

Abstract

Application of Ethnomathematics Using Canteng Koneng Batik to Students' Critical Thinking Ability in Geometry Learning at SMPN 1 Saronggi : 2023. Rohatin

Keywords: Ethnomatematics, critical thinking

This study aims to (1) describe the application of ethnomathematics using Canteng Koneng batik in learning geometry at SMPN 1 Saronggi (2) describe students' critical thinking skills in applying ethnomathematics using Canteng Koneng batik in learning geometry at SMPN 1 Saronggi. Researchers used a qualitative descriptive method with data collection methods, namely observation, interviews and tests. Data analysis in this study uses (1) data reduction, (2) data presentation, and (3) drawing conclusions.

The results of the study show that the application of ethnomathematics using Canteng Koneng batik is appropriate learning and is closely related to indicators of critical thinking skills in geometry learning class IX SMPN 1 Saronggi, so that students' critical thinking skills are fulfilled. (1) The application of ethnomathematics carried out at SMPN 1 Saronggi has three stages, namely the preliminary stage (exploration) which includes: giving directions and motivation, the core stage (mapping and explanation) which includes: applying ethnomathematics using Canteng Koneng batik, dividing groups and working on tests 1, as well as the closing (reflection) stage which includes: conclusions and evaluation. (2) Students' critical thinking skills in applying ethnomathematics using Canteng Koneng batik (a) Students with high and moderate critical thinking skills are able to fulfill all indicators, namely being able to provide initial explanations regarding the types of geometric transformations found in the provided Canteng Koneng batik, being able to provide further explanation regarding the definition of the types of geometric transformations, being able to develop strategies and techniques related to how to solve problem number 2 on test 2, and being able to conclude problems related to the material that has been taught. (b) Students with low critical thinking skills are unable to fulfill all indicators of critical thinking ability because they are only able to provide an initial explanation by mentioning only one type of geometric transformation found in the Canteng Koneng batik that has been provided, providing further explanation regarding the definition of the types of transformation only three namely translation, reflection and dilation, as well as concluding problems related to material that has been taught incompletely.