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A Literature Review on the Use of Ethnomathematics-Based Student Worksheets in Elementary School Mathematics Learning

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Abstract

This study aims to analyze the trends, models, and effects of using ethnomathematics-based Student Worksheets in mathematics learning in elementary schools. The method used is a Systematic Literature Review by synthesizing 15 articles published between 2020 and 2025. Data analysis techniques were carried out using qualitative descriptive analysis with deductive and inductive reasoning to interpret and conclude the results of the study. The results of the analysis show that Research and Development studies dominate, integrating culture and mathematical material, such as geometry and arithmetic operations. Ethnomathematics-based LKPD can significantly improve students' mathematical concepts because it bridges abstract mathematical concepts to more concrete ones, making learning more meaningful and playing a role in instilling cultural values in students.

Keywords: elementary school, ethnomathematics, student worksheets

INTRODUCTION

Education is an effort to provide skills and knowledge to humans so that they can develop their talents, interests, and personalities, and includes the development of cognitive, affective, and psychomotor aspects (Yulianto & Khafid, 2016). The main objective of education is to shape the character of students so that they can grow and develop and give meaning to their lives (Niken Sulfayanti, 2022). One field of study that plays a role in supporting the achievement of educational goals is mathematics, because in mathematics learning, students have the opportunity to hone their analytical, creative, logical, and systematic thinking skills (Octaviani et al., 2025), while also serving as a foundation for the development of various disciplines (Rahmawati & Juandi, 2022). Mathematics is studied at the elementary, secondary, and higher education levels and is included as an essential subject in the basic education curriculum structure because it can help students optimize their reasoning and thinking abilities in solving problems in their lives, so it needs to be mastered by every individual (Friansyah & Luthfiana, 2018).

However, mathematics is often perceived as a difficult and abstract subject by the majority of students (Amelia & Sulistiowati, 2024). To overcome this challenge, one alternative approach is to use ethnomathematics as a solution. The ethnomathematics approach is specifically used to support the mathematics learning process (M. Tuah Lubis & Yanti, 2018) by integrating experience, tradition, and culture as a basis for understanding mathematical concepts. Specifically at the elementary school level, mathematics learning faces the challenge of simplifying abstract concepts into more concrete representations so that students gain a more meaningful understanding. Mathematics learning will be meaningful if it is linked to real situations that are relevant to the students' experiences (Septian et al., 2019). In mathematics learning, media is needed to assist teachers in presenting problems, namely Student Worksheets, commonly referred to as LKPD.

LKPD is a form of media to help students understand the material being studied (Wandari et al., 2018). LKPD is a sheet containing structured tasks that must be completed by students (Astuti et al., 2021), which includes instructions and steps for answering or solving problems. The application of LKPD plays an important role because it can shift the learning process from being teacher-centered to student-centered, leaving a good impression on the material being delivered (Silvia, 2019), helping students to develop new ways of thinking and experiences, and engaging their creativity. The use of LKPD is increasingly being used

for mathematics learning (Muttaqin et al., 2024), and must be made by adjusting to the characteristics of the students. However, even so, the content is still not contextual, so that learning is not meaningful.

Meaningful learning can be achieved by linking learning to culture, as culture is the environment closest to students (Daely, 2025). Ethnomathematics, which is developing in the world of education, is in line with the local culture that can be utilized in the learning process (Condromukti et al., n.d.). This approach has the main objective of achieving integrated understanding rather than just passive understanding (Purba et al., 2022) by linking mathematical concepts that contain cultural elements (Prismayadi & Mariana, 2022). By introducing local culture into mathematics learning to students, the ethnomathematics approach can make learning more memorable (Andriono, 2021). Based on this explanation, the use of ethnomathematics-based LKPD in the learning process is considered crucial because it can fill the void in contextual content.

Although it is relevant and logical in theory, the integration of LKPD with ethnomathematics still faces quite complex challenges at the implementation and systematic study levels. In reality, culture-based LKPD, commonly referred to as ethnomathematics, is still not widely used in the learning process in elementary schools (K. S. Dewi et al., 2022). Studies tend to focus on single feasibility studies in a particular region, so there is no comprehensive mapping of trends, models, and the potential of this approach as a whole. Therefore, it is necessary to synthesize the findings from the available literature to formulate an appropriate framework for educators to adapt effective ethnomathematics-based LKPD models.

Based on the urgency of the problem at the implementation level and the need for comprehensive study mapping, the main focus of this literature study is to analyze trends, models, and the potential use of ethnomathematics-based LKPD in mathematics learning in elementary schools based on a systematic literature review. This literature review is expected to contribute to academia in the form of a comprehensive synthesis of findings, particularly in identifying effective ethnomathematics-based LKPD models for mathematics learning. In practical terms, the results of this synthesis aim to produce clear guidelines for educators to design teaching materials that are relevant to the local cultural context of students. The urgency of this research lies in the effort to fill the gap in mapping the implementation of ethnomathematics-based LKPD at the elementary school level, so that it can later become a reference for educators to formulate a contextual framework to advance mathematics education.

METHOD

This study used a Systematic Literature *Review* (SLR) approach as its research method. SLR was chosen as the research method because it is capable of identifying, evaluating, and synthesizing primary sources that are summarized to produce broader and more in-depth information on the topic being studied. In addition, SLR has predetermined stages so that it can systematically identify journals (Thovawira et al., 2021).

In the context of SLR, all relevant scientific data acts as the research target, while the sample is primary data that has passed selection. The data collection technique involves searching for data systematically through academic databases. The data sources collected come from various sources such as documents, scientific articles, and books. The stages of the SLR method include (1) *Planning*: Formulating the objectives and questions related to the research; (2) *Searching*: Searching for data through academic databases; (3) *Screening & Selection*: Selecting data that meets certain criteria; (4) Data extraction: Analyzing the selected data; (5) *Quality Appraisal*: Critically reviewing the data used to see if it meets the criteria; 6) Data synthesis: Combining and interpreting the selected data to answer the research questions; 7) *Reporting*: Compiling a final report as the result of the systematic literature review.

The selection of data to be analyzed has the following criteria: (a) Data is available in open access or accessed through an institutional account; (b) Journals published between 2020 and 2025 to ensure the actuality and relevance of the synthesized findings; (c) Indexed by SINTA or international databases such as DOAJ, SCOPUS; (d) Relevance of the topic related to the use of LKPD that integrates the concept of ethnomathematics at the elementary school level or equivalent. The data analysis technique applied was qualitative descriptive analysis using deductive and inductive reasoning to interpret and conclude the results of the study.

RESULT AND DISCUSSION

The results of the research were conducted using the Systematic Literature Review (SLR) method, which went through several main stages, including the selection, analysis, and presentation of data obtained from various literature sources relevant to the research topic. Data selection was carried out by applying criteria to find credible and relevant data sources. The data analyzed was qualitative primary data sourced from 15 selected scientific articles related to the use of ethnomathematics-based LKPD in elementary schools.

This data was extracted based on predetermined categories, which included information about methods, subjects, cultural contexts, and research findings.

In the initial search phase, 35 scientific articles were obtained from the Google Scholar database. These articles then underwent a rigorous selection process to meet the inclusion criteria set in accordance with research relevance and education level. The screening process yielded a final selection of 15 scientific articles that were suitable and ready for synthesis, which were then summarized to present the findings related to ethnomathematics-based LKPD in elementary schools. The details of the extraction results are presented in Table 1.

Table 1. Articles on ethnomathematics-based LKPD in elementary schools

Author	Journal	Research results
(Y.A. Talo et al., 2022)	Pendasi	This study shows that the analysis results and validation data from two validators obtained scores of 178 and 182, which are classified as very high validity. The practicality obtained from the questionnaire instrument to measure teachers' responses was 34.5, which is categorized as very practical, and the student questionnaire sheet was 80.2%, which is categorized as practical. Based on these results, it is indicated that the ethnomathematics-based LKPD with the context of Sumba's traditional houses and grave stones is suitable for implementation for fourth-grade students in elementary schools.
(N. P. D. M. Dewi & Agustika, 2022)	Mimbar PGSD Undiksha	The results of this study indicate that ethnomathematics-based E-LKPD containing flat shape material with elements of Balinese sewing culture are feasible to use and capable of improving the learning outcomes of fourth-grade students in elementary schools.
(Anggreyani et al., 2024)	JP2M	The results of this study indicate that the ethnomathematics-based LKPD with Jambi batik motifs applied to third-grade elementary school students obtained a validation score of 4.9 from subject matter experts and a score of 5 from media experts, both of which are classified as highly valid, and received positive responses from students and teachers.
(Witha et al., 2021)	JURIDIKDAS	In this study, a t-test value of 4.24 > table 2.01 was obtained for the post-test results, indicating that the use of the RME model based on ethnomathematics has an effect on improving the mathematical literacy of fourth-grade students in Bengkulu City.
Enik & Sutrisno (2024)	Jurnal Ilmiah Pendas	This study produced an ethnomathematics-based E-LKPD on cultural diversity that is suitable for use by fourth-grade elementary school students, as it achieved a validity score of 94.44% (very valid), a practicality score of 96.47% (very practical), and an effectiveness score of 86.72% (very practical).
Hayu, Neni, &Delia (2022)	Jurnal Rview Pendas	This study produced an ethnomathematics-based worksheet on the traditional Karawang semprong cake, which helps students understand the material effectively because the cake has a realistic shape and is often encountered in daily life.
Safira, Ina, & Marhayati (2024)	AKSIOMA	This study shows that ethnomathematics-based worksheets on circle elements with the context of Kawung batik are appropriate and useful for application in mathematics learning.
Nita, Karlimah, & Rosarina (2024)	COLLASE	This study was implemented on second-grade elementary school students. Ethnomathematics worksheets with a congklak game theme were used in multiplication and division material, which received a score of 96%, categorized as very good and meeting the eligibility criteria for use in the learning process, especially mathematics.
Dewi & Agustika (2022)	Jurnal Pedagogi dan Pembelajaran	Research on LKPD using the *Predict-Observe- Explain* (POE) model based on ethnomathematics is considered feasible to be applied in mathematics learning activities aimed at first-grade elementary school students.
Aida, Neni, & Ika (2023)	PME	This ethnomathematics-based LKPD research in PMRI can help first-grade elementary school students learn counting up to 20, making learning activities more formal by applying traditional games as local wisdom.
(Dinata & Prihastari, 2021)	JIPPSD	This study shows that ethnomathematics-based LKPD containing standard unit material implemented for third-grade elementary school students has a positive effect on their understanding of solving word problems, particularly in mathematics learning, thereby improving student learning outcomes.
(Meyrawati et al., 2023)	Judikdas Borneo	This study found that ethnomathematics-based worksheets with local wisdom on purple sweet potato fractions for third-grade elementary school students are effective in increasing learning motivation.
(Nurrochim et al., 2023)	KAPEDAS	The results of the study showed that the LKPD containing polygon geometry material based on ethnomathematics from the traditional game of Cak Belikak for fourth-grade elementary school students was categorized as eligible because it obtained a validation score of 0.91. The reliability scores were 75% for subject matter experts, 78% for language experts, and 84% for media experts. Additionally, the students' response to the LKPD reached 95%, so this LKPD is considered feasible and interesting for students' learning.
(Hastuti & Fauzan, 2022)	PRIMARY	Research related to ethnomathematics-based worksheets on pasambahan dance, umbrella dance, and plate dance on the topic of data presentation taught to fifth-grade students in elementary school received a very valid rating with a validation score of 3.63 and very practical with a score of 93.05 from students and a score of 100 from teachers.

(Wiryanto et al., 2024)	Transformation	Research on ethnomathematics LKPD by applying an RME-based approach to the *gedrik* game on flat shapes for fifth-grade elementary school students is effective in making it easier for students to understand the material because the test results show harmony between the Actual Learning Trajectory and the Hypothetical Learning Trajectory.

From the analysis of the articles, it can be seen that mathematics learning related to culture can help students achieve understanding of the material, knowledge, and local cultural values. The literature review discussion revealed several materials in mathematics learning related to ethnomathematics, including the perimeter and area of flat shapes integrated with the cultural context of Sumba tombstones and traditional houses. Flat shapes were integrated with the cultural context of Balinese embroidery. Geometric transformations were integrated with the cultural context of Jambi batik motifs. The material on flat shapes was integrated with the cultural context of the Bubungan Limo Traditional House. The material on flat shapes was integrated with the context of cultural diversity. The material on curved shapes was integrated with the context of traditional semprong cakes. The material on circle elements was integrated with the context of kawung batik. The topic of multiplication and division is integrated with the context of the traditional game of congklak. The material on the introduction to spatial figures is integrated with the cultural context of the students' surroundings. The material on counting to 20 is integrated with the context of the traditional game of Tengkorek. The material on standard units is integrated with the context of local wisdom in Surakarta. The material on fractions is integrated with the context of purple sweet potato timus, which is the local wisdom of Karanganyar. The material on geometry is integrated with the context of the traditional game of Cak-Belikak. The material on data presentation is integrated with the context of Minangkabau dance. The material on the area of flat shapes is integrated with the context of the game of gedrik.

Based on the analysis of material mapping and local cultural contexts, there is a trend of dominant mathematics topics in ethnomathematics-based LKPD research. Referring to the findings of the material mapping synthesis, flat shapes and geometry are topics that are often integrated with cultural contexts, such as in research on Sumba tombstones and traditional houses, Balinese jejahtan, Jambi batik, gedrik, cak belikak, and semprong cakes. This is very reasonable and logical considering that geometry is abstract material, requiring concrete visual representations supported by local cultures that are rich in various shapes and patterns. The second trend is seen in the integration of multiplication, division, and counting operations, which are mostly linked to traditional games, such as congklak and tengkorek. This type of research context is effective for building mathematical understanding through real activities and helping to instill cultural values in students. In addition, research related to traditional purple sweet potato food, Surakarta local wisdom, and Minangkabau dance shows a variety of contexts that can broaden the scope of ethnomathematics beyond the elements of crafts or buildings that are more commonly used in research.

In terms of methods and implementation, the approach used is dominated by the Research and Development or R&D approach, which focuses on testing the validity and practicality of ethnomathematics-based LKPD (Nurrochim et al., 2023; Y.A. Talo et al., 2022). The high proportion of studies using the R&D approach indicates that ethnomathematics-based LKPD is still in the development and feasibility validation phase before its effectiveness is tested. There are studies that combine ethnomathematics with other learning models such as Realistic Mathematics Education or RME. RME has been proven to be synergistic with ethnomathematics because it is based on the real experiences of students, so that understanding becomes deep and meaningful.

Based on a comprehensive synthesis that has been carried out, ethnomathematics-based LKPD in elementary schools has the potential to be used as an innovation in the mathematics learning process. This potential can be seen in its ability to bridge abstract concepts to concrete ones through visual representations of local culture. However, to obtain maximum results, the use of ethnomathematics-based LKPD needs to be implemented selectively and systematically. The results of this study are expected to become a practical framework and an important reference in designing relevant and contextual teaching materials.

CONCLUSION

Based on the results of the analysis using the SLR method or systematic literature review of 15 articles published between 2020 and 2025, it was concluded that research on ethnomathematics-based LKPD was dominated by R&D methods that focused on validity and practicality. The topics that are often integrated are flat shapes and geometry that utilize visuals from local culture, while arithmetic operations are integrated with traditional games. The use of ethnomathematics-based Student Worksheets can also significantly improve students' mathematical concepts, as it bridges abstract mathematical concepts to concrete ones, making learning more meaningful and understandable for elementary school students. In addition, cultural integration in LKPD plays a role in introducing various cultures to students. Cultural integration in LKPD

can serve as teaching material and a tool for instilling cultural values in students.

This study has limitations because it applies the SLR method, which relies on theoretical data in the form of published articles and documents. Therefore, for future research, it is recommended to conduct experimental research to empirically and quantitatively test the long-term effectiveness of the ethnomathematics-based LKPD model analyzed in this study, by comparing its effectiveness in different regions and cultures to measure the generalization of the model, as well as to serve as a reference for educators in designing relevant and contextual teaching materials.

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