that student scores in the range of 0-74 were 76.3%, the 75-80 range was 16.9%, and the 80-85 range was 6.8% (Mulyani, 2022).

This study aims to test the effectiveness of ethnomathematics-based teaching materials to improve the understanding of Mathematics concepts of elementary school students. The novelty in this research is to integrate the local cultural context of Trenggalek Regency into teaching materials.

METHOD

This study uses a quasi-experimental method with a One Group Pretest-Posttest design. This design is used to measure the effectiveness of ethnomathematics-based teaching materials on students' understanding of mathematical concepts. In this design, research subjects are given a pretest before treatment, then receive learning using ethnomathematics-based teaching materials, and end with a final test (posttest).

The research design can be described as follows (Hidawati, et al, 2024)

Figure 1 Research Design

Pretest	**Treatment (X)**	**Posttest**
O_1	**X**	**O_2**

Information:

O_1 : Pretest score of students' understanding of mathematical concepts before treatment

X : Learning using ethnomathematics-based teaching materials

O_2 : Posttest score of students' understanding of mathematical concepts after treatment

This research was carried out at SDN 2 Suruh with a total of 65 students. In this study, the data collection method is in the form of tests; The instruments used included observation sheets, interviews, and questionnaires. The data analysis technique used is the Paired Sample T-Test, which is carried out with the help of the SPSS 25.0 program.

FINDINGS AND DISCUSSION

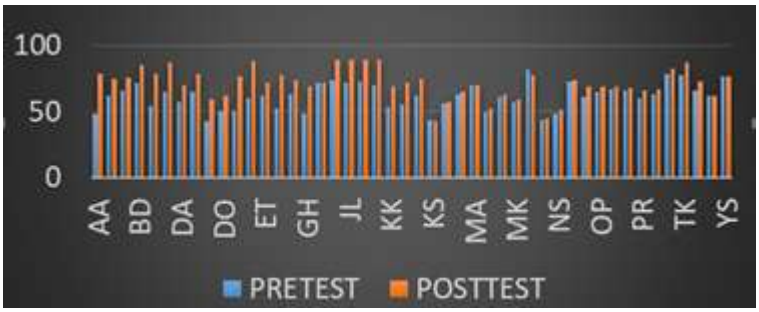
Findings

The pretest measures students' understanding of concepts before using teaching materials. Posttest measures students' understanding of concepts after using ethnomathematics-based teaching materials. Figure 2 shows the results of the pretest and posttest of small-scale tests.

Figure 2 *Small-Scale* Posttest Results

Figure 2 shows that the average student score is increasing. This shows that ethnomathematics-based teaching materials can be used effectively in the learning process. The results of the pretest and posttest of the field scale test are shown in Figure 2 below.

Figure 3 Results *of Pretest* and *Posttest* of field scale tests



As shown in Figure 2 above, the average score increased after a field-scale test conducted on 46 students. This shows that ethnomathematics-based subject matter can be used effectively for teaching.

The results of the normality test used in this study to find out whether the data used are normally distributed are described in Table 1

. Table 1 Normality Test

Tests of Normality				
	VALUE	*Shapiro-Wilk*		
		Statistics	Df	*Sig.*
Understanding Mathematical Concepts	*Pretest*	.974	46	.379
	Posttest	.959	46	.105

According to Table 1, the study normality test was conducted with Shapiro-Wilk and a significance level of 0.05. The data shows a normal distribution with a significance value above 0.05. The significance value of the pretest is 0.379, and the significance value of the posttest is 0.105. The paired sample t-test formula, shown in Table 2, was used to test the hypothesis of this study.

Table 2 Hypothesis Test

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	*Std. Deviation*	*Std. Error Mean*	*Lower*	*Upper*		f	*Sig. (2-tailed)*
Pair 1	*Posttest - Pretest*	0.022	9.032	1.332	.340	12.704	.526	5	.000

The value of sig. The pretest and posttest of two tails were 0.00, according to the results of Table 2. Thus, it can be concluded that Ho was rejected, indicating that students understood different concepts before and after using the teaching materials. To find out how effective the teaching materials that have been developed, an N-Gain test is carried out. The results are shown in the following Table 3.

Table 3 N-Gain Test (Effectiveness)

Descriptions				
			Statistics	*Std. Error*
NGain_Persen	*Mean*		58.6090	3.38117
	95% Confidence Interval for Mean	*Lower Bound*	51.7990	
		Upper Bound	65.4191	
	5% Trimmed Red		59.1486	
	Median		62.4300	
	Variance		525.886	
	Std. Deviation		22.93221	
	Minimum		9.09	
	Maximum		100.00	
	Range		90.91	
	Interquartile Range		40.65	

	Skewness	-.368	.350
	Kurtosis	-.729	.688

The results of the N-Gain test for the use of teaching materials showed that the average or mean value of 58.60% was included in the effective category, as shown in Table 3. Thus, it can be concluded that using textbooks as a learning resource is effective to improve students' understanding of concepts.

Discussion

The learning conditions at SDN 2 Suruh are still teacher-centered. In learning, teachers usually use the lecture method. There are not many media used in learning activities, the same as teaching materials. The teaching materials used are only LKS books and package or theme books from the government. Teaching materials are a collection of educational materials that are systematically compiled that describe ideas that help students achieve competence (Izzah, 2024). Teaching materials are important because they are used by teachers to help students learn. Teaching materials are an important part of the implementation of education (Sari, et al., 2024). With the help of teaching materials, teachers can carry out Mathematics learning activities more easily, and students will be assisted and learn easily.

Understanding mathematical concepts is essential for solving mathematical problems and daily life. In fact, there are many reasons why students in elementary school lack a good understanding of math. One of them is because they do not make good use of teaching materials. Good teaching materials must be in accordance with basic competency and competency standards, have elements of knowledge, motivate students, are systematic, practical, useful, and keep up with the times (Ramadhani, 2024). Teaching materials make it easy for students to absorb the transfer of knowledge

Not all of the teaching materials are suitable for use in teaching and learning activities or as teaching materials. Teachers must have the ability to choose effective learning materials and the type of teaching materials that suit students' needs in order to help students understand the concepts being taught. Taking into account the above issues, the researcher developed teaching materials that aim to improve elementary school students' understanding of mathematical concepts.

Ethnomathematics-based teaching materials can improve students' understanding of mathematical concepts, so that they can be used as a solution for students who lack understanding of mathematical concepts in elementary school (Lontaan, 2024). In addition to

improving students' understanding of concepts, these teaching materials can also attract students' attention, motivation, and interest in learning mathematics. Teaching materials must meet the following standards in terms of content coverage, presentation, readability, and graphics. It is intended to improve students' understanding of concepts, interests, and their desire to learn (Puspita, et al., 2022).

The purpose of applying textbook teaching materials is for students to understand the concept of mathematics, which will make it very easy for them to learn mathematics and use it in their daily lives. Students are considered to understand concepts if they can define concepts, identify and give examples or not examples of those concepts, understand how mathematical concepts relate to each other to gain a better understanding and use mathematics in a non-mathematical context (Apriliyana, et al., 2023).

The materials have been tested for normality and homogeneity and the teaching materials are normal and homogeneous. Subsequently, a hypothesis test was carried out to find out the difference before and after the application of teaching materials. In addition, the N Gain test was carried out to test the improvement of understanding of Mathematics concepts using teaching materials.

The understanding of mathematics concepts averaged in the low category before treatment, and the understanding of mathematics concepts increased to the high category after the application of ethnomathematics-based teaching materials. The results of the hypothesis test showed that students understood different concepts before and after treatment with ethnomathematics-based subject matter. So, it can be concluded that the use of textbooks as a learning resource has an impact on improving the understanding of elementary school students' concepts. In addition, teachers provide recommendations and comments on the use of ethnomathematics-based subject matter that the material in the teaching material is in accordance with the local cultural context of the student and can attract students' interest in learning. Teaching materials play an important role in the success rate of learning (Yonantha, 2024).

The N-Gain test is used to determine whether a student's skills improve before and after treatment. The N-Gain test is used to measure the improvement in understanding of mathematical concepts. The results of the study showed that students' mathematical understanding improved after the use of ethnomathematics-based teaching materials. The results of the N-Gain test used with teaching materials showed that the average or mean value

was included in the effective category. Thus, it can be concluded that using textbooks as a learning resource is effective to improve students' understanding of concepts. Teaching materials that meet the criteria that have been determined and are connected to the local cultural context can increase the understanding of Mathematics concepts (Wildan, 2024)

CONCLUSION

There are several conclusions that can be made as follows: a. Grade IV teachers point out that students face difficulties in math lessons on flat building material because students do not understand concepts well so they just memorize formulas without trying to understand the concept, which causes students to forget formulas and produce poor learning outcomes. In addition, teachers do not always use learning media or teaching materials in the classroom. Only theme books, packages, and worksheets provided by the government are used by teachers. After the material is taught, students better understand the concept of mathematics. This is shown by the increase in the average score of the concept comprehension test.

The design of ethnomathematics-based teaching material development uses the ADDIE model, namely *Analysis*, *Design*, *Development*, *Implementation*, and *Evaluation*. The teaching material was designed using the help of *Microsoft Word* 2013 which contains pictures and formulas related to flat building materials. The paper used in making textbook teaching materials is *Art Paper* which is A4 in size.

Teaching materials are validated by subject matter experts, linguists, and practitioners. This is done until the teaching materials are declared valid, practical, and interesting to be used in learning activities. Small-scale and field-scale tests are used to apply the subject matter. Both the pretest and the posttest are carried out to measure the level of understanding of students' mathematical concepts. The results of small-scale and field tests showed that students understood concepts better with higher average scores on concept comprehension tests. The results of the different tests showed that there were differences before and after the application of textbook teaching materials.

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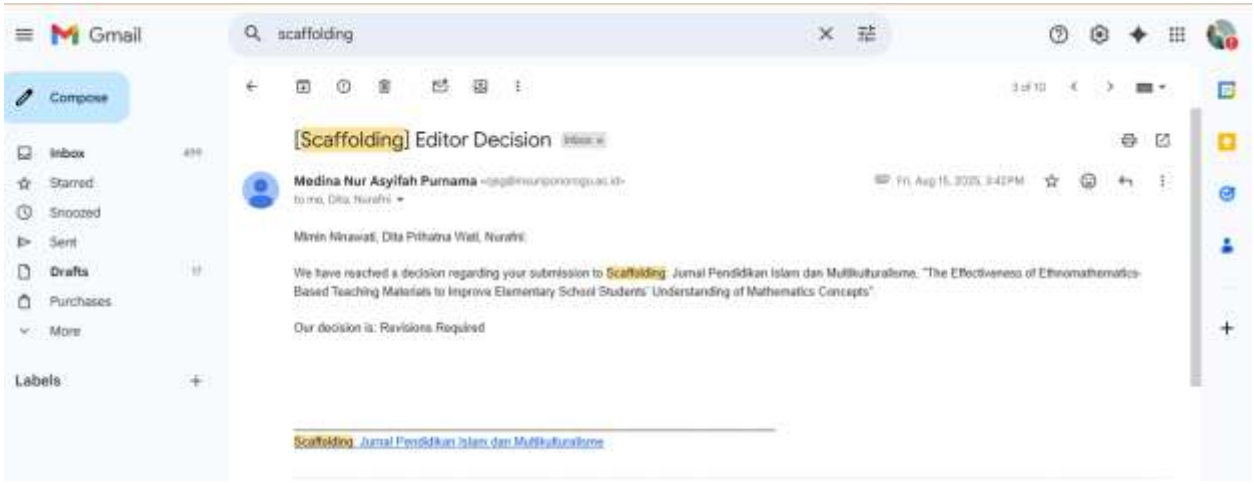
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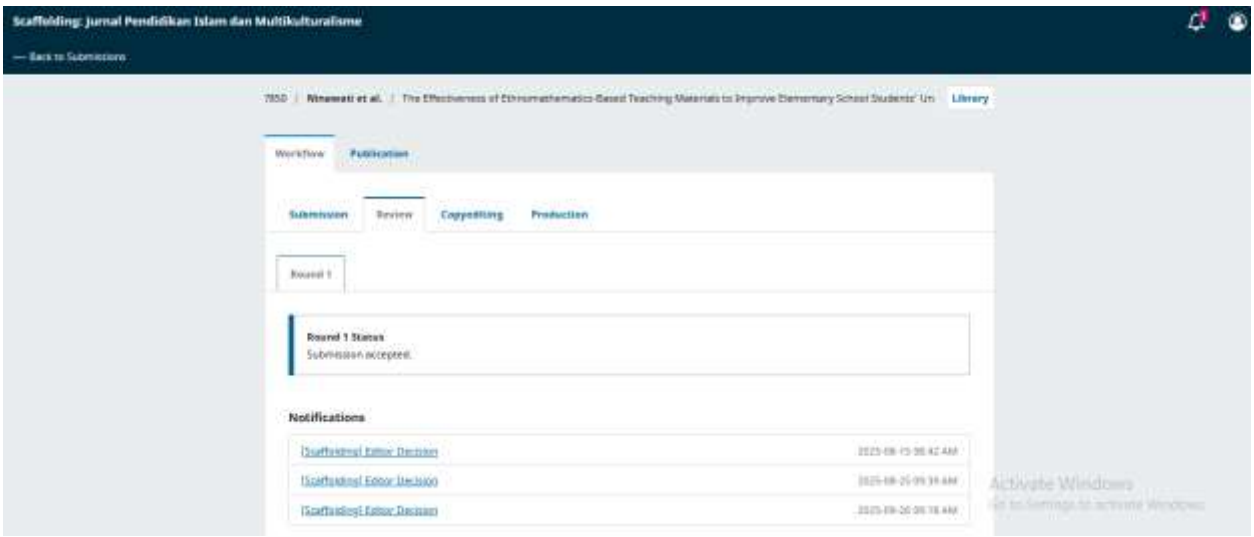
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Review

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2. Ketiadaan informasi tentang data dan sumber data pada abstrak membuat deskripsi penelitian kurang lengkap. Disarankan agar penulis menyebutkan secara ringkas bentuk data yang dianalisis dan asal perolehannya
3. Pada bagian pendahuluan, penulis hendaknya menambahkan uraian minimal 5 penelitian terdahulu yang relevan dalam kurun waktu 10 tahun terakhir untuk memperkuat landasan teoretis dan konteks penelitian. Selain mencantumkan penelitian terdahulu, penulis sebaiknya menjelaskan secara umum letak perbedaan penelitian ini dengan beberapa penelitian terdahulu tersebut, supaya dapat dipahami bagaimana kebaruan dari penelitian ini
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5. Pada bagian metode, penjelasan terkait populasi, teknik pengambilan sampel, dan sampel masih belum diuraikan secara sistematis. Hendaknya penulis memaparkan terlebih dahulu populasi penelitian secara rinci, kemudian menjelaskan teknik pengambilan sampel yang digunakan, baru setelah itu menguraikan jumlah dan karakteristik sampel yang diperoleh
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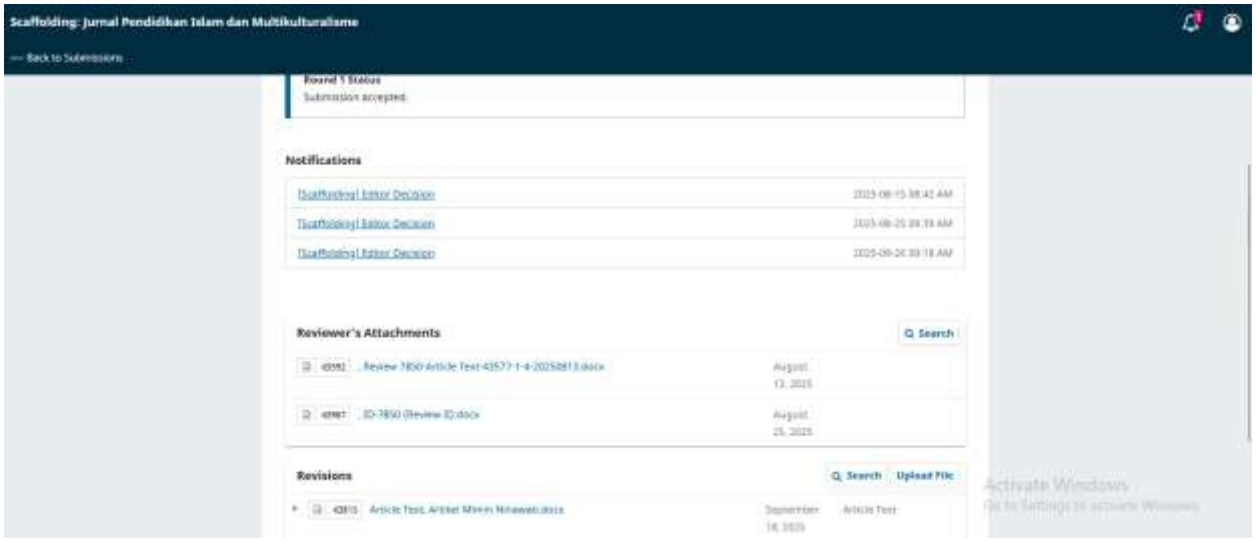
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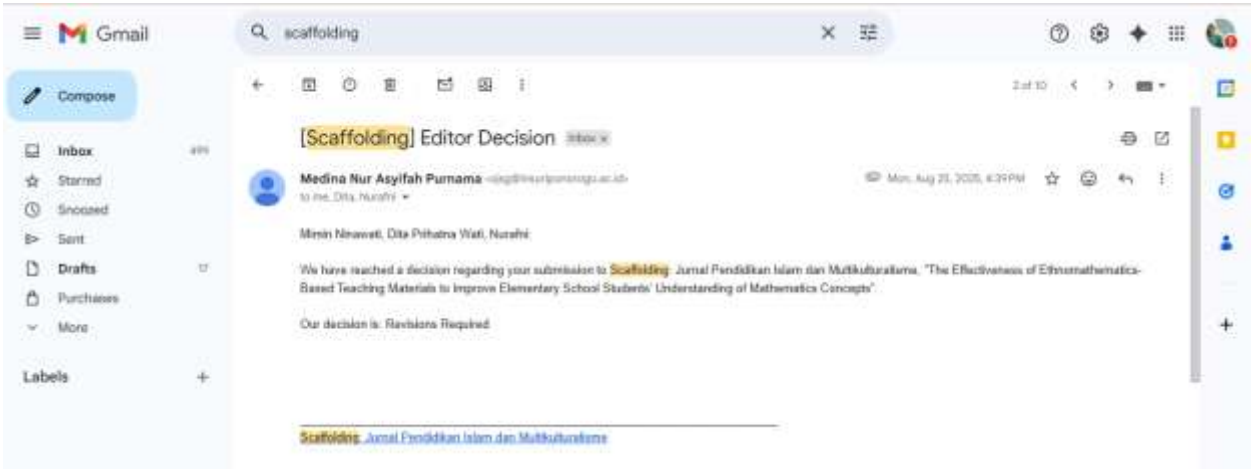
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Review 2:

1. Lakukan revisi yang kedua ini sedetail muungkin! Jangan sampai ada yang ketinggalan sedikitpun. Hasil revisi kedua akan ditelaah ulag oleh editor. Adapun setelah melakukan revisi kedua, pastikan jumlah kata adalah diantara 4000 kata s.d 7000 kata, kemudian jumlah referensi 40 sumber yang diperbanyak dari e-journal.
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Regarding: *Letter of Acceptance*

Dear Author;
Mimin Ninawati[1], Dita Prihatna Wati[2], Nurafni[3]
[123]Universitas Muhammadiyah Prof DR Hamka; Indonesia

Thank you for submitting an article to be published in the Scaffolding Journal with the title:

The Effectiveness of Ethnomathematics-Based Teaching Materials to Improve Elementary School Students' Understanding of Mathematics Concepts

After going through the peer-review stage and the editorial team's recommendations, the article is declared **Acceptable** for publication in the Scaffolding Vol. 7, No. 3 (2025).

Thus this information is conveyed, and thank you for your attention.

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Editor in Chief

Wahyu Hanafi Putra, M.Pd.I.

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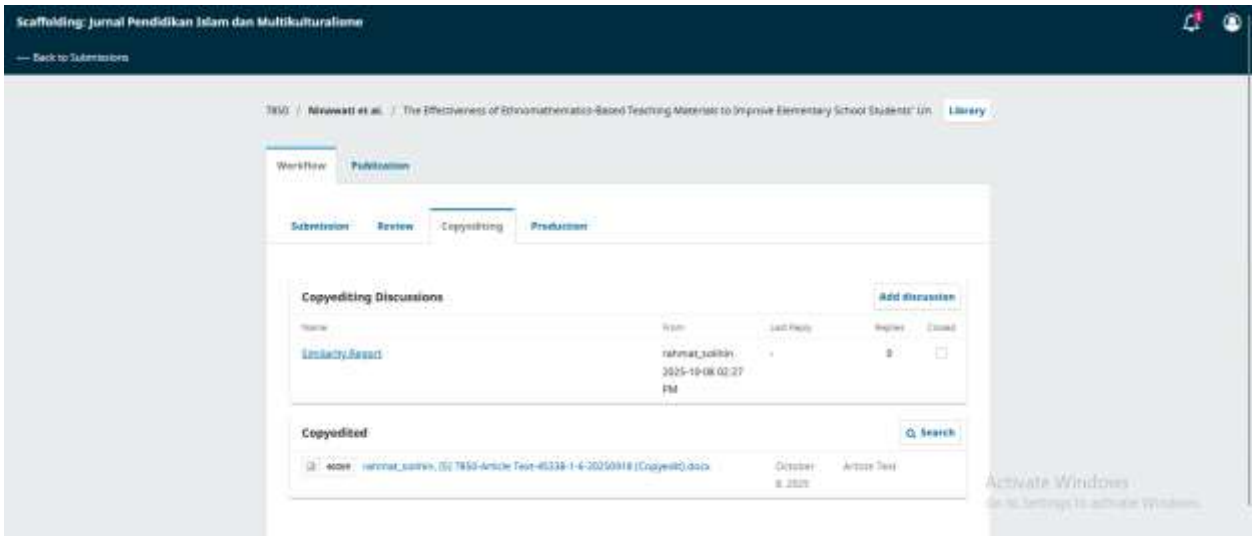
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(9 Oktober 2025)

The Effectiveness of Ethnomathematics-Based Teaching Materials to Improve Elementary School Students' Understanding of Mathematics Concepts

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