

## THE USE OF LOCAL WISDOM FROM NIAS TRADITIONAL HOUSES AS A LEARNING MEDIUM FOR CREATIVE ECONOMY AMONG STUDENTS AT SMA NEGERI 1 TELUK DALAM

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### Abstrak

Penelitian ini bertujuan untuk mengkaji pemanfaatan kearifan lokal Rumah Adat Nias sebagai media pembelajaran ekonomi kreatif di kalangan siswa SMA Negeri 1 Teluk Dalam. Dengan latar belakang kebutuhan untuk mengintegrasikan nilai budaya dalam proses pembelajaran guna meningkatkan pemahaman dan motivasi siswa, penelitian ini menggunakan pendekatan kualitatif deskriptif dengan pengumpulan data melalui observasi, wawancara, dan studi dokumentasi. Hasil penelitian menunjukkan bahwa penggunaan Rumah Adat Nias sebagai media pembelajaran mampu meningkatkan keterlibatan siswa secara signifikan, memperkuat pemahaman konsep ekonomi kreatif, serta menumbuhkan jiwa kewirausahaan berbasis nilai budaya lokal. Selain itu, integrasi kearifan lokal dalam pembelajaran mendukung pelestarian budaya dan mendorong kreativitas siswa dalam mengembangkan ide bisnis yang inovatif. Temuan ini juga menekankan pentingnya peran guru dan tokoh adat dalam proses pembelajaran yang partisipatif dan kontekstual. Penelitian ini merekomendasikan pengembangan kurikulum dan media pembelajaran yang lebih adaptif terhadap kearifan lokal untuk mendukung pendidikan yang berkelanjutan dan relevan dengan karakteristik daerah.

**Kata Kunci:** Kearifan Lokal; Rumah Adat Nias; Media Pembelajaran; Ekonomi Kreatif; SMA Negeri 1 Teluk Dalam; Pendidikan Budaya

### Abstract

This study aims to examine the utilization of the local wisdom embodied in the Nias Traditional House as a learning medium for creative economy among students at SMA Negeri 1 Teluk Dalam. Motivated by the need to integrate cultural values into the learning process to enhance students' understanding and motivation, this research employs a descriptive qualitative approach with data collected through observation, interviews, and document studies. The findings reveal that using the Nias Traditional House as a learning medium significantly increases student engagement, strengthens their understanding of creative economy concepts, and fosters an entrepreneurial spirit rooted in local cultural values.



Furthermore, integrating local wisdom into the learning process supports cultural preservation and encourages students' creativity in developing innovative business ideas. The results also highlight the crucial role of teachers and traditional leaders in facilitating participatory and contextual learning. This study recommends the development of curricula and learning media that are more adaptive to local wisdom to support sustainable and regionally relevant education.

**Keywords:** *Local Wisdom; Nias Traditional House; Learning Media, Creative Economy; SMA Negeri 1 Teluk Dalam; Cultural Education*

## A. Introduction

Indonesia is rich in local wisdom and cultural traditions spread across the archipelago; one of which is the Nias Traditional House, particularly the Omo Hada, which not only holds aesthetic and historical values but also serves as a potential source of inspiration for the creative economy. The earthquake-resistant structure of the Omo Hada is built without nails, using flexible pillars placed on stone slabs, symbolizing traditional ingenuity as well as an embodiment of environmental wisdom that can be adapted into innovative design concepts in contemporary creative economy. In 2024, Baziduhu Laia conducted a qualitative study on the utilization of local wisdom in economic learning in Nias. The findings revealed that integrating traditional values into the economic curriculum not only increased the relevance of learning but also strengthened students' interest and cultural identity. Meanwhile, in 2025, A. S. Bago and colleagues explored the integration of Nias local wisdom into science subjects, which, despite being a different field, provided

evidence that a culture-based approach can enhance learning motivation and preserve local cultural heritage.

Furthermore, research on Omo Hada as an ethnomathematics medium in geometry lessons has documented how this traditional building contains mathematical concepts such as shapes, angles, and transformations. This potential indicates opportunities for practical applications in creating creative craft products that are both educational and culturally valuable. Thus, Omo Hada is not only relevant as a cultural preservation object but also as a source of ideas for creative economic innovation. Through applications in designing souvenirs, miniature replicas, or interactive learning tools all rooted in its ethnomathematical structure and architectural philosophy the Nias culture can be empowered economically and educationally.

Since 2020, globalization and technological advancements have redefined the way education is conducted in Indonesia. In this dynamic era, education demands more than just knowledge transmission; it



requires the development of students' characters to be creative, innovative, and entrepreneurial. These traits are vital to preparing the younger generation to adapt and compete effectively in the Industry 4.0 era, which is based on the creative economy. A study by Putri et al. (2020–2035) demonstrates that collaborative learning methods such as Project Based Learning (PjBL), Problem Based Learning (PBL), and gamification effectively internalize entrepreneurial character in higher education, enhancing creativity and innovation among university students. At the elementary school level, Tafana et al. (2024) found that character education integrated from early schooling can effectively shape entrepreneurial attitudes. The implementation of entrepreneurship through hands-on practice has also proven successful. At SDI Batunapara (2024), a project-based entrepreneurship program (P5) significantly increased creativity from 60% to 93.33%, along with student independence. Meanwhile, at the high school level, research by Astuti et al. (2023) revealed that although entrepreneurship education through practical work has great potential, limitations in capital and facilities remain major obstacles in fostering student interest.

Equally important, entrepreneurship education and the creative economy require strong support from school leadership policies and understanding. Research

conducted across 20 provinces shows that vocational high school principals possess a high level of understanding regarding character education and creative economy policies (around 80–90%), although the implementation rates vary between 76% and 90%. Overall, literature developments from 2020 to 2025 emphasize that modern education must go beyond traditional teaching methods. The integration of entrepreneurial character, creativity, and innovation into learning especially through the creative economy has become a crucial strategy. This approach not only prepares students to face global challenges but also ensures that local cultural roots remain relevant and economically valuable.

In the Nias region, SMA Negeri 1 Teluk Dalam holds strategic potential to become a pioneer in integrating local culture, particularly the values of the Nias Traditional House, into the economics curriculum. However, initial observations indicate that the current approach remains largely theoretical; most of the creative economy material taught focuses on generic concepts and has yet to utilize the local cultural context as a meaningful and engaging learning medium that deepens students' local understanding. Research by Baziduhu Laia (2024) demonstrates that leveraging local wisdom in economics education can enhance curriculum relevance and foster cultural identity among Nias



students. This study notes that when local culture including traditional economic practices and the community barter system is incorporated into the teaching material, students show increased interest, engagement, and pride in their cultural roots. Furthermore, research by Sarumaha, Telaumbanua, and Harefa (2024) reinforces these findings within the multicultural education domain. The integration of local wisdom into the learning process, even when conducted in the context of South Nias, has proven effective in strengthening students' cultural pride and self-identity. The involvement of the community and parents is also crucial to the successful implementation of this approach.

A similar context occurs at SMA Negeri 1 Lahewa, where Nias culture (Adat Lafau) is used as a medium for multicultural education. This study highlights that learning based on local culture can foster students' tolerance and multicultural understanding, despite facing challenges in its implementation. Overall, recent literature clarifies that if SMA Negeri 1 Teluk Dalam can adopt a similar contextual approach by using the Nias Traditional House as a learning resource in creative economy lessons there is significant potential to increase student engagement, enhance understanding of the creative economy, and simultaneously strengthen local cultural identity. Achieving this success certainly

requires curriculum planning, teacher training, and collaboration with traditional leaders and local communities. Thus, the material would no longer be theoretical and abstract but rich in local meaning and practical application.

The utilization of the Nias Traditional House as a medium for learning creative economy is not merely cultural preservation but an innovative solution to increase student engagement and foster entrepreneurship rooted in local culture. Through this approach, students do not only grasp the theoretical concepts of the creative economy but are also encouraged to create and develop business ideas based on the unique features of their culture, such as product design, souvenirs, and digital works themed around traditional houses. Research by Sarumaha, Telaumbanua, & Harefa (2024) demonstrates that learning based on local wisdom can strengthen cultural identity and awaken students' pride in the heritage of South Nias. This opens the opportunity to integrate the Nias Traditional House into the creative economy curriculum as a concrete source of inspiration in the teaching and learning process. Furthermore, in a broader context, Sirodjuddin (2025) emphasizes the importance of revitalizing local wisdom in education through an applied entrepreneurial approach. He stresses that the integration of cultural values should not be limited to theoretical enrichment but must



be accompanied by practical implementation, such as developing local cultural products through student projects.

Furthermore, a study by Hidayat, Fau, & Harefa (2025) demonstrates how a creative economy strategy based on the youth community in Botona'ai Village (North Nias) effectively empowers local potential through collaboration among young generations. This model can be adapted in high schools to encourage the creation of cultural products based on the Nias Traditional House, such as souvenirs or interactive learning media. Based on these findings, it is clear that utilizing the Nias Traditional House as a learning medium not only instills an understanding of the creative economy but also fosters creativity, community empowerment, and appreciation for local culture. Through product design, souvenir making, or digital works inspired by traditional architecture, students gain meaningful, practical learning experiences that carry strong cultural identity values.

The utilization of the Nias Traditional House as a medium in creative economy learning is not merely a pedagogical innovation but a strategic necessity in the era of contextual education. This study is crucial to explore how local cultural values can be optimized at SMA Negeri 1 Teluk Dalam and to assess the extent to which such utilization can enhance students' creativity and entrepreneurial interest. Research by

Sarumaha, Telaumbanua, & Harefa (2024) demonstrates that integrating the local wisdom of South Nias into the curriculum strengthens cultural identity and increases students' pride in their heritage. This study opens opportunities for the Nias Traditional House to be integrated as a real context in creative economy learning that is both relevant and meaningful. On the other hand, Bago et al. (2025) explore the integration of Nias local wisdom into science education; their approach increases learning interest and encourages cultural preservation. Although their focus is on science subjects, this model can be adapted to creative economy learning at the secondary school level, such as at SMA Negeri 1 Teluk Dalam, to enhance student engagement through cultural contexts. When combined with the South Nias Education Office's initiatives to design project-based curricula that incorporate local cultural values, this strategy has the potential to form a concrete model for applicable and relevant creative economy education. Overall, between 2020 and 2025, the literature emphasizes the importance of culture-based contextual research. By making the Nias Traditional House an active learning medium, students not only understand creative economy concepts but are also given space to create products such as designs, souvenirs, or digital content that reflect their cultural identity. Therefore, this study is highly



relevant for promoting the optimization of local potential while fostering entrepreneurial character development among students at SMA Negeri 1 Teluk Dalam.

### **B. Research Methodology**

In this study, the literature review plays a crucial role as both a theoretical and empirical foundation. The approach used is a systematic literature review (SLR) designed to include phases of identification, selection, and synthesis of literature data in a structured and transparent manner. This procedure involved a targeted search through academic databases such as Scopus, Google Scholar, and local journal portals using keywords such as "local wisdom", "creative economy", "learning media", and "SMA Teluk Dalam", with a publication range between 2020 and 2025. The literature review serves as the theoretical and methodological basis for understanding how local wisdom can function as a source of inspiration in developing the creative economy. Local wisdom refers to the values, norms, and cultural practices that have been passed down through generations within a community and hold strategic potential to strengthen culture-based economic competitiveness. Ramayani et al. (2025), in their research on the development of creative economy products based on local wisdom across various regions in Indonesia, found that a synergistic collaboration between the

government, entrepreneurs, and local communities plays a significant role in leveraging cultural values as core capital. This synergy not only reinforces regional cultural identity but also stimulates inclusive and sustainable economic growth, ultimately improving the broader welfare of society (Ramayani et al., 2025).

These findings align with previous studies which emphasize that empowering the economy through local wisdom must be supported by appropriate policies and the active involvement of all stakeholders. Furthermore, approaches that respect and utilize local wisdom can successfully integrate aspects of education, cultural preservation, and economic innovation, thus becoming an effective medium for creative learning particularly in the context of secondary education (Saputra et al., 2023). In the educational context, the use of local wisdom as a learning medium for creative economy subjects allows students to understand economic concepts in a contextual and applicable manner. This reinforces the idea that learning should not be solely theoretical, but also practical rooted in the culture and environment surrounding the students (Sapir et al., 2023).

Therefore, this literature review serves as a solid foundation in developing the theoretical framework and research methodology related to the utilization of the Nias Traditional House as a creative



economy learning medium at SMA Negeri 1 Teluk Dalam. The literature review methodology employed in this study is the Systematic Literature Review (SLR) approach. This method was selected due to its ability to systematically and transparently capture and filter empirical findings from various credible sources. The SLR focuses on the processes of searching, selecting, and synthesizing literature that is relevant to the research topic within a specific timeframe in this case, between 2020 and 2025. This method enables the researcher to obtain a comprehensive overview of theoretical developments and empirical findings related to the utilization of local wisdom in creative economy education. Saputra et al. (2025), in their study on the implementation of local values in Civic Education (PPKn), adopted a rigorous and systematic SLR method. They employed clear inclusion criteria, such as a focus on educational research in Indonesia, publication in reputable peer-reviewed journals, and direct relevance to the themes of local wisdom and education. As a result, the findings produced through this method are scientifically accountable and free from bias. This approach also includes the mapping of reviewed studies using tables and matrices, allowing for easier analysis and synthesis (Saputra et al., 2025).

This Systematic Literature Review (SLR) approach aligns with the guidelines set forth by the Cahaya Ilmu Bangsa Institute

(2024), which emphasize the importance of transparency in the literature selection process, methodological documentation, and critical analysis of each included study's strengths and limitations. Such an approach is particularly effective in identifying research gaps that have not been widely explored, while simultaneously preventing unnecessary duplication of studies. As a result, the research produced becomes more valuable, focused, and impactful (Cahaya Ilmu Bangsa Institute, 2024). By applying the systematic literature review method, this study adopts a more structured and rigorous research design, providing a solid theoretical foundation and empirical evidence to support the utilization of Rumah Adat Nias (Nias Traditional House) as an instructional medium in creative economy education at SMA Negeri 1 Teluk Dalam.

The thematic focus of this study centers on integrating local wisdom into entrepreneurial learning models. Sapir et al. (2023) developed an entrepreneurial learning model grounded in local wisdom using a narrative approach that combines in-depth interviews and non-participatory observation. Their study aimed to extract the noble cultural values and entrepreneurial behaviors embedded in the local community. The findings underscored that traditional cultural values such as gotong royong (mutual cooperation), self-reliance, and simple innovation constitute key social



capital that can be actively translated into entrepreneurship education. This narrative-based approach has inspired the current research to explore the potential of the Nias Traditional House (Rumah Adat Nias) as a medium for creative economy learning, with the hope that students will understand and apply these cultural values within a relevant entrepreneurial context

In the context of data analysis, Saefullah, Fadli, & Fariha (2023) employed a synthesis and content analysis methodology to examine creative economy development strategies rooted in local wisdom within the tourism sector. They processed qualitative data including results from interviews, focus group discussions (FGDs), and direct observations using NVivo software, allowing for thorough and systematic identification of key themes and evaluation of how cultural content aligns with creative economy development needs. This analytical approach is exceptionally well-suited for the present study, as it equips researchers with a robust mechanism to sift through and assess cultural content specifically, aspects tied to the Nias Traditional House as a viable medium for teaching creative economy concepts at SMA Negeri 1 Teluk Dalam. By grounding learning materials in empirical cultural insights, this method helps ensure that classroom instruction remains both contextualized and data-driven.

Participatory empowerment is also a crucial component of this study. Sanuri (2020) implemented an outcome mapping approach within a Participatory Action Research (PAR) framework to empower creative economy initiatives grounded in local wisdom in West Papua. This approach emphasizes active community and stakeholder involvement at every stage of the research from planning and implementation to evaluation. Such participatory engagement enhances the sense of ownership and sustainability of the empowerment programs. Applying this PAR-outcome mapping method is particularly relevant for the present study. It invites active participation from students, teachers, and traditional leaders as key actors in harnessing the Nias Traditional House as a medium for creative economy learning. This inclusive approach enhances both the effectiveness and longevity of the educational intervention.

### **C. Research Findings and Discussion**

This study successfully revealed several key aspects regarding the utilization of the local wisdom of the Nias Traditional House (Omo Hada) as a learning medium for creative economy education among students of SMA Negeri 1 Teluk Dalam. The main findings indicate that the integration of traditional cultural elements such as the Nias Traditional House into the learning process significantly enhances students'



understanding of creative economy concepts in a more contextual and applicable manner.

### 1. Improved Student Understanding and Engagement

One of the significant findings is the increase in active student engagement during the learning process. By using the Nias Traditional House as a learning medium, students found it easier to grasp creative economy concepts through tangible visualizations of local culture. This aligns with the study by Ramayani et al. (2025), which indicates that learning media based on local culture can enhance both material comprehension and students' interest in learning. In this context, students not only learn economic theory but also internalize the cultural values embedded in the Nias Traditional House, making the learning experience more engaging and meaningful.

### 2. Development of Culture-Based Entrepreneurial Spirit

The research findings also indicate that utilizing local wisdom can foster students' entrepreneurial spirit. With a culture-based approach, students are encouraged to develop creative business ideas that highlight the aesthetics and philosophy of the Nias Traditional House, such as making souvenirs, digital art, and distinctive handicraft products. This finding aligns with the entrepreneurship learning model based on local wisdom developed by Sapir et al. (2023), which emphasizes the importance of

cultural values in shaping students' innovative and creative attitudes.

### 3. Optimization of Contextual Learning Media

The study also found that learning media integrating the Nias Traditional House can be an effective solution to overcome the often abstract and theoretical nature of economic learning. Through a contextual approach, the material taught becomes more relevant to students' daily lives and surrounding culture, as emphasized in the study by Saefullah et al. (2023), which states that the development of local wisdom-based media increases learning effectiveness and material relevance.

### 4. Involvement of the Community and School Stakeholders

Moreover, the involvement of teachers, students, and traditional leaders in the learning process is key to the successful implementation of media based on the Nias Traditional House. This participatory approach fosters a sense of ownership and cultural preservation while building networks that support sustainable learning. Sanuri (2020) highlights the importance of a participatory approach in empowering local wisdom-based creative economy programs to ensure their effectiveness and sustainability.

Overall, this study reinforces the argument that the local wisdom of the Nias Traditional House is not only a cultural



heritage that must be preserved but also a strategic asset in creative economy learning that prepares young generations to be entrepreneurial and culturally proud. The implementation of local wisdom-based learning media not only improves the quality of education but also contributes to the development of culture-based creative economy at the local level.

### Research Discussion Results

The discussion of this study focuses on how the utilization of local wisdom, specifically the Nias Traditional House, can be an effective media for teaching creative economy to students at SMA Negeri 1 Teluk Dalam. In general, the findings show that integrating local culture into the learning process not only enriches students' knowledge but also enhances their creativity and entrepreneurial spirit.

#### 1. Integration of Local Wisdom in Creative Economy Learning

The use of the Nias Traditional House as a learning medium successfully connects the concept of the creative economy with the local culture that is embedded in the students' environment. This finding aligns with Ramayani et al. (2025), who emphasized that incorporating traditional cultural values into creative economy education strengthens regional identity while enhancing students' holistic understanding. By observing, understanding, and analyzing the Nias Traditional House, students gain a concrete

picture of how creativity and innovation can be rooted in sustainable cultural heritage.

#### 2. The Influence of Culture-Based Media on Student Motivation and Creativity

Using the Nias Traditional House as a learning media positively impacts students' learning motivation. This supports Sapir et al. (2023), who found that local wisdom-based learning can increase students' creativity and foster interest in entrepreneurship through a more contextual and relevant approach. In this context, students do not merely memorize economic theory but also develop creative business ideas based on the design, aesthetic values, and philosophy of the Nias Traditional House.

#### 3. Contextual and Participatory Approaches in the Learning Process

The results also highlight the importance of a contextual and participatory learning approach. This approach involves learning activities that relate creative economy material to students' daily lives and their cultural environment. Sanuri (2020) underlines that the involvement of the community and stakeholders such as teachers, students, and traditional leaders in the learning process increases a sense of ownership and sustainability of the learning program. It also encourages students to engage emotionally and intellectually, making learning more meaningful.



#### 4. Implications for Curriculum and Learning Development

These findings open opportunities for developing a creative economy curriculum that is more responsive to the local context. The study by Saefullah et al. (2023) supports this by emphasizing that integrating local wisdom into learning media strengthens the connection between theory and practice, as well as improves the relevance of the learning material. Therefore, utilizing the Nias Traditional House as a learning medium can be recommended as a model for schools in regions with similar cultural wealth.

Overall, the utilization of the local wisdom embodied in the Nias Traditional House in creative economy learning contributes significantly to improving students' understanding, motivation, and creativity. This learning approach, which incorporates elements of traditional culture, not only supports the development of entrepreneurial character but also preserves local cultural values through education.

#### D. Conclusion

The study on utilizing the local wisdom of the Nias Traditional House as a learning medium for creative economy at SMA Negeri 1 Teluk Dalam demonstrates very positive and significant results.

First, the integration of local cultural elements into the creative economy learning process can deepen and contextualize

students' understanding. The Nias Traditional House functions not only as a cultural artifact but also as a source of inspiration that brings creative economy material to life, making it easier for students to grasp abstract concepts through visual and practical approaches.

Second, this local wisdom-based learning media successfully fosters students' creativity and entrepreneurial spirit. By leveraging the cultural values and aesthetics of the Nias Traditional House, students are encouraged to develop business ideas oriented toward cultural preservation as well as economic utilization. This proves that creative economy education incorporating local wisdom can produce a generation of young people who are innovative and aware of the importance of culture in business development.

Third, the involvement of various stakeholders such as teachers, students, and traditional leaders in the learning process strengthens the participatory aspect, making the learning experience more meaningful and sustainable. This community-engaging approach also supports cultural preservation alongside the development of local-based creative economy.

Overall, the utilization of the Nias Traditional House as a medium for creative economy learning not only improves the quality of education at SMA Negeri 1 Teluk Dalam but also serves as an important



strategy to preserve cultural heritage while promoting the growth of the creative economy at the local level.

### **Suggestions**

Based on the research findings and conclusions above, the following recommendations are proposed for the development of learning and future research:

#### **1. Development of a Local Wisdom-Based Curriculum**

It is hoped that the school and education authorities can develop a creative economy curriculum that is more integrated with local wisdom, especially the unique culture and traditions of the region such as the Nias Traditional House. This integration will provide students with a more contextual and relevant learning experience.

#### **2. Training and Capacity Building for Teachers**

Teachers as facilitators of learning need to receive special training related to the utilization of learning media based on local wisdom. This is important so that teachers can present the material attractively and effectively, as well as connect cultural values with entrepreneurial concepts.

#### **3. Increasing Community and Stakeholder Participation**

The development of culture-based learning media will be more successful if it involves the local community, including traditional leaders and creative economy actors in the area. Such collaboration can

provide practical insights while supporting sustainable cultural preservation.

#### **4. Development of Creative and Innovative Learning Media**

In addition to the Nias Traditional House, it is recommended to develop other learning media that highlight local wisdom through digital technology, such as interactive videos, educational applications, and online platforms. This will facilitate access and increase student interest in learning.

#### **5. Further Research**

It is advised to conduct further studies examining the long-term impacts of utilizing local wisdom in creative economy learning, including changes in attitudes, entrepreneurial behavior, and the socio-economic effects arising from the learning process.

By implementing these suggestions, it is expected that creative economy learning at SMA Negeri 1 Teluk Dalam can become increasingly effective, efficient, and sustainable, while making a tangible contribution to the development of local culture and economy.

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