

# **What is Ethnomathematics and why we need to use ethnomathematics in teaching and learning of mathematics in the classroom**

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## **ABSTRACT**

Ethnomathematics emerges from the reality of good practice of mathematics teaching which is in line with the questions on how to improve the quality of teaching spread out among its contexts. It is not enough to just put the contexts to understand the needs to develop ethnomathematics due to the complexity of educational factors. From the perspective of educational ground, ethnomathematics offers the new paradigms of teaching. It challenges educational agents surround the world on how to synchronize educational policies in such a way that good practices of mathematics teaching can be implemented, among the discrepancies between the utopia and the reality of teaching. The health of educational praxis can be traced based on the how to define the nature of mathematics, mathematics for younger learner, the nature of students' learning mathematics and its psychology aspects, methods of mathematics teaching, its resources, teaching learning material of mathematics, and assessment. Series of ethnomathematics studies indicates that there is still a gap between educational agents' expectations and the reality of good practice of mathematics teaching, covering on how: to get similar perception on good practice of teaching, to have teaching mathematics orientations, to define ethnomathematics on its cultural contexts, and the way to translate ethnomathematics and to implement it into the mathematics teaching. It suggests that the approach to implement ethnomathematics into the teaching of mathematics is in line with any approach which is emerging concrete mathematics into and going up to the abstract mathematics.

*Kata Kunci: Ethnomathematics, teaching, learning*