

# **Construction Of Ethnomathematics-Based Mathematics Lessons By Mathematics Education Master Students**

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## **ABSTRACT**

This research applies the Constructive Grounded Theory approach developed by Kathy Charmaz to explore mathematics learning through simulation. The results show that ethnomathematics-based mathematics learning involves a structured series of stages, including Initial Ideal Construction, Practical Construction, PBM Simulation, and Final Ideal Construction, where each step contributes significantly to optimal results. The focus on alignment with educational philosophies, ideologies and theories, such as Constructivism and RME, emphasizes the important role of these approaches in integrating ethnomathematics into the context of mathematics education. Nonetheless, the research also identified a number of challenges that remain. These include difficulties in adopting the constructivist paradigm, implementing mathematical differentiation and developing more student-centered learning. Therefore, this study gives urgency to the development of effective strategies to overcome these challenges, so that the integration of ethnomathematics concepts in the context of mathematics education can be successful. By combining these findings, this study offers deep insights into the complexities and dynamics of ethnomathematics-based mathematics learning through simulation. The implications summarize the need to continue to encourage alignment with existing theoretical frameworks, while responding effectively to identified constraints. This deeper understanding not only has the potential to enrich the scientific literature in this area, but can also make a positive contribution to the development of more innovative educational policies and mathematics teaching practices.

**Kata Kunci:** *Mathematics Learning, Ethnomathematics, Constructive Grounded Theory, Concept Integration, Challenges in Mathematics Education*