

DAFTAR PUSTAKA

- Achor, E. E., Imoko, B., & Uloko, E. (2009). Effect of ethnomathematics teaching approach on senior secondary students' achievement and retention in locus. *Educational Research and Review*, 4(8), 385–390.
- Adan Salas-Rueda, R. (2018). Use of the TPACK model as an innovation tool for the teaching-learning process on mathematics. *Perspectiva Educacional*, 57(2), 3–26.
- Almenara, J. C., Roig-Vila, R., & Mengual-Andres, S. (2017). Technological, Pedagogical, and Content Knowledge of Future Teachers according to the TPACK model. *Digital Education Review*, 32, 73–84.
- Amit, M., & Abu Qouder, F. (2017). Weaving culture and mathematics in the classroom: the case of Bedouin ethnomathematics. *Ethnomathematics and Its Diverse Approaches for Mathematics Education*, 23–50.
- Begg, A. (2001). Ethnomathematik: Warum, und was weiter? *ZDM*, 33, 71–74.
- Brantley-Dias, L., & Ertmer, P. A. (2013). Goldilocks and TPACK: Is the construct 'just right?' *Journal of Research on Technology in Education*, 46(2), 103–128.
- Cejas Leon, R., Navio Gamez, A., & Barroso Osuna, J. (2016). THE UNIVERSITY TEACHER'S ABILITIES FROM THE TPACK MODEL (TECHNOLOGICAL AND PEDAGOGICAL CONTENT KNOWLEDGE). *Pixel-Bit-Revista De Medios Y Educacion*, 49, 105–119.
- Chen, Y.-H., & Jang, S.-J. (2014). Interrelationship between stages of concern and technological, pedagogical, and content knowledge: A study on Taiwanese senior high school in-service teachers. *Computers in Human Behavior*, 32, 79–91.
- Cheng, S.-L., & Xie, K. (2018). The relations among teacher value beliefs, personal characteristics, and TPACK in intervention and non-intervention settings. *Teaching and Teacher Education*, 74, 98–113.
- Chua, J. H., & Jamil, H. (2014). The Effect of Field Specialization Variation on Technological Pedagogical Content Knowledge (TPACK) among Malaysian TVET Instructors. *Malaysian Online Journal of Educational Technology*, 2(1), 36–44.
- Clark, L. A., Cuthbert, B., Lewis-Fernández, R., Narrow, W. E., & Reed, G. M. (2017). Three approaches to understanding and classifying mental disorder: ICD-11, DSM-5, and the National Institute of Mental Health's Research Domain Criteria (RDoC). *Psychological Science in the Public Interest*, 18(2), 72–145.
- D'Ambrosio, U., & D'Ambrosio, B. S. (2013). The role of ethnomathematics in curricular leadership in mathematics education. *Journal of Mathematics Education at Teachers College*, 4(1).

- Dossey, J. A. (2017). *Problem solving from a mathematical standpoint*.
- Ergen, Y. (2020). “Does mathematics fool us?:’A study on fourth grade students” non-routine maths problem solving skills. *Issues in Educational Research*, 30(3), 845–865.
- Febriyanti, C., Kencanawaty, G., & Irawan, A. (2019). Etnomatematika Permainan Kelereng. *MaPan*, 7(1), 32–40. <https://doi.org/10.24252/mapan.2019v7n1a3>
- Gaudiano, B. A. (2008). Cognitive-behavioural therapies: achievements and challenges. *BMJ Ment Health*, 11(1), 5–7.
- Gerdes, P. (1998). On culture and mathematics teacher education. *Journal of Mathematics Teacher Education*, 1(1), 33–53.
- Gómez, M. (2015). When circles collide: Unpacking TPACK instruction in an eighth-grade social studies classroom. *Computers in the Schools*, 32(3–4), 278–299.
- Griffin, P., McGaw, B., & Care, E. (2012). *The Changing Role of Education and Schools*. In P. Griffin, B. McGaw, & E. Care (Eds.), *Assessment and Teaching of 21st Century Skills*. Springer Science+Business Media B.V.
- Gürsan, S., & Yazgan, Y. (2020). Non-Routine problem-solving skills of ninth grade students: An experimental study. *Academy Journal of Educational Sciences*, 4(1), 23–29.
- Hamzah, A. (2021). *Metode penelitian & pengembangan (research & development) uji produk kuantitatif dan kualitatif proses dan hasil dilengkapi contoh proposal pengembangan desain uji kualitatif dan kuantitatif*. CV Literasi Nusantara Abadi.
- Herr, T., & Johnson, K. (2001). *Problem solving strategies: Crossing the river with dogs and other mathematical adventures*. Key Curriculum Press.
- Huh, S. (2020). How to train the health personnel for protecting themselves from novel coronavirus (COVID-19) infection during their patient or suspected case care. *J Educ Eval Health Prof*, 17(10), 1–6.
- Ilyyana, K., & Rochmad, R. (2018). Analysis of problem solving ability in quadrilateral topic on model eliciting activities learning containing Ethnomathematics. *Unnes Journal of Mathematics Education Research*, 7(1), 130–137.
- Javaid, M., & Haleem, A. (2020). Virtual reality applications toward medical field. *Clinical Epidemiology and Global Health*, 8(2), 600–605.
- Jurdak, M., & Jurdak, M. (2016). Real-world problem solving from the perspective of ethnomathematics. *Learning and Teaching Real World Problem Solving in School Mathematics: A Multiple-Perspective Framework for Crossing the Boundary*, 121–134.
- Kirkpatrick, J. (2015). An introduction to the new world Kirkpatrick model.

Kirkpatrick Partners, 10, 9781580468619.

- Leiva Nunez, J. P., Ugalde Meza, L., & Llorente-Cejudo, C. (2018). THE TPACK MODEL IN INITIAL TEACHER TRAINING: MODEL UNIVERSITY OF PLAYA ANCHA (UPLA), CHILE. *PIXEL-BIT-REVISTA DE MEDIOS Y EDUCACION*, 53, 165–177.
- Manoy, J. T., & Purbaningrum, M. (2021). Mathematical literacy based on ethnomathematics of batik sidoarjo. *Jurnal Didaktik Matematika*, 8(2), 160–174.
- Massarwe, K., Verner, I., & Bshouty, D. (2011). Fostering creativity through geometrical and cultural inquiry into ornaments. In *The elements of creativity and giftedness in mathematics* (pp. 217–231). Brill.
- Moreno, J. R., Montoro, M. A., & Colón, A. M. O. (2019). Changes in teacher training within the TPACK model framework: A systematic review. In *Sustainability (Switzerland)* (Vol. 11, Issue 7). <https://doi.org/10.3390/su11071870>
- Ng, W. L. (2017). *Problem solving heuristics for primary school mathematics: a comprehensive guide*. Pearson Education South Asia Pte Limited.
- Nuangchalerm, P. (2020). Tpack in asean perspectives: Case study on thai pre-service teacher. *International Journal of Evaluation and Research in Education*, 9(4). <https://doi.org/10.11591/ijere.v9i4.20700>
- Nur, A. S., Waluya, S. B., Rochmad, R., & Wardono, W. (2020). Contextual Learning with Ethnomathematics in Enhancing the Problem Solving Based on Thinking Levels. *Journal of Research and Advances in Mathematics Education*, 5(3), 331–344.
- Nuryadi, N., Kurniawan, L., & Kholifa, I. (2020). Developing mobile learning based on ethnomathematics viewed from adaptive e-learning: Study of two dimensions geometry on Yogyakarta palace's chariot. *International Journal of Education and Learning*, 2(1).
- Oster-Levinz, A., & Klieger, A. (2010). Indicator for technological pedagogical content knowledge (TPACK) evaluation of online tasks. *Turkish Online Journal of Distance Education*, 11(4), 47–71.
- Owens, K., & Owens, K. (2015). An ecocultural perspective on visuospatial reasoning in geometry and measurement education. *Visuospatial Reasoning: An Ecocultural Perspective for Space, Geometry and Measurement Education*, 291–308.
- Ozudogru, M., & Ozudogru, F. (2019). Technological pedagogical content knowledge of mathematics teachers and the effect of demographic variables. *Contemporary Educational Technology*, 10(1), 1–24.
- Permata, J. I., Budiarto, M. T., & Ekawati, R. (2021). Ethnomathematics: Geometry and Values from Architecture of the Radakng House in Sahapm Village. *International Conference on Educational Studies in Mathematics (ICoESM*

2021), 495–499.

- Phillips, M. (2016). Re-contextualising TPACK: exploring teachers'(non-) use of digital technologies. *Technology, Pedagogy and Education*, 25(5), 555–571.
- Pólya, G., & Conway, J. H. (1957). *How to solve it: A new aspect of mathematical method*. Princeton University Press Princeton.
- Posamentier, A. S., & Krulik, S. (2009). *Problem solving in mathematics, grades 3-6: powerful strategies to deepen understanding*. Corwin Press.
- Presmeg, N. C. (1998). Ethnomathematics in teacher education. *Journal of Mathematics Teacher Education*, 1(3), 317–339.
- Putri, I. T., Oktaviyanti, R., & Khotimah, K. (2022). Perancangan E-Modul Interaktif Berbasis Technological Pedagogical Content Knowledge (TPACK) untuk Memfasilitasi Kemampuan Pemecahan Masalah Matematis. *JURNAL PENDIDIKAN MIPA*, 12(3), 820–830.
- Rosa, M., D'Ambrosio, U., Orey, D. C., Shirley, L., Alangu, W. V., Palhares, P., & Gavarrete, M. E. (2016). *Current and future perspectives of ethnomathematics as a program*. Springer Nature.
- Rosa, M., & Orey, D. C. (2010). *Culturally relevant pedagogy: an ethnomathematical approach*.
- Saygılı, S. (2017). Examining the problem solving skills and the strategies used by high school students in solving non-routine problems. *E-International Journal of Educational Research*, 8(2), 91–114.
- Simamora, R. E., & Saragih, S. (2019). Improving Students' Mathematical Problem Solving Ability and Self-Efficacy through Guided Discovery Learning in Local Culture Context. *International Electronic Journal of Mathematics Education*, 14(1), 61–72.
- Umay, A., & Ariol, S. (2011). A Comprasion Problem Solving Skills in Terms of Holistic and Analytical Thinking Styles. *PAMUKKALE UNIVERSITESI EĞİTİM FAKULTESİ DERGİSİ-PAMUKKALE UNIVERSITY JOURNAL OF EDUCATION*, 30.
- Urban, E. R., Navarro, M., & Borron, A. (2018). TPACK to GPACK? The examination of the technological pedagogical content knowledge framework as a model for global integration into college of agriculture classrooms. *Teaching and Teacher Education*, 73, 81–89.
- Utami, R. E., Nugroho, A. A., Dwijayanti, I., & Sukarno, A. (2018). Pengembangan e-modul berbasis etnomatematika untuk meningkatkan kemampuan pemecahan masalah. *JNPM (Jurnal Nasional Pendidikan Matematika)*, 2(2), 268–283.
- Verner, I., Massarwe, K., & Bshouty, D. (2013). Constructs of engagement emerging

in an ethnomathematically-based teacher education course. *The Journal of Mathematical Behavior*, 32(3), 494–507.

Widiazizah, I. (2022). PENGEMBANGAN E-MODUL BERBASIS TECHNOLOGICAL PEDAGOGICAL AND CONTENT KNOWLEDGE (TPACK) DALAM MENINGKATKAN KEMAMPUAN PEMECAHAN MASALAH MATEMATIS. *ARITMATIKA: Jurnal Riset Pendidikan Matematika*, 3(2), 95–107.

Yayuk, E., Ekowati, D. W., Suwandayani, B. I., & Ulum, B. (2018). *Pembelajaran matematika yang menyenangkan* (Vol. 1). UMMPress.

YAYUK, E., & Husamah, H. (2020). The difficulties of prospective elementary school teachers in item problem solving for mathematics: Polya's steps. *Journal for the Education of Gifted Young Scientists*, 8(1), 361–368.