

Interpreting *Nrimo Ing Pandum* Values in Bullying Survivors: Implications for Psychoeducational Services in Schools

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Abstract: Bullying in high school is a serious problem that significantly impacts adolescents' psychological well-being and identity formation. Recovery from bullying is determined not only by the experiences themselves but also by how high school adolescents interpret those experiences within a social and cultural context. This study aims to explore the subjective experiences of adolescent survivors of bullying at the high school level, identify the role of the cultural value of *Nrimo Ing Pandum* in the self-recovery process, and formulate its implications for psychoeducational services in schools. This study used a qualitative approach with a phenomenological design. Participants consisted of three adolescent survivors of bullying as key informants and two school counselors as supporting informants. Data were collected through in-depth interviews and observations, then analyzed using the Miles and Huberman interactive analysis model. The research results show that the experiences of bullying survivors are characterized by complex, fluctuating, and non-linear emotional dynamics. The values of *Nrimo Ing Pandum* serve as a culturally based meaning-making framework that helps adolescents manage negative emotions, navigate the process of adaptive adjustment, and achieve reflective self-acceptance. Integrating these values into psychoeducational services has the potential to not only support individual recovery but also strengthen an empathetic and supportive school psychosocial climate. This study recommends developing psychoeducational services based on the *Nrimo Ing Pandum* values through contextual media as a bullying prevention effort and encourages further research to empirically test the effectiveness of culture-based interventions.

Keywords: Bullying survivors, *Nrimo Ing Pandum*, Local wisdom, Psychoeducation, Senior High School Students.

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INTRODUCTION

The phenomenon of bullying among adolescents is a global problem that has a significant impact on individual mental health and social development (Dawes & Lohrbach, 2026; Fei et al., 2026; Pourasadi et al., 2026; Yang et al., 2026). Data from (UNESCO, 2024) shows that approximately one in three students worldwide has experienced bullying in the school environment, while (UNICEF, 2020) reports that more than 150 million adolescents aged 13–15 years experience violence from peers. In the Indonesian context, data from the Indonesian Child Protection Commission shows that bullying is one of the most common forms of violence in educational environments (KPAI, 2025). This high prevalence confirms that bullying is not merely an incidental phenomenon, but a systemic problem that requires comprehensive treatment in the educational context (Baraldsnes & Caravita, 2026; Dai et al., 2026; Sainio et al., 2026).

Bullying experiences are associated with complex psychological impacts, including increased anxiety, depression, low self-esteem, and disruptions in social relationships (Batterham et al., 2026; Stathopoulou et al., 2026; Zhang et al., 2026). These impacts are not only short-term but also influence how adolescents construct understandings of themselves, others, and their social environment (Adewuya et al., 2026; Alharthi et al., 2026; Eilts & Wilke, 2026). These impacts are not only short-term but also influence how adolescents construct understandings of themselves, others, and their social environment (Hurlock, 2014; Santrock, 2010). Studies in developmental and educational psychology show that the recovery process is not only determined by external factors such as social support, but also by internal factors, especially the individual's ability to cope and make sense of the experiences they have had (Clark et al., 2023; Lucas-Molina et al., 2018).

The dominance of quantitative approaches in bullying research still limits in-depth understanding of victims' subjective experiences (Lucas-Molina et al., 2018; Su et al., 2026). Focusing on the relationships between psychological variables has not fully explained how individuals interpret painful experiences in real-life contexts. The context of Indonesian society demonstrates that cultural values play a crucial role in shaping how individuals

understand, respond to, and manage life experiences. Research specifically examining how local cultural values, such as *Nrimo Ing Pandum*, are interpreted by adolescent bullying survivors in their psychological recovery process is still limited. Unlike previous studies that generally position *Nrimo Ing Pandum* as values of acceptance, patience, gratitude, and coping strategies within the context of psychological well-being or social life in general, this study positions *Nrimo Ing Pandum* more specifically as a meaning-making framework for adolescent high school bullying survivors and a basis for developing culturally responsive school psychoeducational services.

The value of *Nrimo Ing Pandum* in Javanese culture represents acceptance of reality, patience in the face of trials, and gratitude in life. The interpretation of this value does not lead to passive resignation, but rather to reflective acceptance accompanied by the ability to regulate emotions and an orientation toward self-development (Jati, 2023; Murwaningsih et al., 2021a; Pratama & Yunanto, 2024; Sitepu & Nurhayati, 2025). In the context of bullying experiences, these values have the potential to become a meaning-making framework that helps individuals reduce the intensity of negative emotions, maintain their self-esteem, and direct their psychological energy toward more adaptive future goals (Murwaningsih et al., 2021b; Safaria, 2025; Sonderi, 2025). This position positions *Nrimo Ing Pandum* as a form of culturally based, meaning-focused coping that contributes to psychological resilience (Jati, 2023; Saputri, 2022).

This study aims to explore the subjective experiences of adolescent bullying survivors in interpreting the values of *Nrimo Ing Pandum* and identify its role in the psychological recovery process. The research focuses on understanding the dynamics of the emotional experiences of bullying victims, the process of constructing meaning based on cultural values, and its implications for developing contextual and culturally responsive psychoeducational services in school environments. The research contribution is expected to not only enrich the study of cultural and educational psychology but also provide an empirical basis for strengthening guidance and counseling practices that are more relevant to the context of students' lives.

METHODS

This study uses a qualitative approach with a phenomenological approach (Creswell, 2019) to explore the subjective experiences of adolescents who have been victims of bullying, specifically in interpreting the cultural value of *Nrimo Ing Pandum* and its relevance in the process of self-recovery. This study is based on the interpretivist-constructivist paradigm, which views individual experiences as the result of subjective meaning construction formed through interactions in social and cultural contexts. This study aims to uncover the meaning constructed in adolescents' personal experiences in dealing with the impact of bullying and explain the role of cultural values as a framework in supporting the process of psychological recovery after such experiences.

The meaning of *Nrimo Ing Pandum* in this study is not only used as a general cultural concept, but also as an interpretive lens for understanding the meaning construction process of bullying survivors. The conceptual reference for this research refers to studies that position *Nrimo Ing Pandum* as a value of self-acceptance, patience, emotional control, gratitude, and adaptive orientation in facing difficult life experiences. For example, a study by Nuraini et al., (2021), used Interpretative Phenomenological Analysis to understand how the philosophy of *Nrimo Ing Pandum* Makaryo Kan Nyoto is constructed within individual subjective experiences. Furthermore, Pratama & Yunanto (2024) explained *Narima ing Pandum* as a concept of self-acceptance from an indigenous Javanese perspective, while (Jati, 2023; Murwaningsih et al., 2021b; Rakhmawati, 2022; Saputri, 2022; Sitepu & Nurhayati, 2025) showed that this value plays a role in shaping attitudes of accepting reality, organizing oneself, and interpreting life experiences more reflectively. Based on this foundation, this study positions *Nrimo Ing Pandum* as a culturally based meaning-making framework for understanding the psychological recovery of high school adolescents who are survivors of bullying.

The research subjects were selected using purposive sampling techniques because this research requires informants who have direct, relevant, and information-rich experience according to the research focus. The participant selection procedure was carried out in several stages. First, the researcher coordinated with the school counselor to obtain initial information about students who had experienced bullying based on mentoring notes, student reports, and the counselor's observations. Second, the researcher established inclusion criteria: high school students who had experienced verbal, social, physical, or psychological bullying; were willing to share their experiences voluntarily; were able to reflect on their recovery process; and demonstrated adaptive skills through academic achievement or active participation in school organizations. Third, the school counselor helped connect

the researcher with potential participants who met these criteria. Fourth, the researcher provided an explanation of the research objectives, data confidentiality, participants' right to refuse or discontinue participation, and interview procedures. Fifth, the researcher obtained informed consent from the participants and parental/guardian approval for participants under 18 years of age. The demographic characteristics of the research subjects can be seen in **Table 1**.

Table 1. Demographic Characteristics of Research Subjects

Code	Participant Role	Gender	Age	Bullying Experience	Academic Achievement	Types of Organizations
P1	Students (Key Informants)	M	17 years	Have experienced verbal and social bullying	Top 5 in class	Student Council
P2	Students (Key Informants)	F	16 years	Ever experienced verbal bullying	Top 10 in class	Dance Arts Extracurricular
P3	Students (Key Informants)	F	18 years	Have experienced physical and psychological bullying	Winner of the district-level scientific writing competition	Scientific Work Extracurricular
G1	School Counselor (Supporting Informant)	F	34 years	Accompanying students who are victims of bullying	-	-
G2	School Counselor (Supporting Informant)	M	38 years	Accompanying students who are victims of bullying	-	-

Data collection was conducted through in-depth interviews and direct observation. In-depth interviews were used to explore the informants' subjective experiences as victims of bullying and the process of interpreting the *Nrimo Ing Pandum* values in psychological recovery. Direct observation was conducted to understand the social and emotional dynamics during the interview process and interactions within the school environment. Data were analyzed using the Milles dan Huberman (1994) interactive analysis model which includes data collection, reduction, presentation, as well as drawing and verifying conclusions through initial coding, grouping categories, and compiling meaningful themes related to self-recovery experiences.

Table 2. Interview Guidelines for Students

No.	Sample Questions	Objective
1	What was your experience of being bullied at school?	Explore subjective experiences related to bullying.
2	What factors helped you overcome the impact of the bullying experience?	Understand coping mechanisms and sources of support.
3	How is the value of <i>Nrimo Ing Pandum</i> interpreted in the process of self-recovery after a bullying experience?	Explore the role of cultural values in the recovery process.
4	What changes did you experience after experiencing and recovering from bullying?	Explore psychological and social changes following bullying experiences.

Table 3. Interview Guidelines for School Counselors

No.	Sample Questions	Objective
1	What are the behavioral characteristics and psychological conditions of students who have been victims of bullying at school?	Understand professional perceptions of the impact of bullying on students.
2	What forms of psychoeducational services are provided to students who have been bullied?	Identify the guidance and counseling service approaches implemented.
3	How can the values of <i>Nrimo Ing Pandum</i> be integrated into psychoeducational services at school?	Explore the potential for integrating cultural values into guidance and counseling service practices.

No.	Sample Questions	Objective
4	What are the most common challenges faced in providing support to students who have been bullied?	Identify barriers to psychoeducational interventions in schools.

To ensure the trustworthiness of the research, a strategy encompassing credibility and dependability was employed. Credibility was maintained through method and source triangulation, combining in-depth interviews and direct observation, and comparing data from key informants and supporting informants to ensure consistency of meaning. Dependability was maintained through a systematic and documented data collection and analysis process, ensuring an audit trail for each stage of the research and ensuring adequate reliability in describing the role of the *Nrimo Ing Pandum* cultural value in the recovery of bullying survivors.

RESULT AND DISCUSSION

Result

Subjective Experiences of Adolescent Bullying Survivors

The subjective experiences of adolescent bullying survivors are an important aspect in understanding the psychological impacts that arise and the dynamics of the self-healing process. In this study, these experiences are analyzed using the framework (Kübler-ross, 2009) as a conceptual lens to interpret the changes in emotional responses that arise when individuals face painful experiences. This theory identifies five patterns of emotional responses: denial, anger, bargaining, depression, and acceptance, which in the context of this study are understood as patterns of experience that may emerge dynamically and do not always occur linearly. The research findings related to the subjective experiences of adolescent bullying survivors are presented in **Table 4**.

Table 4. Research findings related to the subjective experiences of adolescent bullying survivors

Kubler-Ross Framework	Experience Subtheme	Example Participant Quotes
<i>Denial</i>	Hiding feelings	"I don't want anyone else to know about this." (P1)
	Lack of awareness of impact	"This is only temporary, I can handle it on my own." (P3)
	Rejection of help	"I don't want anyone else to feel sorry for me, I'd rather handle it on my own." (P2)
<i>Anger</i>	Feelings of injustice	"I felt so angry because no one cared about what I was going through." (P3)
	Anger towards oneself	"I was angry with myself for not being able to stand up to them." (P1)
	Outbursts of anger	"I yelled at my parents because I was angry about what I was going through at school." (P2)
<i>Bargaining</i>	Efforts to find solutions	"Maybe if I was smarter, they would respect me and not bully me anymore." (P1)
	Efforts to adapt	"If I was more popular or joined their group, maybe they wouldn't treat me like this." (P3)
	Expectations for change from actors	"I hope they will stop bullying me if I change according to what they want." (P2)
<i>Depression</i>	Feeling of helplessness	"I don't know how to face the days ahead. It feels like everything is meaningless." (P2)
	Feeling unwelcome	"I feel like I'm a nobody at this school. It feels like no one cares about me." (P3)

Kubler-Ross Framework	Experience Subtheme	Example Participant Quotes
Acceptance	Negative view of the future	"I'm afraid I'll never be able to change this situation. My future is bleak." (P1)
	Self-acceptance	"I can't change what happened, but I can choose how I deal with it." (P3)
	Self-confidence restoration	"Now I'm more confident and not afraid to show who I really am." (P2)
	Future orientation	"I'm determined to improve myself and focus on my future goals." (P1)

Source: Primary Data 2025

Research findings indicate that the subjective experiences of adolescent bullying survivors are characterized by complex emotional dynamics that change over time. Bullying experiences elicit multiple emotional responses, beginning with denial, such as a tendency to hide feelings and refuse help, which can be understood as a self-protective effort to maintain self-esteem and avoid social stigma (Burningham et al., 2026; Paljakka, 2025; Washington-Nortey et al., 2025). Over time, this response develops into anger directed at the situation experienced, the social environment, and oneself, reflecting the loss of control and security that victims of bullying often experience (Badela et al., 2025; Sekgobela, 2025). In the next stage, adolescents demonstrate bargaining efforts by adapting to social expectations through behavioral changes, improved performance, or attempts to gain peer acceptance. However, when these efforts are unsuccessful, some adolescents experience feelings of helplessness and profound sadness accompanied by negative outlooks on the future, consistent with findings linking bullying to an increased risk of emotional problems and decreased psychological well-being in adolescents (Khamzina & Buribayev, 2026; Nkurunziza et al., 2024; Whisenhunt Saar et al., 2025).

Research findings indicate that the quality of the bargaining process plays a significant role in determining the depth and duration of the grief phase. Adolescents who are able to bargain more adaptively, shifting their focus from simply meeting social demands to strengthening their own capacities, such as developing achievements, engaging in positive activities, and setting personal goals, are less likely to remain stuck in the grief phase for long and more quickly move toward self-acceptance. In this context, bargaining functions not only as a social negotiation but also as an initial mechanism for regaining psychological control over themselves and their situations. Various studies have shown that when individuals are able to interpret coping strategies as active actions, rather than personal failures, the risk of developing feelings of hopelessness can be significantly reduced (Bjereld et al., 2026; Irshad & Amjad, 2026). Thus, these findings confirm that Kübler-Ross's emotional stages are not always experienced in full or sequentially, but are strongly influenced by an individual's ability to adjust meaning and maintain a sense of psychological control in the face of painful experiences.

*The Role of *Nrimo Ing Pandum* Values in Personal Recovery*

The results of the study show that the value of *Nrimo Ing Pandum* plays a significant role in the self-recovery process of adolescent bullying survivors, especially in helping individuals pass through the anger and bargaining phase towards self-acceptance, as can be seen in **Table 5**. This value is interpreted not as passive resignation, but as a form of reflective acceptance of the reality of life accompanied by emotional control and orientation towards self-development. These findings align with literature emphasizing that accepting situations that are not fully controllable is an adaptive emotion regulation strategy in dealing with stressful experiences and social trauma (Nuraini et al., 2021; Saputri, 2022). In the context of bullying, this type of acceptance allows adolescents to reduce the intensity of anger and frustration and prevent the development of aggressive responses or prolonged withdrawal (Rapp et al., 2025).

Table 5. Research Findings Regarding Emerging *Nrimo Ing Pandum* Values

The Value Aspect of <i>Nrimo Ing Pandum</i>	Manifestation in Adolescent Experiences	Participant Quotes
Self-acceptance and gratitude	Deal with bullying experiences with patience and accept the experience as part of life's journey.	"I've been through a lot, and I accept that this is part of my life. It won't stop me." (P1)
Acceptance of reality	Let go of bullying experiences without trying to change what happened.	"I can't change what happened, but I can choose how I deal with it." (P3)
Orientation toward achievement and self-development	Shift your focus from negative experiences to improving your own capacity and personal goals.	"I want to be a better and more successful person. I will try harder in school and improve myself." (P2)
Involvement in positive activities	Utilize your time and energy on activities that support academic and non-academic growth.	"I started participating in extracurricular activities and worked hard to get good grades so I could apply for the SNBP." (P3)
Changes in mindset and perspective	Interpret bullying experiences as life challenges that do not hinder future development.	"Bullying is tough, but I learned that it's not the end of the world. I can still progress and have opportunities to develop." (P3)

Source: Research analysis results (2025)

Nrimo Ing Pandum serves as a cultural foundation for constructive bargaining, thus influencing the depth and duration of depressive episodes. Adolescents who internalize this value tend to direct adjustment efforts toward strengthening their capacities, such as academic achievement, involvement in positive activities, and future planning, rather than simply striving to meet social demands to avoid bullying. Individuals who are able to deeply reinterpret negative experiences have a lower risk of emotional distress and achieve self-acceptance more quickly (Valliani & Mughal, 2021). Thus, the depressive phase in the Kübler-Ross model is not always experienced fully or prolonged, but rather is strongly influenced by the individual's ability to make adaptive meanings and maintain a sense of psychological control. These findings confirm that *Nrimo Ing Pandum* can be understood as a culturally based source of psychological resilience that facilitates a more rapid shift toward self-acceptance (Rakhmawati, 2022; Saputri, 2022).

DISCUSSION

Implications of the Value of *Nrimo Ing Pandum* in Psychoeducational Services in Schools

The values of *Nrimo Ing Pandum*, which emphasize acceptance, patience, self-control, and gratitude, are highly relevant for integration into psychoeducational services in high schools, particularly for students experiencing bullying. At the high school level, bullying experiences not only impact emotional well-being but can also influence the formation of self-identity, self-confidence, peer relationships, and future orientation. Previous research has shown that accepting experiences that are not fully controllable is an adaptive emotion regulation strategy and plays a crucial role in psychological recovery (Hafni, 2020; Refnadi et al., 2021; Saputri, 2022; Siregar & Rhamayani, 2019). In the context of bullying in high school students, the ability to accept reality without excessive self-blame helps students reduce the intensity of negative emotions, such as anger, shame, and frustration, and prevents the development of prolonged feelings of hopelessness (Bickmore, 2011; González Moreno & Del Mar Molero Jurado, 2025). The findings of this study indicate that internalization of *Nrimo Ing Pandum* supports this process by helping students accept themselves and their situations reflectively, rebuild self-confidence, and direct attention to self-development, academic achievement, organizational involvement, and future goals.

To support the implementation of the *Nrimo Ing Pandum* values in psychoeducational services, this study identified various media that can be used contextually and in accordance with the characteristics of adolescents, as presented in **Table 6**. The use of media such as educational videos, posters and infographics, storybooks or comics, and audio or podcasts allows for the delivery of values in a more interesting and easily internalized manner. Previous research has shown that visual and narrative media are effective in helping adolescents understand abstract concepts such as self-acceptance, patience, and making sense of life experiences, as they enable deeper and more sustained reflection (Ilmi et al., 2021, 2022). Furthermore, audio media provides flexibility for students to independently access psychoeducational materials, which supports a personal and reflective recovery process (Mayer, 2024).

Table 6. Alternative Psychoeducational Media Based on *Nrimo Ing Pandum* Values

Media	Purpose of Media Use	Example Topics
Educational Videos	Helping students understand the values of <i>Nrimo Ing Pandum</i> through visual media, with concrete examples that can be implemented in everyday life.	• Self-acceptance after experiencing bullying • Patience in facing life's challenges • Gratitude in difficult situations
Posters and Infographics	Encouraging students to maintain gratitude and self-acceptance through easily accessible visual reminders at school.	• Accept Yourself, Accept Your World • Patience is Strength • Every Step is a Gift
Storybooks or Comics	Helping students connect with real-life experiences and understand the application of <i>Nrimo Ing Pandum</i> values in dealing with bullying and life's challenges.	• A story about a student who accepts himself after being bullied. • A comic about a journey through bullying and discovering his own strength. • An inspiring story about courage.
Audio or Podcasts	Providing students with flexible access to resources they can listen to anytime facilitates learning about self-acceptance and patience.	• Accepting Yourself and Facing the World • Gratitude in Every Challenge • Patience Brings Peace

Source: Researcher analysis results (2025)

Nrimo Ing Pandum value-based psychoeducational services can be viewed as a contextual, humanistic, and evidence-based approach to supporting students' psychological well-being in schools. The integration of local cultural values into guidance and counseling services aligns with the culturally responsive psychoeducation approach, which emphasizes the importance of appropriate values, meaning, and context in psychological interventions (Gladding, 2021; Sue & Sue, 2003). Therefore, implementing *Nrimo Ing Pandum* through appropriate psychoeducational media has the potential to increase the effectiveness of school services in helping students face bullying and adolescent developmental challenges more adaptively and sustainably.

CONCLUSION

The subjective experiences of high school adolescents who are bullying survivors demonstrate complex, fluctuating emotional dynamics that do not always occur linearly. Adolescents can experience rejection, anger, bargaining, deep sadness, and self-acceptance at varying intensities depending on their experiences, social support, and ability to interpret the events. The findings of this study indicate that the value of *Nrimo Ing Pandum* acts as a source of culturally based psychological resilience that helps adolescents manage negative emotions, accept reality reflectively, rebuild self-confidence, and redirect bullying experiences into encouragement for self-development and a more adaptive future planning. The integration of *Nrimo Ing Pandum* values into psychoeducational services at school is relevant for high school students because it supports self-acceptance, emotional regulation, resilience, healthy social relationships, and future orientation.

Therefore, school counselors are recommended to develop psychoeducational services based on *Nrimo Ing Pandum* values through contextual media, such as educational videos, posters, infographics, comics, storybooks, or

podcasts, as an effort to recover survivors and prevent bullying. This study was limited to a small number of participants and a high school context in one region. Therefore, future studies are recommended to involve more diverse school levels and contexts and test the effectiveness of *Nrimo Ing Pandum*-based psychoeducational media through a more systematic intervention design.

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