

# PENGARUH PEMBELAJARAN ETNOMATEMATIKA SUNDA TERHADAP KEMAMPUAN LITERASI MATEMATIS SISWA SEKOLAH DASAR

Iswari Widya Prayitno

Supriadi<sup>1</sup>

Andika Aristyawan<sup>2</sup>

Program Studi Pendidikan Guru Sekolah Dasar, Universitas Pendidikan Indonesia Kampus Serang

email: [iswari.widya@student.upi.edu](mailto:iswari.widya@student.upi.edu)

## Abstrak

Pembelajaran matematika yang ada di sekolah biasanya menekankan pada pengetahuan anak. Sedangkan essensi dari pembelajaran itu sendiri adalah memberikan pengetahuan, perantara melestarikan budaya serta nilai-nilai dalam masyarakat. Dari hasil wawancara kepada guru sekolah dasar di kecamatan Kramatwatu, mereka mempunyai pendapat bahwa penyebaran budaya pada anak hanya pada pelajaran seni budaya atau mulok saja, untuk pelajaran lainnya tidak digunakan penyebaran budaya. Oleh sebab itu, dibutuhkan suatu pembelajaran yang mengenalkan budaya pada siswa tanpa mengambil atau mengurangi konsep matematika itu sendiri, yaitu pembelajaran etnomatematika Sunda. Selain itu, beberapa siswa di sekolah dasar kecamatan Kramatwatu mempunyai anggapan kegunaan matematika dalam sehari-hari hanya sedikit. Padahal, matematika penting untuk dipelajari oleh siswa guna menghadapi rintangan dalam kehidupan nantinya. Sehingga dibutuhkan kemampuan matematika guna menghadapi masalah sehari-hari siswa yaitu kemampuan literasi matematis. Ada tiga indikator kemampuan literasi matematis yang akan diuji dalam penelitian ini, yakni pemodelan (*modeling*), *problem solving* (pemecahan masalah), dan komunikasi. Penelitian dilaksanakan di SD kecamatan Kramatwatu kelas V dengan desain quasi eksperimen dengan dua kelompok yakni eksperimen dan kontrol. Kelompok eksperimen akan mendapat perlakuan etnomatematika Sunda dan kelompok kontrol akan mendapat perlakuan yang biasa guru lakukan yakni konvensional. Penelitian ini memberi hasil bahwa kemampuan literasi matematis siswa yang mendapat perlakuan pembelajaran etnomatematika Sunda nilai yang didapatkan lebih baik daripada siswa yang mendapat perlakuan yang biasa guru lakukan. Hal tersebut disimpulkan dari nilai akhir yang didapat siswa eksperimen dan kontrol, yang mana rata-rata nilai keduanya terdapat perbedaan. Secara keseluruhan hasil sikap siswa terhadap pembelajaran etnomatematika Sunda bernilai positif.

Kata kunci: pembelajaran etnomatematika Sunda, kemampuan literasi matematis, sikap siswa

<sup>1</sup> Penulis Penanggung jawab

<sup>2</sup> Penulis Penanggung jawab

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# The Influence Sunda Ethnomatematics Learning To The Mathematical Literacy Ability Of Elementary School Students

Iswari Widya Prayitno

Supriadi<sup>1</sup>

Andika Arisetyawan<sup>2</sup>

Program Studi Pendidikan Guru Sekolah Dasar, Universitas Pendidikan  
Indonesia Kampus Serang

email: [iswari.widya@student.upi.edu](mailto:iswari.widya@student.upi.edu)

Abstract

Learning mathematics at schools usually emphasize the students' knowledge. While the essential of learning itself is to provide the knowledge, it means to preserve the culture and values in society. From interviewing the elementary school teachers in Kramatwatu district they have opinion that the spread of culture to children is only in art lessons or *mulok* course, it is not used for other subjects as cultural diffusion. The math teaching learning process is only to talk about math. Therefore, it is needed a culture of learning that introduce the students without taking or reducing the mathematical concept itself, it is called the Sundanese etnomatematics learning. In addition, some students in the elementary school at the district of Kramatwatu have opinion that the use of mathematics in daily life is just a little, for example ;when they have shopping in the store they do a payment and get the change. Though mathematics is taught from elementary to high school, even in the pre-elementary school, they get the concept of math, it is called 'berhitung'. Thus, mathematics is important for the students to learn to face their real life. So they take math skills to face their daily problems , that is mathematical literacy skills. There are three indicators of mathematical literacy skills that will be examined in this study, they are modeling (modeling), problem solving (problem solving), and communication. The design used in this research is quasi experiment with two groups: experimental group and control group. The experimental group will be treated in Sundanese etnomatematics learning and the control group will be treated as the teachers usually do that is conventional learning. The result of this experiment indicates that the students' mathematical literacy skills that are treated in Sundanese etnomatematics learning obtained better grades than the students who received the usual treatment of the teachers do. It is concluded that the final grades obtained by students' experimental group and the control ones is not significant, it means that there is a difference in value between them. On the whole, the results of the students' attitudes towards Sundanese etnomatematics learning is positive.

Keywords:

Sundanese etnomatematics learning, mathematical literacy skills, the students' attitude

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