

# Peace bibliocounseling with the Ronggolawe folk tale: What do you think?

Nurul Afidah Istiqomah<sup>a,1\*</sup>, Purwadi<sup>b,2</sup>

<sup>a</sup> Taruna Jaya Prawira Vocational School, Tuban, Indonesia

<sup>b</sup> Universitas Ahmad Dahlan, Yogyakarta, Indonesia

<sup>1</sup> 2408056021@webmail.uad.ac.id\*; <sup>2</sup> purwadi@psy.uad.ac.id

\* corresponding author

## ARTICLE INFO

### Article history

Received: March 15, 2025

Revised: April 10, 2025

Accepted: June 1, 2025

### Keywords

Bibliocounseling

Local wisdom

Duke of Ronggolawe

Folklore

Teen characters

## ABSTRACT

Adolescents today face increasing moral and social challenges such as identity confusion, declining empathy, and exposure to violence. Data from the National Commission for Child Protection recorded 4,388 cases of violence against children, most involving psychological and social aggression. This alarming figure underscores the urgency for culturally grounded and philosophically responsive counseling approaches. This study aims to analyze the integration of local wisdom values embodied in Duke Ronggolawe within the practice of Peace Bibliocounseling as an effort to strengthen adolescent character. Using a Systematic Literature Review (SLR) guided by PRISMA, the study reviewed 24 peer-reviewed articles published between 2020 and 2025 discussing folklore-based bibliocounseling and the application of local cultural values in guidance and counseling. The findings reveal that folktales inspired by local wisdom particularly those featuring Duke Ronggolawe effectively internalize values of justice, integrity, empathy, and courage. Folklore-based bibliocounseling improves adolescents' self-esteem, emotional intelligence, and conflict-resolution skills. Moreover, sociodrama techniques rooted in cultural values help prevent negative behaviors and promote tolerance and peace. Overall, integrating local wisdom within a postmodern counseling framework offers an innovative, transformative, and culturally meaningful approach to adolescent character education.

This is an open-access article under the [CC-BY-SA](#) license.



## 1. Introduction

Adolescence is a critical developmental stage that involves biological, cognitive, affective, and social transitions to adulthood. The age range of 10 to 20 years is a crucial phase in the formation of self-identity (El-Sheikh et al., 2022). In this age range, adolescents face identity versus role confusion, which requires reinforcement of self-narrative in a complete and reflective manner (Bogaerts et al., 2021). However, current social realities show that adolescents' developmental challenges are becoming increasingly complex. Data from the National Commission for Child Protection recorded 4,388 cases of violence against children, the majority involving psychological and social aggression (Sobkin & Fedotova, 2021). This alarming condition reflects a moral and emotional crisis among adolescents, requiring innovative guidance and counseling models that can respond to psychological needs while being culturally and philosophically grounded (Malti et al., 2021).

In the realm of guidance and counseling, the postmodern approach introduces a new perspective by viewing identity as a dynamic socio-cultural construct. Postmodern philosophy rejects the dominance of a single truth and emphasizes plurality, subjectivity, and the diversity of human experience (Neville, 2025; Trofaila et al., 2021). Within this perspective, language and narrative

become central tools in the counseling process, positioning counselees as active agents who shape and reconstruct the meaning of their life stories (Chen et al., 2023). Therefore, narrative-based counseling, particularly bibliocounseling, becomes highly relevant because it allows individuals to discover meaning through contextual and personal texts (Conti et al., 2022; Hidayah et al., 2024).

Integrating local folklore into bibliocounseling strengthens this postmodern framework by connecting personal experiences with collective cultural narratives. Folklore not only serves as a reflection of cultural values but also as a symbolic medium that enables counselees to reinterpret reality and affirm their cultural identity (Mujiyati & Sofwan, 2024; Pratama et al., 2024). In this context, the figure of Duke Ronggolawe, known for his courage, integrity, and justice, embodies philosophical and moral values that align with ethical principles in character education and the development of peace-oriented behavior. Based on the existing research, studies on bibliocounseling have largely focused on general applications but have rarely explored its integration with local wisdom within a postmodern framework (Afnizar, 2018; Atmojo et al., 2018; Hasudungan, 2022). This gap highlights the need for a deeper theoretical and practical exploration of culturally responsive counseling models (Bemak & Chung, 2017).

Therefore, this study aims to analyze the integration of Duke Ronggolawe's local wisdom values into Peace Bibliocounseling as an effort to strengthen adolescent character within a postmodern counseling perspective. Through a Systematic Literature Review (SLR) guided by PRISMA. This study synthesizes previous findings to develop a holistic and culturally meaningful counseling model that supports the moral and emotional development of adolescents.

## 2. Method

This study employed a qualitative descriptive design using the Systematic Literature Review (SLR) method, guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework. The SLR approach was utilized to systematically explore and synthesize scholarly literature related to the integration of Duke Ronggolawe's local wisdom values within Peace Bibliocounseling practices aimed at strengthening adolescent character. The literature search was conducted through major academic databases, including Google Scholar, DOAJ, Garuda, and Sinta, focusing on peer-reviewed journal articles published between 2020 and 2025. Specific keywords applied were local wisdom, Duke Ronggolawe, bibliocounseling, and peace counseling. Articles meeting the inclusion criteria relevant topic, methodological clarity, and full-text accessibility were analyzed through thematic analysis to identify core themes and conceptual frameworks. This method provides a transparent and systematic synthesis of previous studies, offering a comprehensive understanding of how local wisdom-based bibliocounseling can function as a postmodern counseling strategy to promote adolescents' peace-oriented character development on local wisdom.

### 2.1. Participants

This study used secondary data derived from scientific literature as the main participants. The sources included peer-reviewed journal articles, conference proceedings, e-books, and academic books relevant to local wisdom, the figure of Duke Ronggolawe, and Peace Bibliocounseling. The selected publications met the inclusion criteria: (1) relevance to the research topic, (2) published between 2020 and 2025, and (3) available in full-text and open-access format. This careful selection ensured that the reviewed data were credible, current, and aligned with the study's objectives.

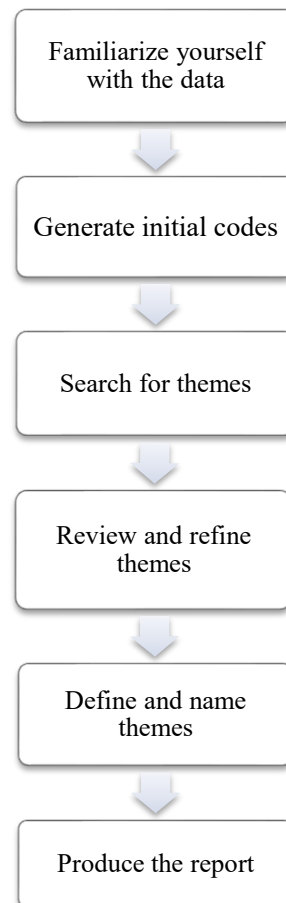
### 2.2. Instruments

The instrument used in this study consisted of literature selection criteria were: (a) indexed and peer-reviewed articles. (b) relevance to bibliocounseling, local wisdom, or adolescent character education, (c) publication within the last five years, and (d) full-text availability. The exclusion criteria included opinion papers, essays without clear methodology, duplicate articles, and those unrelated to the integration of local values or the figure of Duke Ronggolawe. This process ensured the validity, reliability, and academic rigor of the reviewed literature.

### 2.3. Data Analysis

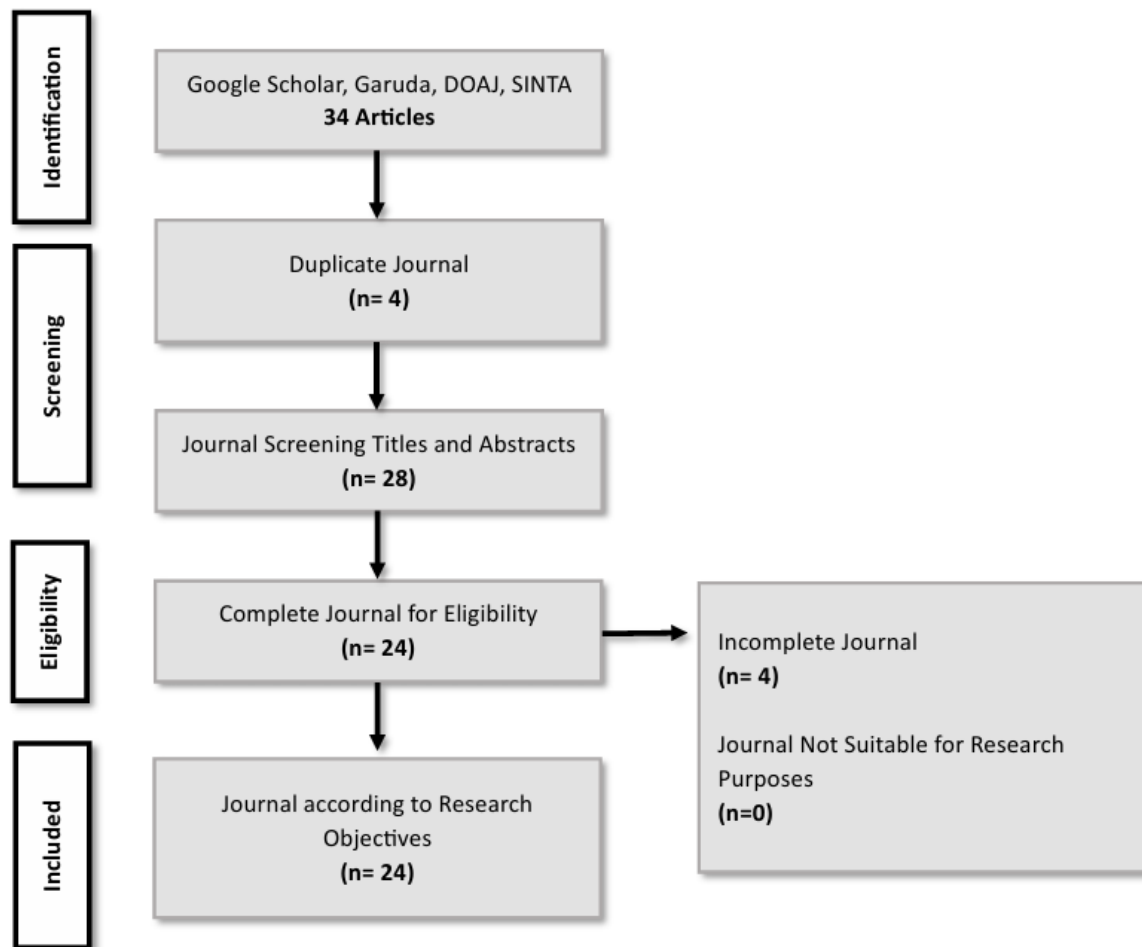
The data in this study were analyzed using thematic analysis techniques applied to literature that met the inclusion criteria. The analysis process followed the preferred reporting items for systematic reviews and meta-analyses (PRISMA) guidelines to ensure transparency, validity, and

methodological rigor. The PRISMA procedure consisted of four systematic stages: identification, screening, eligibility, and inclusion. Each selected article was carefully reviewed to extract recurring themes, theoretical concepts, and empirical evidence related to the integration of Duke Ronggolawe's local wisdom values in peace bibliocounseling. Thematic analysis was conducted through several structured steps, including data familiarization, coding, theme identification, and interpretation. The steps of thematic analysis are illustrated in Figure 1 (steps of thematic analysis).



**Fig. 1.** Steps of thematic analysis

The selection process of the literature in this study was conducted systematically to ensure the comprehensiveness, transparency, and reliability of the review results. The process adhered to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines, which provide a structured framework for identifying, screening, and selecting relevant studies. Initially, a comprehensive search was carried out across several reputable academic databases using predefined search strings that combined keywords related to virtual reality, education, and emerging trends. This stage aimed to capture a wide range of publications that potentially addressed the research topic. After the identification phase, duplicate records were removed to prevent redundancy in data analysis. The remaining studies were then subjected to a rigorous screening process based on titles and abstracts to assess their alignment with the research objectives. Studies that appeared relevant were further examined in full-text form to evaluate their methodological rigor, thematic relevance, and contribution to the field. Specific inclusion and exclusion criteria were applied to ensure that only high-quality and contextually appropriate publications were retained. The final set of studies was thus derived from a transparent and replicable process, reflecting a balanced representation of current research developments in the domain. The entire procedure of literature identification, screening, eligibility assessment, and inclusion is summarized in Figure 2 (PRISMA Flow of Systematic Literature Review).



**Fig. 2.** PRISMA flow chart

The PRISMA flowchart in the image illustrates the article selection process for the Systematic Literature Review (SLR). As shown in Figure 2, the initial database search from Google Scholar, Garuda, DOAJ, and Sinta identified 34 articles. After removing 4 duplicates, 30 articles remained for screening. Based on title and abstract relevance, 6 articles were excluded, leaving 24 eligible studies for full-text review and inclusion. These 24 articles were then analyzed thematically to synthesize findings and provide a comprehensive understanding of the research topic. This systematic process ensures clarity, transparency, and academic integrity, strengthening the credibility of this study's findings.

### 3. Results and Discussion

The findings of this study support the epistemological framework of the postmodern approach in guidance and counseling, particularly through the use of narrative bibliocounseling techniques. In postmodern philosophy, human experience is seen as a narrative constructed through language, social interaction, and cultural context. This perspective emphasizes that meaning and identity are formed through the stories individuals tell about their lives. Accordingly, counseling that integrates texts and folklore provides an effective medium for clients to reflect on experiences, explore alternative perspectives, and reconstruct more empowering life narratives. Such an approach also aligns with multicultural principles by respecting diverse cultural meanings and personal worldviews. The conceptual alignment between postmodern philosophy and narrative bibliocounseling is presented in Table 1.

**Table 1.** Literature review

Writer	Types	Design	Instruments	Subject	Findings	Implication
(Akbar, 2021)	Quantitative	Eksperimen	Interview questionnaire	Student	Folklore as a bibliotherapy medium strengthens students character values	Bibliotherapy techniques based on folklore.
(Hariyadi, 2018)	Qualitative	Descriptive study	Literature review and analysis of folklore-based bibliocounseling media	Student	Folklore-Based Biblio-Counseling as an Alternative Service to Students	Bibliocounseling enhances students' character, morals, and self-awareness through culturally based practices.
(Sukandar et al., 2024)	Qualitative	Studies Literature	Documentation and internet-based article search	Articles related	Integrated counseling study of Islamic values and Minangkabau culture: A literature review	Research on counseling that integrates Islamic and Minangkabau values remains limited, with only 11 related studies found.
(Landis, 2021)	Qualitative	Case-based descriptive study	Observation, reflective practice, and documentation from therapeutic sessions	Immigrant high school students experiencing trauma	Collective stories: the application of sociodrama with high school immigrant students	Sociodrama in school counseling supports immigrant students' trauma recovery while keeping them engaged in the learning environment.

The synthesis of the studies presented in the table highlights the growing relevance of integrating local wisdom and cultural narratives within guidance and counseling practices. These findings collectively affirm that culture-based counseling approaches, whether through folklore, religious integration, or creative psychodrama, offer transformative potential in addressing diverse psychosocial needs across contexts. Akbar (2021) demonstrates that folklore as a bibliotherapy medium effectively strengthens students' character values by embedding moral teachings within culturally resonant narratives (Akbar, 2021). Through reading and reflecting on local stories, students internalize ethical principles such as honesty, justice, and empathy. Similarly, Hariyadi (2018) emphasizes the role of folklore-based bibliocounseling as an accessible and contextually rich service model that promotes self-understanding, moral growth, and emotional awareness among students. Both studies underscore that bibliocounseling grounded in local stories not only aids in problem-solving but also reinforces character education aligned with cultural heritage (Hariyadi, 2018).

In contrast, Sukandar et al. (2024) explore the integration of Islamic and Minangkabau cultural values in counseling research, revealing a notable gap in literature where only limited studies have examined the synthesis of religion and culture within counseling frameworks (Sukandar et al., 2024). This finding signals the need for more culturally integrated counseling models that respect indigenous wisdom and local belief systems as core components of mental health interventions. Complementing these perspectives, Landis (2021) contributes an innovative lens through the application of sociodrama techniques with immigrant students (Landis, 2021). By employing creative dramatization, the study illustrates how trauma-affected students can process emotional distress while maintaining psychological safety and classroom engagement. This approach not only demonstrates the flexibility of expressive counseling methods but also extends the relevance of culturally sensitive practices to global and multicultural school contexts.

Taken together, these four studies reaffirm the epistemological foundation of postmodern counseling paradigms, which position human experience as a narrative constructed through cultural symbols, language, and social dialogue. Counseling, within this framework, becomes a reflective and reconstructive process where individuals co-create meaning in alignment with their cultural and moral roots. Integrating local wisdom, whether through folklore narratives, Islamic traditions, or performative techniques, serves not merely as a contextual adaptation but as an essential pathway for fostering resilience, empathy, and moral integrity among students. Ultimately, the convergence of these findings underscores that culturally grounded counseling practices represent not only therapeutic interventions but also educational and transformative endeavors. They empower individuals to rediscover identity, reconstruct meaning, and nurture character within the dynamic interplay of personal experience and collective cultural heritage.

#### 4. Conclusion

Based on the Systematic Literature Review (SLR), this study shows that the integration of local wisdom values, especially through the figure of the Duke of Ronggolawe, in the practice of peace counseling can effectively shape the character of adolescents. Folklore that tells the story of local figures is able to instill moral values such as courage, integrity, and justice. Folklore-based bibliocounseling has been shown to improve adolescents' self-esteem and emotional intelligence, assisting them in managing feelings and emotional conflicts in a healthier way. In addition, sociodrama techniques based on local wisdom also play an important role in reducing negative behaviors such as microaggressions and teaching the value of tolerance and peaceful conflict resolution. This approach supports a postmodern philosophy that emphasizes the plurality of meaning and the importance of cultural narratives in shaping identity. Bibliocounseling that integrates local wisdom provides space for adolescents to reflect on their experiences and build meaningful life narratives, while strengthening their character. As such, this method is not only therapeutic, but also transformative, making adolescents more aware of their history and cultural values. Therefore, bibliocounseling based on local values is an innovative and effective approach in adolescent character education.

#### Acknowledgment

The authors would like to thank all institutions and individuals who contributed to the completion of this study, especially those who provided technical assistance in data collection and visualization.

#### Declarations

<b>Author contribution</b>	: I conceived and designed the study, collected and analyzed the data, and wrote the manuscript. All authors reviewed and approved the final version of the manuscript.
<b>Funding statement</b>	: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.
<b>Conflict of interest</b>	: The author declares no conflict of interest.
<b>Additional information</b>	: No additional information is available for this paper.

#### References

- Afnizar, H. A. (2018). Developing a teaching material oriented to science and technology and local wisdom in wetland environment. 1st International Conference on Creativity, Innovation and Technology in Education (IC-CITE 2018), 323–325. <https://doi.org/10.2991/iccite-18.2018.68>
- Akbar, A. A. (2021). Media biblioterapi berbasis cerita rakyat sebagai pendekatan dalam konseling untuk penguatan nilai karakter siswa. *Konseling Kearifan Nusantara*, 1(1), 87–94. <https://doi.org/10.29407/8e63mt62>



- Atmojo, S. E., Rusilowati, A., Dwiningrum, S. I. A., & Skotnicka, M. (2018). The reconstruction of disaster knowledge through thematic learning of science, environment, technology, and society integrated with local wisdom. *Jurnal Pendidikan IPA Indonesia*, 7(2), 204–213. <https://doi.org/10.15294/jpii.v7i2.14273>
- Bemak, F., & Chung, R. C.-Y. (2017). Refugee trauma: Culturally responsive counseling interventions. *Journal of Counseling & Development*, 95(3), 299–308. <https://doi.org/10.1002/jcad.12144>
- Bogaerts, A., Claes, L., Buelens, T., Verschueren, M., Palmeroni, N., Bastiaens, T., & Luyckx, K. (2021). Identity synthesis and confusion in early to late adolescents: Age trends, gender differences, and associations with depressive symptoms. *Journal of Adolescence*, 87, 106–116. <https://doi.org/10.1016/j.adolescence.2021.01.006>
- Chen, W.-C., Chan, H.-Y., Sung, Y.-H., Chen, P.-L., Hung, Y.-F., Huang, K.-C., & Hsu, S.-S. (2023). Therapists' practical implementation and preparation of online counseling in the post-pandemic era. *Current Psychology*, 42(34), 30548–30560. <https://doi.org/10.1007/s12144-023-04614-0>
- Conti, J., Heywood, L., Hay, P., Shrestha, R. M., & Perich, T. (2022). Paper 2: a systematic review of narrative therapy treatment outcomes for eating disorders-bridging the divide between practice-based evidence and evidence-based practice. *Journal of Eating Disorders*, 10(1), 138. <https://doi.org/10.1186/s40337-022-00636-4>
- El-Sheikh, M., Gillis, B. T., Saini, E. K., Erath, S. A., & Buckhalt, J. A. (2022). Sleep and disparities in child and adolescent development. *Child development perspectives*, 16(4), 200–207. <https://doi.org/10.1111/cdep.12465>
- Hariyadi, S. (2018). Biblio-konseling berbasis cerita rakyat sebagai alternatif layanan kepada siswa. *Briliant: Jurnal Riset dan Konseptual*, 3(4), 443–453. <https://doi.org/10.28926/briliant.v3i4.237>
- Hasudungan, A. N. (2022). The Pela Gandong local wisdom as multicultural education model after the Ambon Conflict. *Journal of Social Sciences and Management Studies*, 1(3), 1–7. <https://doi.org/10.56556/jssms.v1i3.87>
- Hidayah, N., Ramli, M., Fauzan, L., Nor, M. B. M., Rofiqoh, R., Hanafi, H., & Saputra, N. M. A. (2024). Development of a hybrid training package of narrative counseling based on Parebhasan culture to improve counselor skills in Madura. *Journal of Innovation in Educational and Cultural Research*, 5(3), 417–425. <https://doi.org/10.46843/jiecr.v5i3.514>
- Landis, H. (2021). Collective stories: the application of sociodrama with high school immigrant students. *Social Work with Groups*, 44(3), 244–257. <https://doi.org/10.1080/01609513.2020.1811014>
- Malti, T., Galarneau, E., & Peplak, J. (2021). Moral development in adolescence. *Journal of Research on Adolescence*, 31(4), 1097–1113. <https://doi.org/10.1111/jora.12639>
- Mujiyati, M., & Sofwan, A. (2024). Folklore-based storytelling: counseling techniques to develop happiness in children. *Jurnal Konseling dan Pendidikan*, 12(2), 1–11. <https://doi.org/10.29210/1114300>
- Neville, B. (2025). Rogers, Jung and the postmodern condition (1992)\*. *Person-Centered & Experiential Psychotherapies*, 24(3), 226–244. <https://doi.org/10.1080/14779757.2025.2529614>
- Pratama, I. W. G., Widiati, S., Priyono, B., Santoso, A. S., Handajani, J., & Hanindriyo, L. (2024). Effectiveness of dental and oral health counseling using traditional folklore video media on knowledge in 8-9-year-old children. *Majalah Kedokteran Gigi Indonesia*, 10(2), 130–135. <https://doi.org/10.22146/majkedgiind.96179>

- Sobkin, V. S., & Fedotova, A. V. (2021). Adolescents on social media: Aggression and cyberbullying. *Psychology in Russia*, 14(4), 186. <https://doi.org/10.11621/pir.2021.0412>
- Sukandar, W., Aziz, A. R. bin A., & Sawai, R. P. (2024). Integrated counseling study of Islamic values and Minangkabau culture: A literature review. *Islam Transformatif: Journal of Islamic Studies*, 8(2), 163–179. <https://doi.org/10.30983/it.v8i2.8599>
- Trofaila, N., Mateiko, N., Melnyk, I., Maksymova, N., Vdovichenko, O., & Vaskivska, S. (2021). Psychological strategies for overcoming the life crisis of the individual in postmodern practical psychology. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, 12(4), 358–373. <https://doi.org/10.18662/brain/12.4/255>