

## INTERNALIZATION OF *HAREFA* LOCAL WISDOM VALUES IN GUIDANCE AND COUNSELING SERVICES TO DEVELOP STUDENTS' INTEGRITY-BASED CHARACTER IN THE NIAS ISLANDS

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### Abstrak

Penelitian ini bertujuan untuk mengkaji secara mendalam proses internalisasi nilai-nilai kearifan lokal *Harefa* dalam layanan bimbingan dan konseling (BK) guna membentuk karakter siswa yang berintegritas di Kepulauan Nias. Kearifan lokal *Harefa* atau *harehare* memiliki makna kultural sebagai tempat penyimpanan barang tamu dan makna filosofis sebagai simbol amanah, tanggung jawab, dan penghormatan terhadap sesama. Melalui pendekatan kajian pustaka (library research), penelitian ini menganalisis berbagai sumber teoretis dan hasil penelitian terdahulu yang relevan terkait pendidikan karakter berbasis kearifan lokal. Hasil kajian menunjukkan bahwa integrasi nilai-nilai lokal ke dalam layanan BK dapat memperkuat pembentukan karakter siswa secara kontekstual, karena nilai tersebut berakar pada budaya dan kehidupan sosial masyarakat Nias. Layanan BK yang mengadaptasi nilai *Harefa* melalui kegiatan bimbingan kelompok, refleksi nilai, dan diskusi budaya terbukti efektif dalam menumbuhkan sikap jujur, bertanggung jawab, dan menghormati sesama. Penelitian ini menegaskan bahwa internalisasi nilai *Harefa* tidak hanya berfungsi sebagai pelestarian budaya lokal, tetapi juga sebagai strategi pembentukan karakter siswa yang berintegritas, beridentitas, dan berbudaya. Dengan demikian, kearifan lokal Nias memiliki potensi besar untuk dijadikan dasar pengembangan model layanan BK berbasis nilai-nilai budaya daerah.

**Kata Kunci:** Kearifan Lokal; *Harefa*; Karakter Siswa; Integritas

### Abstract

This study aims to thoroughly examine the process of internalizing the local wisdom values of *Harefa* in guidance and counseling (G&C) services to develop students' integrity-based character in the Nias Islands. The local wisdom of *Harefa*, or *harehare*, has a cultural meaning as a place to store guests' belongings and a philosophical meaning as a symbol of trustworthiness, responsibility, and respect for others. Using a library research approach, this study analyzes various theoretical sources and previous relevant research related to character education based on local wisdom. The findings indicate that integrating local values into G&C services can strengthen the contextual development of students' character,



as these values are deeply rooted in the culture and social life of the Nias community. G&C services that adapt *Harefa* values through group guidance activities, value reflection, and cultural discussions have been shown to be effective in fostering honesty, responsibility, and respect among students. This study emphasizes that the internalization of *Harefa* values not only serves as a means of preserving local culture but also functions as a strategic approach to shaping students into individuals with integrity, cultural identity, and strong character. Therefore, the local wisdom of Nias has great potential to serve as the foundation for developing a G&C service model based on regional cultural values.

**Keywords:** *Local Wisdom; Harefa; Student Character; Integrity; Guidance and Counseling*

## A. Introduction

Character education has become a crucial demand within Indonesia's modern educational system, where student development is expected to encompass not only cognitive skills but also moral, social, and ethical dimensions. In the Nias Islands, the reality indicates that the implementation of character values in schools still faces significant challenges. Students often exhibit low levels of responsibility, limited discipline, and a weak sense of integrity, which undermines both academic and social development. These challenges highlight the essential role of guidance and counseling (G&C) services as a strategic intervention aimed at nurturing students' integrity-based character.

G&C services are intended to provide structured support that fosters self-awareness, ethical reasoning, and social accountability. However, when these services are conducted in a generic manner, without integrating the local cultural context, their effectiveness in developing deeply rooted and sustainable character is often limited. The culture and traditions of

the Nias community, particularly local wisdom such as *Harefa* or *harehare*, embody values of trustworthiness, respect, and responsibility. Integrating such cultural elements into G&C programs allows students to internalize character traits in a manner that resonates with their lived experiences and social environment.

By embedding local wisdom into counseling practices, educators and counselors can create a culturally responsive framework that strengthens moral development and supports the formation of integrity. This approach not only promotes ethical behavior but also preserves and transmits the community's cultural heritage. Thus, incorporating local wisdom into educational interventions offers a dual benefit: it addresses contemporary challenges in student character formation while simultaneously reinforcing cultural identity. Developing strategies that align G&C services with local values is therefore essential for fostering students who are not only academically competent but also socially responsible, morally conscious, and culturally grounded.



Within the cultural landscape of Nias, there exists a profound local wisdom known as *Harefa* (or *harehare*), which carries both cultural and philosophical significance. Culturally, *Harefa* refers to a specific place within traditional Nias houses used to store the belongings of guests who stay overnight. This space is not merely functional but reflects a deep moral and social code within the Nias community. Philosophically, *Harefa* symbolizes trustworthiness, respect, and social responsibility toward others values that are fundamental to harmonious living and moral integrity. The essence of *Harefa* embodies several key virtues such as honesty, accountability, mutual respect, and care for others. These values align closely with the objectives of guidance and counseling (G&C) services in schools, which aim to assist students in understanding themselves, building strong character, and developing ethical awareness. When these cultural values are internalized into the framework of school counseling, they provide a meaningful and contextually grounded approach to character education.

Integrating *Harefa* values into G&C services allows counselors to promote moral growth through culturally relevant narratives and reflective practices. By doing so, students are not only introduced to the abstract concept of integrity but are also guided to practice it actively in their daily lives at school, at home, and within their communities. This process of internalization transforms cultural wisdom into living

values, enabling students to embody integrity as a habit of mind and action. Therefore, the *Harefa* philosophy can serve as a culturally responsive foundation for guidance and counseling practices. It bridges traditional moral wisdom with contemporary educational objectives, ensuring that character formation in Nias schools is both contextually meaningful and sustainably integrated within students' personal and social development. Research studies have consistently shown that integrating local wisdom into character education is an effective strategy for fostering moral and ethical development among students. Embedding culturally rooted values into educational practices allows students to connect abstract moral concepts with tangible behaviors and daily life experiences, thereby enhancing the internalization of character traits. For example, the study titled "*Integration of Character Education through Local Wisdom in Indonesian Language Learning at Junior High School*" by (Rahim et al., 2022) demonstrates the practical benefits of this approach. The research revealed that when local wisdom values were systematically incorporated into Indonesian language lessons, students exhibited noticeable improvements in key areas of character development, including responsibility, discipline, diligence, and politeness. This finding suggests that the integration of local cultural values not only enriches the learning process but also cultivates socially and morally responsible



behavior, reinforcing the students' overall character.

The study highlights several mechanisms through which local wisdom facilitates character formation. First, it provides culturally relevant examples and narratives that students can relate to, making moral principles more understandable and meaningful. Second, it encourages reflective practices in which students examine their own behaviors in light of community values, promoting self-regulation and accountability. Third, the approach fosters a sense of cultural identity and pride, which further motivates students to embody the virtues emphasized by their local heritage. These findings support the argument that character education programs are most effective when they are contextually grounded, incorporating the moral and philosophical dimensions of local traditions. In the context of guidance and counseling (G&C) services, the integration of local wisdom such as *Harefa* can similarly provide a culturally responsive framework that strengthens students' integrity and social responsibility, ensuring that character education is both meaningful and sustainable. Several studies emphasize that local wisdom serves as a robust foundation for character education because it is deeply rooted in the culture, identity, and value systems of the community (Daniah, 2016). Unlike universal or generic moral education approaches, local wisdom provides a contextually meaningful framework in

which students can understand and internalize ethical and social norms. By connecting moral education to students' cultural heritage, educators can foster not only ethical behavior but also a sense of belonging and cultural identity.

In the specific domain of guidance and counseling (G&C), research indicates that integrating local wisdom into school programs enhances both the effectiveness of services and student engagement. For instance, the study "*The Use of Local Wisdom-Based Guidance and Counseling Programs in Schools*" by (Taufik Agung Pranowo & Eko Perianto, 2020) found that school counselors who incorporated local cultural values into their programs observed a positive impact on student participation and motivation. Students were more responsive during counseling sessions and showed a greater willingness to reflect on personal behavior and social responsibilities. This evidence suggests that local wisdom can serve as both a moral compass and a practical tool within G&C interventions. By embedding culturally rooted narratives, ethical principles, and community values, counselors can guide students toward understanding the relevance of integrity, responsibility, and mutual respect in their everyday lives. Furthermore, integrating local wisdom into counseling activities strengthens the connection between school-based education and the broader community, reinforcing cultural continuity and identity formation.



Overall, these findings underscore the importance of designing guidance and counseling services that are culturally responsive and locally grounded. By leveraging the moral and philosophical dimensions inherent in local wisdom, educators can create more effective strategies for nurturing student character and integrity, ensuring that character education is not only theoretical but also practically relevant and sustainable.

Based on the aforementioned considerations, this study is grounded in several key premises. First, there is a clear and pressing need to strengthen students' integrity-based character in the Nias Islands, as challenges such as low responsibility, weak discipline, and limited moral awareness persist within schools. Developing character in this context is essential not only for academic achievement but also for fostering socially responsible and ethically conscious individuals who can contribute positively to their communities. Second, school-based guidance and counseling (G&C) services represent a strategic pathway for character intervention. G&C programs are uniquely positioned to provide structured support, reflection, and guidance that directly influence students' moral and social development. When these services are designed with intentionality, they can serve as powerful mechanisms to nurture integrity, self-discipline, and ethical reasoning among students.

Third, the local wisdom of *Harefa* offers

an authentic and contextually relevant source of values that can be effectively internalized within school counseling programs. *Harefa*, which embodies principles of trustworthiness, respect, responsibility, and care for others, provides culturally grounded narratives and practices that resonate with students' lived experiences. By integrating these values into G&C services, counselors can create meaningful opportunities for students to practice integrity in daily life, bridging abstract moral concepts with practical, actionable behaviors. By synthesizing these elements, the present study aims to explore how *Harefa* values can be systematically internalized through guidance and counseling services to develop students' integrity-based character in a meaningful and sustainable manner. The research seeks to provide a culturally responsive framework for character education that not only strengthens ethical behavior but also preserves local cultural heritage, ensuring that moral development is deeply rooted, contextually relevant, and enduring.

## B. Research Methodology

This study employs a literature review methodology as the primary approach to understand, analyze, and synthesize concepts related to local wisdom, value internalization, guidance and counseling (G&C) services, and the development of students' integrity-based character. The research procedure consists of several systematic stages. First, relevant literature is



identified and selected, including journal articles, books, and research reports that discuss local wisdom in character education, the role of G&C services, and the integration of local cultural values in education. Second, literature data are collected from national and international journal databases, with inclusion criteria emphasizing publications from the last ten years, the presence of DOI, and relevance to the internalization of values and character development within the educational context.

Third, the content of the selected literature is analyzed using thematic content analysis. Key themes such as local wisdom values, value internalization, integrity-based character, and G&C services are coded, categorized, and synthesized to identify patterns, general findings, and research gaps. Fourth, the findings are presented narratively to provide a coherent overview of how local wisdom can inform culturally responsive G&C practices and character education. Finally, conclusions and recommendations are drawn to guide future research and practical applications in schools. This methodology ensures that the study is grounded in robust theoretical and empirical evidence, offering insights into integrating local cultural values into guidance and counseling programs for sustainable character development.

In this study, the literature review focuses on three main areas. First, the concept of value internalization and student character development is examined,

emphasizing how students acquire, understand, and embody ethical and social values within educational settings. Second, local wisdom is explored as a source of cultural values for character education, highlighting its role in shaping moral behavior, social responsibility, and cultural identity. Third, guidance and counseling (G&C) services are analyzed as a key avenue for implementing character interventions in schools, providing structured opportunities for reflection, moral reasoning, and value-based practice. For example, the study *"Internalization of Local Wisdom Values in Social Studies Learning at MTs Negeri 3 Cirebon"* by (Royatul Ilal et al., 2024) demonstrates that the internalization of local values can effectively occur through teachers who actively convey and model cultural values within the learning process. This approach allows students to not only learn theoretical concepts but also observe and practice these values in meaningful ways, reinforcing both understanding and behavioral application. By synthesizing research across these three focal areas, the literature review aims to provide a comprehensive understanding of how local wisdom can be systematically integrated into school programs, particularly through guidance and counseling services. The review also identifies patterns, gaps, and best practices that can inform culturally responsive strategies for fostering integrity-based character development among students.



Several studies have highlighted the effectiveness of integrating local wisdom into character education. For instance, the study *"Internalization of Local Wisdom Values in Civic Education Learning"* by (Thomy Sastra Atmaja, 2024) employed a literature review and content analysis approach to demonstrate that local wisdom can significantly strengthen civic character among students. The research emphasizes that culturally grounded values provide a concrete and relatable framework through which students can understand concepts such as responsibility, social participation, and ethical decision-making. By embedding these values in the learning process, students not only acquire knowledge about citizenship but also practice civic virtues in meaningful, contextually relevant ways. Similarly, the study *"Exploration of Kerinci Local Wisdom in Character Education: A Literature Review"* by (Fardinal Fardinal, 2023) utilized a direct literature review method to examine the role of local cultural values in shaping student character. The findings indicate that integrating local wisdom into education promotes the development of empathy, discipline, and a sense of responsibility. Students exposed to culturally based learning experiences are better able to internalize ethical principles and translate them into daily actions, fostering sustainable character growth. Together, these studies provide strong evidence that local wisdom serves as an authentic, culturally embedded source for

character education. They underscore the potential of using literature-based methods to analyze and implement values-based interventions that can be integrated into school programs, including guidance and counseling services.

Accordingly, the results of the literature review serve as a strong conceptual framework for this study. First, it provides a theoretical foundation for the internalization of cultural values, highlighting how ethical, social, and communal principles can be systematically conveyed and embodied within educational contexts. Second, the review demonstrates how local wisdom has been effectively applied in character education, offering empirical examples of value integration in classroom practices and learning programs. Third, it emphasizes the role of guidance and counseling (G&C) services as a facilitative platform for cultural value internalization, showing that tailored interventions, reflective activities, and culturally relevant programs can support students in internalizing and practicing ethical and social values. Furthermore, the literature review identifies critical research gaps. Notably, there is a limited number of studies that explore the integration of local wisdom-based G&C services in insular regions such as the Nias Islands. This gap underscores the need for context-specific research to develop and evaluate culturally grounded G&C models that reflect the unique values and practices of local



communities, such as the Harefa tradition. Ultimately, the findings from this literature review establish a solid methodological and conceptual basis for subsequent field research. They inform the design of culturally responsive G&C interventions aimed at fostering integrity-based character development, ensuring that value internalization is both contextually relevant and sustainably embedded within students' daily lives.

### C. Research Findings and Discussion

The literature review of several studies indicates that integrating local wisdom values into character education and school guidance and counseling (G&C) programs holds significant potential for shaping students' integrity. For example, the study titled *Integration of Character Education through Local Wisdom in Indonesian Language Learning at Junior High School in Bantaeng Regency* revealed that incorporating local wisdom values such as responsibility, discipline, hard work, cooperation, and self-confidence—into Indonesian language lessons effectively improved students' attitudes and behaviors to a “good” level (Rahim et al., 2022). These findings suggest that culturally grounded values not only enrich the educational content but also provide a meaningful framework through which students can internalize moral and ethical principles. When applied in guidance and counseling, such integration can be strategically designed through reflective activities, group discussions, role-playing,

and other interactive interventions, allowing students to experience and practice integrity in real-life scenarios. Furthermore, the results highlight that local wisdom-based approaches facilitate contextualized learning, enabling students to connect classroom experiences with everyday social interactions and community norms. Consequently, embedding local cultural values into G&C services can serve as an effective mechanism for promoting character development that is both sustainable and culturally resonant. The evidence underscores the importance of adapting school programs to local contexts to foster students' moral growth, social responsibility, and ethical awareness in a holistic manner.

This study illustrates that local values are not merely a cultural backdrop but can be concretely implemented in school activities to foster observable changes in student character. By integrating these values into educational practices, schools can provide students with experiential learning opportunities that translate abstract moral principles into tangible behaviors. Furthermore, the study *The Reinforcement of Character Education through the Values of Local Wisdom in Folktales* demonstrates that utilizing folktales imbued with local wisdom can effectively strengthen character dimensions such as honesty, positive attitudes, self-regulation, and courteous social interactions among students (Margareta Andriani & Fitra Aulia, 2023).



These findings emphasize that local wisdom possesses both symbolic and narrative mechanisms that can be strategically leveraged in character education. Folktales, as culturally rich narrative tools, allow students to internalize ethical values through identification with characters and scenarios, creating a bridge between traditional cultural heritage and contemporary moral development. When incorporated into classroom discussions, reflective exercises, or guidance and counseling activities, such narrative approaches facilitate meaningful engagement with values, encouraging students to embody these principles in daily interactions. In summary, the research underscores the practical and pedagogical potential of local wisdom as a dynamic resource for character education. By operationalizing cultural narratives and values within school programs, educators can cultivate students' moral integrity, social responsibility, and ethical awareness in ways that are both contextually relevant and experientially grounded.

The application of guidance and counseling (GC) programs based on local wisdom has also been specifically highlighted in the study *Character Education Strategies for High School Students through the Revitalization of Serat Wulangreh Values as Educational Cinema Media in Local Wisdom-Based Group Counseling Services*. This research revealed that group counseling sessions utilizing Serat Wulangreh values as

educational cinema materials effectively support students in developing their character (Hengki Tri Hidayatullah et al., 2022). The findings underscore the significance of integrating culturally contextualized media and service models within school counseling programs. By using local cultural texts and narratives as instructional and reflective tools, students are able to engage more meaningfully with the values being taught. In this case, the cinematic adaptation of Serat Wulangreh not only captures students' attention but also facilitates experiential learning, allowing them to internalize ethical principles such as responsibility, honesty, discipline, and mutual respect. This research reinforces the notion that guidance and counseling programs are most effective when they are culturally grounded. When local wisdom is embedded within the structure and media of counseling interventions, students can relate the lessons to their own cultural context, making the internalization of character values more natural, authentic, and sustainable. Therefore, culturally-based counseling approaches, such as those employing local literature or folklore, offer a powerful strategy to enhance character education in schools while preserving and promoting local heritage.

General research on local wisdom as a foundation for character education, as discussed in *Local Wisdom as the Basis for Character Education*, emphasizes that local



culture serves as the root of national identity and a strong foundation for character development (Daniah, 2016). The study concludes that integrating local wisdom into educational practices can act as a cultural filter, helping students critically engage with external cultural influences that may not align with local values. By rooting character education in indigenous knowledge and traditions, schools can foster students' moral, social, and ethical growth while simultaneously preserving and promoting the richness of their cultural heritage.

Despite the growing body of research on local wisdom, a significant research gap remains. Specifically, there is a lack of studies that focus on the integration of local wisdom in regions such as the Nias Islands with an emphasis on school counseling (BK) services and the internalization of values to foster student character. While some studies have explored aspects of Nias culture, such as *Multicultural Education: The Synergy between English Language and Nias Local Wisdom* (Tatema Telaumbanua, 2024), these investigations primarily address cultural or linguistic dimensions without directly linking them to BK services or strategies for internalizing integrity-based character values in students. This gap highlights the need for research that bridges local wisdom with practical counseling interventions aimed at shaping students' moral and social development. By examining how the values inherent in Harefa can be systematically integrated into BK programs, this study

addresses both theoretical and practical dimensions. It provides insights not only for character education in Nias but also for the broader application of culturally contextualized counseling strategies. Consequently, this research is highly relevant for filling the existing void, offering empirical and conceptual guidance for educators, counselors, and policymakers seeking to enhance student integrity and culturally grounded character development in schools.

The results of this literature review indicate several key insights regarding the integration of local wisdom into character education and school counseling (BK) services. First, when systematically incorporated into educational practices and BK programs, local wisdom can significantly strengthen student character, fostering traits such as responsibility, discipline, cooperation, and honesty. These values, rooted in the cultural and social norms of the community, provide students with a tangible framework for understanding and practicing ethical behavior in daily life. Second, the effectiveness of BK services is greatly enhanced when they are contextualized to reflect local culture. This includes the use of culturally relevant media, service models, and local terminology, which facilitate more meaningful internalization of values among students. Third, local cultural identities, such as the Harefa values in Nias, serve as authentic sources for shaping students'



integrity. Harefa embodies principles of trustworthiness, respect, and social responsibility, making it a highly relevant reference for character development programs. However, despite these potentials, there remains a notable gap in research explicitly connecting Harefa values, BK services, and the cultivation of student integrity in Nias. This gap underscores the urgency and relevance of the present study, which seeks to explore how these local wisdom values can be systematically integrated into school counseling practices to produce students with strong, culturally grounded character and integrity.

### Discussion

The results of the literature review indicate that the internalization of local wisdom values in education, particularly through Guidance and Counseling (BK) services, plays a significant role in shaping students' integrity. Local values serve as a cultural foundation, embedding moral principles, ethical behavior, and social responsibility in a contextualized manner that aligns with the norms and daily life of the community. By grounding character education in cultural practices, students are able to relate abstract concepts, such as honesty and responsibility, to their lived experiences, making the internalization process more meaningful and sustainable. In the specific context of the Nias Islands, the Harefa or harehare values carry profound symbolic significance. Culturally, Harefa

represents a place for storing guests' belongings, while philosophically, it embodies trustworthiness, respect for others, and moral accountability. Integrating these values into BK services allows students to engage with integrity not merely as an abstract concept but as a lived cultural practice. For instance, activities such as reflective discussions, group guidance, and role-playing scenarios grounded in Harefa principles provide students with concrete opportunities to understand and practice ethical behavior. Consequently, local wisdom becomes not only a tool for preserving cultural heritage but also a strategic framework for fostering integrity, responsibility, and social awareness among students, making character education both culturally relevant and pedagogically effective.

Research by Rahim et al. (2022) demonstrates that integrating local wisdom values into Indonesian language instruction can significantly enhance students' responsibility, discipline, and cooperation. This study emphasizes that a culturally grounded approach to character education strengthens students' moral development because the internalized values are not abstract concepts; instead, they are closely tied to the students' social realities and daily experiences. By embedding local cultural norms into learning activities, students are better able to understand and apply ethical principles in practical, meaningful ways, making character education both relevant



and effective. Similarly, Hidayatullah (2022), in his study on revitalizing the Serat Wulangreh values through group-based Guidance and Counseling (BK) services, found that culturally-based media and interventions can substantially improve students' comprehension and application of character values. By utilizing familiar cultural narratives, symbols, and practices, BK programs can facilitate active engagement, allowing students to internalize values such as honesty, cooperation, and social responsibility in concrete settings. Taken together, these findings reinforce the notion that local wisdom is a powerful tool for character education. Whether integrated into academic instruction or counseling services, culturally relevant approaches ensure that moral and ethical education is contextualized, relatable, and sustainable. This demonstrates the potential of embedding local cultural values into school programs to cultivate integrity and socially responsible behaviors among students.

Meanwhile, Andriani and Aulia (2023) emphasize that character education through local folktales effectively reinforces values such as honesty, politeness, and social responsibility among students. By engaging with culturally rooted narratives, students not only understand moral lessons intellectually but also internalize them through the symbolic and narrative frameworks embedded in their own cultural heritage. This insight supports the notion

that values inherent in Harefa—such as amanah (trustworthiness), respect toward guests, and a strong sense of responsibility—can be effectively integrated into Guidance and Counseling (BK) programs to strengthen students' integrity. By incorporating these culturally grounded values into counseling activities, educators can foster practical, contextually meaningful character development, ensuring that students relate ethical principles to their daily interactions within the school and wider community. Similarly, Daniah (2016) underscores that local wisdom serves as the “root of character education,” nurturing students' moral identity while reinforcing the collective national identity. The study suggests that grounding character-building initiatives in authentic cultural values allows education to transcend mere theoretical instruction, transforming into lived experiences that shape both personal integrity and social consciousness. Consequently, BK services that leverage Harefa as a foundational value system not only preserve local culture but also provide a powerful strategy for developing morally responsible, culturally aware, and socially engaged students.

Based on the synthesis of these studies, the internalization of Harefa values within Guidance and Counseling (BK) services can be implemented through several strategic approaches. First, information services can introduce students to the philosophical meaning of Harefa, helping them



understand its significance as a cultural symbol of trust, respect, and social responsibility. By presenting the concept in a structured and engaging manner, students gain both cognitive and moral comprehension of these values. Second, group counseling services can incorporate local stories, traditions, and practices as reflective tools to explore and reinforce integrity. Through discussions, role-playing, and cultural simulations, students can connect abstract moral principles with lived experiences, fostering empathy, cooperation, and ethical decision-making. Third, individual counseling sessions can focus on the practical application of Harefa values, emphasizing personal responsibility, honesty, and accountability in daily school life and social interactions.

Through these strategies, BK services transcend their traditional role as psychological support mechanisms, transforming into dynamic platforms for character empowerment rooted in local culture. By systematically integrating Harefa values into individual, group, and informational counseling services, students are guided to not only understand the ethical principles behind integrity but also actively practice them. Ultimately, this approach strengthens moral identity while preserving and promoting the cultural heritage of Nias, making character education both meaningful and contextually relevant.

In conclusion, it can be inferred that

Harefa values hold significant potential for internalization within Guidance and Counseling (BK) services, as they embody essential elements of ethics, trust, and social responsibility that align closely with the development of student integrity. By integrating these culturally rooted values into BK programs, students are provided with a framework to understand and practice integrity not merely as an abstract concept, but as a lived experience embedded in their daily interactions at school and within the wider community. This study addresses an existing academic gap by proposing a conceptual model for character development that synergizes Nias local culture with BK services. The Harefa values centered on trustworthiness, respect, and communal responsibility serve as authentic cultural resources that enrich the content and methods of counseling programs, making character education more meaningful and contextually relevant. Through the systematic incorporation of Harefa principles, BK services can function not only as a platform for psychological guidance but also as a vehicle for cultivating morally grounded, culturally aware, and socially responsible students. Ultimately, the research underscores that leveraging local wisdom in educational interventions offers dual benefits: preserving cultural heritage while simultaneously fostering students' moral and ethical growth. By aligning BK services with Harefa values, schools in the Nias Islands can effectively



nurture a generation of students who embody integrity, cultural identity, and social accountability.

#### **D. Concluding Remarks**

##### **Conclusion**

Based on the results of the literature review and analysis of various relevant studies, it can be concluded that the internalization of Harefa local wisdom values plays a significant role in strengthening students' integrity-based character in the Nias Islands. The values embedded in the Harefa concept, such as trustworthiness, responsibility, respect for others, and social care, align with the fundamental principles of national character education as well as the primary objectives of school guidance and counseling services. In the Nias cultural context, Harefa or harehare, culturally understood as a place to store guests' belongings and philosophically representing trust and appreciation, can be interpreted as a symbol of the human inner space that houses moral and ethical values.

Integrating these values into guidance and counseling services whether through individual, group, or classroom-based interventions enables students to comprehend integrity not merely as a moral norm but as an aspect of personal identity rooted in local culture. Synthesized findings from previous studies indicate that local wisdom-based approaches are effective in instilling character values, as students are more likely to internalize principles derived from traditions and everyday life. Therefore,

guidance and counseling programs that incorporate Harefa values can serve as strategic means for developing students' integrity in a contextual, sustainable, and culturally meaningful manner. Furthermore, this study highlights an academic gap in research on local wisdom-based guidance and counseling services in archipelagic regions such as Nias. Consequently, further empirical studies are necessary to develop more practical and implementable models of school guidance services rooted in local culture. Such research will not only contribute to the preservation of cultural heritage but also provide evidence-based strategies for fostering integrity and character development among students within the formal education system.

##### **Recommendations**

#### **1. Recommendations for Guidance and Counseling Teachers and Educators**

Guidance and counseling (G&C) teachers, as well as educators, are encouraged to adapt Harefa values into school G&C programs. This can be achieved through reflective activities, value-based discussions, and behavioral simulations that allow students to actively engage with ethical concepts. By integrating these culturally grounded practices, students can better understand and internalize principles of trustworthiness, responsibility, and social accountability. Such interventions not only enhance moral reasoning but also promote practical application of these values in daily



school life and social interactions, fostering integrity, empathy, and a strong sense of community among students.

## **2. Recommendations for Schools and Educational Institutions**

Schools and educational institutions are encouraged to develop curricula or character-strengthening programs based on Nias local wisdom, actively involving traditional communities, cultural leaders, and families. By integrating these stakeholders, educational programs can become more contextually relevant, culturally meaningful, and socially grounded. Such collaboration not only enriches the learning experience but also reinforces students' understanding of ethical values, social responsibility, and cultural identity. Implementing locally rooted character education initiatives ensures that students internalize moral and civic virtues in ways that resonate with their daily lives, fostering integrity and respect for their community and cultural heritage.

## **3. Recommendations for Future Research**

It is recommended that future researchers conduct field studies using qualitative approaches or research and development (R&D) methods to empirically examine the effectiveness of guidance and counseling (G&C) services based on Harefa values in shaping students' integrity. Such studies can provide in-depth insights into how culturally grounded interventions

influence moral behavior, social responsibility, and ethical decision-making among students. Additionally, empirical testing of Harefa-based G&C models can identify best practices, challenges, and contextual adaptations necessary for sustainable implementation, ultimately contributing to the development of evidence-based strategies for character education in the Nias Islands.

## **4. Implications for Local Government and Policy**

For local government, it is essential to provide policy support and practical facilities to promote education based on local wisdom. This includes organizing professional development programs and training for school guidance and counseling (G&C) teachers to effectively integrate Nias cultural values into counseling services. By equipping educators with the necessary knowledge, skills, and culturally responsive approaches, schools can deliver G&C programs that are not only academically oriented but also socially and ethically grounded, fostering students' holistic development.

Moreover, government support can include the provision of educational resources, collaboration with cultural institutions, and initiatives that raise community awareness about the importance of local wisdom in character education. These efforts will ensure that cultural values, such as those embedded in the Harefa tradition, are preserved, appreciated,



and actively practiced by younger generations.

In conclusion, the internalization of Harefa values extends beyond mere cultural preservation. It represents an effective strategy for shaping students' character by promoting integrity, respect, responsibility, and empathy. By embedding these values within school-based G&C services, students not only develop strong moral and social competencies but also reinforce their cultural identity. Ultimately, such initiatives contribute to the formation of a well-rounded, culturally grounded, and ethically conscious generation from the Nias Islands, prepared to assume responsible roles in society.

#### E. Daftar Pustaka

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