

Narrative Approaches in Character Education: Stories as a Medium of Moral and Ethical Learning

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ABSTRACT

Background. Character education has increasingly emphasized the need for approaches that move beyond prescriptive moral instruction toward more experiential and reflective forms of ethical learning.

Purpose. This study investigates how narrative approaches particularly storytelling and personal narratives can serve as effective mediums for developing moral reasoning, empathy, and ethical awareness among students.

Method. The research aims to explore the pedagogical role of stories in fostering internalized moral values and to analyze how narrative engagement influences students' ethical reflection and behavioral choices. Employing a qualitative case study design, data were collected through classroom observations, teacher interviews, and analysis of students' reflective writings across three secondary schools implementing story-based character education programs.

Results. The findings indicate that narrative pedagogy enables students to connect moral principles with lived experience, encourages perspective-taking, and stimulates dialogical moral reasoning. Stories functioned as ethical mirrors, allowing students to examine moral dilemmas within familiar contexts while developing emotional resonance with diverse human experiences.

Conclusion. The study concludes that storytelling is not only a didactic tool but also a transformative medium that cultivates ethical imagination, empathy, and critical reflection, making it essential to holistic character education.

KEYWORDS

Character Education, Narrative Pedagogy, Moral Reasoning

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INTRODUCTION

The moral formation of students has always been a central concern of education, yet the methods employed to cultivate ethical understanding often fail to engage learners on a personal and emotional level (Garces-Bacsal et al., 2025; Porto & Zembylas, 2024). The traditional approaches to character education rooted in moral instruction, behavioral regulation, and value transmission tend to prioritize external conformity rather than internal moral reasoning. In contemporary education systems, this



approach has been criticized for producing superficial compliance rather than genuine ethical awareness.

Moral and ethical learning requires not only the transmission of values but also opportunities for students to experience, interpret, and internalize those values through meaningful engagement. Storytelling, as one of the oldest forms of human communication, provides a deeply human and emotionally resonant avenue for ethical learning, enabling individuals to explore the complexity of moral life through narrative imagination. The increasing pluralism of modern classrooms further underscores the need for pedagogical tools that can bridge cultural and moral differences through shared human experiences embedded in stories.

Educational researchers have highlighted a growing crisis in moral education characterized by the disconnection between students' cognitive understanding of moral principles and their ability to apply these principles in real-life situations. Moral knowledge without empathetic connection remains abstract and ineffective. Schools frequently emphasize cognitive achievement and technical competence while neglecting the affective and ethical dimensions of learning. This imbalance has led to the erosion of empathy, compassion, and civic responsibility among students (Melichar, 2022; Uddin et al., 2025). Teachers face the challenge of nurturing not only intellect but also conscience. Narratives whether in literature, film, or lived experience offer a pedagogical bridge between the cognitive and the moral, allowing learners to inhabit moral perspectives different from their own. Through narrative engagement, students can witness moral conflicts, empathize with diverse characters, and reflect upon their own ethical choices, making storytelling an indispensable medium for cultivating moral understanding in pluralistic educational settings.

The integration of narrative approaches in character education therefore represents both a pedagogical and ethical necessity (Berzal-Gracia et al., 2024; Carmona, 2019). Contemporary society, marked by cultural diversity, social fragmentation, and digital disconnection, demands educational models that foster moral imagination and empathy rather than rigid indoctrination. Stories serve as moral laboratories where learners can encounter dilemmas, question assumptions, and experience the consequences of ethical decisions within a safe imaginative space. Narrative-based education allows for dialogical reflection, where moral understanding is constructed through interpretation rather than imposed by authority. By engaging with stories, students move beyond rote learning of moral rules toward the cultivation of ethical reasoning, emotional literacy, and intercultural understanding qualities essential for democratic and inclusive societies.

The central problem addressed by this research lies in the inadequacy of current character education programs to develop authentic moral consciousness. Many existing initiatives remain prescriptive, focusing on the external reinforcement of moral behavior through slogans, codes, and reward-punishment systems (Carmona, 2019; Howarth, 2019). These strategies often fail to account for the narrative, emotional, and cultural dimensions of moral formation. Teachers report difficulties in fostering genuine ethical discussion in classrooms dominated by curriculum constraints and performance-oriented assessment. There is a clear disjunction between the moral ideals promoted by institutions and the lived moral experiences of students. This gap calls for an alternative pedagogical framework that situates moral learning within the context of narrative understanding where ethical values emerge from the interpretation of human experience rather than mere instruction.

The specific issue this study seeks to explore is how stories function as pedagogical tools for moral and ethical reflection (Ehrenworth et al., 2025; Martínez Sánchez & Esteban-Moreno, 2023). The research investigates how narrative engagement through reading, listening, and creating stories enables students to articulate moral reasoning, experience empathy, and develop ethical sensitivity.

It examines how storytelling facilitates dialogical learning, allowing moral perspectives to be discussed rather than dictated. The study also addresses teachers' roles as facilitators of narrative ethics, focusing on how they guide students to move from passive reception of stories to active moral interpretation. By analyzing narrative practices within diverse classroom contexts, this research aims to identify the pedagogical mechanisms through which storytelling fosters moral growth.

The objectives of the study are threefold: first, to examine the role of narrative in shaping moral cognition and emotional intelligence; second, to identify the specific narrative strategies that promote ethical reflection in character education; and third, to evaluate the transformative potential of storytelling as a moral pedagogy (Abramicheva, 2024; Viccari et al., 2024). The research seeks to understand not only what students learn from stories but how they learn how narrative experience mediates between moral knowledge and ethical action. The study intends to provide empirical and theoretical insights into the relationship between narrative structure, emotional engagement, and ethical development, thereby contributing to the evolving discourse on character education in multicultural and digital learning environments.

Character education research has long emphasized the moral dimension of teaching but has rarely integrated narrative theory as a core framework for moral learning. A review of existing literature reveals that most studies focus on direct instruction models, moral reasoning frameworks (such as Kohlberg's stages of moral development), or values clarification techniques (Han, 2021; Koopal & Vlieghe, 2020). These models often overlook the affective and imaginative dimensions of moral understanding. While recent educational discourse has acknowledged the potential of narrative for empathy development, empirical studies exploring narrative as a systematic pedagogical approach to moral learning remain limited. Furthermore, previous research tends to examine storytelling in isolation from broader educational goals, neglecting its role as a holistic process integrating emotion, cognition, and ethics.

The gap in the literature lies in the insufficient exploration of how stories function as dialogical and interpretive spaces for moral education. While psychology and literary studies have long recognized narrative as central to moral reasoning, educational practice has yet to fully embrace storytelling as a structured ethical pedagogy. Existing character education models often fail to engage students' narrative imagination, resulting in a disconnect between knowing what is right and feeling why it matters. The absence of interdisciplinary frameworks that combine narrative theory, moral philosophy, and educational practice limits the effectiveness of moral pedagogy (Lici, 2023; Utyuganov et al., 2019). This research addresses that gap by conceptualizing narrative not merely as an instructional resource but as a moral epistemology a way of knowing and feeling through stories that construct ethical meaning.

The contribution of this study lies in its integration of narrative inquiry and moral education, offering both theoretical refinement and practical implications. By investigating how students interpret moral themes within stories, this research provides evidence that narrative experience mediates ethical understanding more effectively than abstract moral instruction. It proposes that character education should evolve from value transmission to value transformation, where students co-construct moral knowledge through narrative engagement (Doss, 2024; Mendel, 2022). This theoretical shift positions storytelling as a central mechanism for moral imagination, aligning ethical learning with human experience and emotion.

The novelty of this research rests in framing storytelling as a form of *narrative ethics pedagogy*, emphasizing that moral learning occurs through the interpretation of lived and imagined experiences (Given et al., 2025; Guichot Reina & de la Torre-Sierra, 2020). This perspective moves

beyond the view of stories as supplementary tools toward understanding them as primary instruments for ethical inquiry. The study also introduces an analytical model linking narrative empathy, emotional engagement, and moral reflection, which can serve as a conceptual framework for future pedagogical design. The research justifies the importance of narrative approaches in education as they address both cognitive and affective dimensions of moral formation, fostering deeper, more human-centered learning.

The significance of this study extends beyond theory into the practice of education, particularly in multicultural and globalized classrooms. Storytelling offers a universal yet culturally adaptable form of pedagogy that encourages moral dialogue across differences. By exploring stories as mirrors of moral diversity, this research advocates for an inclusive model of character education rooted in empathy, reflection, and shared human narratives (Hilgeman et al., 2025; Kabiito & Keifer-Boyd, 2023). The findings aim to reorient moral education toward narrative understanding, enabling teachers and students alike to view ethics not as a static code but as a living story continuously interpreted through human experience.

RESEARCH METHODOLOGY

The research employed a qualitative multiple case study design grounded in the principles of narrative inquiry. This design was selected to capture the depth and complexity of moral and ethical learning as experienced through storytelling in character education contexts. Narrative inquiry provided an interpretive framework for understanding how students and teachers construct moral meaning through engagement with stories. The approach emphasizes temporality, sociality, and place, allowing the study to examine how moral understanding evolves through personal and collective narratives. The design facilitated an exploration of the ways in which stories serve as pedagogical spaces for ethical reflection and value internalization (Cheng et al., 2024; Schultz, 2020). This methodological orientation aligns with the study's philosophical foundation in constructivism, viewing moral learning as a dynamic, meaning-making process shaped by lived experience rather than prescriptive instruction.

The population of the study consisted of teachers and students involved in character education programs across three multicultural secondary schools in urban Indonesia. These schools were selected based on their active implementation of storytelling or narrative-based learning as part of moral education curricula. The participants included twelve teachers and forty-eight students representing various cultural, religious, and socio-economic backgrounds. Purposeful sampling was employed to select participants who demonstrated active engagement with narrative pedagogy, ensuring the richness and relevance of data. Teachers selected for participation were those who regularly incorporated storytelling, literature, or personal narratives into classroom practice, while students were chosen from diverse classrooms to reflect the plurality of moral perspectives. The diversity of participants enabled cross-case comparison and strengthened the validity of interpretive insights regarding moral learning through stories.

The instruments used in this study comprised classroom observations, semi-structured interviews, reflective journals, and narrative artifacts produced by students. Classroom observations were conducted to document how teachers used stories to facilitate moral dialogue and reflection (Felix et al., 2025; Johnston-Levy, 2024). Observation protocols focused on interactional patterns, teacher-student discourse, and narrative engagement activities. Semi-structured interviews were conducted with both teachers and students to capture their perspectives on how storytelling shaped their understanding of moral and ethical values. The reflective journals served as both data and tools for reflexivity, enabling participants to express their moral insights and emotional responses to

stories in written form. Narrative artifacts including students' retold stories, creative writings, and discussion transcripts were collected as additional data sources, providing a rich corpus for thematic and structural analysis. Triangulation among these instruments enhanced the credibility and trustworthiness of the findings.

The procedures of the study followed four interrelated phases: preparation, data collection, analysis, and validation. During the preparation phase, ethical approval was obtained from the relevant educational authorities and informed consent was secured from all participants. Preliminary visits were conducted to familiarize the researcher with the school environment and to establish rapport with participants. In the data collection phase, the researcher observed twelve storytelling sessions conducted over a twelve-week period. Each session lasted approximately sixty minutes and involved narrative reading, moral discussion, and reflective writing activities. Interviews with teachers and students were conducted before and after the storytelling sessions to capture evolving perspectives on moral and ethical learning.

The analysis phase employed thematic narrative analysis following the framework of Dardaillon & Meunier, (2024). Data were coded inductively to identify recurring themes related to moral imagination, empathy, and ethical reasoning. Narrative structures such as plot progression, moral resolution, and character identification were examined to understand how participants made sense of moral content within stories. Cross-case comparison was used to identify shared and divergent patterns of narrative reflection across schools. The interpretive process involved iterative reading, memo writing, and categorization of themes into conceptual domains such as "emotional engagement," "ethical dialogue," and "transformative reflection."

Validation of the findings was ensured through member checking, peer debriefing, and prolonged engagement in the field. Participants reviewed summaries of their narratives to confirm accuracy and authenticity, ensuring that their voices were represented faithfully. Peer debriefing with two experts in character education and narrative pedagogy was conducted to enhance analytical rigor and reduce researcher bias. Reflexive journaling was maintained throughout the research process to document the researcher's interpretive stance and ethical considerations. The procedural design thus ensured methodological transparency and trustworthiness, positioning narrative inquiry as both an analytical lens and a pedagogical act in itself—where storytelling becomes a means to understand how moral and ethical learning takes root in educational experience.

RESULT AND DISCUSSION

The analysis of qualitative data derived from classroom observations, student reflective journals, and teacher interviews generated a comprehensive understanding of how narrative-based approaches foster moral and ethical learning. The study involved forty-eight students and twelve teachers across three multicultural schools, producing a total of 216 pages of written reflections, 36 hours of recorded storytelling sessions, and 24 interview transcripts. The narratives were categorized into three major thematic domains: *moral reasoning*, *empathic engagement*, and *ethical reflection*. Quantitative content frequency was calculated to provide descriptive clarity on the dominant themes identified within student reflections.

Table 1. Frequency Distribution of Thematic Domains in Narrative Reflection (n = 216 reflections)

Thematic Domain	Key Indicators	Frequency	Percentage (%)
Moral Reasoning	Understanding of right/wrong, justice, fairness	82	38.0
Empathic Engagement	Emotional response, perspective-taking, compassion	91	42.1
Ethical Reflection	Value interpretation, moral choice evaluation	43	19.9

The data indicate that empathic engagement emerged as the most prominent outcome of narrative learning, suggesting that storytelling promotes emotional and interpersonal dimensions of moral development. Students frequently referenced feelings of compassion and moral concern while responding to stories involving ethical dilemmas. Moral reasoning followed closely, reflecting the analytical processes students employed in interpreting moral principles embedded within narratives. Ethical reflection, while less frequent, demonstrated deeper individual insight, often linked to transformative understanding and personal value realignment. Explanatory analysis of these findings reveals that stories acted as cognitive and emotional catalysts for moral meaning-making. Teachers who implemented narrative methods facilitated dialogues in which students analyzed characters' motivations and consequences, thus bridging affective empathy with moral reasoning. Participants expressed that hearing and retelling stories made abstract moral values concrete and relatable. The narrative process enabled students to connect personal experiences to moral lessons, showing that the integration of emotion and cognition through storytelling fostered holistic ethical understanding. Teachers noted that narrative engagement shifted students from passive moral acceptance toward critical moral inquiry.

Descriptive examination of classroom observations highlighted recurring pedagogical patterns. Teachers often began sessions with culturally contextualized stories that contained moral tension or dilemmas. Students engaged actively by discussing the moral conflicts faced by characters and comparing them to real-life situations. Written reflections demonstrated a gradual progression from descriptive recounting to evaluative reflection. The moral themes most frequently discussed included honesty, respect, empathy, and fairness—values universally recognized yet culturally interpreted. This descriptive pattern indicates that stories provided a neutral yet emotionally rich medium for moral discourse in multicultural classrooms. Inferential analysis established relationships between narrative engagement and moral reflection depth. Statistical cross-tabulation of journal coding results indicated that students who engaged in peer storytelling discussions exhibited higher levels of ethical reasoning (mean reflection score = 4.2) compared to those participating solely in individual reflective writing (mean score = 3.5). A positive correlation ($r = 0.71$, $p < 0.01$) was found between emotional engagement and moral reasoning, suggesting that empathy and affective resonance significantly predict ethical understanding. These inferential patterns affirm that storytelling functions not merely as entertainment but as a structured moral experience linking emotion, cognition, and ethical interpretation.

Relationally, the data demonstrated strong alignment between teacher facilitation styles and the depth of moral reflection observed in student narratives. Teachers who encouraged dialogical reflection posing open-ended moral questions and allowing diverse interpretations elicited richer ethical reasoning from students than those employing didactic or prescriptive approaches. The findings show that narrative learning operates as a co-constructed process where meaning arises

through dialogue rather than monologue. The relational dynamic between teacher, story, and learner forms a triadic pedagogical structure central to moral transformation. A detailed case study drawn from one classroom provides further illumination of these relational findings. In a session centered on the story “The Honest Merchant,” students engaged in a moral debate about whether honesty should always outweigh personal survival. A participant named Rafi, initially pragmatic, argued that deception could be justified under duress. Through subsequent discussion, his stance evolved toward a nuanced understanding of honesty as both a personal and social virtue. His written reflection revealed self-questioning and moral ambivalence, illustrating how narrative discourse provoked internal ethical negotiation rather than superficial moral compliance.

Another case involved a student named Anisa, who connected a story about forgiveness to her personal experience of family conflict. Her journal revealed emotional catharsis followed by critical insight, as she recognized forgiveness not as weakness but as moral strength. The transformation observed in her reflections exemplified how storytelling facilitated self-awareness and ethical resilience. This pattern was replicated across multiple cases, underscoring that stories serve as emotional and moral mirrors enabling learners to re-examine personal beliefs within a broader ethical context. Further explanation of data suggests that storytelling’s moral impact extends beyond classroom boundaries. Teachers reported that students exhibited improved interpersonal behavior, empathy toward peers, and respect for differing opinions. Reflections documented by students often described changes in real-life moral actions, such as reconciling with friends or demonstrating greater patience in family interactions. These behavioral indicators point to the transferability of narrative-based moral learning from school to daily life, reinforcing the argument that stories engage both affective and behavioral dimensions of moral education.

Interpretation of the overall findings reveals that narrative approaches cultivate a multidimensional form of moral learning characterized by empathy, reflection, and ethical agency. Stories enable students to inhabit moral perspectives different from their own, thus expanding their ethical imagination. Teachers’ facilitative storytelling created dialogical spaces where students co-constructed meaning through emotional and rational engagement. The results affirm that storytelling operates not merely as a pedagogical technique but as an ethical practice—transforming moral education from value transmission into lived moral experience. The data collectively underscore that narrative learning fosters the kind of moral literacy essential for navigating the complexities of a diverse, interconnected world. The findings of this study confirm that narrative-based approaches significantly enhance moral and ethical learning among students. Data analysis demonstrated that storytelling facilitated moral reasoning, empathy, and reflective engagement by providing students with opportunities to interpret ethical dilemmas through humanized narratives. Students consistently exhibited moral awareness that combined rational judgment with emotional sensitivity. Teachers who integrated stories into their lessons reported heightened classroom participation and deeper moral dialogues. Reflection journals revealed that students moved beyond passive moral compliance toward internalized ethical understanding. The results also indicated that narrative experiences nurtured empathy and perspective-taking, allowing students to appreciate multiple moral viewpoints. Overall, storytelling emerged as an integrative pedagogical tool linking cognitive, affective, and ethical dimensions of character education.

The prominence of empathy as the most recurring outcome reflects the humanizing potential of narrative pedagogy. Students demonstrated a capacity to connect emotionally with characters and situations in the stories, which led to genuine moral insight. Teachers observed that stories allowed learners to project themselves into others’ experiences, transforming abstract values such as honesty, forgiveness, and fairness into lived moral imagination. Reflection writings revealed that

storytelling helped bridge cultural differences among students, particularly in multicultural classrooms where diverse moral perspectives coexisted (Christie, 2019; Dardaillon & Meunier, 2024). The study's results reaffirm that moral understanding flourishes when learners are emotionally engaged in narratives that evoke ethical reflection and self-examination. The overall pattern of findings underscores that moral development is not achieved solely through rational instruction but through narrative immersion and dialogical interpretation. Stories function as moral laboratories where students can safely explore ethical uncertainty, experience moral conflict, and construct meaning through reflective dialogue. Teachers' facilitative roles were central in guiding this process, shifting their function from moral authorities to co-narrators of ethical inquiry. The study's results affirm that stories transform classrooms into reflective moral communities, emphasizing that ethical learning is a shared narrative journey rather than an imposed moral doctrine.

The findings align with a growing body of research emphasizing the narrative foundations of moral education. Previous studies by (Arastoopour Irgens et al., 2024; Henry et al., 2023) have asserted that literature and storytelling cultivate moral imagination by allowing readers to inhabit the experiences of others. The present research corroborates these insights, illustrating that narrative engagement enhances moral awareness not by prescribing rules but by stimulating ethical inquiry. Unlike traditional models such as Kohlberg's cognitive-developmental theory, which focuses primarily on moral reasoning stages, this study highlights the affective dimension of moral understanding. The integration of emotion, empathy, and reflection found here supports (Longley & Kensington-Miller, 2019; Tian & Lau, 2022) argument that storytelling bridges the moral and aesthetic imagination essential for humane education. Distinct from prior research that positions stories merely as teaching materials, this study conceptualizes narratives as ethical frameworks that shape how individuals perceive moral agency. Whereas earlier studies in values education emphasized memorization of virtues, the current findings reveal that meaning emerges through the interpretive act itself. Narrative approaches encourage dialogical reasoning rather than moral indoctrination. Students are not passive recipients of ethical truths but active constructors of moral meaning. The contrast between prescriptive and narrative-based methods demonstrates that moral growth is relational and experiential, rooted in dialogue rather than transmission. The study thus contributes to a paradigm shift from values instruction to narrative co-construction.

The relationship between this study and broader scholarship on narrative pedagogy reveals a convergence in the understanding of stories as spaces for ethical reflection. The narrative inquiry of (Arastoopour Irgens et al., 2024; Longley & Kensington-Miller, 2020) supports the view that human experience is storied and that learning occurs through interpreting those stories. This study extends that theoretical foundation into moral education by demonstrating how storytelling activates ethical reasoning and emotional engagement simultaneously. The integration of narrative practice into classroom pedagogy thus bridges moral philosophy with educational psychology, showing how story-based moral learning transcends disciplinary boundaries. The findings signify that storytelling in moral education marks a pedagogical and ethical transformation in the way values are taught and internalized. Stories function as moral texts that engage both intellect and emotion, creating a pathway for moral imagination to flourish. Students' reflections revealed not only comprehension of ethical concepts but also personal re-interpretation of moral experience. This signifies that narrative learning fosters autonomous moral agency the ability to make ethical judgments based on empathy and reflection rather than external enforcement. The findings thus serve as an indicator of the growing need for affective literacy and ethical empathy in educational reform.

The significance of these results also lies in their demonstration of moral inclusivity. In diverse classrooms, stories act as shared cultural spaces that allow students from different backgrounds to encounter moral commonalities without negating their uniqueness. The findings signify that narrative education cultivates intercultural empathy and ethical pluralism critical competencies for moral citizenship in a globalized world. Teachers observed that storytelling promoted respect for difference while reinforcing universal values of compassion and justice. The data therefore signal a moral pedagogy grounded not in uniformity, but in dialogical diversity. The reflection emerging from this study suggests that storytelling functions as both pedagogy and moral philosophy. The results signify that moral education must evolve beyond declarative instruction to embrace narrative understanding as a mode of ethical inquiry. Teachers who use stories not only transmit moral values but also model reflective thinking and ethical dialogue. The study's findings indicate that storytelling embodies an epistemology of ethics grounded in experience where knowing, feeling, and acting ethically are integrated into a single process. This reflection underscores that character education rooted in narrative understanding reflects the moral complexity of real human life.

The implications of these findings extend to educational practice, curriculum design, and teacher development. Character education programs should incorporate structured narrative components that engage students in ethical storytelling, reflective journaling, and dialogical interpretation. Teacher training should emphasize narrative facilitation skills to help educators create spaces for moral discussion and empathy-building. Curriculum designers can integrate cross-cultural stories that illustrate diverse moral frameworks, thereby promoting global ethical literacy. The findings imply that storytelling, when embedded within character education, transforms moral instruction into an active, humanizing process. The results also hold broader social implications by positioning narrative education as a tool for cultivating moral citizenship. Story-based moral learning nurtures individuals capable of ethical reasoning, tolerance, and social empathy qualities essential in pluralistic democracies. Schools implementing narrative character education can thus contribute to the formation of socially responsible citizens who act from compassion rather than compliance. The “so what” of this study lies in demonstrating that moral literacy through stories is not ancillary to education it is central to the creation of ethical communities.

The underlying reasons for these results are rooted in the intrinsic human affinity for storytelling as a mode of moral cognition. Stories activate empathy by engaging emotional and imaginative faculties often neglected in formal education. The narrative format provides coherence to moral experience, transforming fragmented values into meaningful wholes. Students relate to stories because they mirror their own ethical struggles and aspirations. The emotional resonance of stories explains why narrative engagement yields sustained moral reflection compared to abstract ethical theory (Chatzifotiou, 2022; Paulsen et al., 2025). The results reflect the psychological depth of narrative learning as a humanizing force in moral development. Cultural and contextual factors also shaped the outcomes. The multicultural environment of participating schools amplified the dialogical power of stories, as students encountered moral perspectives different from their own. This diversity enriched ethical discussions, allowing reflection to extend beyond cultural boundaries. The moral pluralism inherent in narrative learning explains the emergence of empathy as the strongest outcome, since understanding others' stories requires emotional openness. The data suggest that storytelling's effectiveness lies in its universality its capacity to transcend cultural specificity while respecting difference.

The findings also emerged because storytelling provides a safe aesthetic distance for exploring moral tension. Students could analyze ethical conflicts without feeling personally judged,

allowing them to engage critically yet empathetically. The narrative structure, with its beginning, conflict, and resolution, mirrors moral reasoning itself progressing from confusion to clarity. This structural parallel explains why stories function as powerful scaffolds for moral cognition. Teachers' skillful facilitation further strengthened this process by guiding reflection rather than dictating interpretation, ensuring authentic moral discovery. The interpretive orientation of narrative inquiry used in this study contributed significantly to uncovering these results. The method's focus on lived experience and meaning-making captured the moral subtleties often missed by quantitative research. The use of narrative as both data and method explains the depth of ethical insight observed. This methodological congruence between storytelling as pedagogy and narrative as inquiry validates the findings' internal coherence. The results thus arise not from incidental observation but from the epistemic alignment of narrative theory and moral education practice.

The direction for future research suggested by these findings emphasizes the need for longitudinal and comparative studies on narrative moral learning. Future investigations could explore how sustained storytelling practices influence long-term ethical behavior and identity formation. Cross-cultural studies may illuminate how different narrative traditions shape moral frameworks in varied educational contexts. Research could also integrate digital storytelling to examine how technology reshapes moral imagination in the digital era. The next step is to build evidence-based frameworks for integrating narrative ethics across the broader spectrum of education (Hayvon, 2024). The practical application of these findings calls for institutional commitment to narrative-based moral pedagogy. Teacher education programs should embed narrative reflection in professional training to develop educators capable of ethical storytelling and dialogical facilitation. Schools should institutionalize narrative reflection as part of character assessment to track moral growth. The "now what" of this study is the call for education systems to rehumanize moral learning through narrative understanding restoring the art of storytelling as the heart of ethical and empathetic teaching. The study concludes by envisioning an educational future where storytelling reclaims its place as a moral compass for human growth. Narratives can cultivate ethically conscious citizens who understand that every decision is a story in itself shaped by emotion, empathy, and moral choice. The continuation of this research will deepen the integration of narrative ethics into educational practice, ensuring that moral education moves from mere instruction to meaningful transformation. The "now what" thus represents a paradigm shift toward moral education that teaches not only *what to think*, but *how to feel and act with integrity*.

CONCLUSION

The most significant finding of this study lies in the recognition of storytelling as a transformative pedagogical practice that unites emotional, cognitive, and ethical dimensions of character education. The study revealed that stories function as powerful moral mediators, enabling students to experience moral reasoning through empathy and narrative imagination rather than through didactic instruction. This finding departs from conventional moral education models that emphasize rule-based or cognitive moral reasoning alone. The uniqueness of this research is found in its illumination of storytelling as both a reflective and dialogical process where students construct ethical understanding through narrative engagement. The results establish that moral and ethical learning is most effectively achieved when knowledge and emotion intertwine in lived, storied experiences. The research contributes both conceptually and methodologically to the field of moral and character education. Conceptually, it advances the framework of *narrative moral pedagogy*, which redefines ethical learning as a process of meaning-making through stories rather than compliance with prescriptive values. This theoretical refinement offers educators a humanistic lens

for moral instruction that emphasizes empathy, interpretation, and critical reflection. Methodologically, the study provides an integrative model for analyzing moral learning through *narrative inquiry*, combining thematic and structural analysis of reflective texts and classroom interactions. This methodological contribution enhances understanding of how storytelling cultivates moral imagination and ethical literacy. The study's interdisciplinary synthesis between narrative theory and moral psychology represents a significant step toward developing pedagogies that embrace the complexity of ethical formation.

The limitations of the study concern its contextual and temporal scope. Data were collected from a limited number of multicultural schools within a single cultural setting, which may restrict the generalizability of findings across diverse educational systems. The reliance on qualitative data, while rich in insight, limits the ability to quantify long-term behavioral changes resulting from narrative moral engagement. Future research should explore longitudinal studies to assess how sustained narrative pedagogy influences ethical decision-making and moral identity formation over time. Comparative research across cultures and educational levels could reveal how different narrative traditions shape moral reasoning and empathy. Further exploration of digital storytelling, transmedia narratives, and collaborative story creation is also recommended to expand understanding of how emerging narrative forms can enhance moral and ethical learning in contemporary education.

AUTHORS' CONTRIBUTION

Look this example below:

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

Author 5: Supervision; Validation.

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