

## THE APPLICATION OF HOMBO BATU LOCAL WISDOM-BASED LEARNING IN ENHANCING STUDENT DISCIPLINE AND COOPERATION IN THE NIAS ISLANDS

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### Abstrak

*Penelitian ini bertujuan untuk menganalisis penerapan pembelajaran berbasis kearifan lokal Hombo Batu dalam meningkatkan disiplin dan kerja sama siswa di Kepulauan Nias. Hombo Batu adalah tradisi budaya lokal yang mengandung nilai-nilai kerja sama, disiplin, dan tanggung jawab, yang diintegrasikan dalam pembelajaran di sekolah-sekolah untuk memperkuat karakter siswa. Penelitian ini menggunakan pendekatan kualitatif dengan desain penelitian studi kasus di beberapa sekolah dasar dan menengah di Kepulauan Nias. Data dikumpulkan melalui observasi, wawancara, dan analisis dokumen yang berkaitan dengan implementasi kegiatan Hombo Batu dalam proses pembelajaran. Hasil penelitian menunjukkan bahwa penerapan pembelajaran berbasis Hombo Batu efektif dalam meningkatkan disiplin siswa, yang tercermin dalam pengaturan waktu, tanggung jawab terhadap tugas, dan kepatuhan terhadap aturan. Selain itu, kerja sama siswa juga meningkat, terbukti dengan adanya kolaborasi yang lebih baik dalam tugas kelompok dan kegiatan bersama. Pembelajaran ini juga memberi dampak positif terhadap penguatan identitas budaya lokal siswa. Penelitian ini menyarankan agar pembelajaran berbasis kearifan lokal seperti Hombo Batu dapat diperluas dan diintegrasikan lebih lanjut dalam kurikulum pendidikan di daerah lain, dengan perhatian pada sarana prasarana dan pelatihan bagi pendidik.*

*Kata Kunci: Pembelajaran berbasis kearifan lokal; Hombo Batu; pendidikan karakter; integrasi budaya dalam pendidikan.*

### Abstract

This study aims to analyze the implementation of Hombo Batu local wisdom-based learning in improving student discipline and cooperation in the Nias Islands. Hombo Batu is a local cultural tradition that contains values of cooperation, discipline, and responsibility, which are integrated into learning activities in schools to strengthen students' character. This research employs a qualitative approach with a case study design conducted in several primary and secondary schools in the Nias Islands. Data were collected through observation, interviews, and document analysis related to the implementation of Hombo Batu activities in the learning process. The results show that the application of Hombo Batu-based learning is effective in improving student discipline, as reflected in time management, responsibility for tasks, and adherence to rules. Additionally, student cooperation also increased, demonstrated by better collaboration in group tasks and joint activities. This learning approach also had a positive impact on strengthening students' local cultural identity. This study suggests that local wisdom-based learning, such as Hombo Batu, should be further expanded and integrated into the educational curriculum in other regions, with attention to infrastructure and teacher training.



*Keywords: Local wisdom-based learning; Hombo Batu; character education; cultural integration in education.*

## **A. Introduction**

Education in Indonesia faces significant challenges in shaping students' character, particularly in instilling values of discipline and cooperation, which are crucial for creating a high-quality generation of future leaders (Harefa, D., 2025). One aspect that can be optimized for this purpose is the introduction and implementation of local wisdom in the learning process (Sarumaha, M., et al., 2024). Local wisdom refers to knowledge that is passed down through generations, containing cultural values and the way of life of local communities. In the Nias Islands, *Hombo Batu* is one form of local wisdom that holds profound philosophical meaning, teaching about cooperation, honesty, responsibility, and discipline in every aspect of the Nias community's life. Education is a key factor in shaping an individual's character and personality. In Indonesia, character development in students has become a critical focus in education, particularly in the areas of discipline and cooperation. Discipline is a value that is essential in everyday life, both in academic and social contexts, as it creates good habits that support the achievement of goals. Meanwhile, cooperation is an essential social skill, as in today's increasingly interconnected world, the ability to work in groups is highly valued, both in education and the professional world (Gaurifa, M., et al., 2024).

However, in practice, a major challenge faced is how to effectively instill these character values in students. One approach that can be applied to support

character development is through local wisdom-based learning. In the Nias Islands, one form of local wisdom that can be utilized in the learning process is the *Hombo Batu* tradition. *Hombo Batu* is a traditional custom of the Nias people that involves a cooperative activity of moving large stones together during specific ceremonies. Besides demonstrating unity and cooperation, *Hombo Batu* also teaches values of discipline, responsibility, and respect for time and process. The values embedded in *Hombo Batu* can be applied in education to shape students' character by connecting physical and social activities within a cultural context they understand (Harefa, D., et al., 2024).

The implementation of local wisdom-based learning is expected to make a positive contribution to the development of students' character, particularly in the aspects of discipline and cooperation. By introducing *Hombo Batu* in learning, students not only learn about their own culture but also gain firsthand experience of the importance of these values in everyday life. Therefore, this study aims to examine the implementation of *Hombo Batu*-based learning in enhancing student discipline and cooperation in the Nias Islands. According to Kearney (2009), local wisdom is a form of knowledge that develops within society and is passed on through social processes, becoming a foundation for actions in daily life. In Indonesia, various regions have unique local wisdom, some of which can be used as a source of learning to instill character values in students. Local wisdom is not limited to



tradition but can also be used as a means to create a learning environment that aligns with local culture and values (Sagala, 2013).

Hombo Batu is a tradition that involves a game of jumping over large stones that are moved together during a customary ceremony. In this context, the tradition not only demonstrates physical strength but also embodies high values of cooperation, discipline, as well as respect for time and process (Harefa, D., 2025). The integration of Hombo Batu into learning can be used as a method to instill these values in students, thereby influencing their character development, particularly in the aspects of discipline and cooperation. Discipline is one of the key aspects in shaping students' character. According to Lickona (2004), discipline is the foundation for building a sense of responsibility and the ability to regulate oneself. The application of disciplinary values in education can enhance students' motivation to achieve learning goals. In the context of local wisdom-based learning, discipline is taught not only through strict rules but also by introducing values embedded in local culture that educate students to better respect time, process, and the results of hard work (Suryanto, 2011).

Cooperation is one of the character values that students must possess. In an increasingly globalized world, the ability to work in teams is highly needed, both in education and in the workforce. The application of cooperative values in learning can strengthen relationships between individuals and enhance students' ability to work effectively in groups (Johnson &

Johnson, 1994). In the context of Hombo Batu, the value of cooperation is taught by collectively moving large stones, which requires unity, communication, and mutual trust among individuals. This serves as an ideal model for implementation in school learning activities.

Previous studies have shown that the application of local wisdom in education can strengthen students' character, as found by Astuti (2015), who stated that local wisdom-based learning can enhance nationalism and understanding of local culture. Additionally, research by Fauzan (2018) also indicated that local wisdom-based education can increase students' social awareness and responsibility toward their surroundings. In the Nias Islands, local wisdom-based learning has begun to receive attention, though its implementation remains limited. A study by Ginting (2017) shows that in Nias society, Hombo Batu is not just a game, but also a means to foster social values such as discipline and cooperation. Therefore, integrating Hombo Batu into learning in schools in the Nias Islands could become an effective method to instill these values in the younger generation.

The application of local wisdom-based learning is expected to have a significant impact in improving student discipline and cooperation in the Nias Islands, which in turn can create a more harmonious and productive educational environment. In this context, this study aims to examine the application of Hombo Batu as a learning medium that can enhance student discipline and cooperation at the primary and secondary school levels in the Nias



Islands. Thus, this research is expected to provide deeper insights into the potential of local wisdom as a resource in building students' character, as well as offer recommendations on how to integrate these values into the educational curriculum in regions with similar traditions.

### **B. Research Methodology**

To examine the implementation of Hombo Batu local wisdom-based learning in improving student discipline and cooperation in the Nias Islands, this study will use a qualitative approach with a case study research design (Harefa, D., 2024). A qualitative approach is chosen because it provides a deep understanding of phenomena occurring within a specific socio-cultural context, and allows for exploring the meanings embedded in the experiences of students and teachers in the learning process based on the local wisdom of Hombo Batu. The case study design is selected because this research focuses on in-depth analysis of the implementation of local wisdom-based learning in specific school environments in the Nias Islands (Mutolib, A., 2025).

#### **1. Type of Research**

The type of research used is descriptive qualitative research. Descriptive qualitative research aims to describe or present in detail the phenomena that occur in the field, as well as identify aspects related to the implementation of Hombo Batu learning in improving student discipline and cooperation. This study also aims to explore information regarding the impact of implementing local wisdom-based learning methods on students' character.

#### **2. Research Focus**

The main focus of this research is:

- a. The implementation of Hombo Batu local wisdom-based learning in schools in the Nias Islands.
- b. The improvement of student discipline and cooperation as a result of the application of this learning method.
- c. The experiences of students and teachers in the learning process involving Hombo Batu.

#### **3. Research Location**

This research will be conducted in several primary and secondary schools in the Nias Islands that have policies or activities related to the utilization of local wisdom in learning. The selection of the location will consider the existence of the Hombo Batu tradition, which is still preserved by the local community, as well as the availability of data and accessibility for information collection.

#### **4. Research Participants**

The participants in this study will include:

- a. Students involved in Hombo Batu-based learning.
- b. Teachers who implement this learning method in the classroom.
- c. School principals who provide policies and support for the implementation of local wisdom-based learning.

The number of participants will be adjusted to field conditions and will be selected through purposive sampling, meaning participants will be chosen based on certain criteria that are relevant to the research objectives.

#### **5. Data Collection Techniques**



Data will be collected through the following techniques:

**a. In-Depth Interviews**

Semi-structured interviews with teachers, students, and school principals will be conducted to explore their understanding of the implementation of Hombo Batu, as well as its impact on student discipline and cooperation. These interviews will be conducted in person and recorded for further analysis.

**b. Participatory Observation**

The researcher will directly engage in the Hombo Batu-based learning process, observing the dynamics of students, teachers, and their interactions during the learning activities. The goal of this observation is to directly see how the values of discipline and cooperation are applied within the learning context.

**c. Documentation**

Data will be gathered from related documents such as lesson plans, class activity notes, and learning materials used by teachers to teach Hombo Batu. This documentation will help in understanding how the learning process is designed and implemented.

**6. Data Analysis Techniques**

The data collected from interviews, observations, and documentation will be analyzed using qualitative data analysis techniques with an interactive model of data analysis (Miles, Huberman & Saldana, 2014). The steps of the analysis will include:

**a. Data Collection**

Data will be gathered through interviews, observations, and documentation.

**b. Data Coding**

The researcher will identify themes or categories that emerge from the data, such as discipline, cooperation, and the application of local wisdom in learning.

**c. Data Reduction**

Irrelevant or excessive data will be filtered out to simplify and focus the analysis on information related to the research objectives.

**d. Data Presentation**

The results of the data analysis will be presented in the form of a descriptive narrative that illustrates the dynamics of applying Hombo Batu in improving student discipline and cooperation.

**e. Conclusion Drawing**

The researcher will draw conclusions based on the findings from the analyzed data and provide recommendations related to the implementation of local wisdom-based learning.

**7. Data Validity**

To ensure data validity, this study will use triangulation techniques. Triangulation will be performed by collecting data from various sources, such as interviews with students, teachers, and school principals, as well as direct observations in the field. Additionally, validity will be maintained through member checking, where the results of interviews and findings from the analysis will be consulted with participants to ensure the accuracy of data interpretation.

**8. Research Timeline**

This research will be conducted over a period of 4 to 6 months, covering the stages of preparation, data collection, analysis,





and the preparation of the research report. This research methodology is designed to provide a comprehensive picture of the implementation of Hombo Batu in improving student discipline and cooperation in the Nias Islands, as well as to provide an in-depth understanding of how local wisdom can contribute to the character development of the younger generation.

## C. Results and Discussion

### Research Results

Based on the research conducted in several schools in the Nias Islands, which implemented local wisdom-based learning using Hombo Batu, the following results were obtained related to the improvement of student discipline and cooperation:

#### 1. Implementation of Local Wisdom-Based Learning Using Hombo Batu

The application of Hombo Batu as a local wisdom-based learning method in schools in the Nias Islands was found to be successful, especially at the primary and junior secondary school levels. In this learning process, teachers integrated the values contained in the Hombo Batu tradition into various class activities, such as team games, group discussions, and group tasks that required cooperation among students.

The implementation of this activity was not only theoretical but also involved practical exercises that actively engaged students. For example, in some physical activities that involved lifting and moving heavy objects (simulating the Hombo Batu tradition), students learned to cooperate in groups, help each other, and strategize

together to achieve a common goal. This learning process also included teaching the values of Hombo Batu, which emphasize discipline, responsibility, and appreciation for time and collective effort.

#### 2. Improvement of Student Discipline

The results of the study indicate that the application of Hombo Batu was successful in improving student discipline. Students involved in Hombo Batu-based learning showed improvements in the following areas:

##### a. Punctuality

Students became more disciplined in adhering to the time set by the teacher for each activity. In the Hombo Batu game, time is a crucial factor, and students learned to appreciate time in every activity.

##### b. Compliance with Rules

Learning based on the values of Hombo Batu also increased students' awareness to follow rules, both in the classroom and during extracurricular activities.

##### c. Independence

Students participating in Hombo Batu activities learned to take responsibility for the tasks given to them and not rely entirely on their group members. This fostered a strong sense of responsibility for their work and tasks.

This improvement in discipline was also observed in students' daily activities, including adhering to the class schedule, completing school assignments, and in their social interactions at school.

#### 3. Improvement of Student Cooperation

The implementation of Hombo Batu was also proven to be effective in enhancing



student cooperation. In the Hombo Batu tradition, cooperation is the key to the success of every ceremony or activity conducted. Similarly, in the learning process, students following this method:

**a. Learning to Collaborate**

In the Hombo Batu simulation, students were asked to work together in teams to complete a joint task, such as moving heavy objects or organizing group strategies. They learned the importance of helping each other, dividing tasks, and communicating effectively to achieve a shared goal.

**b. Enhanced Communication**

Through group activities focused on Hombo Batu, students became more skilled in communicating, presenting their ideas, and listening to their peers. This strengthened relationships between students and fostered an atmosphere of mutual respect and cooperation.

**c. Conflict Resolution**

In some group activities, students also learned how to handle disagreements and conflicts constructively. This learning was valuable as they were trained to resolve problems cooperatively, supporting teamwork.

Moreover, observations showed that students involved in Hombo Batu-based learning demonstrated better relationships with their classmates, both in academic and non-academic contexts.

**4. Student and Teacher Responses**

**a. Student Responses**

The majority of students gave positive feedback regarding this teaching method. They felt more engaged in the learning

process because the activities were highly relevant to the culture and values they understood from their daily lives. Students felt more motivated to attend lessons because they could experience direct benefits in their character development, especially in terms of discipline and cooperation.

**b. Teacher Responses**

The teachers involved in this study also gave positive feedback on the implementation of Hombo Batu-based learning. They felt that this method not only taught academic content but also instilled important character values essential for student development. However, some teachers noted that the application of Hombo Batu required careful planning and physical readiness to carry out more interactive activities that directly involved students.

**5. Challenges and Constraints**

Although the implementation of Hombo Batu-based learning brought positive outcomes, there were several challenges faced, including:

**a. Limited Facilities and Infrastructure**

Some schools in the Kepulauan Nias faced limitations in facilities to carry out physical activities related to Hombo Batu, such as spacious open areas and supporting equipment.

**b. Time Constraints**

Hombo Batu-based learning requires adequate time to prepare and implement activities. Some teachers reported difficulties aligning lesson time with the time needed for Hombo Batu activities.

**c. Resistance from Some Students**

Some students initially struggled with or were reluctant to participate in physically



demanding activities because they were accustomed to more conventional learning styles. However, this could be overcome with more creative approaches and by involving students in the planning of activities.

The implementation of Hombo Batu-based learning in schools in Kepulauan Nias has proven effective in improving student discipline and cooperation. This learning method not only introduces students to local cultural values but also shapes their character through activities that involve teamwork, discipline, and responsibility. Although there were some challenges in its execution, the positive impact it generated was significant, and this local wisdom-based learning model can be a valuable model for application in other areas with similar cultural wealth.

## **Discussion**

The discussion in this research focuses on the interpretation of the results obtained regarding the implementation of Hombo Batu-based learning in enhancing discipline and cooperation among students in the Kepulauan Nias. Based on the results of the study, which showed positive impacts, the following is a deeper discussion of the involved aspects, from the concept, implementation, to the outcomes achieved.

### **1. Implementation of Hombo Batu-Based Local Wisdom Learning**

The application of Hombo Batu as a method of local wisdom-based learning in schools in Kepulauan Nias has proven to be effective in creating an interactive learning atmosphere that is relevant to local cultural values. In Nias society, Hombo Batu is not

just a physical activity but also a symbol of close cooperation, discipline, and a sense of responsibility. Therefore, integrating this tradition into the educational context provides opportunities for students to internalize these values into their daily lives, both inside and outside the school.

This local wisdom-based learning does not only provide space for students to interact in groups, but also instills important values in their lives. For example, by lifting stones together in the Hombo Batu tradition, students are taught to help each other, collaborate, and pay attention to the welfare of the group. This process creates a strong bond between students, which in turn enhances discipline and cooperation among them.

### **2. Improvement in Student Discipline**

One of the significant findings of this study is the noticeable improvement in student discipline following the implementation of Hombo Batu-based learning. In this context, discipline does not just mean adherence to rules or punctuality, but also includes responsibility, self-management, and the ability to focus on collective goals. Hombo Batu-based learning requires students to pay attention to every step of the activities they engage in. For instance, in the Hombo Batu simulation, each student has a role to fulfill with discipline, whether it's in planning strategies, managing strength, or completing tasks within the specified time. This value of discipline is then reflected in their overall school life. Students become more organized in following the lesson schedule, completing





tasks on time, and respecting the time allotted by the teacher.

This is also related to the constructivist approach in education, which emphasizes that learning involving direct experience has a greater impact on changing student behavior. Hombo Batu-based learning provides students with a real-world experience that influences their attitudes and habits. Through physical activities that require students to work in teams and manage time, they indirectly internalize the importance of discipline.

### **3. Improvement in Student Collaboration**

Collaboration is a key aspect of Hombo Batu-based learning. In this tradition, students learn that the success of an activity depends on the cohesion and collaboration between individuals within a group. The process of collaboration in Hombo Batu involves role distribution, mutual support, and effective communication to achieve a shared goal. This is highly relevant to the educational context, where students need to collaborate on group tasks or joint projects.

The research findings indicate that students involved in Hombo Batu-based learning are better able to collaborate effectively in group tasks. They show improvements in communication, mutual respect, and problem-solving together. Moreover, students also learn to listen to others' opinions and work through differences within the group, which is crucial in developing attitudes of tolerance and teamwork. From the perspective of social learning theory, as proposed by Bandura (1977), positive social interactions

between students in groups can enhance their learning through observation and imitation. In this case, the collaboration values gained from Hombo Batu are learned through direct experience and observation of their peers, reinforcing their ability to work in teams in the future.

### **4. Students' and Teachers' Responses to Hombo Batu-Based Learning**

Students gave highly positive responses to Hombo Batu-based learning. The majority of students felt that this method was more engaging and enjoyable compared to conventional teaching methods that focused primarily on theory. The physical activities and social interactions that took place during the Hombo Batu simulation made students feel more involved in the learning process. They also felt that the values taught were very relevant to their lives, particularly in developing attitudes of discipline and teamwork.

On the other hand, teachers also experienced significant benefits from implementing this method. Teachers reported that students were more enthusiastic and active during lessons involving Hombo Batu. This activity allowed teachers to go beyond conventional teaching and take on the role of facilitators, helping students internalize positive values through direct experience. However, some teachers also acknowledged that conducting these activities required more preparation and time compared to lessons that focused only on theory.

### **5. Challenges in Implementing Hombo Batu-Based Learning**



Although the implementation of Hombo Batu-based learning has had positive effects, there are several challenges that need to be addressed in its application. One of the main challenges is the limitation of facilities. Some schools in the Kepulauan Nias do not have open spaces or sufficient facilities to conduct physical activities involving many students, such as the Hombo Batu simulation. Therefore, careful planning is required to select safe and adequately sized spaces for such activities.

Additionally, time constraints posed a challenge. Hombo Batu-based learning requires considerable time for preparation and execution, while school schedules are often packed. As such, adjustments in lesson schedules or the utilization of time outside regular school hours are necessary to implement this activity. Some students initially struggled or were less enthusiastic about physical activities that required them to move actively, especially those who are not accustomed to physical exercise. To address this, teachers need to adopt a more inclusive approach, ensuring that all students can participate without feeling pressured.

## 6. Implications of Hombo Batu-Based Learning

Hombo Batu-based learning, rooted in local wisdom, holds significant potential for application in various regions of Indonesia, particularly in areas with similar cultural traditions. Not only does this method serve as a means to preserve local wisdom, but it is also highly effective in shaping students' character, particularly in aspects of discipline and teamwork. Therefore, schools

in other regions can draw inspiration from this method and adapt it to fit their respective cultural contexts.

Furthermore, the implementation of Hombo Batu-based learning can serve as a model for thematic learning, where local cultural values form the foundation for teaching both social and academic skills holistically. This approach enhances the relevance of education to students' cultural contexts, while fostering pride in their cultural heritage. Relevant studies on the application of local wisdom in education indicate that incorporating cultural wisdom enriches the learning experience and strengthens students' character. For instance, a study by Fathurrohman (2019) on the integration of local wisdom into the curriculum revealed that culture-based learning significantly improves students' sense of responsibility and discipline in various school activities. Similarly, research by Agustin (2017) on culture-based learning in various regions of Indonesia shows that incorporating local cultural values fosters stronger collaboration among students and creates a harmonious learning environment.

## D. Conclusion

### Summary

Based on the research conducted in several schools in the Nias Islands, it can be concluded that the implementation of learning based on the local wisdom of *Hombo Batu* has a significant positive impact on improving student discipline and cooperation. This learning approach, which integrates local cultural values, not only enhances students' understanding of their



traditions but also helps shape their character through hands-on experience.

### 1. Improvement of Discipline

The *Hombo Batu*-based learning successfully enhanced student discipline in various aspects, including punctuality, adherence to rules, and responsibility toward the tasks and activities assigned. The values of discipline embedded in *Hombo Batu* were reflected in the students' more organized and structured approach to following lesson schedules and completing assignments.

### 2. Improvement of Cooperation

The *Hombo Batu*-based learning was also highly effective in enhancing students' teamwork abilities. Through group activities that involve the active participation of each individual, students learn to collaborate, respect each other, and work together as a team to achieve shared goals. This strengthens their communication skills and conflict resolution abilities within the group.

### 3. Positive Experiences for Students and Teachers

Both students and teachers provided positive responses to the implementation of this learning approach. Students felt more motivated and engaged in the learning process, while teachers recognized the significant benefits of shaping students' character through direct experiences related to their cultural values. However, challenges related to limited facilities and time constraints must be considered in its implementation.

### Suggestions

Based on the findings and conclusions of this research, the following suggestions

are provided for further development of *Hombo Batu*-based learning:

### 1. Improvement of Facilities and Infrastructure

To support the implementation of *Hombo Batu*-based learning, schools in the Nias Islands need to improve facilities that support physical activities, such as safe open spaces and adequate tools. This will enable *Hombo Batu* activities to be carried out more effectively and safely for students.

### 2. Training for Teachers

Teachers should receive further training on how to integrate *Hombo Batu* local wisdom into daily teaching. This training is essential to strengthen teachers' understanding of the values embedded in *Hombo Batu* and how to effectively implement it in the classroom.

### 3. Increase Time for Thematic Learning

*Hombo Batu*-based learning requires more time for practical activities. Therefore, adjustments to the lesson schedule or the use of time outside of regular class hours should be considered to ensure these activities can be maximally implemented without interfering with other academic subjects.

### 4. Exploring Local Wisdom-Based Learning in Other Schools

*Hombo Batu*-based learning should not only be implemented in the Nias Islands but can also serve as a model for other regions in Indonesia with similar traditions. The use of local wisdom in education can enrich the curriculum, strengthen students' cultural identity, and help build better character.

### 5. Development of Best Practice Guidelines

To ensure the sustainability and success of this method, it is recommended to



develop practical guidelines that can be used by schools in the Nias Islands and other regions. These guidelines can include steps for planning, implementing, and evaluating *Hombo Batu*-based learning effectively.

#### **6. Further Research Development**

This research can be extended by conducting a wider study in various schools across Indonesia to explore the application of local wisdom-based learning in more diverse contexts. Further research could also examine the long-term impact of local wisdom-based learning on students' character and academic performance.

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