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## [Editorial Review] Ethnomathematics in Educational research circles

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### EDITORIAL REVIEW

The development of ethnomathematical research is currently experiencing a fairly rapid increase in interest. This can be seen in the many ethnomathematical researches in the inaugural issue of Kreano, a creative-innovative mathematics journal, in English. Ethnomathematics in the local context of the Baduy Tribe is well written in 2-stage research, qualitative and development (Arisetyawan et al., 2021). The ethnomathematics published in this edition also includes cultures from Eastern Indonesia. BUNA Traditional Cloth has been described and associated with mathematics learning in schools (Lakapu et al, 2021). Ethnomathematics in the June 2021 edition is getting more complete, because central Indonesia also presents research on Ironwood Tree Metaphor for Trigonometry Learning (Demitra and Dewi, 2021). Although it does not focus on full ethnomathematical research, Mursalina et al have succeeded in developing ethnomathematical-based learning tools (Mursalina et al, 2021).

The ethnomathematical research is developing, and becomes its own color in the June 2021 edition, among research on critical thinking (Mulia et al, 2021), Cognitive style (Wijayanti and Mulyono, 2021), and analysis of students' mathematical representations (Yuliardi et al, 2021). Development research is still quite an idol because the stages and research products are clear. Development research also has advantages: 1) Being able to address real and urgent needs (real needs in the here-and-now) through developing solutions to a problem while generating knowledge that can be used in the future (Borg and Gall, 1989).

In recent years, there have been quite a lot of things being developed by researchers. Some of the development research carried out included: Development of instruments for understanding and reasoning for santri in madrasas (Ismail et al, 2021); media development related to geometry (Susiatty et al, 2021) and for low vision (Agustina and Farida, 2021), as well as media development related to STEM (Aprilia et al, 2021). In addition to development research, researchers also raised about scaffolding patterns (Utomo et al, 2021) and even succeeded in revealing the role of laboratory facilities in learning (Sulasteri et al, 2021). Four ethnomathematical studies in a journal issue certainly show the editors that the awareness of researchers connecting local culture with learning is getting stronger. This strength should be further supported by opening wider access to ethnomathematical research.

*Perkembangan riset etnomatematika saat ini mengalami peningkatan minat yang cukup pesat. Hal ini dapat dilihat pada banyaknya riset etnomatematika pada terbitan perdana Kreano, jurnal matematika kreatif-inovatif, dalam Bahasa Inggris. Etnomatematika dalam konteks local Suku Baduy ditulis dengan apik dalam penelitian 2 tahap, kualitatif dan pengembangan (Arisetyawan et al., 2021). Etnomatematika yang dipublish pada edisi ini juga memuat budaya dari Indonesia Timur. Kain Tradisional BUNA dideskripsikan dan dikaitkan dengan pembelajaran matematika di sekolah (Lakapu et al, 2021). Etnomatematika pada edisi Juni 2021 ini semakin lengkap, karena Indonesia bagian tengah juga menyajikan riset tentang Ironwood Tree Metaphor for Trigonometry Learning (Demitra and Dewi, 2021). Walaupun tidak berfokus kepada riset etnomatematika penuh, namun Mursalina et al berhasil mengembangkan perangkat pembelajaran yang berbasis etnomatematika (Mursalina et al, 2021).*

*Riset etnomatematika tersebut berkembang, dan menjadi warna tersendiri dalam edisi Juni 2021, diantara riset tentang berpikir kritis (Mulia et al, 2021), Cognitive style (Wijayanti and Mulyono, 2021), dan analisis representasi matematis siswa (Yuliardi et al, 2021). Riset pengembangan masih cukup menjadi idola karena tahapan dan produk riset yang jelas. Riset pengembangan juga memiliki **kelebihan**: 1) Mampu mengatasi kebutuhan nyata dan mendesak (real needs in the here-and-now) melalui **pengembangan** solusi atas suatu masalah sembari menghasilkan pengetahuan yang bisa digunakan di masa mendatang (Borg and Gall, 1989).*

*Pada tahun-tahun terakhir ini, ada cukup banyak hal yang dikembangkan oleh peneliti. Beberapa riset pengembangan yang dilakukan antara lain: Pengembangan instrument untuk pemahaman dan penalaran untuk santri di madrasah (Ismail et al, 2021); pengembangan media terkait geometri (Susiatty et al, 2021) dan untuk low vision (Agustina dan Farida, 2021), serta pengembangan media terkait dengan STEM (Aprilia et al, 2021). Selain riset pengembangan, peneliti juga mengungkap tentang scaffolding patterns (Utomo et al, 2021) dan bahkan berhasil mengungkapkan peran fasilitas laboratorium dengan pembelajaran (Sulasteri et al, 2021).*

*Empat riset etnomatematika dalam sebuah edisi jurnal tentu menunjukkan pada editor bahwa kesadaran peneliti menghubungkan budaya local dengan pembelajaran semakin kuat. Kekuatan tersebut selayaknya semakin didukung dengan membuka akses penelitian etnomatematika makin luas.*

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