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Analysis of Students' Mathematical Literacy Viewed from Mathematical Beliefs through Problems Based on The Ethnomathematics of Cianjur Culture

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ABSTRACT

This study aims to describe students' mathematical literacy in solving problems based on the ethnomathematics of Cianjur culture viewed from their mathematical beliefs. This descriptive qualitative study involved 29 seventh-grade students of Putra Rahayu Junior High School, Cianjur. A mathematical beliefs questionnaire was administered to all students, and one representative student from each category (high, moderate, and low) was selected for further analysis through mathematical literacy tests and interviews. The results showed that students with high mathematical beliefs fulfilled the formulate, employ, and interpret indicators. Students with moderate mathematical beliefs fulfilled the formulate and employ indicators, while students with low mathematical beliefs experienced difficulties in all indicators. These findings indicate that mathematical beliefs support students' mathematical literacy.

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1. Introduction

Mathematical literacy is an essential competency in the twenty-first century because it enables students to formulate, employ, and interpret mathematics in various real-life situations (OECD, 2023). However, the results of the Programme for International Student Assessment (PISA) 2022 indicate that Indonesian students' mathematical literacy remains relatively low. Indonesia obtained an average score of 366, considerably below the OECD average score of 472, placing Indonesia 70th out of 81 participating countries (OECD, 2023). These findings indicate that improving students' mathematical literacy remains an important

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challenge in mathematics education.

The low level of mathematical literacy is also reflected at the school level. Based on the 2025 Education Report of Putra Rahayu Junior High School, Cianjur, students' mathematical literacy achievement reached only 38.44%. This achievement indicates that many students still experience difficulties in understanding mathematical concepts, reasoning logically, and applying mathematics to solve contextual problems. Therefore, the problem of mathematical literacy is not only a national issue but also a challenge faced by Putra Rahayu Junior High School, Cianjur.

Previous studies have reported similar findings. Mirtasari and Agustina (2024), Aisyah et al. (2025) found that junior high school students still experience difficulties in interpreting mathematical information and relating mathematical concepts to contextual situations. Likewise, Zahra et al. (2024) reported that students' mathematical literacy varies according to their mathematical beliefs. These findings indicate that mathematical literacy is influenced not only by cognitive abilities but also by affective factors.

Mathematical beliefs refer to students' perceptions, attitudes, and confidence regarding mathematics and their own mathematical abilities. According to Fahrurrozi et al. (2020), mathematical beliefs influence how students understand mathematical concepts, solve problems, and evaluate the results obtained. Students who possess positive mathematical beliefs tend to demonstrate greater confidence, persistence, and willingness to engage in challenging mathematical tasks. Similarly, Zahra et al. (2024) found that students with stronger mathematical beliefs generally exhibit better mathematical literacy performance. Therefore, improving mathematical literacy requires attention not only to cognitive aspects but also to students' mathematical beliefs.

In line with that (Fauziah et al., 2024) students' mathematical beliefs have a very important role in human behavior and on the outcomes of mathematics education. Belief in mathematics and self-ability is associated with better math learning achievement. Thus, increasing mathematical literacy should not only touch the cognitive realm, but also pay attention to the affective dimension in the form of students' mathematical beliefs (Pracilia et al., 2023). Each individual has a varying level of mathematical belief, namely high, medium and low categories. Ultimately, students' mathematical beliefs tend to influence the way they deal with new math experiences and learning. This is in line with the results of a study (Firdaus et al., 2023) which shows that students with high levels of self-confidence tend to be able to meet more indicators of mathematical literacy than students with low levels of self-confidence. The findings indicate that the affective aspect in the form of belief in mathematical abilities contributes to students' success in solving mathematical literacy problems.

On the other hand, contextual and meaningful learning approaches also play an important role in improving mathematical literacy. Ethnomathematics has been recognized as an approach that connects mathematical concepts with cultural practices and local wisdom, enabling students to learn mathematics through meaningful and contextual experiences (Rosa & Orey, 2016; Batiibwe, 2024; Febriyanti et al., 2024; Iffah et al., 2025). Integrating local culture into mathematics learning can help students understand mathematical concepts more concretely and relate them to everyday life. Integrating local cultures in math learning can help students understand concepts more concretely and relevant to their lives.

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In this context, Cianjur culture, which is rich in traditional values, such as batik patterns, architecture, and socio-economic practices of the community, has great potential to be developed into a source of ethnomathematics-based problems. This approach not only strengthens the understanding of mathematical concepts, but also fosters a sense of cultural identity and student involvement in learning. Various studies have shown that Sundanese culture encompasses diverse practices involving mathematical elements, including patterns, measurement, spatial structures, and mathematical modeling in everyday activities (Abdullah, 2016; Muhtadi et al., 2017). Cianjur Regency as an area steeped in Sundanese tradition has diverse local cultural practices that can be as contextual resources for mathematics learning and the development of ethnomathematics-based PISA model problems (Sugiarni et al., 2024).

Previous studies have investigated mathematical literacy, mathematical beliefs, and ethnomathematics from different perspectives. Zahra et al. (2024) examined mathematical literacy in relation to mathematical beliefs, while Batiibwe (2024) focused on the role of ethnomathematics in mathematics education. Firdaus et al. (2023) investigated mathematical literacy through ethnomathematics-based learning contexts. However, studies that simultaneously examine students' mathematical literacy through ethnomathematics-based problems viewed from mathematical beliefs remain limited.

In particular, no previous study has specifically explored students' mathematical literacy through problems based on the ethnomathematics of Cianjur culture viewed from mathematical beliefs. Therefore, this study seeks to address this gap by integrating mathematical literacy, mathematical beliefs, and ethnomathematics within a single analytical framework. The novelty of this study lies in the integration of mathematical literacy, mathematical beliefs, and the ethnomathematics of Cianjur culture within a qualitative framework. Unlike previous studies that examined these variables separately, this study explores how students with different levels of mathematical beliefs demonstrate mathematical literacy processes when solving ethnomathematics-based problems.

Based on the issues described above, this study aims to analyze students' mathematical literacy in solving problems based on the ethnomathematics of Cianjur culture viewed from their mathematical beliefs. This research was conducted to analyze how mathematical literacy is reviewed from mathematical beliefs with the highest, medium, and lowest categories.

2. Method

This study uses a type of descriptive qualitative research. The descriptive method is a research method that aims to describe a phenomenon and analyze problems related to one or more variables (Sugiyono, 2020). The purpose of using the descriptive method in this study is to describe students' mathematical literacy abilities reviewed from belief mathematics.

The participants in this study were 29 seventh-grade students of Putra Rahayu Junior High School, Cianjur in the 2025/2026 academic year. The first stage of the study involved administering a mathematical beliefs questionnaire adapted from the Indiana Mathematics Belief Scales (IMBS) developed by Kloosterman and Stage. The questionnaire consisted of 19 items and was administered to all 29 students. Based on the questionnaire results, students were classified into three categories: high, moderate, and low mathematical beliefs. Seven students were

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categorized as having high mathematical beliefs, seventeen students had moderate mathematical beliefs, and five students had low mathematical beliefs. The taking of the subjects of this study uses the purposive sampling technique, the data from the results of the questionnaire of the selected subjects are contained in the following table:

Table 1. Questionnaire Results Belief Math

Subject Code	Score	Category
S-12	78	Height
S-09	66	Medium
S-16	54	Low

One student from each category was selected purposively because qualitative research emphasizes obtaining in-depth information rather than involving a large number of participants. The selected students were considered capable of representing the characteristics of each mathematical beliefs category and communicating their mathematical thinking processes during interviews. Therefore, three students representing high, moderate, and low mathematical beliefs categories were selected as the main research subjects. The selected students were then given a mathematical literacy test consisting of essay questions based on the ethnomathematics of Cianjur culture. The test results were analyzed to identify students' mathematical literacy characteristics according to the formulate, employ, and interpret indicators. Subsequently, interviews were conducted to obtain more comprehensive information regarding students' mathematical thinking processes.

This study employed three research instruments: a mathematical beliefs questionnaire, a mathematical literacy test, and interview guidelines. The mathematical beliefs questionnaire was adapted from the Indiana Mathematics Belief Scales (IMBS). The mathematical literacy test consisted of essay questions developed based on the OECD (2023) mathematical literacy framework, which includes formulate, employ, and interpret indicators. The questions were designed using contexts derived from the ethnomathematics of Cianjur culture, particularly number pattern material.

3. Results and Discussion

Based on the results of the mathematical literacy test and interviews that have been conducted on the research subjects, an overview of students' mathematical literacy is obtained from mathematical beliefs through questions with nuanced ethnomathematics of Cianjur Culture. The results of the analysis on each subject are presented as follows.

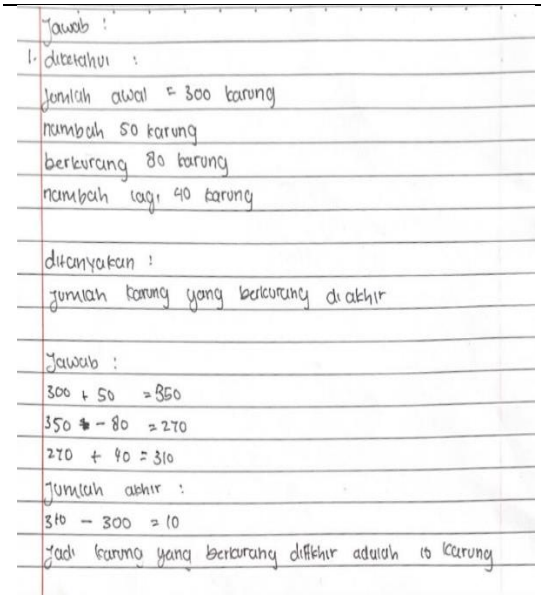
3.1. Mathematics Literacy for Students with High Mathematics Belief (S-12)

Based on the results of the mathematical literacy test that has been given, mathematical literacy data for students with a high mathematics belief category is obtained. The analysis was carried out based on mathematical literacy indicators which included formulate, employ, and interpret. Table 2 presents that the S-12 is able to identify the information that is known and queried in full. Students wrote down the initial number of sacks of 300 sacks, an additional 50 sacks, a reduction of 80 sacks, and a re-addition of 40 sacks. In addition, students also write down the

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information asked so that it shows that students understand the problem given. In the completion process, students perform calculations in stages. Students calculate 300 + 50 = 350, then 350 – 80 = 160, and 160 + 40 = 310. After obtaining the final amount, students determine the difference between the initial amount and the final amount so that the result is 10 sacks.

Table 2. The Results of The Work of S-12 Students on Mathematical Literacy Problems with Ethnomathematical Nuances of Cianjur Culture

Answer Results S-12	Translate
	Answer: 1. Given: Initial quantity = 300 bags add 50 bags reduce 80 bags add again 40 bags Question: the final number of reduced bags Answer: 300 + 50 = 350 350 – 80 = 270 270 + 40 = 310 Final quantity: 310 – 300 = 10 So, the final number of reduced bags is 10 bags

The completion steps taken show that students are able to use the concept of calculation operations appropriately and systematically. In addition to getting the correct answers, students are also able to present the completion process in a sequential manner so that it is easier for readers to understand the strategies used. At the end, students write down conclusions based on the results obtained. Based on the interview results, S-12 stated: "I always write down the known and asked information first because it helps me determine the appropriate strategy to solve the problem." This statement indicates that the student was aware of the importance of identifying relevant information before selecting a solution strategy. It also reflects the student's confidence in solving mathematical problems.

Based on the results of tests and interviews, S-12 is able to identify known and asked information and transform contextual problems into appropriate mathematical models. Students are also able to use mathematical concepts and procedures appropriately in solving problems and are able to interpret the results obtained according to the context of the problem. Thus, S-12 shows good ability in the formulate, employ, and interpret indicators.

3.2. Mathematics Literacy for Students with Moderate Mathematics Beliefs (S-09)

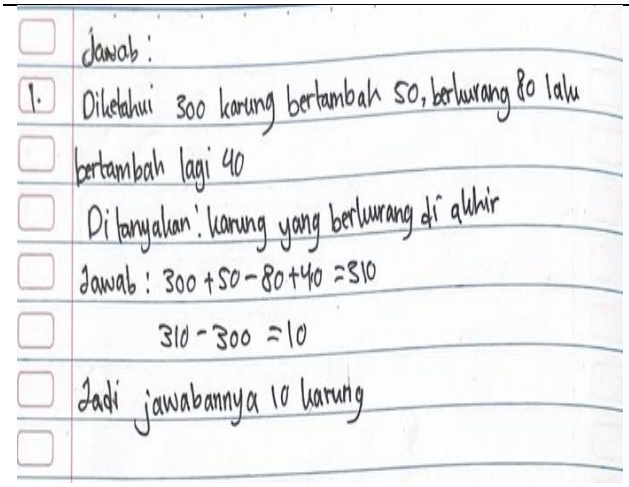
Based on Table 3, S-09 is able to identify the information that is known and asked in the question. Students write down the necessary information and convert it into the appropriate form of mathematical operations. In solving the problem, students used addition and subtraction operations so that the final number of 310 sacks was

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obtained. Next, students determine the difference between the final amount and the initial amount so that the result is 10 sacks. The answers obtained show that students are able to use appropriate calculation operations in solving problems.

Table 3. The Results of The Work of S-09 Students on Mathematical Literacy Problems with Ethnomathematical Nuances of Cianjur Culture

Answer Results S-09	Translate
	Answer: 1. Given 300 bags increase by 50, decrease by 80, and then increase by another 40 add 50 bags reduce 80 bags add again 40 bags Question: the number of bags that decreased at the end Answer: 300 + 50 – 80 + 40 = 310 310 – 300 = 10 So, the answer is 10 bags

Although the answers obtained are correct, the written completion steps are still relatively short. Students have not explained in detail the reasons for using the calculation operations used so that the mathematical thinking process carried out has not been thoroughly depicted. In addition, the conclusions given are still limited to the final results obtained. Based on the interview results, S-09 stated: "I knew how to solve the problem, but I was not confident enough to explain why I used those solution steps." This statement shows that the student understood the solution procedure but still experienced difficulties in communicating and interpreting the reasoning behind the solution. Consequently, the student was able to fulfill the formulate and employ indicators but was less successful in fulfilling the interpret indicator.

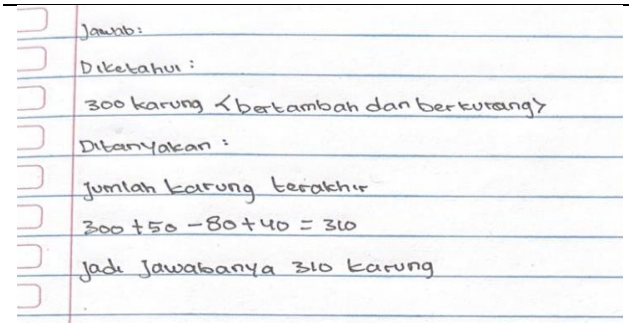
Based on the results of tests and interviews, S-09 is able to identify known and asked information and convert problems into appropriate mathematical forms. Students are also able to use proper mathematical procedures to obtain correct answers. However, students are not able to explain the meaning of the results obtained in detail according to the context of the problem. S-09 successfully fulfilled the formulate and employ indicators because the student was able to identify important information and apply appropriate mathematical procedures. However, the student experienced difficulties in the interpret indicator because the focus was primarily on obtaining the correct answer rather than explaining the meaning of the solution within the context of the problem. This finding indicates that moderate mathematical beliefs may support procedural understanding but are not always sufficient to support deeper interpretation. Similar findings were reported by Talib et al. (2023).

3.3. Mathematics Literacy for Students with Low Mathematics Belief (S-16)

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Based on Table 4, S-16 has tried to solve the given problem by writing down the information that is known and questioned. However, the information written is not complete so the settlement process is still limited. In the completion process, students immediately perform a calculation operation to obtain the final answer. The completion steps written are still very short so that the mathematical thinking process used has not been clearly defined. Even so, students still try to solve the problem until they get the final answer.

Table 4. The Results of The Work of S-16 Students on Mathematical Literacy Problems with Ethnomathematical Nuances of Cianjur Culture

Answer Results S-16	Translate
	Answer: Given: 300 bags <add to and subtracted> Question: the final number of bags 300 + 50 – 80 + 40 = 310 So, the answer is 310 bags

At the end, students only write the final answer without providing an explanation of the relationship between the results obtained and the context of the problem. This shows that students' ability to interpret the results of the completion is still limited. Based on the interview results, S-16 stated: "I often have difficulty determining which information is important when solving story problems." This statement indicates that the student still experienced difficulties in identifying relevant information and lacked confidence in the solutions obtained.

Based on the results of the test and interview, S-16 has been able to identify some of the information contained in the question and perform calculations to obtain the final answer. However, students still have difficulty in compiling a complete mathematical model, explaining the procedures used, and interpreting the results obtained according to the context of the problem. S-16 experienced difficulties in fulfilling the formulate, employ, and interpret indicators because the student lacked confidence in identifying relevant information and explaining mathematical reasoning. The interview results indicated that S-16 often struggled to determine which information was important when solving contextual problems. As a result, the student tended to construct incomplete mathematical models and provide limited interpretations of the answers obtained. This finding supports Nisa and Arliani (2023), who found that students with lower self-efficacy tend to demonstrate weaker mathematical literacy performance.

The results of the study show that students with high mathematical beliefs are able to meet all indicators of mathematical literacy, namely formulate, employ, and interpret. These findings show that students' confidence in their mathematical abilities contributes to students' ability to understand and solve math problems. The results of this study are in line with the research of Zahra et al. (2024) which shows that students with high belief mathematics have better mathematical literacy skills than students with low belief mathematics. Students with moderate mathematical beliefs are able to meet the formulate and employ indicators, but are

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not optimal in the interpret indicators. These findings are in line with the research of Talib et al. (2023) which stated that students with moderate confidence levels tend to be able to solve mathematical problems, but still have difficulty interpreting the results obtained.

Meanwhile, students with low math beliefs still have difficulty in understanding important information, compiling mathematical models, and interpreting the results of the completion. These findings are in line with research by Nisa and Arliani (2023) and Pertiwi et al. (2022) which show that students with low confidence tend to have difficulty meeting mathematical literacy indicators optimally. The results of this study are also supported by research by Fahrurrozi et al. (2020) which states that mathematical belief has a relationship with students' ability to solve mathematical problems. Students who have positive beliefs tend to be more confident in using the completion strategy and explaining the results obtained.

In addition to mathematical beliefs, the use of ethnomathematical questions in Cianjur Culture helps students connect mathematical concepts with cultural experiences that are close to their lives. This finding is consistent with Batiibwe (2024), who stated that ethnomathematics provides meaningful learning experiences by connecting formal mathematical concepts with students' cultural backgrounds. Familiar cultural contexts help students understand mathematical situations more effectively and support the development of mathematical literacy. These findings are consistent with Rosa and Orey (2016), who emphasized that ethnomathematics connects mathematical concepts with cultural practices and students' daily experiences, making mathematics learning more meaningful and contextual. Furthermore, Firdaus et al. (2023) and Pratama & Yelken (2024) reported that ethnomathematics-based learning contributes positively to the development of students' mathematical literacy skills. Therefore, the use of Cianjur cultural contexts in this study may have facilitated students in understanding and interpreting mathematical situations more effectively.

4. Conclusions

This study concludes that students' mathematical literacy differs according to their levels of mathematical beliefs. Students with high mathematical beliefs fulfilled the formulate, employ, and interpret indicators effectively. Students with moderate mathematical beliefs fulfilled the formulate and employ indicators but experienced difficulties in interpretation. Meanwhile, students with low mathematical beliefs encountered difficulties across all mathematical literacy indicators. These findings indicate that mathematical beliefs play an important role in supporting students' mathematical literacy. Students with stronger mathematical beliefs tend to demonstrate better abilities in understanding problems, applying mathematical concepts, and interpreting solutions.

The implications of this study suggest that mathematics teachers should pay attention not only to students' cognitive development but also to the development of positive mathematical beliefs. Furthermore, integrating ethnomathematics-based contexts derived from Cianjur culture can provide meaningful learning experiences and support the development of students' mathematical literacy skills. This study was limited to three research subjects and focused on number pattern material. Future studies may involve more participants and different mathematical topics to obtain broader findings.

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Author Contributions

For transparency, we encourage authors to submit an author statement file outlining their individual contributions to the article using the relevant CRediT roles: Conceptualization; Data curation; Formal analysis; Funding acquisition; Investigation; Methodology; Project administration; Resources; Software; Supervision; Validation; Visualization; Roles/Writing - original draft; Writing - review & editing. Authorship statements should be formatted with the names of authors first and CRediT role(s) following.

Declaration of Competing Interest

The authors declare no conflict of interest.

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