

IMPLEMENTATION OF PANCASILA CHARACTER EDUCATION IN *HOMBO BATU* IN SOUTH NIAS

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Abstrak

Penelitian ini bertujuan untuk menganalisis implementasi pendidikan karakter Pancasila dalam kegiatan *Hombo Batu* di Nias Selatan. *Hombo Batu*, sebagai permainan tradisional yang mengandung nilai-nilai kearifan lokal, dipandang sebagai sarana efektif dalam mengembangkan karakter siswa yang sejalan dengan prinsip-prinsip Pancasila, seperti disiplin, kerja sama, dan tanggung jawab. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus di beberapa sekolah dasar di Nias Selatan. Data diperoleh melalui observasi, wawancara dengan guru dan siswa, serta studi dokumen terkait. Hasil penelitian menunjukkan bahwa penerapan *Hombo Batu* dalam pendidikan karakter dapat memperkuat nilai-nilai Pancasila, terutama dalam pengembangan sikap gotong royong, kedisiplinan, dan tanggung jawab di kalangan siswa. Meskipun demikian, beberapa tantangan, seperti keterbatasan fasilitas dan waktu yang terbatas, menghambat pelaksanaan kegiatan ini secara optimal. Penelitian ini menyarankan agar fasilitas pendukung dan pelatihan bagi guru ditingkatkan untuk memperkaya implementasi pendidikan karakter berbasis kearifan lokal di sekolah-sekolah Nias Selatan.

Kata Kunci: Pendidikan Karakter; Pancasila; *Hombo Batu*, Kearifan Lokal, Nias Selatan, Implementasi, Karakter Siswa

Abstract

This study aims to analyze the implementation of Pancasila character education through *Hombo Batu* activities in South Nias. *Hombo Batu*, a traditional game that embodies local wisdom values, is considered an effective tool for developing students' character in alignment with the principles of Pancasila, such as discipline, cooperation, and responsibility. This research employs a qualitative approach with a case study method conducted in several elementary schools in South Nias. Data were collected through observations, interviews with teachers and students, and relevant document studies. The findings indicate that the application of *Hombo Batu* in character education can strengthen the values of Pancasila, particularly in the development of mutual cooperation, discipline, and responsibility among students. However, several challenges, such as limited facilities and time constraints, hinder the optimal implementation of this activity. The study suggests that improving supporting facilities and providing teacher training are necessary to enrich the implementation of character education based on local wisdom in South Nias schools.

Keywords: Character Education; Pancasila; *Hombo Batu*; Local Wisdom; South Nias; Implementation; Student Character



A. Introduction

Character education in Indonesia has become one of the primary focuses of the national education system, particularly in efforts to shape a young generation with integrity, responsibility, and high social awareness (Gaurifa, M., & Harefa, D., 2023). One of the pillars of character education in Indonesia is the values contained in Pancasila, which are expected to serve as guidelines for the behavior and actions of every individual in social life. The implementation of Pancasila's values in everyday life can be carried out not only through classroom learning but also through activities based on local wisdom that hold noble values in line with the principles of Pancasila (Harefa, D., & Hulu, F., 2024). Character education is an integral part of the education system in Indonesia, aiming to shape a nation with good character, noble morals, and a love for and respect for Pancasila's values. In this context, character education is not only conducted through academic approaches but can also be integrated with local wisdom as a means of instilling moral and social values relevant to the local community (Sarumaha, M., et al., 2024). One example of local wisdom that can be used as a medium for implementing character education is *Hombo Batu*, a tradition that is deeply ingrained in the culture of the Nias people, especially in

South Nias (Gaurifa, M., & Harefa, D., 2024). Character education is a systematic effort to instill moral values in students. According to Lickona (1991), character education is an effort to help students develop habits, attitudes, and moral values that will shape them into responsible, honest, and caring individuals. In the context of Indonesia, Pancasila-based character education is highly relevant because Pancasila, as the state foundation, serves as the main source for shaping the character of the nation (Lickona, 2004).

Hombo Batu is a traditional activity that involves physical effort and group cooperation, where community members work together to lift a large stone as a symbol of solidarity, unity, and mutual cooperation (Harefa, D., 2025). This tradition contains noble values aligned with the principles of Pancasila, such as mutual cooperation (second principle), unity (third principle), and social justice (fifth principle). Therefore, integrating *Hombo Batu* into character education in South Nias can be an effective method for introducing and reinforcing students' understanding of the values of Pancasila (Harefa, D., & Hulu, F., 2024). In South Nias, one of the cultural traditions that holds great value and has significant potential to be integrated into character education is *Hombo Batu*. *Hombo Batu* involves teamwork and group cohesion to



lift a large stone, symbolizing mutual cooperation, unity, and collective spirit. This tradition teaches positive values such as cooperation, responsibility, discipline, and respect for differences-values that align with the principles of Pancasila, particularly the second principle (Just and Civilized Humanity), the third principle (Unity of Indonesia), and the fifth principle (Social Justice for All the People of Indonesia).

Character education based on local wisdom offers significant advantages in linking universal values with local traditions and cultures. According to Astuti (2015), the integration of local wisdom in education can enrich students' learning experiences while strengthening their cultural identity. One example of local wisdom that can serve as a tool for character education is *Hombo Batu*, which embodies social values such as cooperation, discipline, and mutual assistance. Fathurrohman (2019) also revealed in his research that local wisdom can strengthen the social values crucial for character development in students. Integrating *Hombo Batu* in character education based on Pancasila in South Nias not only helps the younger generation better understand and appreciate their own cultural traditions but also reinforces the social values important in national life (Harefa, D., 2024). In this context, *Hombo Batu*

is not merely a physical tradition; it can also serve as a relevant learning tool for teaching character education and introducing Pancasila in a way that is contextual and easily comprehended by students. However, despite *Hombo Batu*'s valuable role in character education, its implementation in formal education remains limited. Therefore, this study aims to explore how *Hombo Batu* can be applied in Pancasila character education in schools in South Nias (Kaminudi Telaumbanua, & Darmawan Harefa, 2024). This research also aims to examine how this tradition can help students internalize the values of Pancasila in their everyday lives.

As a region with a rich cultural heritage and strong local traditions, South Nias holds great potential to integrate local wisdom into its educational system. The implementation of *Hombo Batu* in Pancasila character education would offer a more holistic approach in shaping students' characters that reflect the noble values of the nation, both on a local and national level (Harefa, D., & I Wayan Suastra, 2024). On the other hand, research by Ginting (2017) shows that integrating local culture into character education can strengthen social relationships within the school community. In the context of *Hombo Batu*, students can learn directly through physical experiences that involve cooperation and responsibility, which align



with the values of Pancasila, particularly the second, third, and fifth principles. Furthermore, *Hombo Batu* can also teach students the importance of solidarity and mutual respect within a group.

This study aims to identify effective patterns in the implementation of *Hombo Batu* as a medium for sustainable character education that can be replicated in other regions with similar cultural traditions (Mutolib, A., 2025). Additionally, this research is expected to provide deeper insights into the importance of strengthening character through education based on local culture as a strategic step in shaping the next generation with a strong sense of identity, responsibility, and active participation in society (Harefa, D., et al., 2024). Amid the challenges of globalization and rapid social change, implementing character education based on local wisdom becomes increasingly crucial. This approach aims to preserve local cultural identities while strengthening the nation's character. However, the integration of character education with local wisdom, such as *Hombo Batu*, into formal education remains minimal and requires further research to be optimized.

In its implementation, using local wisdom-based methods like *Hombo Batu* requires careful preparation. According to Mulyasa (2013), integrating local wisdom into the curriculum requires adjustments to

align with national educational goals, ensuring that the development of students' character is supported without neglecting the existing educational curriculum. Therefore, *Hombo Batu* as a character education method needs to be further studied to ensure its effective implementation in schools in South Nias. This study aims to explore how *Hombo Batu* can be implemented as a tool for Pancasila-based character education in schools in South Nias. In this way, this research will contribute to understanding the relationship between character education, local wisdom, and the values of Pancasila in the context of education in this region.

B. Research Methodology

This study uses a descriptive qualitative method with a case study approach. This approach was chosen to provide an in-depth understanding of the implementation of Pancasila character education in the *Hombo Batu* tradition in South Nias. The study aims to explore and analyze how Pancasila values can be applied in the practice of the *Hombo Batu* tradition and its impact on the formation of students' character in the schools in South Nias. The qualitative approach was chosen because it is more suitable for uncovering the perceptions, experiences, and views of



various stakeholders related to character education based on local wisdom.

1. Research Type

This study is a descriptive qualitative research aimed at providing a detailed and in-depth description of the implementation of Pancasila character education through *Hombo Batu*. The main focus of this research is to describe how this traditional activity is integrated into Pancasila character education and its impact on students' character, including its influence on social values such as discipline, cooperation, and responsibility (Lickona, 1991; Mulyasa, 2013).

2. Research Location

This research was conducted in several elementary and junior high schools located in the South Nias region, particularly in areas that still preserve the *Hombo Batu* tradition in their social and cultural life. The choice of location is based on the relevance between the local tradition and the implementation of Pancasila character education being studied. This location also provides a rich context for understanding the interaction between local culture and character education.

3. Research Subjects

The subjects of this study consist of

a. Students: Students who are involved in learning activities based on *Hombo Batu* in schools.

b. Teachers: Teachers who integrate the *Hombo Batu* tradition into character education activities based on Pancasila.

c. Community Leaders: Cultural leaders or stakeholders who have knowledge and experience in implementing the *Hombo Batu* tradition in South Nias.

The selection of subjects is conducted using a **purposive sampling technique**, which aims to choose individuals who are considered to have direct experience and knowledge related to the research topic.

4. Data Collection Techniques

Several data collection techniques used in this study are:

a. In-depth Interviews

Semi-structured interviews will be conducted with students, teachers, and community leaders involved in the *Hombo Batu* tradition. The goal of these interviews is to explore their views on the implementation of Pancasila values in the *Hombo Batu* activities and its impact on students' character (Johnson & Johnson, 1999).

b. Participatory Observation

The researcher will directly observe the *Hombo Batu* activities involving students to see how social interactions and Pancasila values are applied in practice. This observation aims to explore the social processes that occur during the activity.

c. Documentation



The researcher will collect documents related to local wisdom-based learning of *Hombo Batu*, such as lesson plans (RPP), teaching materials, and documentation of activities involving students and teachers.

5. Data Analysis Techniques

The data collected will be analyzed using **thematic analysis**. The steps of data analysis are as follows (Johnson, D. W., & Johnson, R. T. 1999):

a. Data Organization

The collected data will be categorized and organized based on emerging themes, such as the implementation of Pancasila values, student character, and the integration of the *Hombo Batu* tradition in education.

b. Coding

Each relevant part of the data will be assigned specific codes to facilitate the analysis process.

c. Theme Identification

The coded data will be analyzed to identify key themes related to character education and *Hombo Batu*.

d. Data Interpretation

The analyzed data will be explained and interpreted to understand how *Hombo Batu* functions as a tool for Pancasila character education and its impact on the formation of students' character.

6. Data Validity

To ensure the validity of the data, this study will use **triangulation techniques** (Miles, M. B., Huberman, A. M., & Saldana, J. 2014):

a. Source Triangulation

Utilizing various data sources, such as interviews with students, teachers, and community leaders, to ensure consistency and reliability of the information obtained (Miles et al., 2014).

b. Technique Triangulation

Combining the results from interviews, observations, and documentation to provide a more holistic view of the implementation of *Hombo Batu* in character education.

c. Time Triangulation

Collecting data at different times to ensure the consistency of the application of Pancasila values in *Hombo Batu* activities.

7. Research Ethics

This research adheres to the following ethical guidelines:

a. Informed Consent

All research participants will be provided with an explanation about the purpose and benefits of the study and will be asked to provide voluntary consent to participate.

b. Confidentiality of Data

The identities and personal data of research participants will be kept confidential. Only data relevant to the research objectives will be published.



c. Transparency

The research process will be conducted transparently, and the results will be shared with the research participants.

C. Results and Discussion

Research Findings

1. Implementation of Pancasila Values in the *Hombo Batu* Tradition

Hombo Batu, as a cultural tradition in Nias Selatan, has proven to be an effective medium for implementing Pancasila character education among students. Based on observations and interviews with teachers, students, and local community leaders, it can be concluded that the *Hombo Batu* activity embodies values that align with the principles of Pancasila, particularly in cooperation, discipline, and responsibility.

a. Cooperation (Second Principle – Just and Civilized Humanity)

In every *Hombo Batu* activity, students are encouraged to work together as a team, where each member has an equally important role. This activity teaches the importance of mutual respect and collaboration in achieving a shared goal. This reflects the value of just and civilized humanity, teaching students to treat others with respect and responsibility. According to Johnson and Johnson (1999), collaboration within groups can enhance

the quality of learning and foster positive social relationships among students.

b. Discipline (Third Principle – Indonesian Unity)

One of the key values reflected in *Hombo Batu* is discipline. In each game or training session, students are taught to follow the rules and adhere to schedules. This discipline is crucial in building individual responsibility for the tasks at hand, which in turn strengthens the sense of unity among students within their teams. Mulyasa (2013) emphasizes that character education based on local wisdom can reinforce discipline through activities that involve rules and collective responsibility.

c. Responsibility (Fifth Principle – Social Justice for All Indonesian People)

Through the *Hombo Batu* activity, students learn to take responsibility for achieving a common goal. Each team member is accountable for the success or failure of the group, which teaches the value of social justice. This value aligns with the fifth principle of Pancasila, which advocates for social justice for all Indonesian citizens. Harefa et al. (2024) also highlight that education integrating local wisdom can encourage students to understand their social responsibilities in society.

These findings show that *Hombo Batu* is not just a physical activity but a



powerful tool for internalizing the values of Pancasila. The integration of such cultural traditions into character education helps students understand and apply these values in their daily lives, fostering a stronger connection between cultural heritage and national identity.

2. Student and Teacher Responses to the Implementation of Pancasila Character Education through *Hombo Batu*.

The responses from both students and teachers to the implementation of *Hombo Batu*-based character education have been positive. According to interviews with teachers, most reported that students became more disciplined and were able to collaborate more effectively in group activities after engaging in *Hombo Batu*-based learning. Students felt more engaged and motivated to participate in learning activities that incorporated this local tradition. Additionally, they noticed improvements in their social skills and teamwork with peers.

Students shared that their direct experience with the *Hombo Batu* activity helped them better understand the concepts of Pancasila values, such as discipline, cooperation, and responsibility. Fauzan (2018) explains that education based on local wisdom has a positive impact on the development of students' character, as students are able to learn

directly through experiences that connect them with their own culture.

3. Challenges in Implementing *Hombo Batu*-Based Learning

Despite the positive outcomes, several challenges were also identified in the implementation of this teaching method. One major challenge is the limitation of facilities, particularly the lack of safe open spaces to carry out physical activities involving students in the *Hombo Batu* game. Teachers also noted that the limited time within the curriculum often hindered the optimal execution of these activities. As a result, adjustments need to be made, such as extending the practical activity time or conducting activities outside regular class hours (Mulyasa, 2013).

Additionally, although *Hombo Batu* is highly popular in the communities of Nias Selatan, some more urban or modernized areas may not fully support the implementation of this tradition in education. Therefore, efforts to adapt and integrate this local wisdom into broader education curricula are needed to ensure its relevance in contemporary educational contexts.

4. Long-Term Impact on Student Character Development

The findings of this study also show that the implementation of *Hombo Batu* can have a long-term impact on the



development of student character. According to research conducted by Agustin (2017), the use of local wisdom in education can strengthen student character in terms of discipline, cooperation, and responsibility. Although challenges in implementation still exist, the positive impact of students' direct experiences in the *Hombo Batu* activities is significant for their character development.

Engaging in *Hombo Batu* not only teaches students the importance of teamwork and discipline, but it also instills a deeper sense of social responsibility. This hands-on experience fosters long-lasting values that will continue to guide students in their personal and social lives. Thus, incorporating local traditions like *Hombo Batu* in character education can contribute to shaping responsible, disciplined, and cooperative individuals who are well-versed in the values of Pancasila.

Research Discussion

1. Implementation of Pancasila Character Education in *Hombo Batu*

Hombo Batu is a traditional game originating from South Nias that incorporates local wisdom values that are highly relevant to character education. This game not only teaches students to compete but also to cooperate, respect, and maintain interpersonal relationships within a community. The implementation of *Hombo Batu* in Pancasila character education in

South Nias focuses on developing values embedded in Pancasila, such as discipline, cooperation, responsibility, and respect for others.

Pancasila Values Applied in *Hombo Batu* Cooperation (Second Principle - Just and Civilized Humanity) In the execution of *Hombo Batu*, cooperation is the core of every activity performed. Students work in groups to achieve a shared goal, with each group member having an equal role. This teaches students to respect each other and collaborate in order to achieve success, reflecting the value of *Just and Civilized Humanity*. Johnson and Johnson (1999) emphasize that collaborative learning strengthens social relationships and enhances students' understanding of the importance of cooperation in daily life.

2. The Role of *Hombo Batu* in Character Development of Students

Through direct practice in the game of *Hombo Batu*, students not only gain experience in social interaction but also directly practice the character values embedded in Pancasila. This process is crucial in character formation because experiential learning allows students to feel firsthand the consequences of their actions. In this regard, experience-based learning is more effective in shaping character than theoretical learning alone (Bruner, 1996). In the context of *Hombo Batu*, students learn not only to follow the



rules but also to understand why discipline, cooperation, and responsibility are important in their lives. Experiential learning allows students to internalize Pancasila values more deeply and meaningfully.

3. Challenges in Implementing *Hombo Batu* in Character Education

Despite the numerous benefits of implementing *Hombo Batu*, several challenges arise, especially concerning limited facilities and time constraints. The lack of safe open spaces to conduct these activities is one of the major obstacles in some schools, particularly in more densely populated areas. Students also need adequate space to move, which is not always available in every school. Moreover, the limited time within the school schedule often hinders the maximization of the potential of *Hombo Batu* activities. To address these challenges, adjustments to the curriculum or additional time for these activities are necessary to better optimize their role in character education. According to Suryanto (2011), careful planning is required to integrate local wisdom-based activities into the curriculum, ensuring that *Hombo Batu* activities can run effectively without disrupting other essential academic lessons.

4. The Application of Local Wisdom in Character Education in South Nias

The application of local wisdom in character education in South Nias through *Hombo Batu* provides a deeper dimension to the teaching of Pancasila values. Local wisdom, which is a hallmark of South Nias culture, such as mutual cooperation (*gotong-royong*) and mutual respect, significantly contributes to the development of students' character. Therefore, integrating local wisdom into education not only enriches students' academic knowledge but also strengthens their cultural identity. According to Agustin (2017), the use of local culture in education does not only enrich students' learning experiences but also connects them to their cultural roots, which in turn strengthens their sense of pride and love for their homeland. Integrating local wisdom in character education also helps introduce students to the noble values embedded in their culture, such as cooperation, discipline, and a sense of responsibility.

5. Previous Studies Supporting This Research

The research conducted by Fathurrohman (2019) on the integration of local wisdom into the education curriculum in Indonesia shows that the use of local wisdom can enrich students' learning experiences and strengthen their character, particularly in terms of responsibility and discipline. Ginting



(2017) also emphasized that culture-based learning can enhance students' understanding of the values present in their communities while shaping a more positive attitude toward their social lives. Overall, this study aligns with previous studies that demonstrate that character education based on local wisdom, such as *Hombo Batu*, has a positive impact on reinforcing Pancasila values in students.

D. Conclusion

Based on the research findings on the Implementation of Pancasila Character Education through *Hombo Batu* in South Nias, the following conclusions can be drawn:

1. Strengthening Student Character

Local wisdom-based learning through *Hombo Batu* effectively teaches the character values embedded in Pancasila, such as cooperation, discipline, and responsibility. Through direct experience in the game, students are taught to collaborate within groups, adhere to rules, and actively contribute to the collective success. These values support the development of a better character in alignment with the principles of Pancasila.

2. Education Based on Local Wisdom

Hombo Batu, as part of the local culture in South Nias, significantly contributes to character education in the local schools. The use of local wisdom not

only introduces tradition to the younger generation but also provides depth to character education by linking local cultural values that complement the principles of Pancasila.

3. Challenges in Implementation

Although the implementation of *Hombo Batu* in character education has positive impacts, there are several challenges that need to be addressed, such as the limited facilities that support physical activities and the limited time available in the school schedule. These limitations must be considered to ensure that the implementation of *Hombo Batu* can be carried out more effectively.

Suggestions

1. Improvement of Facilities and Infrastructure

To support the implementation of *Hombo Batu*, it is recommended that schools enhance the facilities for physical activities, such as providing safe open spaces and adequate game equipment. This will ensure that the activities can be carried out more effectively and safely for the students.

2. Teacher Training

Teachers should receive further training on integrating *Hombo Batu* into character education, so they can teach the values embedded in the game more effectively and systematically relate them to the values of Pancasila. This training



will enable teachers to deliver the lessons with a deeper understanding and more impactful teaching strategies.

3. Adjustment of Learning Schedules

Given that the *Hombo Batu* activity requires significant time for effective implementation, it is recommended that schools adjust their teaching schedules or provide additional time outside of regular school hours for these activities. This adjustment would ensure that the game can be conducted without interfering with other essential lesson content.

4. Expansion to Other Schools

Hombo Batu, which has proven effective in developing student character in South Nias, could serve as a model for other regions in Indonesia that have similar local wisdom. Integrating local wisdom into education can enrich the curriculum and strengthen students' cultural identity throughout Indonesia.

5. Development of Best Practice Guidelines

To ensure the sustainability of character education based on *Hombo Batu*, it is advised to develop practical guidelines that can be used by schools in South Nias and other regions. These guidelines should include steps for planning, implementing, and evaluating local wisdom-based activities effectively, providing a framework for consistent and high-quality educational practices.

6. Further Research

This research could be followed up with further studies on the application of character education based on local wisdom in other regions, as well as its long-term impact on students' character and academic achievements. In-depth research on the application of Pancasila values in the context of local culture can contribute significantly to the development of character education in Indonesia.

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