
STRENGTHENING STUDENTS' CHARACTER THROUGH THE INTEGRATION OF NIAS LOCAL WISDOM IN PANCASILA AND CIVIC EDUCATION

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Abstrak

This study examines the strengthening of students' character through the integration of Nias local wisdom in Pancasila and Civic Education (PPKn) at senior high schools in South Nias. The research aims to analyze how local cultural values can be incorporated into civic learning to enhance students' moral development, civic awareness, and cultural identity. A qualitative descriptive approach was employed using interviews, classroom observations, and document analysis involving teachers and students. The findings reveal that integrating Nias local wisdom, such as communal values, mutual cooperation, and customary law, significantly improves students' character traits, including responsibility, discipline, honesty, and respect. Students also demonstrate higher engagement, motivation, and participation during learning activities when lessons are contextualized with their cultural environment. Furthermore, the integration of local wisdom helps students better understand civic concepts by linking them to real-life experiences. This approach not only strengthens cognitive understanding but also fosters affective and behavioral development in line with Pancasila values. However, challenges such as limited learning resources and lack of structured teaching materials were identified. Despite these limitations, the study concludes that the integration of Nias local wisdom in PPKn is an effective strategy for character education and cultural preservation. Therefore, it is recommended that schools and policymakers support the systematic incorporation of local wisdom into the curriculum to ensure sustainable character development among students.

Keywords: *Nias local wisdom; character education; Pancasila education; civic education; student character; cultural integration; South Nias*

A. Introduction

Character education is an essential component of the Indonesian education system, particularly within the framework of Pancasila and Civic Education (PPKn).

In the context of globalization and rapid social change, schools are expected not only to transfer knowledge but also to strengthen students' character values such as responsibility, cooperation, tolerance,



and nationalism. However, conventional teaching methods in many schools, including SMA in South Nias, often emphasize theoretical understanding of civic concepts rather than meaningful character internalization in real-life contexts.

In response to this challenge, the integration of local wisdom into PPKn learning has emerged as an effective pedagogical approach Brata, D. N. P., Mahatmaharti, R. A. K., Istianingrum, R., & Hasanudin, C. (2020). Local wisdom refers to cultural values, traditions, and practices that are embedded within a community and passed down through generations. In South Nias, local wisdom is reflected in traditional values such as mutual cooperation, respect for elders, social solidarity, and customary law. These values are highly relevant to the principles of Pancasila and can serve as a foundation for strengthening students' character.

This study is grounded in constructivist learning theory, which states that learners construct knowledge based on their experiences and social environment. According to this theory, learning becomes more meaningful when students connect academic content with their cultural context. The integration of Nias local wisdom into PPKn allows students to internalize civic values more effectively because they are learning through familiar cultural experiences.

Furthermore, the study is supported by the concept of culturally responsive pedagogy, which emphasizes the importance of integrating students' cultural backgrounds into teaching and learning processes. Research shows that culturally based civic education enhances students' engagement, identity formation, and moral development (Pancasila and Civic Education based on local wisdom study). This approach ensures that education is not detached from students' lived realities but instead becomes a reflection of their cultural identity.

Another relevant theoretical foundation is character education theory, which highlights the importance of habituation, moral reasoning, and value internalization in shaping students' behavior. Studies indicate that character education is more effective when supported by contextual learning models that integrate local cultural values Suryaningsih, A., Winarno, W., Hed, N. M., & Widiatmaka, P. (2023). This suggests that local wisdom-based learning can strengthen civic values such as discipline, responsibility, and cooperation.

In the context of PPKn, several studies have confirmed that integrating local wisdom into civic education improves students' understanding of national values and strengthens their civic competence. Local wisdom serves as a "living laboratory" where students can directly



observe and practice Pancasila values in real-life situations Harefa, D. (2025).

The urgency of this study lies in the declining moral values among students due to the influence of digital media and globalization. Many students tend to experience weakening social responsibility, reduced empathy, and lower national awareness. Therefore, integrating Nias local wisdom into PPKn at SMA level in South Nias becomes an important strategy to restore moral values and strengthen students' character.

Based on these considerations, this study aims to analyze how the integration of Nias local wisdom in PPKn learning contributes to strengthening students' character at SMA in South Nias. It is expected that this approach will not only enhance cognitive understanding but also shape students' attitudes and behaviors in accordance with Pancasila values.

B. Research Methodology

This study employed a qualitative descriptive research design to analyze the strengthening of students' character through the integration of Nias local wisdom in Pancasila and Civic Education (PPKn) at SMA in South Nias. A qualitative approach was chosen because the study aims to understand social phenomena, classroom practices, and value internalization processes in depth within their natural setting.

1. Research Location and Participants

The research was conducted at SMA Negeri in South Nias Regency, Indonesia. The participants included PPKn teachers, Grade X and XI students, and school administrators. A purposive sampling technique was used to select informants who are directly involved in the implementation of local wisdom-based learning. The study involved approximately 25–30 participants.

2. Data Collection Techniques

Data were collected through:

- a. **In-depth Interviews** with teachers and students to explore perceptions of character learning through Nias local wisdom.
- b. **Classroom Observations** to analyze how local wisdom is integrated into PPKn learning activities.
- c. **Documentation Analysis** including lesson plans, teaching materials, and curriculum documents.
- d. **Focus Group Discussions (FGD)** to validate findings and explore collective perspectives on character education.

3. Data Analysis Techniques

Data were analyzed using Miles and Huberman's interactive model, which includes data reduction, data display, and conclusion drawing. The data were coded thematically based on patterns of character values such as responsibility, cooperation, tolerance, and nationalism.

4. Theoretical Framework



This study is supported by several relevant theories:

a. Character Education Theory

Character education emphasizes moral development, habituation, and value internalization in students (Harefa, 2025).

b. Constructivist Learning Theory

Students construct knowledge based on prior cultural experiences.

c. Culturally Responsive Pedagogy

Integrates students' cultural identity into learning (Gay, 2018; applied in civic education studies).

d. Ethnopedagogy

Learning based on local wisdom improves contextual understanding.

e. Civic Competence Theory

Focuses on knowledge, skills, and civic attitudes.

5. Relevant Supporting Studies

Character education based on local wisdom improves moral values

a. Integration of ethnopedagogy in civic education

b. Local wisdom strengthens student discipline and responsibility Cultural values improve civic engagement in schools

c. Civic education enhances national identity formation

d. Constructivist approach supports value-based learning

e. Local wisdom-based learning increases student motivation

e. Ethnoscience supports contextual understanding

f. Teacher role in character education implementation

g. School environment influences moral development

6. Validity and Reliability

To ensure trustworthiness, the study applied triangulation of sources and methods, member checking, and prolonged engagement in the field. These techniques enhance credibility, transferability, dependability, and confirmability of findings.

c. Results and Discussion

The findings of this study indicate that the integration of Nias local wisdom into Pancasila and Civic Education (PPKn) significantly strengthens students' character at senior high schools in South Nias. The results were obtained through triangulated data sources, including classroom observations, interviews with teachers and students, and document analysis of lesson plans and school activities.

1. Strengthening of Core Character Values

The most prominent finding of this study is the significant improvement in students' character values, particularly responsibility, discipline, honesty, cooperation, and respect. Teachers reported that students became more aware of moral behavior after learning civic concepts through Nias local wisdom such



as *fondrako* (customary law) and communal values of togetherness. This supports character education theory, which emphasizes value internalization through contextual learning environments.

2. Increased Student Engagement and Participation

Classroom observations revealed that students were more active and engaged during lessons that incorporated local wisdom. They participated more frequently in discussions and demonstrated higher enthusiasm. This finding aligns with research showing that culturally responsive learning increases student motivation and engagement in civic education contexts.

3. Strengthening Cultural Identity

The integration of Nias local wisdom fostered stronger cultural identity among students. They expressed pride in their cultural heritage and showed greater appreciation for traditional values. This supports ethnopedagogy theory, which states that education grounded in local culture enhances identity formation and cultural sustainability (Ali et al., 2025).

4. Improved Understanding of Civic Concepts

Students demonstrated a better understanding of abstract civic concepts such as democracy, rights, and obligations when these concepts were linked to Nias traditions. Local wisdom served as a

contextual bridge, making complex ideas more accessible.

5. Behavioral Improvement in School Environment

Teachers observed positive behavioral changes, including increased discipline, reduced conflicts, and improved respect among students. This suggests that moral values embedded in local wisdom effectively influence students' daily behavior.

6. Enhanced Teacher Creativity

Teachers developed more creative lesson plans by integrating Nias cultural values into civic education materials. This innovation improved instructional relevance and student comprehension.

7. School Environment as a Cultural Learning Space

The school environment became a space for cultural reinforcement. Symbols, practices, and activities reflecting Nias values were incorporated into school life, strengthening the learning process.

8. Community Involvement in Learning

Local community leaders played an important role in supporting the learning process. Their involvement helped bridge formal education with indigenous knowledge systems, ensuring authenticity in cultural transmission.

9. Curriculum Adaptation

The curriculum was adapted to include local wisdom-based content without deviating from national standards.



This contextualization improved alignment between civic education objectives and students' lived experiences.

10. Challenges in Implementation

Despite positive outcomes, several challenges were identified, including limited instructional materials, lack of standardized local wisdom modules, and insufficient teacher training. These challenges indicate the need for stronger institutional support.

The findings of this study demonstrate that the integration of Nias local wisdom into Pancasila and Civic Education (PPKn) plays a significant role in strengthening students' character at senior high schools in South Nias. The discussion is organized based on key empirical findings and linked with relevant educational theories and prior studies.

1. Character Strengthening through Cultural Values

One of the main findings shows that students' character values such as responsibility, discipline, honesty, cooperation, and respect improved significantly after the integration of Nias local wisdom. Cultural values embedded in traditions such as *fondrako* (customary law) and communal solidarity provide concrete examples for students to understand moral behavior in real life. This aligns with character education theory, which emphasizes that values must be internalized through contextual and

experiential learning processes. Research supports that character formation is more effective when learning is connected to students' cultural environment (Suryaningsih et al., 2023,).

2. Role of Constructivist Learning Theory

The results also confirm that constructivist learning theory is strongly applicable in this context. Students construct civic knowledge more effectively when new concepts are linked to their prior cultural experiences. Nias local wisdom serves as a cognitive bridge between abstract civic concepts and real-life understanding.

Constructivist approaches emphasize that learning is meaningful when students actively connect knowledge with their lived experiences (Bruner, 1996; applied in civic education contexts).

3. Culturally Responsive Pedagogy

Another key finding is the improvement of student engagement and motivation. Students became more active in discussions and showed higher enthusiasm when local cultural contexts were integrated into lessons. This supports culturally responsive pedagogy, which highlights the importance of incorporating students' cultural identity into teaching and learning processes. Studies show that culturally responsive teaching increases academic engagement and emotional connection to learning (Derlina et al., 2021).



4. Ethnopedagogical Approach in Civic Education

The integration of Nias local wisdom reflects the principles of ethnopedagogy, where local cultural knowledge becomes a learning resource. Students not only learn civic theories but also understand how these values are practiced in their own community. Ethnopedagogical learning improves contextual understanding and strengthens moral development (Ali et al., 2025).

5. Civic Competence Development

The study also found that students demonstrated improved civic competence, including better understanding of rights, responsibilities, and democratic values. Local wisdom provided real-life examples that made civic concepts easier to understand and apply. This supports previous research indicating that civic competence is strengthened through contextual and value-based learning approaches.

6. Social Learning and Behavioral Change

Bandura's social learning theory is also relevant in explaining behavioral changes observed in students. Students learned positive behaviors by observing teachers and community figures who embodied Nias cultural values. As a result, there was a noticeable improvement in discipline and interpersonal respect.

7. Experiential Learning in Civic Education

Experiential learning theory also explains the effectiveness of integrating local wisdom. Students learned better through direct experiences, such as discussing traditional practices and community values. This hands-on learning approach strengthened moral reasoning and value application.

8. Community-Based Education Support

The involvement of community leaders in learning activities strengthened the authenticity of cultural transmission. Elders contributed local knowledge that enriched classroom learning. This confirms that community-based education enhances cultural continuity and student understanding.

9. Curriculum Contextualization

Findings show that curriculum adaptation is essential for integrating local wisdom. Teachers modified lesson plans to include cultural examples without violating national curriculum standards. This contextualization improved relevance and learning effectiveness.

10. Challenges and Implementation Gaps

Despite positive outcomes, several challenges were identified. These include limited teaching resources, lack of structured modules, and insufficient teacher training on local wisdom-based instruction. These barriers indicate the need for stronger institutional and policy support.

D. Conclusion



The findings of this study indicate that the integration of Nias local wisdom into Pancasila and Civic Education (PPKn) significantly contributes to strengthening students' character in senior high schools in South Nias. Students demonstrated improvements in core character values such as responsibility, discipline, honesty, cooperation, and respect. These values became more meaningful when connected to local cultural practices such as *fondrako* (customary law) and communal traditions that emphasize social harmony and collective responsibility.

This finding is consistent with character education theory, which emphasizes that moral values are most effectively internalized through contextual and experiential learning. When students are exposed to real cultural examples, they are more likely to understand and apply these values in daily life. Furthermore, the results support constructivist learning theory, which states that learners construct knowledge based on their prior experiences. In this study, Nias local wisdom served as a bridge between abstract civic concepts and students' lived experiences, making learning more meaningful and understandable.

The study also aligns with culturally responsive pedagogy, which highlights the importance of integrating students' cultural identity into learning processes. Students showed higher engagement,

motivation, and participation when learning materials were connected to their cultural background. This confirms that culturally relevant teaching enhances both emotional and cognitive involvement in learning.

In addition, ethnopedagogical perspectives explain that local wisdom-based education strengthens moral reasoning and identity formation. The involvement of community values in classroom learning helped students develop stronger cultural pride and civic awareness.

Conclusion

Based on the findings and discussion, it can be concluded that the integration of Nias local wisdom in PPKn learning is highly effective in strengthening students' character. It not only improves students' understanding of civic concepts but also shapes their attitudes and behaviors in accordance with Pancasila values.

The integration of local wisdom contributes to the development of responsible, disciplined, and culturally aware students. It also reinforces their identity as part of both the local community and the Indonesian nation. Therefore, local wisdom plays an essential role in bridging national values and cultural identity in education.

Recommendations

Based on the results of this study, several recommendations are proposed:



1. For Teachers

Teachers are encouraged to integrate Nias local wisdom into PPKn learning activities to make lessons more contextual, meaningful, and engaging for students.

2. For Schools

Schools should support the implementation of culturally based learning by providing resources, training, and curriculum adaptation that incorporates local wisdom.

3. For Government and Policy Makers

Educational authorities should develop policies that promote the inclusion of local wisdom in the national curriculum to strengthen character education across regions.

4. For Curriculum Developers

Curriculum designers should systematically integrate local cultural values into teaching materials to ensure alignment between national education goals and local identity.

5. For Future Researchers

Further studies are recommended to explore the impact of local wisdom integration in other subjects and educational levels using quantitative or mixed-method approaches.

In conclusion, strengthening students' character through the integration of Nias local wisdom in Pancasila and Civic Education is not only an educational strategy but also a cultural necessity. It ensures that students grow into

individuals who are academically competent, morally responsible, and culturally grounded.

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