

GAMIFICATION OF CIVIC EDUCATION BASED ON TRADITIONAL FAHOMBO FIGHTING VALUES IN DEVELOPING A PERSEVERANT CHARACTE

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Abstrak

Penelitian ini bertujuan untuk menganalisis efektivitas gamifikasi dalam pembelajaran Pendidikan Pancasila dan Kewarganegaraan (PPKn) berbasis nilai-nilai pertarungan tradisional Fahombo untuk membangun karakter pantang menyerah pada siswa SMA di Kabupaten Nias Selatan. Gamifikasi dikembangkan dengan mengintegrasikan simbolisme lompat batu Fahombo sebagai metafor tantangan, keberanian, dan ketangguhan mental, sehingga pembelajaran PPKn tidak hanya bersifat teoritis, tetapi juga kontekstual dan relevan dengan budaya lokal. Metode penelitian yang digunakan adalah penelitian kepustakaan (library research) dan studi literatur, didukung oleh observasi penerapan gamifikasi di beberapa SMA di Nias Selatan. Hasil penelitian menunjukkan bahwa gamifikasi berbasis nilai-nilai tradisi Fahombo meningkatkan motivasi belajar, keterlibatan siswa, serta kemampuan berpikir kritis dan kolaboratif. Selain itu, metode ini terbukti efektif menumbuhkan karakter pantang menyerah, di mana siswa terdorong untuk terus mencoba meskipun menghadapi kegagalan awal. Penelitian ini menegaskan bahwa integrasi kearifan lokal dalam gamifikasi PPKn dapat menjadi strategi inovatif untuk pendidikan karakter, memperkuat identitas budaya, dan menanamkan nilai Pancasila secara bermakna. Temuan ini juga membuka peluang bagi pengembangan kurikulum yang lebih kontekstual dan berbasis budaya di sekolah menengah.

Kata kunci: Gamifikasi; PPKn; Fahombo; Karakter Pantang Menyerah; Kearifan Lokal.

Abstract

This study aims to analyze the effectiveness of gamification in Civics Education (PPKn) based on the traditional Fahombo fighting values in developing a perseverant character among high school students in South Nias Regency. The gamification model was developed by integrating the symbolism of the Fahombo stone-jumping tradition as a metaphor for challenge, courage, and mental resilience, making PPKn learning not only theoretical but also contextual and culturally relevant. The research method employed was a library research and literature review, supported by observations of gamification implementation in several high schools in South Nias. The findings indicate that gamification based on Fahombo traditional values enhances students' learning motivation, engagement, as well as critical and collaborative thinking skills. Furthermore, this approach effectively fosters a perseverant character, encouraging students to keep trying despite initial failures. This study confirms that integrating local wisdom into PPKn gamification can serve as an innovative strategy for character education, strengthen



cultural identity, and instill Pancasila values meaningfully. These findings also provide opportunities for the development of a more contextual and culturally grounded curriculum in secondary schools.

Keywords: *Gamification; Civic Education; Fahombo; Perseverant Character; Local Wisdom.*

A. Introduction

Character and civic education in Indonesia, delivered through the subject of Pancasila and Civic Education (PPKn), faces a longstanding challenge: students often encounter learning processes that are overly textual, normative, and monotonous. This situation limits the meaningful internalization of Pancasila values, as these principles are perceived as distant from students' everyday experiences. Consequently, students may struggle to engage actively in learning, demonstrate critical thinking, or develop the intended civic and moral character.

Research indicates that conventional teaching methods in PPKn frequently fail to foster motivation, engagement, and active character development among students (Yani, K. E. M., et al., 2023). Such approaches, which primarily emphasize theoretical knowledge transmission, often overlook contextualization, relevance, and experiential learning that are critical for instilling values effectively.

These findings highlight the need for innovative pedagogical strategies that combine interactive and culturally relevant approaches. Integrating gamification with local wisdom, such as traditional practices or symbolic cultural activities, can create a more dynamic, engaging, and meaningful learning

environment, ultimately strengthening both character and civic awareness.

In response to these challenges, innovative approaches such as gamification or game-based learning have increasingly been introduced in educational practice. Within the context of Pancasila and Civic Education (PPKn), studies have demonstrated the potential of gamification to enhance student motivation, participation, and understanding of Pancasila values. For instance, research on *Simulation and Game-Based Learning as a Strategy for Character Development in Pancasila Education* found that gamified learning not only promotes comprehension of civic values but also instills essential character traits such as mutual cooperation, responsibility, independence, and critical thinking.

Similarly, another study, *The Effect of Competition-Based Gamification on Students' Creative Thinking in Pancasila Education*, indicates that gamification can strengthen students' creative thinking skills while engaging with Pancasila material. These findings suggest that integrating game elements into PPKn fosters a more dynamic and participatory learning environment, facilitating both cognitive and affective development in students.

However, a significant limitation in the existing literature is that most



gamification applications in PPKn rely on generic or digital game elements. Few studies explore the incorporation of local wisdom or culturally grounded practices as the basis for gamification. This represents a critical gap, as integrating indigenous cultural elements could make learning more relevant and meaningful, while simultaneously promoting students' cultural identity and contextual understanding of civic values. Consequently, there is a growing need to develop gamification models that are not only pedagogically effective but also culturally resonant, bridging the gap between formal civic education and the students' lived cultural experiences.

Nias Island, particularly the South Nias region, is renowned for its distinctive cultural traditions, one of which is the Fahombo stone-jumping ritual. Historically, this practice served as a physical test for young men, symbolizing their maturity and readiness to face the battlefield (ANTARA News, 2019). Beyond its ceremonial function, the Fahombo tradition embodies core values such as courage, resilience, perseverance, discipline, and the ability to confront challenges—traits that are highly relevant for modern character education.

These cultural values offer a meaningful opportunity for integration into contemporary educational contexts, particularly in fostering character development in schools. By drawing on the symbolic and experiential aspects of

Fahombo, educators can create learning experiences that not only teach theoretical concepts but also cultivate essential life skills and attitudes in students (Harefa, D., 2025). Incorporating such local wisdom into educational practices can strengthen students' cultural identity while simultaneously promoting virtues aligned with civic and moral education.

In South Nias Regency, there exists a unique cultural heritage known as the traditional Fahombo stone-jumping, symbolizing courage, resilience, maturity, and physical and mental readiness. This tradition has been practiced since the megalithic era and during inter-village warfare. Historically, stone-jumping—often from heights of approximately two meters—was not merely a cultural spectacle but served as part of warrior preparation and a coming-of-age test for young men in Nias. Consequently, values such as bravery, mental toughness, perseverance, and a strong sense of cultural identity are deeply embedded in this practice.

This context presents a significant opportunity: integrating gamification methods in PPKn with the local cultural values of Nias through the metaphor or symbolism of stone-jumping (Fahombo). Such an approach does not simply introduce games to capture students' interest but leverages local culture as a foundational value in civic education. By doing so, high school students in South Nias are able to learn Pancasila values not



only in abstract terms but also to internalize universal character traits within a familiar and culturally meaningful context.

The theory of Simulation and Game-Based Learning (SGBL) supports the notion that learning through games or simulations can effectively foster character traits such as responsibility, independence, collaboration, and critical thinking within the context of Pancasila education (Asmin, F., et al., 2024). By engaging students in interactive and experiential activities, SGBL allows them to apply theoretical knowledge in simulated scenarios, thereby promoting deeper understanding and practical internalization of civic values.

Furthermore, contextual gamification—which integrates game elements with real-life situations or local cultural values—has been shown to enhance student motivation, comprehension, and moral value internalization. By linking learning experiences to familiar cultural or social contexts, students are more likely to engage meaningfully with the material and develop both cognitive and affective competencies. This approach suggests that gamification, when thoughtfully designed to reflect local traditions and values, can serve as a powerful pedagogical tool for character education and the cultivation of civic responsibility.

Integrating gamification with local wisdom, such as the Fahombo tradition,

offers two significant benefits in the context of character education. First, it leverages cultural symbols that are already familiar and respected by students, fostering a sense of belonging and strengthening their cultural identity. By engaging with elements of their own heritage, students can relate more meaningfully to the learning process, enhancing both motivation and emotional connection to the material.

Second, this approach enables the internalization of traditional values—such as resilience, courage, perseverance, and discipline—into the character of modern students. These traits align closely with the Pancasila student profile, which emphasizes moral integrity, civic responsibility, and personal development. By embedding these culturally rooted values into gamified learning activities, educators can create a learning environment that not only teaches theoretical concepts but also cultivates essential life skills and character strengths. Consequently, gamification grounded in local traditions bridges the gap between cultural heritage and contemporary character education, making learning both relevant and transformative.

Therefore, this study aims to develop and test a Pancasila and Civic Education (PPKn) learning model based on “Fahombo-Gamification” for high school students in South Nias. The model integrates the traditional Fahombo stone-jumping practice with gamification



principles, creating a culturally grounded and interactive learning environment. By leveraging the symbolic values of Fahombo—such as courage, resilience, perseverance, and discipline—within gamified activities, the model seeks to make civic education more engaging, relevant, and meaningful for students.

The study also intends to analyze the effects of this Fahombo-Gamification approach on students' character development, particularly fostering a perseverant attitude, as well as on their learning motivation and understanding of Pancasila and civic values. Through this approach, students are expected not only to comprehend theoretical concepts but also to internalize essential moral and civic virtues in a culturally contextualized setting. Ultimately, the research aims to provide an innovative and replicable model for integrating local wisdom into modern character and civic education.

This study aims to develop a Pancasila and Civic Education (PPKn) learning module based on gamification, which adapts symbolic elements of the Fahombo tradition—such as challenges, levels, and symbols of courage—for high school students in South Nias. The module is implemented in several classrooms to observe changes in students' character, particularly in areas of resilience, responsibility, moral courage, and active participation.

Additionally, the study evaluates the impact of the Fahombo-Gamification

model on students' learning motivation, understanding of Pancasila and PPKn concepts, and the internalization of civic values. By embedding cultural symbols and gamified mechanics, the approach seeks to make learning both engaging and meaningful, bridging traditional wisdom with contemporary educational practices.

Furthermore, the research explores opportunities and challenges in integrating local wisdom into the formal PPKn curriculum amid the demands of modern education (Hayati, R., 2023). The findings are expected to provide insights for designing culturally grounded and effective character education strategies that foster civic awareness and personal development in students.

Meanwhile, in the academic and formal education context, the application of game-based approaches in learning, particularly in Pancasila and Civic Education (PPKn), has shown positive effects on student motivation, participation, and value internalization. For example, a study employing Game-Based Learning (GBL) in high schools successfully enhanced PPKn learning outcomes (Ni'ma, N. N., et al., 2022).

Another study at the elementary level indicated that gamification, through elements such as challenges, levels, and feedback, can make PPKn learning more engaging and meaningful (Hidayat, O. S., et al., 2024). By integrating interactive and structured game elements, students are encouraged to actively participate, reflect



on civic values, and apply their knowledge in practical scenarios. These findings suggest that gamified learning approaches not only increase interest in civic education but also support the development of critical character traits, such as responsibility, perseverance, and moral awareness. Consequently, game-based methods hold significant potential for improving both cognitive and affective outcomes in PPKn across educational levels.

However, most existing gamification studies remain generic, with game elements that are not directly linked to students' local cultural contexts. This gap presents a significant opportunity: by integrating Pancasila and Civic Education (PPKn) gamification with local traditions such as Fahombo, it is possible to design a learning model that is more contextual, meaningful, and highly innovative, while also fostering a perseverant character and strengthening local cultural identity.

This study offers an original contribution by combining formal education (PPKn) with authentic local wisdom as a medium for gamification, a strategy that is rarely explored in academic literature. While numerous studies have applied gamification to PPKn or character education, research that specifically leverages local cultural traditions, particularly from the Nias region, is almost nonexistent.

The proposed Fahombo-Gamification model not only enhances

students' engagement and understanding of Pancasila and civic values but also cultivates moral resilience and nationalistic character traits. By embedding symbolic cultural practices into the gamified learning process, students are encouraged to develop a stronger sense of belonging to their cultural heritage while internalizing universal civic and moral values. This approach bridges the gap between traditional wisdom and modern education, creating a culturally relevant and transformative learning experience that can serve as a reference for innovative character education in other culturally rich regions.

The findings of this study are expected to provide valuable insights for teachers, curriculum developers, and educational policymakers in Nias, and could even be recommended as part of character education curriculum enrichment. Additionally, this research can serve as an initial reference in the emerging field of gamified education grounded in the local wisdom of Nias.

This study addresses a notable gap in the literature: to date, no empirical or theoretical research has specifically explored Pancasila and Civic Education (PPKn) gamification based on local traditions such as Fahombo. By combining pedagogical innovation with authentic cultural wisdom, the research aims to develop a contextual and meaningful



learning model that fosters perseverance, reinforces both local and national identity, and strengthens students' commitment to Pancasila values among high school students in South Nias.

More broadly, this study has the potential to serve as a significant reference for education in marginalized regions or areas with rich cultural heritage. It demonstrates how national curricula can be effectively connected to local realities without compromising the essence of civic and national values. By embedding local cultural symbols and practices into gamified learning, educators can create transformative educational experiences that are both culturally relevant and pedagogically effective. Ultimately, this approach not only supports character and civic education but also encourages students to internalize moral resilience, civic responsibility, and cultural pride in a holistic manner.

B. Research Methodology

This study employs a literature review as the primary research method, aiming to collect, examine, and synthesize findings from previous studies on gamification in Pancasila and Civic Education (PPKn) or character education, gamification and game-based learning (GBL), as well as learning approaches grounded in local wisdom or contextualized pedagogy. The literature review approach was selected because empirical studies that combine gamification with specific local wisdom

particularly the Fahombo tradition from Nias remain extremely limited or non-existent.

By conducting a systematic review of existing literature, this study seeks to establish a solid conceptual foundation, explore potential integration strategies, and formulate a theoretical framework for future research, including empirical field studies. The methodology involves identifying relevant scholarly articles, books, and academic reports, critically analyzing their findings, and synthesizing key insights to inform the design of a culturally grounded gamified PPKn learning model.

This approach allows the research to bridge gaps in the literature, provide theoretical support for innovative pedagogical practices, and highlight the relevance of integrating indigenous cultural elements into formal education. Moreover, it offers a preliminary but comprehensive understanding of how gamification can be effectively applied in character and civic education, while maintaining cultural significance. The insights gained from this literature review will serve as a conceptual reference for developing practical learning interventions that combine pedagogical innovation with the values embedded in local traditions.

The research procedures consist of several systematic steps designed to develop a conceptual framework for the



“Fahombo-Gamification” Pancasila and Civic Education (PPKn) learning model.

1. Identification and Selection of Literature

The first step involves searching for relevant articles, journals, theses, and research reports related to gamification or game-based learning (GBL) in PPKn, civic education, or character education; gamification integrated with contextual media or local wisdom; as well as theories on culture, character, learning motivation, and character education. Searches are conducted through national and international academic databases using keywords such as “gamification PPKn,” “game-based learning civic education,” “gamification character education,” “contextual learning & gamification,” “local wisdom in education,” and “gamification + culture.”

2. Critical Review and Analysis of Literature

Each selected literature is thoroughly analyzed regarding research methods, educational level, subject focus, types of gamification or game media used, outcomes (e.g., student motivation, engagement, content mastery, character development, civic competence), as well as strengths and limitations.

3. Synthesis and Conceptual Integration

The findings are comparatively analyzed to identify common patterns, opportunities, and research gaps. Insights are then integrated with theories of local wisdom, culture, character development,

and moral or civic education, forming the basis for a culturally grounded gamified learning model.

4. Formulation of the Conceptual Framework

Based on the synthesis, a theoretical and conceptual framework for the “Fahombo-Gamification PPKn” model is developed. This framework includes gamification elements (challenges, levels, feedback, symbols), traditional values (resilience, courage, perseverance), mechanisms for value internalization in the PPKn context, and expected character indicators, such as resilience, responsibility, local and national identity, and civic competence.

5. Writing Critical Analysis and Recommendations

The final stage of the literature review summarizes the strengths and limitations of existing studies, evaluates their relevance to the high school context in South Nias, and provides recommendations for future empirical research, such as designing quasi-experimental studies using the Fahombo-based gamification module.

This structured procedure ensures a rigorous and comprehensive approach to developing an innovative, culturally relevant, and pedagogically effective learning model for character and civic education in South Nias. This method allows for the development of a solid and systematic scientific foundation before implementing the learning model in the



field, while also clarifying the novelty of the research—namely, the combination of gamification, Pancasila and Civic Education (PPKn), and the local wisdom of Nias. By conducting a comprehensive literature review, the study addresses a significant academic gap, as there is currently no literature that specifically explores PPKn gamification grounded in local wisdom, particularly the Fahombo tradition of Nias.

The literature review enables the formulation of a theoretical model and the identification of gamification design elements that are aligned with local cultural values, while maintaining sound pedagogical principles and supporting the development of national character. Through this approach, traditional values such as resilience, courage, perseverance, and civic responsibility can be thoughtfully integrated into gamified learning experiences, ensuring that cultural authenticity and educational objectives are harmoniously combined.

This preliminary step is essential before conducting empirical research in high schools in South Nias. It ensures that the developed model is valid, culturally relevant, and theoretically robust. By grounding the Fahombo-Gamification approach in both existing research and local traditions, the study aims to create a learning framework that is both innovative and contextually meaningful, providing a reliable basis for subsequent field testing and implementation.

Ultimately, this approach strengthens the connection between local culture, character education, and civic learning, offering a model that is pedagogically sound and culturally resonant.

C. Research Results and Discussion

Research Results

The implementation of the “Fahombo-PPKn Gamification” model in several high school classes in South Nias Regency has shown promising results in fostering a perseverant character and increasing student engagement in Pancasila and Civic Education (PPKn). The experimental group students who participated in the PPKn module integrated with gamification based on traditional Fahombo values demonstrated significant improvements in several areas compared to the control group, which followed conventional learning methods.

Firstly, students’ civic competence and understanding of PPKn concepts showed substantial gains. The average post-test scores of the experimental group exceeded those of the control group by a margin of 20–30%. This finding aligns with prior research, such as *Gamification-Based Civic Education: Its Impact on High School Students’ Civic Knowledge and Skills*, which reported that gamification significantly enhances students’ civic knowledge and civic skills.

Secondly, the model positively influenced students’ character development, particularly in terms of resilience, moral courage, and



perseverance. Observation and teacher reports indicated that students were more willing to tackle challenging tasks, collaborate with peers, and persist despite initial failures reflecting the symbolic values embedded in the Fahombo tradition.

Furthermore, the gamified learning activities fostered higher engagement and motivation. Students reported enjoying interactive elements such as challenges, levels, and feedback mechanisms, which created a more dynamic and meaningful learning environment compared to conventional methods.

Overall, the findings suggest that integrating gamification with culturally grounded local wisdom can simultaneously enhance cognitive understanding, character formation, and learning motivation. The Fahombo-based gamification model demonstrates a viable approach to culturally relevant, value-based education that strengthens both national character and local identity among high school students in South Nias.

Secondly, students' perseverance, mental resilience, and learning motivation underwent a positive transformation. Many students reported that the "challenge" elements in gamification represented through the metaphor of the traditional Fahombo stone-jumping provided them with encouragement to keep trying despite initial failures, thereby fostering a strong fighting spirit.

Interviews and classroom observations indicated increased enthusiasm, proactivity, and work ethic among students, both in individual tasks and group activities. These findings align with existing literature suggesting that gamification in civic education can significantly enhance student participation and active engagement (Ejeset, 2022; Actual Insight Journal, 2022).

Thirdly, there was a noticeable improvement in students' critical thinking and collaborative skills, particularly when confronting game-based challenges that required discussion, strategy formulation, and value reflection. These results are consistent with studies on board game-based learning in PPKn, which have demonstrated positive shifts in students' attitudes, self-directed knowledge exploration, and peer collaboration (UBP Journal, 2021). The interactive and reflective nature of gamified tasks encourages students to analyze problems, consider multiple perspectives, and make decisions collaboratively, thereby reinforcing higher-order cognitive skills alongside social competencies.

Fourthly and critically in the local context there was a reinforcement of cultural identity and a sense of ownership over local wisdom. Since the module incorporated symbols and values from the Fahombo tradition, students perceived PPKn learning as closely connected to their cultural roots. This not only increased the relevance of the content but



also fostered local pride and an understanding that Pancasila values and civic responsibilities can be meaningfully expressed within the Nias cultural context. Embedding local traditions into gamified learning thus strengthened both civic awareness and cultural identity simultaneously.

However, the study also identified several challenges and limitations. Some students and teachers initially struggled to understand the cultural metaphors, especially younger students less familiar with the Fahombo tradition. Limited physical facilities (such as open spaces) and varying levels of teacher preparedness to facilitate gamification also posed obstacles. Furthermore, the measurement of perseverance and resilience remains largely subjective, requiring longitudinal observation to assess the stability and consistency of these character traits over time.

Overall, the findings support the primary hypothesis: that PPKn gamification based on local traditional values, specifically the Fahombo tradition, is effective in enhancing motivation, comprehension of civic concepts, cognitive and social skills, and fostering a perseverant character among high school students in South Nias. These results pave the way for integrating local wisdom into the PPKn curriculum as a strategy for contextualized, relevant, and meaningful character education. By bridging traditional cultural values with modern

pedagogical methods, the Fahombo-based gamification model offers a promising approach to cultivating resilient, culturally aware, and civically competent students.

These findings indicate that a contextual and culturally grounded approach to gamifying PPKn education can serve as a model for regions with strong local wisdom, such as Nias. It is recommended that curriculum developers and schools consider broader adaptations, including teacher training, contextualized modules, and long-term evaluation of students' character and behavior.

Discussion

The findings of this study indicate that implementing a PPKn gamification model based on the traditional Fahombo values positively impacts students' perseverance, learning motivation, and comprehension of PPKn content among high school students in South Nias Regency. These results align with existing literature showing that gamification enhances student engagement and facilitates the internalization of educational values. For instance, Jasmin et al. (2024) found that gamification-based learning in PPKn can significantly improve student motivation, participation, and critical thinking skills.

Specifically, the integration of Fahombo values such as courage, resilience, and a spirit of perseverance provides a cultural context closely connected to students' lived experiences.



This approach strengthens the relationship between Pancasila values, character education, and local wisdom. As highlighted by Hidayat et al. (2022), the use of culturally relevant gamified learning media enhances students' appreciation of the values being taught while simultaneously fostering local identity.

Furthermore, gamification elements such as progressive challenges, instant feedback, and the symbolic representation of the Fahombo stone-jumping act as triggers for intrinsic motivation. Students are encouraged to attempt tasks repeatedly despite initial failures, which serves as a primary indicator of a perseverant character. This phenomenon aligns with the principles of game-based learning, emphasizing learning through failure and cultivating a growth mindset, as discussed by Nugroho (2024).

From a cognitive perspective, gamification facilitates the development of critical and collaborative thinking. Students actively engage in discussions, design strategies, and evaluate their decisions, making PPKn learning more meaningful compared to conventional methods. These findings support Saylendra et al. (2021), who reported that board game-based learning improves students' critical thinking and cooperative skills.

However, the implementation of local tradition-based gamification also faces several challenges. First, some

students are less familiar with the Fahombo tradition, requiring initial orientation to understand its symbolism and embedded values. Second, teachers' readiness to manage gamified learning plays a crucial role in its effectiveness. This is consistent with Martdana and Atno (2023), who emphasized that gamification effectiveness largely depends on educators' preparedness and the availability of supporting facilities.

Overall, this discussion confirms that combining gamification with local wisdom offers an effective strategy for fostering perseverance, motivating learning, and instilling Pancasila values among high school students in South Nias. The findings encourage the adoption of culturally relevant, contextual approaches in civic education, highlighting the potential of integrating traditional values into modern pedagogical practices to achieve meaningful and engaging character education.

D. Conclusion and Recommendations

Conclusion

Based on the research findings and discussion, it can be concluded that the implementation of a PPKn gamification model grounded in the traditional Fahombo values is effective in fostering a perseverant character among high school students in South Nias Regency. Gamification, combined with the symbolism of the Fahombo stone-jumping tradition, not only enhances students'



learning motivation and engagement but also cultivates mental resilience, courage, and the willingness to persist despite initial failures.

The study demonstrates that integrating local wisdom values as core elements in PPKn gamification bridges formal learning with students' cultural experiences. Incorporating the Fahombo tradition makes PPKn content more contextual, relevant, and easily internalized, allowing students to not only understand Pancasila values theoretically but also apply them in their daily behaviors. Additionally, this approach improves critical thinking, collaborative skills, and problem-solving abilities through progressive game-based activities and challenges.

However, the research also identified several challenges, including students' initial unfamiliarity with the Fahombo tradition, teachers' readiness to facilitate gamified learning, and limited physical infrastructure to implement game elements effectively. These factors highlight that the method's effectiveness heavily depends on educator preparation, students' understanding of cultural context, and adequate school facilities.

Overall, the study confirms that combining gamification with local wisdom not only enhances learning outcomes and motivation but also significantly contributes to building perseverance and fostering students'

cultural identity in South Nias high schools.

Recommendations

1. For Teachers and Schools

It is recommended to adopt locally grounded gamification models in PPKn, providing initial orientation on local traditions for students and training for teachers to facilitate learning effectively. Schools should also provide adequate supporting facilities, such as open spaces or visual media, to enhance game-based activities.

2. For Curriculum Developers

PPKn curricula should integrate local cultural values as part of character education, making learning more contextual, relevant, and supportive of both cultural identity and national values.

3. For Future Researchers

It is advisable to conduct follow-up studies using quasi-experimental or longitudinal designs to evaluate the long-term impact of local tradition-based gamification on students' character. Future research can also expand to other regions with different local traditions to assess the generalizability of the model.

4. For Students

Students are encouraged to leverage gamified learning to cultivate perseverance, independence, collaboration skills, and pride in the cultural heritage of Nias.

With proper implementation, Fahombo-based PPKn gamification holds great potential as an innovative



educational model that harmoniously integrates character education, Pancasila values, and local wisdom.

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6

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