Nrimo Ing Pandum philosophy through reality counseling approach in enhancing students' self-acceptance

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Abstract: Low self-acceptance can hinder personal development and disrupt social relationships. This study aims to develop a counseling model rooted in the philosophy of nrimo ing pandum, emphasizing patience, sincerity, and self-acceptance as central tenets. A literature review methodology encompassed five key stages: literature collection, literature selection, analysis of selected works, synthesis of findings, and discussion of results. The findings highlight the integration of the Nrimo Ing Pandum philosophy into reality counseling as a meaningful approach to fostering self-acceptance. This philosophy reflects the Javanese cultural values of resilience, commitment, morality, and acceptance. Specifically, it can be applied during the evaluation stage of counseling, enabling counselors to explore and address clients' needs and aspirations. The study concludes that integrating the Nrimo Ing Pandum philosophy with reality counseling offers a culturally grounded alternative to enhance students' self-acceptance. These findings contribute to theoretical advancements in counseling practices by incorporating local wisdom as a foundation for effective intervention strategies.
Keywords: Nrimo Ing Pandum philosophy; reality counseling; self-acceptance

Introduction

Adolescence represents a pivotal phase in personal identity formation, characterized by exploring values, beliefs, and individual goals. During this period, adolescents seek to understand their authentic selves, which is essential for identity development (Branje et al., 2021; Soh et al., 2024; Waney et al., 2020). Rapid physical and mental growth during adolescence introduces significant changes, often accompanied by challenges that can affect self-acceptance.

Self-acceptance is a crucial construct that encompasses individuals' acknowledgment and appreciation of their physical form, self-worth, personal pride, and a positive outlook on themselves (Jamaliyah et al., 2024; Ruan et al., 2023). It reflects embracing one's strengths and weaknesses without undue concern for others' opinions, alongside a commitment to personal growth (Sekali & Tohir, 2020). Dwiyono et al (2022) highlight self-acceptance as a state of awareness and acceptance of personal strengths and limitations, which fosters positivity. Similarly, Carson & Langer (2006) define self-acceptance as an individual's capacity and willingness to present their authentic self without pretense or fear of external judgment.

By synthesizing these perspectives, self-acceptance can be understood as the ability to accept yourself wholly—acknowledging strengths and weaknesses while maintaining a desire for self-improvement. This attitude supports the development of an upbeat personality and humility and forms the foundation of social interaction and overall well-being (Ziliwu et al., 2023).

The significance of self-acceptance is evident in its influence on personal development and social relationships. Adolescents with high self-acceptance demonstrate healthier social interactions, while those lacking it may struggle with developmental challenges and social connections (Febriana, 2021; Utami et al., 2023). Ibrahim & Toyyibah (2019) affirm that individuals with strong self-acceptance are better equipped to engage meaningfully with others, whereas low self-acceptance often results in difficulties in interpersonal relationships.

However, achieving self-acceptance is only sometimes universal among adolescents. Students with low self-acceptance often exhibit dissatisfaction with their physical appearance, insecurity, lack of awareness of their strengths and weaknesses, and tendencies to compare themselves with others (Jamaliyah et al., 2024). These characteristics are compounded by loneliness, self-criticism, irrational thinking, irresponsibility, and detachment from reality (Sekali & Tohir, 2020). Low self-acceptance can lead to emotional distress, reduced concentration, diminished motivation, and a weakened fighting spirit (Dumaris & Rahayu, 2019).

Addressing issues of low self-acceptance among students necessitates a comprehensive theoretical framework. Guidance and counseling services foster individual growth and positive values (Azmi et al., 2021; Budiyono & Pratama, 2024). The success of counseling interventions largely depends on aligning the chosen approach with the specific challenges individuals face (Astuti & Hastanti, 2021). Among the various counseling approaches, the reality counseling method offers a promising solution, as it focuses on fulfilling basic psychological needs within realistic constraints (Nihaya et al., 2022).

Reality counseling emphasizes helping individuals confront reality while meeting their fundamental needs without harming others. Students are encouraged to adopt practical and realistic steps to address their challenges. This approach also teaches counselees to reassess their behavior and self-evaluate, fostering personal accountability and preparation for unplanned circumstances (Nurcahya, 2021).

Several studies affirm the effectiveness of reality counseling in addressing personal issues among students. For instance, Sekali & Tohir (2020) demonstrated its capacity to enhance self-acceptance, evidenced by improvements in students' attitudes pre-intervention and post-intervention. Similarly, Wirastania (2020) found that reality group counseling significantly reduces feelings of inferiority and promotes identity development. Dwiyono et al (2022) also highlighted the substantial impact of reality counseling, with measurable differences in self-acceptance scores following the intervention. These findings collectively underscore the effectiveness of reality counseling in resolving students' challenges.

However, prior implementations of reality counseling have needed more innovative adaptations. To enhance its relevance and effectiveness, integrating cultural values into counseling practices offers a transformative approach (Adhiputra, 2013). This study proposes incorporating the *Nrimo Ing Pandum* philosophy, a Javanese cultural value rooted in the principle of self-acceptance, into reality counseling.

The *Nrimo Ing Pandum* philosophy provides a life framework that aligns with the demands of contemporary society, emphasizing the acceptance of life's limitations and the importance of embracing circumstances beyond individual control (Rakhmawati, 2022). By adopting this philosophy, individuals can mitigate negative attitudes and foster a balanced perspective in navigating challenges (Lisnanti, 2022).

This study aims to construct a novel model of reality counseling grounded in the *Nrimo Ing Pandum* philosophy, offering a culturally enriched strategy for improving student self-acceptance. Integrating this traditional value into counseling practice can enhance its applicability, particularly in settings where cultural sensitivity is vital for fostering personal growth and resilience.

Methods

This study employs a literature review approach to develop its conceptual framework. The literature review method is a systematic process used to identify, evaluate, and interpret existing research findings relevant to the study topic (Hsieh & Shannon, 2005). The PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) model was adopted to ensure a comprehensive and methodical search. This model involves three key stages: identification, screening, and inclusion (Xie et al., 2023)

The literature search was conducted using the keywords *"reality counseling,"* *"philosophy of nrimo ing pandum,"* and *"self-acceptance."* These terms guided the exploration of relevant studies in the Google Scholar database, focusing on publications from 2010 to 2024. The process yielded a curated collection of scholarly articles, which were then systematically analyzed. A diagram illustrating the literature search process is provided below.

<table>
<tr><td colspan="2" align="center">Literature Identification Through Database Searches</td></tr>
<tr><td>**Initial Identification** (n=50)</td><td>A total of 50 articles were identified using the keywords "reality counseling," "philosophy of *nrimo ing pandum*," and "self-acceptance."</td></tr>
<tr><td>**Screening** (n=38)</td><td>Out of the 50 articles, 38 were selected after an initial screening. Excluded reports (n=19) were eliminated due to the inability to access the full text.</td></tr>
<tr><td>**Eligibility Assessment** (n=12)</td><td>The remaining 19 articles were reviewed for eligibility, focusing on their relevance to the topic. Excluded reports (n=7) were removed for not comprehensively addressing the themes of self-acceptance, the philosophy of nrimo ing pandum, or reality counseling.</td></tr>
<tr><td>**Final Selection**</td><td>A total of 12 articles met the inclusion criteria and were deemed suitable for further analysis.</td></tr>
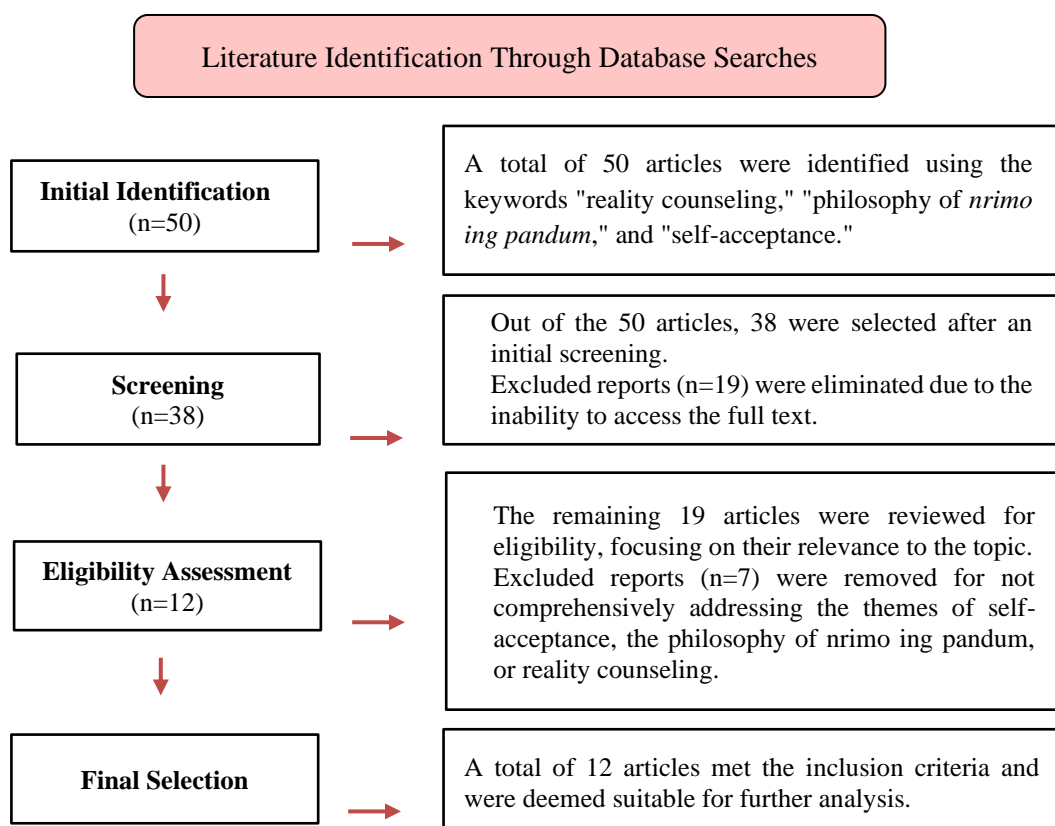</table>

Figure 1. Identification of literature through databases

This literature review utilized secondary data to explore the integration of the *Nrimo Ing Pandum* philosophy into the reality counseling approach. The analysis aims to construct a theoretical framework that applies the principles of this Javanese philosophy to foster enhanced self-acceptance among students. Incorporating culturally rooted values enriches counseling practices with a localized perspective, offering innovative and context-sensitive strategies within the field. The rigorous selection and analysis of literature ensure a solid foundation for theoretical exploration, advancing the understanding of how integrating *Nrimo Ing Pandum* and reality counseling can effectively address self-acceptance challenges.

Result and Discussion

During the literature search, 12 relevant articles were identified from an initial pool of 50 articles obtained using the keywords "reality counseling," "philosophy of guiding principles," and "self-acceptance." These selected articles were deemed most pertinent to the study's objectives and provided valuable insights into integrating guiding principles within reality counseling to enhance self-acceptance.

The selected literature forms the foundation for further analysis and theoretical construction in this research. These articles are detailed below, offering a focused basis for understanding and developing the proposed framework. These works will be systematically examined to draw meaningful conclusions and propose innovative approaches in counseling practices.

Table 1. Literature Reviewed

Author Name and Year	Method Title	Title
(Mutia *et al*., 2023)	Phenomenology	Pemaknaan Konsep *Nrimo Ing Pandum* Pada Pedagang Tradisional di Pasar Legi Surakarta
(Utami *et al*., 2023)	Descriptive	Implementasi Manajemen Bimbingan Konseling Dalam Membangun *Self Acceptace* Melalui Layanan Informasi di Man Kota Binjai
(Wahyuningsih *et al*., 2023)	Experiment	Konseling Realitas untuk Meningkatkan *Self Control* Siswa *Nomophobia* di SMKN7 Palembang
(Dwiyono *et al*., 2022)	Quasi Experiment	Pengaruh Layanan Konseling Kelompok Realitas Terhadap Penerimaan Diri Siswa Kelas Xi SMAN Samarinda
(Lisnanti, 2022)	Phenomenology	Fenomena *Nerimo Ing Pandum* Dalam Kepercayaan Diri Generasi Milenial di Nganjuk
(Astuti & Hastanti, 2021)	Action Research	Konseling Realita Untuk Meningkatkan Penerimaan Diri Peserta Didik
(Febriana, 2021)	Case Study	Gambaran Penerimaan Diri Korban *Bullying*
(Nurcahya, 2021)	Descriptive	Remaja, *Broken Home*, Terapi Konseling Realita: Sebuah Pendekatan Penyadaran Diri
(Sekali & Tohir, 2020)	Experiment	Upaya Meningkatkan Penerimaan Diri Siswa Melalui Konseling Individu Dengan Pendekatan Realita Kelas Xi SMAN 15 Bandar Lampung
(Wirastania, 2020)	Experiment	Efektivitas Konseling Realita Terhadap Rasa Rendah Diri Pada Siswa Kelas X SMAN 1 Surabaya
(Prayekti, 2019)	Quantitative	Konseptualisme dan Validasi Instrumen *Narimo Ing Pandum*
(Ibrahim & Toyyibah, 2019)	Descriptive	Gambaran *Self-Acceptance* Siswi Korban *Cyberbullying*

Nrimo Ing Pandum Cultural Philosophy

The term *Nrimo Ing Pandum* derives from two words: *nrimo,* meaning "to accept," and *pandum,* meaning "to give(Mutia et al., 2023). This philosophy embodies a profound self-awareness and understanding that allows individuals to recognize their existence and navigate life meaningfully (Prayekti, 2019). Rooted in Javanese culture, *Nrimo Ing Pandum* illustrates the virtues of patience, sincerity, self-acceptance, commitment, and morality (Lisnanti, 2022).

An everyday manifestation of this philosophy can be observed in the Javanese tradition of *selamatan*, or Thanksgiving events, where individuals share food with relatives and neighbors regardless of whether they celebrate joyful occasions or endure hardships (Prayekti, 2019). For the millennial generation, the philosophy holds various meanings, such as a tool for self-control, a source of personal strength, an identity marker, a self-improvement process, and a fundamental need for well-being (Lisnanti, 2022).

The essence of *nrimo* lies in its ability to bring inner peace, establish self-control, and foster gratitude. It forms the foundation of the *Nrimo Ing Pandum* philosophy, guiding individuals toward harmony with themselves and their surroundings (Maharani, 2018).

Table 2. Aspects of the Philosophy of Nrimo ing pandum

Aspects	Information
Gratitude	Encouraging individuals to appreciate their blessings and find contentment in their circumstances.
Patience	Teaching endurance and perseverance in the face of life's challenges.
Acceptance	Promoting self-awareness and understanding, enabling individuals to embrace their strengths and limitations without judgment.

The rationale is that Javanese people have an attitude of nrimo by trying to control themselves so that they do not act excessively, such as being angry, having low self-esteem, being disappointed, and being desperate. However, individuals can be calm and focus on finding a way out of solving problems (Wulandari, 2017). These principles make Nrimo Ing Pandum an eternal philosophy that offers a path to personal growth and resilience while cultivating a balanced and satisfying life (Prayekti, 2019).

Reality Counseling

The reality counseling approach is grounded in the premise that all individuals have fundamental psychological needs, such as identity, uniqueness, and differentiation from others (Latipun, 2008). This approach emphasizes teaching individuals to take responsibility for their choices to fulfill universal and unique needs and desires (Glasser, 2010). It encourages individuals to understand and navigate their world effectively (Astuti & Hastanti, 2021).

The core framework of reality counseling is built upon three key concepts: the 3R model (*Rights, Reality, and Responsibility*), the *identity of success*, and the *identity of failure* (Putra & Karneli, 2023). The 3R model represents:

1. **Rights** – Behaviors are aligned with normative and ethical standards.
2. **Reality** – The awareness and acknowledgment of one's behaviors in light of real-world conditions.
3. **Responsibility** – Actions that fulfill life needs constructively, avoiding harm to oneself or others.

Human nature within the reality counseling framework is seen as autonomous, with individuals having the ability to choose their behaviors. As such, this approach emphasizes accountability, both for actions and thoughts (Sekali & Tohir, 2020). Reality counseling techniques focus on fostering responsibility, enabling clients to develop attitudes, and aligning behavior with their current realities (Wirastania, 2020). This technique aligns with the idea that

individuals, through awareness, can consciously choose changes that improve their lives (Padillah, 2020).

The reality counseling process is structured into four sequential stages, collectively known as WDEP, where each component has a strategic focus (Wirastania, 2020):

1. **W – Wants & Needs**: Clarifying the individual's desires and fundamental needs.
2. **D – Direction & Doing**: Identifying the actions to achieve their goals.
3. **E – Evaluation**: Assessing whether current behaviors effectively meet their needs and desires.
4. **P – Planning**: Developing actionable and realistic plans for the future.

Each stage systematically guides individuals toward greater self-awareness, accountability, and the implementation of positive behavioral changes, ensuring alignment with real-life circumstances and personal aspirations.

Table 3. Stages of Reality Counseling (Glasser, 2010)

Stages	Activity
Wants & Needs	At this stage, the counselor explores the client's inner world to identify their needs, aspirations, desires, ideals, and perspectives. This process also includes understanding how the client views external circumstances. The primary goal is to uncover the client's core needs and desires, forming the foundation for addressing their challenges.
Direction & Doing	The counselor investigates the client's current and past behaviors related to their desires and goals. This exploration includes examining: ● What actions have been taken, ● The purpose behind these behaviors. ● Methods and strategies used to carry out these actions. ● The time frame of these behaviors. ● The client's emotional responses are associated with these actions. ● This stage helps the client clarify how their actions align—or fail to align—with their objectives.
Evaluation	The evaluation stage focuses on assessing the effectiveness of the client's behaviors in meeting their needs and desires. The counselor guides the client through this process by: ● Clarifying current actions. ● Encouraging self-reflection and confronting ineffective behaviors. ● Using assessment standards to determine the suitability of past and current actions. The aim is to enable the client to recognize behaviors that need adjustment or improvement.
Planning	In this final stage, the counselor collaborates with the client to design a practical action plan. Key aspects include: ● Outlining new behaviors that align with the client's needs and goals. ● Ensuring the plan is realistic and specific to the client's situation. ● Managing resources, support systems, and potential consequences. ● Describing behaviors in actionable terms. Once the plan is established, the counselor emphasizes the importance of the client's commitment to implement the agreed-upon strategies. This plan includes setting mechanisms for monitoring progress and maintaining accountability.

This structured approach ensures that clients receive personalized guidance to address their issues, enabling them to take responsibility for their choices and actions while working toward meaningful change.

Reality counseling based on the Nrimo Ing Pandum philosophy to enhance student self-acceptance

Self-acceptance is the individual's understanding and acknowledging of the individual's understanding of one's strengths and weaknesses, embracing them with a sense of contentment. It encompasses satisfaction with personal attributes, talents, and limitations (Ibrahim & Toyyibah, 2019; Utami et al., 2023). Self-acceptance forms the foundation for a balanced and resilient personality, making it a critical focus in personal development (Ziliwu et al., 2023).

The philosophy of nrimo ing pandum, rooted in Javanese culture, aligns deeply with self-acceptance. This philosophy emphasizes accepting life's reality, realizing life's patience, and being sincere while maintaining accountability for one's choice's outcomes (Lisnanti, 2022). It supports individuals in recognizing their existence and navigating life with an open heart, fostering a profound sense of self-awareness and acceptance.

This philosophical outlook integrates seamlessly with the reality counseling approach, which emphasizes personal responsibility and pursuing a "successful "identity aligned with the 3R framework—Rights, Reality, and Responsibility. This counseling approach aims to help individuals construct meaningful life goals while meeting essential identity needs, including uniqueness, differentiation, and independence (Wahyuningsih et al., 2023).

By incorporating Nrimo Ing Pandum into the reality counseling approach, counselors can create a culturally attuned framework to address issues of low self-acceptance among students. This approach involves a systematic and reflective process where:

1. Students are guided to develop self-control by embracing the nrimo attitude, helping them remain calm and focused even amidst challenges (Budiyono & Hasanah, 2024).
2. Clients are encouraged to formulate constructive behaviors aligning with their goals and reality.
3. Students learn to manage excessive negative emotions—such as low self-esteem, anger, and despair—by adopting a balanced and reflective mindset, which fosters resilience and proactive problem-solving (Lisnanti, 2022).

Integrating Nrimo Ing Pandum into the reality counseling construction model provides a holistic framework to enhance self-acceptance among students. This model enables individuals to internalize values of patience, gratitude, and self-responsibility while pursuing realistic and achievable goals. It represents a culturally enriched counseling paradigm, offering students the tools to face challenges and embrace their unique identity with confidence and dignity. The reality counseling construction model conveys the philosophy of Nrimo Ing Pandum to increase student self-acceptance as follows:
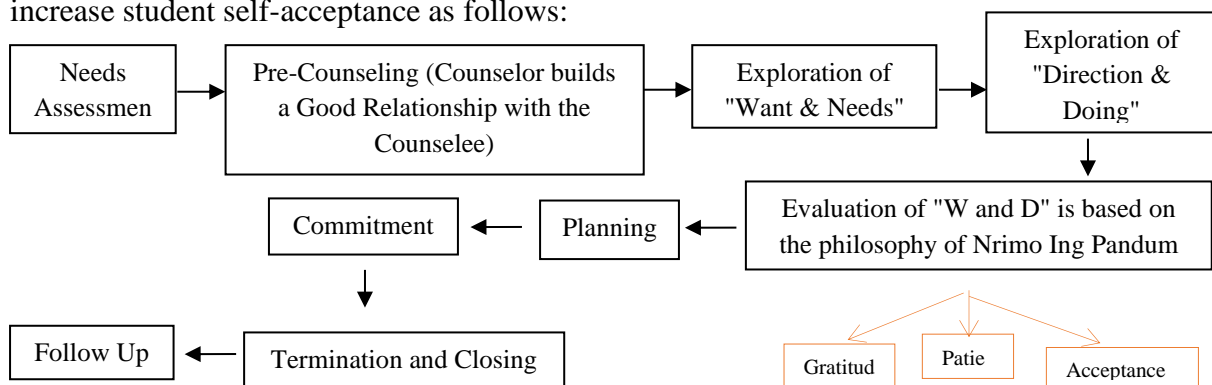
Figure 2. Reality Counseling Procedures Incorporating the Philosophy of Nrimo ing Pandum

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As depicted in the diagram of the reality counseling procedure, which integrates the philosophy of Nrimo ing Pandum, the counselor can implement counseling services in several steps. The process begins with the following:

1. Needs Assessment: The counselor conducts an initial assessment to understand the student's current state, typically using a pretest to gauge their baseline condition.
2. Establishing Rapport: The counselor fosters a trusting relationship with the student by engaging in neutral topics, creating a safe and open environment for further discussion.
3. Exploring Wants and Needs: The counselor probes deeper into the student's desires and needs to identify what they seek regarding personal growth and self-acceptance.
4. Exploring Do (Past Actions): The counselor examines the actions the student has already taken to fulfill their desires. This process helps evaluate whether their past behaviors align with their current goals, enabling a constructive assessment of their actions.
5. Evaluation: The counselor evaluates the student's actions, incorporating the philosophy of Nrimo ing Pandum, which includes the values of gratitude, patience, and acceptance. This evaluation fosters a more profound sense of self-acceptance in the student.
6. Planning: Based on the evaluation, the counselor and student collaboratively create a plan to address the student's needs, outlining concrete steps for improvement.
7. Commitment: The student commits to implementing the plan, ensuring accountability and dedication to the agreed-upon steps.
8. Ending and Closing: After the counseling process, the counselor refrains from giving immediate feedback. Instead, they observe whether the student's self-acceptance has changed over time. A follow-up is then conducted to assess the effectiveness of the plan.

Integrating the Nrimo Ing Pandum philosophy with the reality counseling approach, this model enables counselors to support students in developing a personality aligned with the core values of gratitude, patience, and self-acceptance. It also helps students become more aware of their responsibilities and adopt positive attitudes toward personal growth and challenges (Wahyuningsih et al., 2023).

Conclusion

Self-acceptance is a critical factor for student development, and guidance and counseling services are instrumental in enhancing this aspect. The reality counseling approach provides a structured way for students to build a healthy self-identity through the 3R concept (Rights, Reality, and Responsibility). Combining this approach with the Nrimo Ing Pandum philosophy creates a culturally relevant model to support the student's journey toward greater self-acceptance. While this approach presents a promising framework, further research is needed to explore its effectiveness, particularly in Java, where the Nrimo Ing Pandum philosophy is deeply rooted. Future studies could assess how this integrated model impacts students' self-acceptance and overall psychological development.

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