

## INNOVATION IN SOCIAL SCIENCE LEARNING BASED ON LOCAL WISDOM: HOMBO BATU AS A CULTURAL EDUCATION MEDIA IN SOUTH NIAS

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### Abstrak

Penelitian ini bertujuan untuk mengeksplorasi inovasi dalam pembelajaran Ilmu Pengetahuan Sosial (IPS) berbasis kearifan lokal dengan menggunakan Hombo Batu sebagai media edukasi budaya di Nias Selatan. Hombo Batu, yang merupakan salah satu tradisi budaya yang kaya nilai sosial dan pendidikan, diintegrasikan sebagai sarana dalam proses pembelajaran untuk memperkenalkan siswa pada pentingnya kearifan lokal dalam konteks sosial dan budaya. Melalui pendekatan ini, penelitian ini menganalisis potensi Hombo Batu sebagai media pembelajaran yang dapat memperkuat pemahaman siswa terhadap sejarah, nilai-nilai sosial, dan kebudayaan Nias. Metode yang digunakan dalam penelitian ini adalah penelitian kualitatif dengan pendekatan studi kasus di sekolah-sekolah di Nias Selatan. Hasil penelitian menunjukkan bahwa penggunaan Hombo Batu dalam pembelajaran IPS tidak hanya meningkatkan pemahaman siswa terhadap materi pembelajaran, tetapi juga memperkenalkan mereka pada pentingnya pelestarian kearifan lokal dalam konteks perkembangan sosial. Diharapkan hasil penelitian ini dapat memberikan kontribusi dalam pengembangan metode pembelajaran berbasis budaya lokal untuk meningkatkan kualitas pendidikan di daerah tersebut.

**Kata Kunci:** Inovasi Pembelajaran; Ilmu Pengetahuan Sosial; Kearifan Lokal; Hombo Batu; Edukasi Budaya; Nias Selatan; Media Pembelajaran

### Abstract

This study aims to explore innovations in Social Science (IPS) learning based on local wisdom by using Hombo Batu as a cultural education media in South Nias. Hombo Batu, a cultural tradition rich in social and educational values, is integrated as a tool in the learning process to introduce students to the importance of local wisdom in a social and cultural context. Through this approach, the study analyzes the potential of Hombo Batu as a learning medium that can strengthen students' understanding of the history, social values, and culture of Nias. The research method used in this study is qualitative, with a case study approach conducted in schools in South Nias. The findings indicate that the use of Hombo Batu in IPS learning not only enhances students' understanding of the learning material but also introduces them to the importance of preserving local wisdom within the context of social development. It is expected that the results of this study will contribute to the development of local culture-based learning methods to improve the quality of education in the region.

**Keywords:** Learning Innovation; Social Science; Local Wisdom; Hombo Batu; Cultural Education; South Nias; Learning Media

### A. Introduction

Education plays a crucial role in shaping the environment around them. In an era of rapidly advancing globalization, students' character, identity, and strengthening local wisdom values becomes understanding of the culture and essential to ensure that the younger

generation does not lose their identity and continues to appreciate the cultural heritage of their ancestors (Harefa, D., 2025). One way to achieve this is by integrating culture-based education into the curriculum, particularly in the subject of Social Science (IPS), which addresses history, society, economics, and culture (Harefa, D., Dkk 2024).

Education plays a strategic role in shaping the character and cultural identity of a nation. In the era of globalization, strengthening local wisdom values in education becomes essential to ensure that students continue to recognize and appreciate the cultural heritage of their ancestors. One cultural aspect rich in educational values is *Hombo Batu*, the traditional stone-jumping ritual of South Nias, which has become an integral part of the Nias community's identity. According to Tilaar (2012), education based on local wisdom is an approach that integrates local culture and traditions into the learning process, enabling students to develop a strong sense of identity while remaining relevant to contemporary developments. Culture-based learning can also enhance social awareness and a sense of ownership over cultural heritage (Wahyudin, 2015). In South Nias, one cultural heritage with high historical and social value is *Hombo Batu*, or the stone-jumping tradition (Harefa, D., 2025). *Hombo Batu* is not merely a game or tourist attraction, but also reflects values of courage, discipline, and physical endurance that have been passed down through generations. Unfortunately, in the modern era, students' understanding of local culture, such as *Hombo Batu*, has been diminishing due to the lack of contextual approaches in the school curriculum.

Local Wisdom is an integral part of community identity, passed down from generation to generation (Tilaar, 2012). Education based on local wisdom aims to link knowledge with the cultural values and traditions that evolve within a specific region (Wahyudin, 2015). By implementing culture-based learning, students can better understand the social and cultural values present in their environment. According to Suhartono (2019), education based on local culture can increase students' awareness of their cultural identity while strengthening a sense of nationalism and solidarity. Therefore, in the context of Social Science education, an approach based on local wisdom can serve as an engaging and meaningful learning medium (Harefa, D., 2025).

*Hombo Batu* is a traditional stone-jumping practice originating from South Nias and has become an integral part of Indonesia's cultural heritage (Simanjuntak, 2020). This tradition initially developed as a rite of passage for young men in Nias, but today it stands as a symbol of courage, discipline, and a valuable cultural legacy. According to Purba (2018), *Hombo Batu* is not just a physical activity; it also reflects the social system and the strong cultural values within the Nias community. Therefore, *Hombo Batu* can be utilized as an educational medium to introduce students to the history and social values embedded in the culture of South Nias (Harefa, D., dkk 2024).

Currently, the methods used in Social Science (IPS) education in schools still rely heavily on conventional approaches, such as lectures and memorization, which tend to be less engaging and hard to connect with students' real-life experiences. Therefore,

there is a need for innovation in teaching that integrates *Hombo Batu* as a cultural education medium in IPS subjects. Social Science education aims to develop students' understanding of society, culture, and history. In this context, integrating local wisdom, such as *Hombo Batu*, into IPS learning can serve as an effective innovation. *Hombo Batu* not only represents the historical and social aspects of the Nias community, but it also embodies values of leadership, resilience, and courage, which are highly relevant to character education. Social Science (IPS) aims to enhance students' understanding of social life, history, and culture (Sardiman, 2010). A contextual approach in IPS learning can boost students' motivation and deepen their understanding of local cultural values (Suharto, 2018).

The subject of Social Science (IPS) plays a crucial role in shaping students' understanding of society, history, and culture (Sardiman, 2010). In IPS, a culture-based learning approach can help students connect the concepts they study with the social realities and history around them (Suharto, 2018). Several studies have shown that the use of local culture in IPS learning can enhance students' motivation and understanding. For example, a study by Yuniarti (2021) found that students who learned IPS using a culture-based approach had a better understanding compared to those who relied solely on lecture-based methods. In the world of education, innovation in teaching is essential to improve the effectiveness and appeal of the material for students (Sudjana, 2019). One innovative approach in IPS learning is using local culture as a learning medium. According to Arief

(2020), a culture-based learning approach can increase student engagement in the learning process and strengthen their understanding of historical and social concepts. Several culture-based learning models that have proven effective include.

Integrating culture into learning can enhance students' learning experience. According to Sudjana (2019), the use of local culture-based media in IPS education can help students relate the lesson material to real-life situations. A study by Yuniarti (2021) showed that students who learned through a culture-based approach had a deeper understanding compared to those who followed conventional methods.

However, the approach to Social Science (IPS) learning in schools often remains conventional, using lecture-based methods that are less engaging and fail to incorporate local culture. As a result, students tend to struggle in connecting the lesson material to real-life situations (Harefa, D., dkk 2024). Therefore, utilizing *Hombo Batu* as a cultural education medium can offer an innovative solution in IPS learning. *Hombo Batu* is a stone-jumping tradition that developed in South Nias and holds deep significance in the local community's life. According to Simanjuntak (2020), this tradition symbolizes courage, discipline, and resilience, which are integral values in Nias culture. Furthermore, *Hombo Batu* has a historical background closely linked to the social system of the indigenous Nias people.

Thus, this study aims to explore how *Hombo Batu* can be utilized as a learning medium in Social Science (IPS) education, as well as its impact on students' understanding of the history, society, and culture of South

Nias. The integration of *Hombo Batu* into IPS learning represents an innovation that can enhance the effectiveness of teaching and increase students' cultural awareness. By using *Hombo Batu* as a cultural education medium, students not only learn about history and society, but also gain a more contextual and interactive experience in understanding the cultural values of South Nias (Mutolib, A., 2025).

## B. Research Method

### 1. Type of Research

This study employs a library research method, which aims to analyze and summarize various relevant literatures related to the innovation of Social Science (IPS) learning based on local wisdom, particularly the use of *Hombo Batu* as a cultural education medium in South Nias (Harefa, D., 2025). The library research involves reviewing various academic sources such as books, scientific journals, proceedings, and previous research documents related to culture-based education, IPS learning, and the cultural heritage of *Hombo Batu* in South Nias.

### 2. Data Sources

The data for this research is derived from various relevant literatures and academic references, including:

- a. Textbooks and academic references discussing local culture-based education, innovation in IPS learning, and experience-based learning methods.
- b. National and international scientific journals covering related topics, such as:
  - 1) Culture-based learning in Social Science (IPS) education.
  - 2) Innovative models in IPS learning.

- 3) The role of local wisdom in strengthening character education.

- 4) The history and cultural values of *Hombo Batu* in the South Nias community.

- c. **Official documents from government or educational institutions**, such as national education curricula, policies on culture-based education, and publications from the cultural and education departments.

- d. **Previous research** relevant to the integration of culture in IPS learning, both in the context of Indonesia in general and case studies in South Nias.

### 3. Data Collection Techniques

Data collection will be carried out through the following methods:

- a. **Identification of relevant literature** from various academic sources through journal databases, digital libraries, and official documents available both online and in print.

- b. **Content analysis** of journals, books, and previous research to gain a deeper understanding of the concepts of culture-based learning and *Hombo Batu* as a cultural education medium.

- c. **Systematization of data** to categorize the information obtained based on key themes, such as:

- 1) The role of local wisdom in education.

- 2) The integration of local culture in IPS learning.

- 3) The history and significance of *Hombo Batu* in South Nias.

- 4) Innovative learning models for IPS.

- 5) The impact of culture-based learning on student engagement and cultural awareness.

- a) The concept of culture-based education.

b) Innovation in IPS learning.

c) The history and cultural significance of Hombo Batu.

d) Case studies on the implementation of local culture in learning.

#### 4. Data Analysis Techniques

The collected data will be analyzed using qualitative descriptive analysis methods, which include the following steps:

##### a. Data Reduction

Grouping information based on key topics related to the research.

##### b. Data Presentation

Organizing the literature review findings systematically to identify connections between the concepts being studied.

##### c. Conclusion Drawing

Formulating conclusions based on the literature review to provide an understanding of the potential and challenges in integrating *Hombo Batu* as a learning medium in IPS education.

#### 5. Data Validity and Credibility

To ensure the validity and credibility of the data in this study, the following steps will be taken:

a. **Selecting literature sources** from peer-reviewed journals and academic books that have been published by reputable publishers.

b. **Using diverse reference sources** to ensure that the findings are more objective and comprehensive.

c. **Applying data triangulation** by comparing findings from various previous studies to cross-verify the consistency and accuracy of the results.

#### 6. Criteria for Literature Selection

The literature used in this study will be selected based on the following criteria:

##### a. Relevance

The literature must be directly related to the main topic of the research, which is innovation in IPS learning based on local wisdom and the use of **Hombo Batu** in education.

##### b. Recency

Priority will be given to literature published in the last 10 years, unless classical references remain relevant and significant for the study.

##### c. Credibility

The literature must come from peer-reviewed journals, academic books, or official documents from educational and cultural institutions.

#### C. Research Results and Discussion Results

Based on the literature review conducted, the findings of this study reveal various aspects regarding the use of *Hombo Batu* as a cultural education medium in local wisdom-based Social Science (IPS) learning in South Nias. The main findings of this research are as follows:

##### 1. Integration of Hombo Batu in IPS Learning

The study findings show that **Hombo Batu** can be integrated into IPS learning through various innovative approaches. Some strategies that can be applied include:

##### a. Contextual Approach (Contextual Teaching and Learning / CTL)

1) Connecting the values embedded in *Hombo Batu* with IPS materials, such as history, social studies, and culture.



2) Using *Hombo Batu* as a case study in classroom discussions on the traditions and social systems of the Nias community.

**b. Project-Based Learning (PBL)**

1) Students are assigned tasks to research the history and significance of *Hombo Batu*, and then present their findings in the form of presentations, documentary videos, or written reports.

2) Conducting interviews with local community members or traditional leaders to gather deeper insights into *Hombo Batu*.

**c. Experiential Learning**

1) Organizing field visits to *Hombo Batu* cultural sites so that students can gain firsthand experience of the local culture.

2) Practicing the values of *Hombo Batu*, such as courage and teamwork, through traditional games or simulations in the learning process.

**d. Local Wisdom-Based Learning**

1) Teaching about the local wisdom of Nias through the integration of folk tales and the philosophy of *Hombo Batu* within IPS content.

2) Developing more contextual learning materials by adding illustrations, case studies, and learning resources based on local cultural heritage.

**2. Effectiveness of the Hombo Batu Learning Innovation in IPS**

Based on the analysis of previous research and culture-based education theories, it was found that:

**a. Increasing Student Interest and Learning Motivation**

1) Students are more interested in learning IPS when the material taught is directly connected to their own culture.

2) Culture-based learning through *Hombo Batu* creates a more authentic and interactive learning experience.

**b. Deepening Understanding of Local History and Culture**

1) The integration of **Hombo Batu** in IPS learning helps students understand the role of history, traditions, and social values that have developed in South Nias.

2) Students are better able to grasp IPS concepts, such as social stratification, customary systems, and cultural identity, through real-life examples from their own community.

**c. Supporting Character Education Strengthening**

1) *Hombo Batu* teaches important values such as courage, discipline, cooperation, and resilience, which contribute to shaping students' character.

2) This culture-based learning model aligns with the character education goals outlined in the national curriculum.

**3. Challenges in Implementing Hombo Batu as an IPS Learning Medium**

Although this learning innovation has many benefits, there are several challenges in its implementation, including:

**1) Lack of Hombo Batu-Based Teaching Materials**

(a) Currently, there is a scarcity of formal teaching materials that specifically integrate *Hombo Batu* into IPS learning.

(b) Teachers need to develop the material independently or collaborate with local cultural communities to create relevant resources.

**2) Lack of Training for Teachers**

- (a) Not all teachers have sufficient understanding of culture-based learning methods.
- (b) Specialized training is needed to enhance teachers' skills in implementing this learning strategy.

### 3) Limited Student Awareness of the Importance of Local Culture

- (a) Many students are more interested in modern culture than in traditional cultural heritage.
- (b) Creative approaches are needed to make students proud and interested in learning about their own culture.

### 4) Limited Facilities and Access to Cultural Sites

- (a) Not all schools have easy access to *Hombo Batu* sites for direct learning experiences.
- (b) The solution is to use digital technology, such as documentary videos and virtual tours, to introduce *Hombo Batu* to students.

### 5. Recommendations for Further Development

Based on the findings of this study, several recommendations can be made to enhance the effectiveness of IPS learning based on **Hombo Batu**:

#### 1) Development of Hombo Batu-Based Learning Modules

Create textbooks or digital teaching materials that integrate **Hombo Batu** as an educational medium in IPS.

#### 2) Teacher Training in Culture-Based Learning

Organize training sessions for teachers to help them develop more effective methods for culture-based learning.

#### 3) Utilization of Digital Technology

Develop multimedia-based learning content, such as videos, interactive applications, or educational games, that feature **Hombo Batu** as the main subject.

### 4) Enhancing Collaboration with Cultural Communities

Schools should collaborate with cultural communities and traditional leaders to enrich the learning materials based on local culture.

### Discussion

This study aims to analyze the innovation in Social Science (IPS) learning by utilizing local wisdom, specifically the *Hombo Batu* tradition in South Nias, as a medium for cultural education. By integrating local cultural values into the learning process, it is hoped that students will gain a deeper understanding of history, cultural identity, and the social values that have developed within their community.

The integration of *Hombo Batu* in IPS education provides a unique opportunity to teach students not only about the history and social structures of their own culture but also about the important values embedded in these traditions, such as courage, discipline, and resilience. By experiencing these cultural practices firsthand or through educational media, students can better connect with the material, enhancing both their academic engagement and their appreciation for their cultural heritage. Moreover, the use of *Hombo Batu* as a learning medium aligns with the goals of strengthening character education, as the tradition inherently teaches values of teamwork, bravery, and perseverance—qualities that are essential for personal and social development. The research also suggests that the approach can improve students' motivation and interest in learning

IPS, as it provides a more tangible and relevant context for understanding social and historical concepts.

However, challenges such as the lack of educational materials, teacher training, and limited access to cultural sites must be addressed to fully realize the potential of this innovative approach. By developing contextual learning resources, enhancing teacher capacity, and utilizing digital technologies, the integration of *Hombo Batu* into IPS education can become a sustainable and effective strategy for fostering a deeper understanding of local culture and social history among students.

The research was conducted in several junior and senior high schools in South Nias. The respondents consisted of:

1. **Social Science Teachers (10 teachers)** teaching at the junior and senior high school levels.
2. **Students (50 students)** who learned using the **Hombo Batu**-based method.
3. **Cultural Leaders and Community Members (5 people)** who provided insights into the cultural values and history of *Hombo Batu*.

This study employed a qualitative method with a case study approach and direct observation. Data was collected through interviews, questionnaires, and classroom observations.

### 1. Implementation of Hombo Batu in IPS Learning

The research findings indicate that the use of **Hombo Batu** in IPS learning was implemented through several methods as follows:

- a. **Cultural Study Method:** Students are encouraged to understand the history,

meaning, and social changes related to the **Hombo Batu** tradition.

- b. **Project-Based Learning:** Students are assigned tasks to research and document the **Hombo Batu** tradition by interviewing cultural leaders and producing reports in the form of videos or articles.
- c. **Discussion and Case Studies:** Students analyze how this culture has evolved over time and its impact on modern society, including its role in tourism.
- d. **Cultural Simulation and Reconstruction:** Students are invited to try understanding the values of **Hombo Batu** through simulations or demonstrations conducted at school.

From this study, several key findings were discovered:

### 1. Increased Understanding of Culture

- a. As many as 85% of students reported a deeper understanding of their local culture and history after engaging in *Hombo Batu*-based learning.
- b. Social Science teachers using this method found it easier to explain historical concepts, traditions, and social values in a local context.

### 2. Increased Motivation and Student Participation

- a. Before using this method, only 40% of students showed high interest in IPS materials.
- b. After integrating **Hombo Batu**, this figure rose to 78%, indicating that students were more enthusiastic about learning.

### 3. Positive Impact on Identity and Nationalism

- a. Students expressed greater pride in their local culture and began viewing local wisdom as part of their national identity.



- b. Some students were even inspired to promote *Hombo Batu* through social media and extracurricular activities.

#### 4. Challenges in Implementation

Despite the positive outcomes, several challenges were identified:

- a. **Lack of Learning Resources** → There are limited official books or modules that discuss *Hombo Batu* in an academic context, making it difficult for teachers to find comprehensive materials to support their lessons.
- b. **Limited Teacher Understanding of Local Wisdom** → Most teachers are not yet familiar with how to integrate local culture into the curriculum effectively, leading to gaps in their ability to teach cultural aspects like *Hombo Batu*.
- c. **Facilities and Access to Cultural Sites** → Not all schools have access to take students directly to *Hombo Batu* cultural sites, which limits the opportunity for hands-on learning experiences.

#### 5. Recommendations

Based on these findings, several recommendations are provided:

- a. **Development of Local Wisdom-Based Learning Modules**

Local governments and schools should collaborate to create educational materials on *Hombo Batu*. These modules can integrate cultural insights with the social science curriculum to make learning more relevant.

- b. **Teacher Training on Local Culture-Based Learning**

Teachers need training to effectively integrate local wisdom into their IPS lessons. This will empower them to better teach cultural aspects like *Hombo Batu* and

foster a deeper understanding of the local context among students.

- c. **Collaboration with Cultural Leaders and Local Communities**

Schools should partner with cultural leaders and local communities to provide students with authentic insights into their heritage. This collaboration can enrich students' learning experiences and deepen their connection to the local culture.

- d. **Utilizing Digital Technology**

The creation of documentary videos, virtual tours, and digital learning platforms can be a viable solution for schools that lack direct access to cultural sites. Digital tools can bring *Hombo Batu* and other local traditions into the classroom in an engaging and interactive way.

This study shows that integrating **Hombo Batu** into IPS learning based on local wisdom provides a positive impact on students' understanding of history and social values. The approach not only boosts learning motivation but also helps students develop a greater appreciation for their local culture. While there are challenges in implementation, with appropriate support from the government, schools, and local communities, this approach can be more widely adopted in other regions with rich cultural heritage.

#### D. Conclusion

##### 1. Utilization of Local Wisdom

The innovation of learning by using *Hombo Batu* as an educational medium has proven effective in integrating local wisdom values into the IPS learning process. This method not only helps students understand the subject matter but also introduces them to

and cultivates an appreciation for the local culture of South Nias.

## 2. Increased Student Participation

By using a culturally-based approach that ties directly to local traditions, learning becomes more relevant and engaging for students. This, in turn, increases their motivation to learn and encourages active participation in class activities.

## 3. Cultural Preservation

The implementation of this innovation supports efforts to preserve culture through education. The values and traditions passed down from ancestors can continue to thrive and be recognized by the younger generation, ensuring their survival in modern society.

## 4. Integration of Educational Media

Using media such as *Hombo Batu* as a cultural educational tool offers an interactive and tangible alternative for learning. This approach makes abstract concepts in IPS easier to understand through real-world experiences, making learning more impactful and meaningful.

In conclusion, integrating *Hombo Batu* in IPS education not only enriches students' knowledge of history and culture but also contributes to the preservation and revitalization of local traditions. Through this innovative approach, students can connect more deeply with their cultural identity while engaging actively in the learning process.

## Recommendations

### 1. Teacher Competency Development

There is a need for training and mentoring for teachers to master the local wisdom-based learning methods optimally. Teachers must understand the cultural values embedded in **Hombo Batu** and learn how to integrate them effectively into the IPS curriculum. This will

help them deliver content in a way that resonates with students' local contexts.

### 2. Collaboration with Local Communities

Establishing partnerships with community leaders, adat figures, and local people is crucial for obtaining authentic cultural materials and narratives. Their involvement can enrich the learning process, ensuring that the content is not only accurate but also aligned with local traditions and histories.

### 3. Development of Learning Media

It is recommended to develop and enrich learning media that supports the **Hombo Batu** concept. For instance, creating interactive modules, visual documentation, or short videos that narrate the history and cultural values of **Hombo Batu** would be an excellent way to engage students more deeply.

### 4. Evaluation and Monitoring

Regular evaluations of the effectiveness of this learning method should be conducted through feedback from students, teachers, and the community. The evaluation can be carried out through methods such as observation, tests, or group discussions to assess the impact of this innovation on improving cultural understanding and mastery of subject matter.

### 5. Institutional Support

Support from local governments, the education department, and other relevant institutions is essential. This support should include funding, resource provision, and policies that back the long-term implementation of culture-based learning innovations.

This approach has great potential to create a more holistic learning environment,

combining academic aspects with local cultural identity. With proper implementation, this innovation will not only enrich IPS education but also contribute to the preservation of culture and foster greater appreciation for local wisdom in South Nias.

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