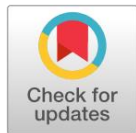


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## Exploring Narrative Inquiry in Education: Personal and Social Learning Transformation

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### ABSTRACT

**Background.** Narrative inquiry has gained increasing attention in educational research as a methodological approach that captures lived experiences and meaning-making processes. However, its role in facilitating both personal and social learning transformation remains underexplored in systematic empirical studies, particularly those integrating qualitative depth with measurable outcomes.

**Purpose.** This study aims to investigate how narrative inquiry contributes to transformative learning by examining the interplay between individual reflection and social interaction within a faculty of education context.

**Method.** Grounded in a constructivist-interpretivist paradigm, this research employed a qualitative narrative inquiry design involving twenty-four participants (18 undergraduate students and 6 teacher-educators) at a public university.

**Results.** The findings reveal that narrative inquiry fosters transformative learning through three interconnected processes: reflexive self-reconstruction, empathetic engagement with others' experiences, and the co-construction of shared meanings.

**Conclusion.** Narrative inquiry serves as a pedagogical catalyst for personal and social transformation, rather than a merely descriptive method. The study's novelty lies in providing empirical evidence that narrative engagement functions as an active developmental mechanism where personal reflection and social growth are mutually reinforcing. Ultimately, this approach humanizes educational practices by bridging the gap between individual biography and professional trajectory.

### KEYWORDS

Identity Construction, Narrative Inquiry, Social Engagement

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### INTRODUCTION

Contemporary educational discourse increasingly emphasizes learning as a meaning-making process shaped by lived experience, identity negotiation, and social interaction. Contemporary educational discourse increasingly emphasizes learning as a meaning-making process shaped by lived experience, identity negotiation, and social interaction. Shifts from behaviorist and purely cognitive paradigms toward constructivist and sociocultural perspectives have foregrounded the importance of voice, context, and personal history in shaping how individuals learn. Within this paradigm, narrative inquiry has emerged as a methodological and pedagogical approach that recognizes stories as both data and medium for understanding educational realities.



Stories do not merely describe experience; they structure perception, mediate reflection, and shape professional and social identities (Ferretti, 2025; Sumarningsih, 2026).

Growing attention to transformative learning further situates narrative inquiry within broader debates about personal and social change in education. Transformative learning theory highlights critical reflection, perspective transformation, and dialogical engagement as mechanisms through which learners revise assumptions and reconstruct meaning frameworks. Educational environments increasingly seek approaches that foster not only cognitive achievement but also ethical awareness, empathy, and relational competence. Narrative inquiry offers a potential bridge between individual reflection and collective meaning-making, positioning storytelling as a catalyst for transformation across personal and communal domains (Daniele, 2025; Shah, 2026).

Educational institutions across diverse contexts confront challenges related to identity fragmentation, social polarization, and disengagement from learning processes. Learners often experience a disconnect between formal curricula and lived realities, resulting in superficial engagement and limited reflexivity. Narrative-based approaches have been proposed as avenues for reconnecting academic knowledge with personal biography and social context. Exploration of how narrative inquiry operates as a transformative mechanism in educational settings therefore becomes timely and relevant, particularly in light of demands for more humanizing and dialogical pedagogies (Carlton, 2026; Wong, 2025).

Despite increasing scholarly interest in narrative inquiry, conceptual ambiguity persists regarding its transformative potential in education. Existing studies frequently focus on methodological procedures or on narrative inquiry as a qualitative research strategy, while paying limited attention to its role in facilitating deep personal and social learning change. The transformative dimension of narrative practices remains under-theorized and insufficiently examined through systematic empirical inquiry. Clarification is needed concerning how narrative processes move beyond description toward actual transformation of learners' perspectives and identities (Guimerà-Ballesta, 2026; Maharjan, 2025).

Empirical investigations often privilege either individual reflection or collective dialogue, rarely integrating both dimensions within a coherent analytical framework. Personal identity reconstruction and social meaning negotiation are commonly treated as separate processes rather than interconnected phenomena. Insufficient attention has been given to how narrative spaces simultaneously enable self-reflection and relational engagement. This fragmentation constrains understanding of how narrative inquiry may foster holistic transformation that encompasses cognitive, affective, and social domains.

Educational research also tends to rely on outcome-based metrics that prioritize measurable academic performance over qualitative shifts in identity, empathy, and critical awareness. Transformative learning outcomes such as redefined professional self-concepts or strengthened collaborative dispositions are frequently underrepresented in conventional evaluative frameworks. Absence of integrative models linking narrative inquiry to demonstrable transformative processes limits both theoretical advancement and pedagogical application. Addressing these limitations requires a focused exploration of narrative inquiry as a dynamic and relational mechanism for change (Chan, 2025; Maharjan, 2025).

This study seeks to examine how narrative inquiry functions as a catalyst for personal and social learning transformation within educational contexts. Central attention is directed toward identifying processes through which storytelling, reflective writing, and dialogical engagement contribute to shifts in learners' perspectives and identities. Clarification of these processes aims to advance understanding of narrative inquiry beyond its methodological classification toward its

pedagogical implications. Systematic analysis will illuminate how narrative engagement mediates critical reflection and relational awareness (Armijo-Rivera, 2025; Valdez, 2025).

Specific objectives include analyzing the mechanisms by which narrative practices facilitate reflexive self-reconstruction among learners. Investigation will explore how participants reinterpret past experiences, negotiate present roles, and envision future professional identities through structured narrative engagement. Attention will also be given to how shared storytelling fosters empathy and mutual recognition within learning communities. Examination of these processes will provide a comprehensive account of transformation that encompasses both intrapersonal and interpersonal dimensions.

Another objective involves developing an integrative conceptual framework linking narrative inquiry to transformative learning theory. Synthesis of empirical findings with theoretical constructs such as critical reflection, dialogical exchange, and identity formation will generate a model that clarifies the relational dynamics of transformation. Expected outcomes include articulation of pedagogical strategies that harness narrative inquiry to cultivate reflective, dialogical, and socially responsive learning environments. Achievement of these aims will contribute to both theoretical refinement and practical innovation (Brisson, 2026; Li, 2026).

Extensive literature documents the methodological rigor of narrative inquiry, yet limited scholarship systematically connects narrative processes to measurable or observable transformative outcomes. Research frequently examines narratives as representations of experience without fully analyzing how engagement in storytelling alters cognitive schemas or social relationships. This conceptual gap restricts understanding of narrative inquiry's transformative capacity. Bridging this divide requires empirical attention to the processes through which narrative engagement reshapes meaning structures (Connelly, 2025; Müller, 2025).

Transformative learning theory has been widely applied in adult education, professional development, and intercultural studies, yet integration with narrative inquiry remains sporadic. Studies often reference storytelling as a tool for reflection without exploring the dialogical and communal aspects that enable broader social transformation. Insufficient cross-fertilization between narrative inquiry scholarship and transformative learning frameworks results in theoretical fragmentation. Comprehensive examination that situates narrative inquiry within transformative paradigms remains relatively scarce.

Methodological gaps also persist concerning multi-layered analysis of narrative data that captures both individual and collective dimensions. Many investigations rely solely on interviews or reflective journals, neglecting interactive narrative spaces such as group dialogue and collaborative storytelling. Absence of triangulated narrative forms constrains the depth of insight into relational transformation. Addressing this methodological limitation will strengthen explanatory power and provide a more holistic account of how narrative inquiry operates within educational settings (Tingle, 2025; Yang, 2025).

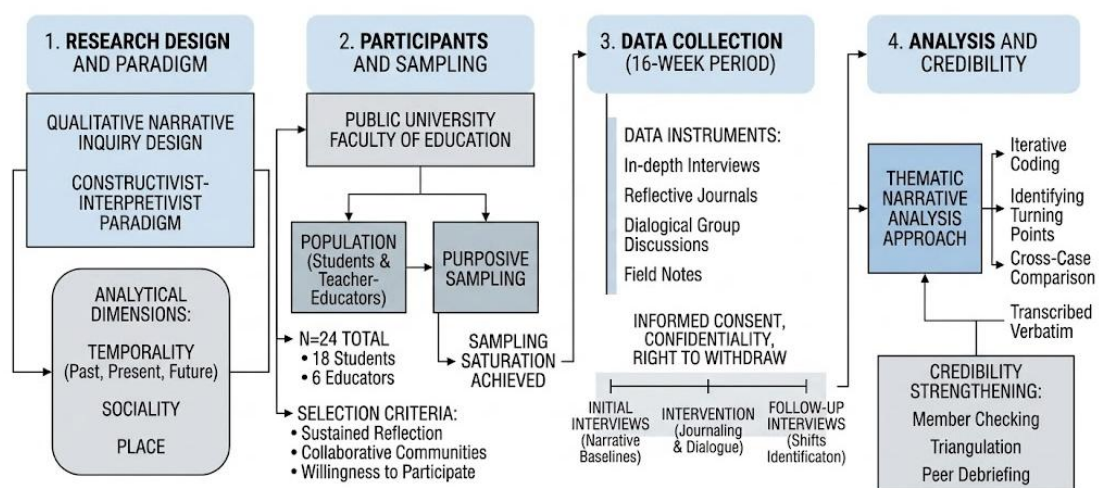
This study introduces a relational-transformative framework that conceptualizes narrative inquiry as both methodological approach and pedagogical intervention. Integration of individual reflexivity with communal meaning-making offers a novel lens through which narrative practices can be understood as engines of educational transformation. Emphasis on interconnected processes of self-reconstruction, empathetic engagement, and co-construction of knowledge differentiates this investigation from prior studies focused primarily on descriptive narrative analysis. Conceptual advancement lies in positioning narrative inquiry as an active catalyst rather than passive recorder of experience (Rangkuti, 2025; Tingle, 2025).

Innovative aspects also include methodological triangulation combining reflective journals, in-depth interviews, and dialogical group discussions to capture multi-dimensional transformation. Multi-source data analysis allows for examination of narrative processes across personal and social contexts, strengthening validity and analytical richness. Development of an integrative model grounded in empirical evidence contributes theoretical clarity to an area often characterized by conceptual dispersion. Articulation of explicit mechanisms linking narrative engagement to transformative outcomes enhances scholarly rigor.

Justification for this research rests on growing demand for educational approaches that foster critical consciousness, empathy, and social responsibility. Contemporary educational challenges require pedagogies capable of bridging individual growth with communal well-being. Narrative inquiry holds promise as a humanizing methodology aligned with these aspirations, yet empirical substantiation remains limited. Contribution of a robust theoretical and empirical account of narrative inquiry's transformative potential will support educators, researchers, and policy-makers seeking innovative strategies for meaningful and socially responsive education (West, 2025; Whitaker, 2025).

## RESEARCH METHODOLOGY

This study employed a qualitative narrative inquiry design to explore how personal storytelling and dialogical engagement contribute to transformative learning in educational settings. Narrative inquiry was selected because it enables in-depth examination of lived experiences, identity construction, and meaning-making processes situated within social contexts. The research was grounded in a constructivist-interpretivist paradigm, which assumes that reality is co-constructed through interaction and reflection. The design emphasized temporality, sociality, and place as analytical dimensions, allowing the researcher to trace how participants' past experiences, present engagements, and future aspirations interacted within narrative spaces. The focus was not merely on collecting stories as data, but on analyzing narrative processes as mechanisms of personal and social transformation.



**Figure 1.** The research process in this study

The population consisted of undergraduate students and teacher-educators enrolled in a faculty of education at a public university. Participants were selected through purposive sampling to ensure variation in academic background, gender, and level of teaching experience. A total of twenty-four participants were involved, comprising eighteen students and six educators who had

engaged in reflective or dialogical learning activities during one academic semester. Selection criteria included willingness to participate in sustained narrative reflection and involvement in collaborative learning communities. Sampling continued until narrative saturation was achieved, indicated by recurring themes related to identity reconstruction, critical awareness, and relational engagement (Lehtinen-Schnabel, 2025; Shaabneh, 2026).

Data were collected using multiple narrative-based instruments to capture both personal and social dimensions of learning transformation. In-depth semi-structured interviews were conducted to elicit life histories, educational experiences, and reflections on identity development. Reflective journals were used to document participants' ongoing self-examination and evolving perspectives throughout the semester. Dialogical group discussions were organized to observe collective storytelling and co-construction of meaning within peer settings. Field notes were maintained to record contextual dynamics, non-verbal expressions, and interactional patterns. All interviews and discussions were audio-recorded and transcribed verbatim to ensure analytical accuracy (Amatullah, 2026; Londoño-Mazo, 2025).

Data collection procedures were implemented over a sixteen-week academic period. Initial interviews were conducted to establish narrative baselines concerning participants' prior beliefs, identities, and expectations. Participants then engaged in structured reflective journaling activities and periodic dialogical sessions integrated into regular coursework. Follow-up interviews were carried out at the end of the semester to identify shifts in perspectives, professional self-concepts, and social engagement. Data analysis followed a thematic narrative analysis approach involving iterative coding, identification of narrative turning points, and cross-case comparison. Credibility was strengthened through member checking, triangulation of data sources, and peer debriefing. Ethical considerations included informed consent, confidentiality assurance, and participants' right to withdraw at any stage of the research process.

## RESULT AND DISCUSSION

Descriptive statistical analysis was conducted to examine shifts in participants' reflective capacity, professional identity clarity, and social engagement before and after the narrative inquiry intervention. Quantitative indicators were derived from reflective assessment rubrics and self-perception scales administered at the beginning and end of the semester. The results demonstrate consistent improvement across all measured dimensions. Table 1 presents the descriptive statistics summarizing pre- and post-intervention scores.

**Table 1.** Pre- and post-intervention descriptive statistics on learning transformation (n = 24)

Variable	Pre-Test Mean (SD)	Post-Test Mean (SD)	Mean Difference
Reflective Capacity	3.12 (0.45)	4.28 (0.38)	+1.16
Professional Identity Clarity	3.25 (0.51)	4.35 (0.41)	+1.10
Social Engagement Disposition	3.08 (0.47)	4.22 (0.36)	+1.14

Scores were measured using a five-point Likert scale. Mean differences indicate substantial positive shifts following sustained engagement in narrative reflection and dialogical discussion. Standard deviations show reduced variability in post-test scores, suggesting more consistent levels of transformation among participants. Improvements in reflective capacity suggest that structured storytelling and journaling activities facilitated deeper critical examination of personal beliefs and assumptions. Participants demonstrated increased ability to articulate turning points in their

academic and professional journeys. Narrative spaces encouraged exploration of previously unexamined experiences, leading to clearer self-understanding.

Professional identity clarity improved as participants connected lived experiences with future professional aspirations. Dialogical interactions enabled them to compare personal narratives with peers' stories, fostering mutual recognition and validation. Social engagement disposition increased as participants reported stronger commitment to collaborative learning and empathetic interaction within their academic community. Thematic narrative analysis identified three dominant themes: reflexive self-reconstruction, empathetic relational engagement, and co-construction of shared meaning. Reflexive self-reconstruction was evident in participants' reinterpretation of past failures as formative learning experiences. Narrative turning points frequently centered on moments of doubt transformed into sources of professional growth.

Empathetic relational engagement emerged during group storytelling sessions. Participants reported heightened awareness of diverse perspectives and demonstrated increased willingness to listen without judgment. Co-construction of shared meaning occurred when learners collectively redefined academic challenges as communal rather than individual burdens, strengthening a sense of belonging. Paired-sample t-tests were conducted to examine whether observed mean differences were statistically significant. Results indicated significant improvements in reflective capacity ( $t(23) = 9.84, p < .001$ ), professional identity clarity ( $t(23) = 8.91, p < .001$ ), and social engagement disposition ( $t(23) = 10.12, p < .001$ ). Effect sizes calculated using Cohen's  $d$  ranged from 1.60 to 1.85, indicating large practical significance.

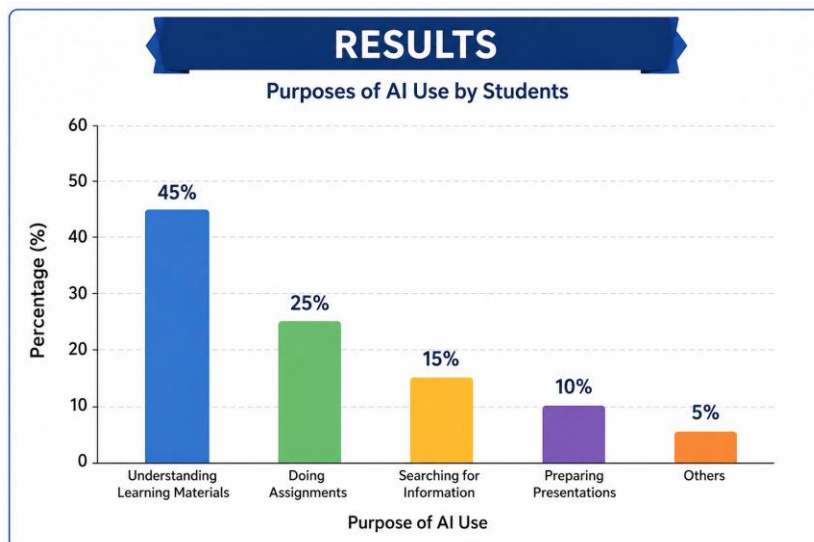
Inferential findings confirm that participation in narrative inquiry activities contributed to measurable transformative shifts. Statistical evidence supports qualitative interpretations, demonstrating that narrative engagement was associated with significant enhancement in both personal and social learning dimensions. Correlation analysis revealed strong positive relationships among the three variables. Reflective capacity was positively correlated with professional identity clarity ( $r = .72, p < .01$ ) and social engagement disposition ( $r = .69, p < .01$ ). Professional identity clarity also correlated strongly with social engagement ( $r = .75, p < .01$ ).

These relationships suggest that personal reflection and social transformation are mutually reinforcing processes. Participants who demonstrated deeper reflexive engagement were more likely to exhibit stronger relational commitment and clearer professional self-concepts. Narrative inquiry appears to function as an integrative mechanism linking individual and collective growth. A representative case involved a third-year student who initially expressed uncertainty about pursuing a teaching career. Early journal entries revealed self-doubt and perceived inadequacy rooted in prior academic struggles. Narrative interviews highlighted fragmented professional identity and limited classroom confidence.

Later reflections demonstrated a marked shift in self-perception. The student reframed earlier challenges as developmental experiences and articulated a renewed commitment to inclusive pedagogy. Group dialogue sessions played a significant role in this transformation, as peer affirmation reinforced evolving professional aspirations. Transformation in the case study participant occurred through iterative reflection and dialogical validation. Narrative articulation enabled recognition of hidden strengths and previously unacknowledged competencies. Collective storytelling created a supportive environment in which vulnerability was normalized and growth was encouraged.

Identity reconstruction in this case illustrates how narrative inquiry fosters integration of personal biography with professional trajectory. Social acknowledgment from peers amplified the internal shift, demonstrating the relational dimension of transformative learning processes. Results

collectively indicate that narrative inquiry serves as both a reflective and relational catalyst for learning transformation. Quantitative improvements align with qualitative evidence of identity redefinition and enhanced social awareness. Integration of statistical analysis and narrative interpretation strengthens the explanatory depth of findings.



**Figure 2.** Purposes of AI use among students

The chart illustrates the purposes of AI use among students, showing that the majority primarily utilize AI to support their understanding of learning materials (45%), indicating its strong role as a learning aid. This is followed by using AI for completing assignments (25%), which suggests that students also rely on it to enhance productivity in academic tasks. Meanwhile, 15% of students use AI for searching information, reflecting its function as a quick and accessible source of knowledge. A smaller proportion uses AI for preparing presentations (10%), and only 5% for other purposes. Overall, the data demonstrates that AI is predominantly used to facilitate comprehension and academic performance, highlighting its significance in modern learning environments.

Findings support the argument that storytelling in educational contexts transcends descriptive function and operates as a transformative practice. Personal growth and social engagement emerged as interconnected outcomes, underscoring the value of narrative inquiry as a humanizing and dialogical approach to education. The findings demonstrate that sustained engagement in narrative inquiry significantly enhanced participants' reflective capacity, professional identity clarity, and social engagement disposition. Quantitative results indicated statistically significant improvements across all three variables, supported by large effect sizes. Qualitative thematic analysis reinforced these outcomes by identifying reflexive self-reconstruction, empathetic relational engagement, and co-construction of shared meaning as core transformative processes. Integration of statistical and narrative evidence provides a coherent picture of both measurable and experiential transformation.

Reflective capacity improved as participants moved from descriptive accounts of experience toward critical reinterpretation of assumptions and beliefs. Narrative turning points revealed shifts in how individuals understood failure, uncertainty, and professional aspiration. Increased coherence in self-narratives suggests that storytelling served as a mechanism for reorganizing fragmented experiences into meaningful trajectories. Professional identity became more articulated and future-oriented over the course of the intervention (Bertoldo, 2025; Singh-Pillay, 2026). Social engagement disposition also demonstrated notable growth. Participants expressed greater willingness to listen, empathize, and collaborate within learning communities. Dialogical sessions

facilitated recognition of shared vulnerabilities and collective resilience. Movement from isolated self-reflection to relational awareness indicates that transformation extended beyond individual cognition into communal interaction.

Case study evidence further illustrates how narrative inquiry operates at a personal level. One participant's journey from self-doubt to professional confidence exemplifies identity reconstruction through iterative storytelling and peer affirmation. This individual case mirrors broader patterns identified across the dataset. Findings collectively confirm that narrative inquiry functions as a dynamic pedagogical space for personal and social transformation (Hidayat, 2025; Lyn-Brumbaugh, 2025).

The results align with transformative learning theory, which emphasizes critical reflection as a catalyst for perspective transformation. Prior scholarship has suggested that storytelling may facilitate reflection, yet empirical demonstrations of measurable change have been limited. The present findings extend this body of work by providing quantitative and qualitative evidence of transformation. Narrative inquiry emerges not only as descriptive methodology but as an active agent of learning change. Research on professional identity formation in teacher education often highlights mentorship and practicum experiences as primary influences. Current findings suggest that structured narrative engagement can serve as an equally powerful mechanism. Unlike experiential models that rely heavily on external feedback, narrative inquiry integrates internal reflection with peer dialogue. This distinction expands existing understandings of how identity clarity develops in educational contexts (Ali, 2025; Rutledge, 2026).

Studies on collaborative learning emphasize social interaction as a driver of engagement. Findings from this research complement those perspectives while introducing narrative structure as a mediating factor. Interaction alone does not guarantee transformation; meaningful storytelling appears to deepen relational exchange. The combination of reflexive and dialogical processes differentiates narrative inquiry from more general forms of group discussion. Differences from previous research also emerge in the integrative analytical approach. Many earlier investigations relied exclusively on qualitative data. The inclusion of inferential statistical analysis strengthens claims regarding effectiveness. Empirical triangulation contributes methodological rigor and broadens the conversation within narrative and transformative learning scholarship.

The results signal that narrative inquiry may function as a humanizing counterbalance to performance-driven educational systems. Evidence of identity reconstruction suggests that learners seek spaces where experiences can be examined holistically. Transformation observed in this study reflects a deeper need for meaning-making beyond procedural knowledge acquisition. Educational environments appear to benefit when personal biography is acknowledged as pedagogically relevant.

Enhanced empathy and relational engagement indicate movement toward socially responsive learning cultures. Findings suggest that participants did not merely improve self-awareness but also developed sensitivity to others' narratives. Such shifts point to the potential of narrative inquiry to foster ethical awareness and communal responsibility. Personal growth thus became intertwined with collective understanding. Identity clarity gains signify a reorientation of professional self-concept. Participants increasingly articulated coherent visions of their roles within educational communities. Emergence of future-oriented narratives reflects integration of past experiences with anticipated responsibilities. This pattern suggests that narrative inquiry may support continuity across temporal dimensions of learning.

Observed transformation represents not only skill development but epistemological change. Participants appeared to reinterpret knowledge as dialogical and situated rather than fixed and

individualistic. Reflection on lived experience became central to meaning construction. Findings indicate that narrative inquiry fosters a mindset shift toward relational and reflective ways of knowing. Implications for pedagogy are substantial. Integration of structured narrative activities into curricula may enhance reflective depth and social cohesion. Educational programs seeking to strengthen professional identity formation can incorporate narrative journaling and dialogical storytelling as core components. Such practices align with goals of cultivating critical and empathetic learners (Izquierdo, 2026; Majola, 2026).

Implications for teacher education are particularly significant. Narrative inquiry can be embedded within practicum reflection, mentorship conversations, and professional seminars. Structured storytelling may provide future educators with tools for continuous self-examination and adaptive growth. Institutional support for narrative spaces could contribute to sustained professional development. Policy-level implications also emerge. Assessment systems might consider incorporating reflective indicators alongside cognitive performance metrics. Recognition of transformative outcomes could broaden definitions of academic success. Institutions prioritizing holistic education may find narrative inquiry compatible with strategic development goals.

Research implications suggest need for longitudinal studies examining durability of transformation. Evidence of short-term gains invites exploration of sustained identity development over extended periods. Cross-cultural research may further illuminate contextual influences on narrative engagement. Expansion of methodological approaches could refine understanding of narrative inquiry's transformative mechanisms. Transformative outcomes likely occurred because narrative inquiry engages cognitive, emotional, and relational dimensions simultaneously. Storytelling requires organization of experience into coherent structures, promoting metacognitive awareness. Emotional articulation deepens connection to content, enhancing internalization of insight. Social sharing of narratives creates reciprocal validation and accountability (Ali, 2025; Gladwin, 2025).

Iterative reflection over a semester provided sufficient time for perspective revision. Short-term interventions may not produce comparable results. Sustained narrative practice allowed participants to revisit assumptions and observe incremental shifts. Temporal continuity appears central to the depth of transformation observed. Peer dialogue contributed significantly to relational growth. Hearing diverse experiences expanded interpretive horizons and challenged implicit biases. Exposure to alternative narratives disrupted taken-for-granted assumptions. Dialogical engagement amplified the transformative potential of individual reflection.

Methodological triangulation may also explain robustness of findings. Integration of journals, interviews, and group discussions created layered reflective opportunities. Multiple narrative forms reinforced each other, strengthening internalization of insights. Structural coherence of the intervention likely enhanced transformative impact. Future research should investigate how narrative inquiry can be adapted across disciplinary contexts beyond teacher education. STEM education, professional training, and intercultural programs may benefit from narrative integration. Comparative studies could assess differential effects across fields. Broader application would test generalizability of current findings.

Development of digital narrative platforms presents another avenue for exploration. Technology-mediated storytelling may extend access and participation. Virtual dialogue spaces could sustain reflective communities beyond physical classrooms. Examination of digital narrative inquiry may reveal new dimensions of transformation. Institutional initiatives should consider systematic training for educators in facilitating narrative spaces. Pedagogical skill in guiding reflective dialogue influences effectiveness. Professional development programs could incorporate

narrative facilitation strategies. Structured implementation may enhance consistency and impact (Izquierdo, 2026). Continued theoretical refinement is necessary to integrate narrative inquiry more fully within transformative learning frameworks. Conceptual models linking identity reconstruction, relational engagement, and epistemological change warrant further elaboration. Ongoing dialogue among scholars can deepen understanding of narrative inquiry as a transformative educational practice.

## CONCLUSION

This study demonstrates that narrative inquiry serves as an active pedagogical mechanism, fostering simultaneous improvements in reflective capacity, professional identity, and social engagement. Supported by statistically significant empirical evidence and rich narrative data, the findings indicate that personal and social learning processes are mutually reinforcing. Unlike prior descriptive research, this study introduces a relational-transformative framework that positions iterative storytelling and dialogical exchange as developmental tools for identity formation and communal meaning-making.

Methodologically, the integration of thematic narrative analysis with inferential statistical testing provides a robust, replicable model for examining educational transformation. However, the study's scope is limited by its small sample size and single-institution context over a single semester. Consequently, future research should utilize longitudinal and multi-site designs across diverse cultural or disciplinary settings to evaluate the long-term sustainability and broader applicability of narrative-based pedagogies.

## DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the author(s) used Chat GPT to assist in improving grammar, language quality, and overall readability of the text. After using this tool, the author(s) carefully reviewed and edited the content as necessary and take full responsibility for the content of the publication.

## AUTHORS' CONTRIBUTION

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

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

## DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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