

ABSTRAK

Rani Kristanti, 2025. Kajian Etnomatematika dalam Sajian Pertunjukan Tari Topeng *Lengger* Wonosobo dan Pemanfaatannya dalam Penyusunan Soal Numerasi. Skripsi. Program studi Pendidikan Matematika, Jurusan Pendidikan dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan. Universitas Sanata Dharma.

Penelitian ini bertujuan mengkaji unsur-unsur etnomatematika yang terkandung dalam sajian pertunjukan Tari Topeng *Lengger* Wonosobo dan pemanfaatannya dalam penyusunan soal numerasi untuk jenjang Sekolah Menengah Pertama. Jenis penelitian yang digunakan adalah kualitatif dengan teknik analisis konten. Data dikumpulkan melalui observasi, dokumentasi, dan wawancara, kemudian dianalisis berdasarkan aktivitas fundamental matematis menurut Bishop.

Temuan etnomatematika diklasifikasikan ke dalam aspek fundamental matematis menurut Bishop yaitu *counting*, *measuring*, *designing*, *locating*, *playing*, dan *explaining*. Selanjutnya hasil temuan dimanfaatkan dalam penyusunan soal numerasi yang sesuai dengan indikator AKM. Soal-soal yang dikembangkan divalidasi oleh ahli matematika dengan hasil presentase 84% dengan kategori valid. Penelitian ini diharapkan dapat memperkaya bahan ajar numerasi sekaligus melestarikan nilai-nilai budaya melalui pembelajaran kontekstual.

Kata kunci: Etnomatematika, Tari Topeng *Lengger*, numerasi, AKM.

ABSTRACT

Rani Kristanti, 2025. Ethnomathematical Studies in the Presentation of the Lengger Wonosobo Mask Dance Performance and Its Utilization in the Preparation of Numeracy Problems. Thesis. Mathematics Education study program, Department of Education and Natural Sciences, Faculty of Teacher Training and Education. Sanata Dharma University.

This study aims to examine the ethnomathematical elements contained in the presentation of the Lengger Wonosobo Mask Dance performance and its use in the preparation of numeracy questions for the Junior High School level. The type of research used is qualitative with content analysis techniques. The data was collected through observation, documentation, and interviews, then analyzed based on fundamental mathematical activities, according to Bishop.

Ethnomathematical findings are classified into fundamental mathematical aspects according to Bishop, namely counting, measuring, designing, locating, playing, and explaining. Furthermore, the findings were used in the preparation of numeracy questions in accordance with the AKM indicators. The questions developed were validated by mathematicians with a percentage of 84% with valid categories. This research is expected to enrich numeracy teaching materials while preserving cultural values through contextual learning.

Keywords: Ethnomathematics, Lengger Mask Dance, numeracy, AKM.