

EXPERIENTIAL LEARNING: UTILIZING LOCAL WISDOM OF NIAS FOR FUTURE GENERATIONS

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Abstract

This study aims to explore the implementation of experiential learning that utilizes the local wisdom of Nias in education. The method used is qualitative with a case study approach, involving interviews and observations in several schools in Nias. The results indicate that the integration of local wisdom in the learning process can enhance student motivation and engagement, as well as strengthen their understanding of cultural identity. However, this research also identifies challenges, such as limited resources and insufficient training for teachers. The conclusion of this study emphasizes the importance of leveraging local wisdom to create a generation that is not only academically intelligent but also proud of their culture. Recommendations include enhancing teacher training and developing relevant educational resources.

Keywords: *Learning; Experience-Based; Local Wisdom; Education; Young Generation; Nias*

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi penerapan pembelajaran berbasis pengalaman yang memanfaatkan kearifan lokal Nias dalam pendidikan. Metode yang digunakan adalah kualitatif dengan pendekatan studi kasus, melibatkan wawancara dan observasi di beberapa sekolah di Nias. Hasil penelitian menunjukkan bahwa integrasi kearifan lokal dalam proses pembelajaran dapat meningkatkan motivasi dan keterlibatan siswa, serta memperkuat pemahaman mereka terhadap identitas budaya. Namun, penelitian ini juga mengidentifikasi tantangan, seperti keterbatasan sumber daya dan kurangnya pelatihan bagi guru. Kesimpulan dari penelitian ini menegaskan pentingnya memanfaatkan kearifan lokal untuk menciptakan generasi muda yang tidak hanya cerdas secara akademis, tetapi juga memiliki rasa bangga terhadap budaya mereka. Rekomendasi disarankan untuk meningkatkan pelatihan guru dan mengembangkan sumber daya pendidikan yang relevan.

Kata Kunci: *Pembelajaran; berbasis pengalaman; kearifan lokal; pendidikan; generasi muda; Nias.*

A. Introduction

Education is a crucial foundation for the development of individuals and society, especially in an era of globalization filled with challenges (Hasan, 2016). Amidst the

tides of modernization, local wisdom is often overlooked, even though it holds invaluable values (Harefa. D., 2021). In Nias, Indonesia, local wisdom is not merely a cultural heritage but also a life guide that teaches

about community, sustainability, and respect for nature (Harefa, A., 2022). Utilizing local wisdom in education can serve as a bridge to connect the younger generation with their cultural identity while preparing them to face the challenges of the times.

In the face of rapidly evolving global dynamics, education plays a vital role in preparing young people to tackle future challenges (Haryanto, 2015). However, in this educational process, the rich and valuable local wisdom is often marginalized. In Nias, Indonesia, local wisdom encompasses knowledge, practices, and cultural values that have been passed down for centuries. This reflects the way of life of a community that harmonizes with nature and one another while upholding the traditions and values that shape their identity (Haryanto, 2015).

Experience-based learning offers an innovative approach to education, where students not only learn from theory but also through hands-on practices relevant to their local context (Rose, 2002). By integrating Nias local wisdom, education can become more meaningful and contextual, helping students to understand and appreciate their own culture. This is especially important, considering that many young people are exposed to foreign cultures and tend to neglect the existing local values.

Currently, the youth of Nias face complex challenges, including the influence of foreign cultures, shifts in values, and

modernization that can threaten the continuity of local wisdom (Martiman S Sarumaha, 2018). Many of them are exposed to external technology and information, often overlooking their cultural heritage. In this context, it is crucial to integrate local wisdom into the education system to educate young people about the importance of understanding and appreciating their cultural identity (Laiya, Rebecca E dan Sarumaha, 2018).

Experience-based learning becomes a promising approach to achieving this goal. By directly involving students in practices rooted in local wisdom, education can be more meaningful and relevant. Through hands-on experiences, students not only gain theoretical knowledge but also practical skills and a deep understanding of their cultural values (Laiya, Rebecca E dan Sarumaha, 2018). This approach not only helps to strengthen local identity but also equips students with the skills needed to compete in the global arena.

Local wisdom is knowledge, values, and practices that are inherited from generation to generation, reflecting the cultural identity of a community. In Nias, local wisdom plays a significant role in shaping the character and values of society. In the context of education, utilizing local wisdom can be an effective approach to enrich the teaching and learning process, especially in connecting students with their cultural roots (Zagoto, 2018).

The youth of Nias today are confronted with various challenges, such as globalization, social change, and the influence of foreign cultures that can erode local values. Many of them are more exposed to external technology and information, often forgetting their cultural heritage. Consequently, there is a risk of losing identity and understanding of the values that underpin the life of the Nias community (M. E. Kusuma, 2015).

Experience-based education that integrates local wisdom can be a solution to face these challenges. By prioritizing contextual and relevant learning practices, young people can learn about the importance of their cultural values while developing the skills needed to adapt in the modern era. Through this approach, it is hoped that students will not only gain academic knowledge but also cultivate a love for their culture and local heritage, which in turn can strengthen their identity as quality individuals (Hasan, 2016).

Therefore, this research aims to explore how experience-based learning that utilizes Nias local wisdom can be applied in education. Focusing on methods that can enhance understanding and appreciation of local culture, it is hoped that this research can contribute to creating a future generation that is not only academically intelligent but also has strong cultural roots (M. D. Kusuma et al., 2017). Through the utilization of local wisdom, the youth in Nias are expected to

grow into individuals capable of adapting to changing times while preserving and conserving their cultural heritage (Harefa, D., 2021).

In this context, this research aims to explore how experience-based learning that leverages Nias local wisdom can be applied in education. By focusing on methods that can enhance understanding and appreciation of local culture, this research is expected to make a significant contribution to creating a future generation that is not only highly educated but also has strong cultural roots. Through the utilization of local wisdom, the youth in Nias can grow into individuals capable of adapting to global changes while maintaining their cultural identity and values (Suhendra & Arifin, 2019). Therefore, this research aims to investigate and analyze the utilization of Nias local wisdom in experience-based learning. Thus, it is hoped that there will be a tangible contribution to creating a future generation that is not only academically intelligent but also rich in cultural values and local identity.

B. Research Methodology

1. Research Design (Sugiyono, 2016).

- a. Type of Research: Qualitative, with a case study approach.
- b. Scope: Focus on the application of local wisdom in learning in schools in Nias.

2. Data Sources Sugiyono dalam (Harefa, D., 2022).

- a. Primary Data: Interviews: With teachers, students, and community leaders to explore their perspectives and experiences in applying local wisdom.
 - b. Observation: Observing learning practices in classrooms that incorporate local wisdom.
 - c. Secondary Data: Related documents, such as educational curricula, textbooks, and literature on Nias local wisdom.
3. Data Collection Techniques:
- a. Semi-structured Interviews: Using an interview guide to facilitate in-depth discussions, allowing flexibility in exploring relevant themes.
 - b. Participatory Observation: Directly observing the teaching and learning process, including interactions between students and teachers, and the use of local wisdom in learning activities.
 - c. Literature Review: Collecting and analyzing literature related to local wisdom and education in Nias.
4. Data Analysis (Sugiyono, 2020).
- a. Transcription: Compiling interview results into text for further analysis.
 - b. Coding: Categorizing data into themes, such as learning methods, local wisdom values, and impacts on students.
 - c. Thematic Analysis: Identifying patterns and themes emerging from the data, as well as the relationship between the application of local wisdom and learning outcomes.
5. Data Validation:
- a. Triangulation: Using various data sources (interviews, observations, and literature review) to verify the accuracy of the information.
 - b. Member Checking: Confirming the analysis results with informants to ensure authenticity and accuracy of the data.
6. Conclusion and Recommendations:
- a. Summarizing the main findings and concluding the contributions of local wisdom in experience-based education.
 - b. Providing practical recommendations for the implementation of local wisdom in education in Nias and suggestions for further research.
7. Research Ethics:
- a. Obtaining consent from informants and relevant parties before conducting research.
 - b. Respecting the rights and privacy of informants.
 - c. Maintaining the integrity of data and research results by not manipulating information.
- C. Results and Discussion**
- Research Findings**
- The results of this study identify several key findings related to the

application of experience-based learning that utilizes Nias local wisdom in education:

1 **Application of Local Wisdom in Learning:**

- a. Various learning practices that integrate local wisdom, such as the use of folklore, traditional music, local agricultural activities, arts, and local traditions in teaching materials.
- b. Students engage in activities that introduce them to Nias culture and traditions.
- c. Field activities, such as visits to cultural sites and participation in local festivals, serve as effective methods to connect students with their culture.

2 **Motivation and Student Engagement:**

- a. Students show a significant increase in motivation and engagement when learning through direct experiences. They are more active in discussions and practical activities.
- b. Enjoyable learning experiences make it easier for students to understand and remember the material taught.

3 **Student Character Development:**

- a. Students demonstrate improvements in character values such as cooperation, respect, and responsibility through hands-on experiences in culturally based activities.
- b. Learning activities rooted in local wisdom help students develop pride in their Nias cultural identity.

- c. Activities that involve local wisdom foster a stronger connection to their cultural identity, contributing to a strong sense of self.

4 **Impact on Academic Achievement:**

- a. There is an increase in student motivation and engagement in learning. Students are more enthusiastic and active during the learning process.
- b. Some teachers report improvements in academic outcomes in subjects that integrate local wisdom.
- c. There are positive indications that the application of local wisdom in learning contributes to enhanced academic achievement, especially in relevant subjects.
- d. Some teachers report that students grasp concepts more quickly when the context relates to Nias culture.

5 **Challenges in Implementation:**

- a. Resource limitations, such as teaching materials and teacher training, hinder the application of experience-based learning methods rooted in local wisdom.
- b. Some teachers face difficulties in connecting local wisdom with the existing curriculum.
- c. Some teachers feel unprepared to adopt new teaching methods, highlighting the need for additional support from schools and the government.

6 Recommendations for Further Development:

- a. Development of in-depth training programs for teachers on how to integrate local wisdom into learning.
- b. Provision of relevant educational resources, such as books, modules, and teaching aids that support experience-based learning.

Discussion

The research findings indicate that the application of experience-based learning that utilizes Nias local wisdom has significant potential in improving the quality of education. Local wisdom not only provides a relevant context for students but also strengthens their connection to cultural identity (Sahabudin, 2013). Through hands-on practices, students can experience and understand the values embedded in local wisdom, contributing to the development of positive character traits.

The increase in student motivation and engagement shows that experience-based learning can create a dynamic and enjoyable learning environment. This aligns with constructivist theory, which posits that students learn more effectively through direct experiences and social interactions (Sarumaha, M., 2018). However, the challenges faced in implementing this method must be addressed. Resource limitations and training for teachers should be a primary concern for educational authorities. Training and professional

development programs for teachers can help them understand how to effectively integrate local wisdom into the curriculum (Franzoni, 2009).

Overall, this study emphasizes the importance of utilizing local wisdom in education to create a generation of youth who are not only academically intelligent but also possess a deep understanding of their culture. Therefore, experience-based education that integrates local wisdom can be an effective strategy for building the identity and character of future generations in Nias.

Experience-based learning that leverages Nias local wisdom shows great potential in creating a more meaningful and relevant learning environment for students. In this discussion, several key aspects identified during the research will be analyzed further.

a. Integration of Local Wisdom in Learning

Integrating local wisdom into the learning process not only enriches the teaching materials but also provides a real context for students. The use of folklore and local traditions as part of the curriculum gives students the opportunity to recognize and understand the values embedded in their culture. This method aligns with constructivist theory, where learning occurs when students actively engage in the learning

process, allowing them to build knowledge based on direct experiences.

b. Increase in Student Motivation and Engagement

One of the most striking findings is the increase in student motivation and engagement when they learn through direct experiences. When students participate in activities related to local wisdom, they feel more connected to the subject matter. This indicates that experience-based learning can create a dynamic and enjoyable atmosphere, which in turn enhances the learning process. Students are more active participants and show greater interest in the learning process, consistent with research conducted by Harefa, D. (2021).

c. Character Development and Cultural Identity

Learning rooted in local wisdom also contributes to the character development of students. Through learning experiences that involve cultural values, students can internalize values such as cooperation, respect, and responsibility. This is important for shaping individuals who are not only academically intelligent but also possess strong character. Additionally, strengthening cultural identity through education can help the younger generation feel proud and connected to their heritage, which is vital amid the challenges of globalization.

d. Challenges in Implementation

Despite many benefits, this study also identifies several challenges in implementing experience-based learning grounded in local wisdom. Resource limitations, such as inadequate teaching materials and a lack of training support for teachers, pose significant obstacles. Furthermore, some teachers may find it difficult to integrate local wisdom into the existing curriculum. To address these issues, collaboration between schools, the government, and the community is needed to create the necessary support.

e. Recommendations for Further Development

Based on the research findings, several recommendations can be proposed:

- 1) **Teacher Training:** Develop more in-depth training programs for teachers to enhance their understanding and skills in integrating local wisdom into learning.
- 2) **Resource Development:** Provide relevant teaching materials and aids to support experience-based learning grounded in local wisdom.
- 3) **Collaboration with the Community:** Foster collaboration between schools and local communities to create activities that strengthen the bonds between students and their culture.

D. Conclusion

This research demonstrates that experience-based learning utilizing Nias

local wisdom has great potential to enhance the quality of education and shape the character of the younger generation. Through the integration of local cultural values, students not only learn theoretically but also experience and understand their cultural identity. Interviews with teachers, students, and community leaders indicate that this method can improve student motivation, engagement, and understanding of the subject matter.

Experience-based learning that leverages Nias local wisdom not only enhances educational quality but also strengthens the character and cultural identity of the youth. By addressing existing challenges and implementing the provided recommendations, it is hoped that education in Nias can become more effective and sustainable, producing individuals who are prepared to face future challenges while valuing and preserving their cultural heritage (Harefa, 2022).

Nevertheless, this study also identifies several challenges in implementation, such as resource limitations and a lack of training for teachers. These challenges need to be addressed to ensure that the application of local wisdom in education can proceed optimally and sustainably.

Recommendations

1 Enhanced Teacher Training: Training programs and workshops for teachers should be improved to provide

understanding and skills in integrating local wisdom into the curriculum.

2 Resource Development: There is a need for the development of teaching materials and resources that support experience-based learning rooted in local wisdom, such as books, modules, and relevant teaching aids.

3 Collaboration with the Community: Schools should establish closer cooperation with local communities to support experience-based learning activities, such as organizing cultural festivals or field activities.

4 Further Research: It is recommended to conduct further research on the effectiveness of experience-based learning in various contexts, as well as to explore local wisdom from other regions that can be integrated into education.

5 By implementing the above recommendations, it is hoped that experience-based learning utilizing local wisdom can be more effective and positively impact the development of a future generation with a strong cultural identity and relevant skills.

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