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P - ISSN: 2988-1579
E - ISSN: 2988-0092

Examining the NARATIF Framework for Ethical Awareness among Indonesian Junior High Students: A Mixed-Methods Study

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ABSTRACT

Background: Character education is often delivered through advice, habituation, and rule enforcement, which may offer limited opportunities for adolescents to interpret moral complexity.

Purpose: This study examined the implementation of NARATIF, a seven-stage narrative pedagogy linking story interpretation, perspective-taking, critical reflection, dialogue, action rehearsal, and follow-up.

Method: An embedded mixed-methods, one-group pretest-posttest study involved 47 Grade VII-IX students at an Islamic junior high school in Jember, Indonesia, across six sessions. Evidence comprised a 25-item Ethical Awareness Scale, parallel narrative-dilemma tasks, implementation observations, six session journals from focal student R01, one interview each with focal students R01, R14, and R38, and one teacher interview.

Results: Scale scores increased from 82.79 (SD = 5.36) to 96.11 (SD = 5.53), Wilcoxon W = 1.50, $p < .001$, rank-biserial r = .997, approximate 95% CI .995, .998. Dilemma scores increased from 22.06 (SD = 3.70) to 27.19 (SD = 4.65), $t(46) = 16.03$, $p < .001$, dz = 2.34, 95% CI 1.78, 2.89. Fidelity rose from 65.6% to 92.2%. Qualitative records indicated more contextual judgment, perspective-taking, self-correction, and action planning, but two focal cases showed little or negative scale change.

Conclusion: NARATIF was associated with improvement in this cohort, but the magnitude cannot be attributed solely to the framework because there was no comparison group, the primary scale had modest internal consistency, scoring was not independently double-rated, and the compressed schedule permits testing and novelty effects.

KEYWORDS

Character Education; Ethical Awareness; Junior High School; Narrative Pedagogy; Transformative Learning.

Citation: S, W. F., Aisah, S., & Halid, A. (2026). Examining the NARATIF Framework for Ethical Awareness among Indonesian Junior High Students: A Mixed-Methods Study. *International Journal of Educational Narrative*, *4*(5), 1829–1842.
https://doi.org/10.70177/ijen.v4i5.4243

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Received: July 25, 2026

Accepted: October 02, 2026

Published: October 31, 2026

INTRODUCTION

Character education is expected to help adolescents recognize ethical problems, consider others' experiences, reason about competing values, and translate judgment into responsible action. In Indonesia, school practice is often organized through modelling, religiously informed routines, discipline, and the Pancasila Student Profile (Qoyyimah, 2016; Suyatno et al., 2019; Hasbi et al., 2023; Fauziyah et al., 2023). .

further requires that students understand and practise virtue across learning contexts (Pike et al., 2021). These approaches provide an important normative foundation, yet they do not automatically create sustained. practise virtue across learning contexts (Pike et al., 2021). These approaches provide an important normative foundation, yet they do not automatically create sustained opportunities to examine ambiguity, compare consequences, or defend an ethical response when peer loyalty, digital communication, and unequal classroom voice complicate a decision.

The Indonesian junior high school context makes this problem especially salient. Early adolescents increasingly negotiate peer approval, group identity, online conduct, and public participation, while schools are simultaneously expected to cultivate faith, mutual cooperation, independence, critical reasoning, and social responsibility. Recent Indonesian studies show the value of participatory learning, locally grounded and digital narratives, and holistic school environments for character formation (Saripudin et al., 2021; Muassomah et al., 2025; Suwandi et al., 2025; Yusuf & Fajari, 2025). A suitable pedagogy should therefore preserve culturally recognizable values while allowing students to test how those values operate in contested situations.

Narrative offers such an entry point because people use stories to organize experience, attribute motives, imagine consequences, and construct social reality (Bruner, 1991). Narrative pedagogy treats stories not as decorative examples but as interpretive spaces in which learners encounter multiple perspectives and connect public problems with personal meaning (Clark & Rossiter, 2008). Studies of visual and literary narratives show that collaborative interpretation can make moral positioning visible and contestable, especially when students attend to form, voice, and consequence rather than extracting a single slogan (Baker et al., 2023; LeBlanc & Stornaiuolo, 2023; Rosyida et al., 2025).

Ethical awareness in this study is multidimensional: noticing harm and vulnerability, recognizing excluded viewpoints, evaluating reasons and consequences, examining one's assumptions, and selecting a responsible course of action. This conception resembles Rest's (1986) four components of moral sensitivity, judgment, motivation, and implementation, but it is operationalized as a classroom learning sequence. Fictional dilemmas permit students to rehearse these processes without compulsory disclosure of private experiences and can support ethical competence when groups remain task-focused, interested in one another's contributions, and attentive to context (Lilja et al., 2025).

The NARATIF framework also differs from other character education approaches. Lickona's (1991) knowing-feeling-action formulation identifies broad domains of good character, whereas NARATIF specifies transitions within a lesson from narrative encounter to conflict analysis, assumption testing, revised perspective, action, integration, and follow-up. Value Clarification Technique emphasizes conscious value choice (Pratiwi et al., 2024), while NARATIF adds multiperspectival story analysis and subsequent evaluation of attempted action. Participatory character education foregrounds student agency (Hart, 2022; Muassomah et al., 2025); NARATIF turns that commitment into a repeatable seven-stage instructional cycle. It is therefore not claimed to be universally superior, but to offer a more explicit bridge between interpretive dialogue and action follow-up.

The transformative rationale lies in movement from interpretation to critical self-examination. Transformative learning emphasizes questioning taken-for-granted assumptions, engaging alternative perspectives through dialogue, and forming more inclusive frames of reference (Mezirow, 1997). A story-based dilemma can provide a comparatively safe disorienting experience: students first discuss fictional characters, compare interpretations, identify neglected viewpoints, and only then reconsider habitual responses. Research on adolescent emulation further suggests that

modelling becomes educative when learners actively appraise and appropriate exemplars rather than merely copy them (Sanderse, 2024).

Evidence supports dialogic and narrative approaches but warns against treating every positive pre-post difference as an intervention effect. A meta-analysis found that character education programs have, on average, modest positive effects across diverse designs (Brown et al., 2023), and a systematic review of socioscientific-issues instruction links structured controversy with character and value development (Atabey & Topçu, 2025). Secondary-school dialogue studies report gains in value-loaded critical thinking when instruction is deliberately structured (Mahoney et al., 2023; Rombout et al., 2024), while other research finds that students' use of values varies by issue and that stronger teacher control can inhibit ethical interaction (Brandel et al., 2024; van der Leij et al., 2024). Reviews also identify uneven measurement quality, limited active controls, and inconsistent reporting of uncertainty in character education research (Oldham & McLoughlin, 2025a, 2025b). Narrative findings from nursing education are therefore retained only as supplementary cross-disciplinary evidence rather than the main disciplinary foundation (Brady & Asselin, 2016; Liu et al., 2023; Wang et al., 2025).

This study addresses a narrower practical and empirical gap: existing work does not yet show how a culturally situated, seven-stage narrative cycle can be implemented and examined through self-report, performance, observation, journals, and interviews in one Indonesian junior high school. NARATIF comprises Narasi pemantik (narrative stimulus), Analisis konflik nilai (value-conflict analysis), Refleksi asumsi diri (reflection on personal assumptions), Artikulasi perspektif baru (articulation of a revised perspective), Tindakan etis (ethical action), Integrasi pengalaman (integration of experience), and Formasi karakter (continuing character formation). It was expected that posttest ethical-awareness and narrative-dilemma scores would exceed pretest scores and that qualitative accounts would show more elaborated perspective-taking and action planning. The study asked: (1) how did ethical-awareness and narrative-dilemma scores change after six sessions; (2) how did focal students describe perspective, self-understanding, and action; and (3) what classroom conditions supported or constrained implementation? The intended contribution is a transparent, context-specific framework and an exploratory account of its implementation—not a claim of validated superiority or causal effectiveness.

RESEARCH METHODOLOGY

The study used an embedded mixed-methods design in which a one-group pretest-posttest component was supplemented by embedded narrative qualitative inquiry (Creswell & Plano Clark, 2018). The setting was SMP Islam Miftahul Ulum, Plereyan, Sumberjambe, Jember, Indonesia. Pretesting occurred on 21 April 2026; six sessions were delivered from 22 to 30 April; posttesting occurred on 5 May; qualitative follow-up began on 7 May and concluded by 15 June. Because there was no control or comparison group, the design estimates within-cohort change only and cannot isolate the intervention from history, maturation, repeated testing, teacher expectancy, regression, or novelty effects.

Table 1. Participant and study profile

Component	Study specification
Setting	SMP Islam Miftahul Ulum, Plereyan, Sumberjambe, Jember, Indonesia
Participants	47 complete paired cases: 16 Grade VII, 16 Grade VIII, and 15 Grade IX students
Sampling	Total sampling of active students meeting consent, assent, and complete-data criteria
Intervention	Six NARATIF sessions addressing honesty, bullying, responsibility, group fairness, digital ethics, and moral courage
Data collection	Ethical Awareness Scale, parallel narrative dilemmas, observations, six R01 journals, one interview each with R01/R14/R38, and one teacher interview
Study period	17 April-15 June 2026
Data completeness	47 complete paired cases with accompanying quantitative and qualitative records

The analysis included all 47 eligible students through total sampling: 16 in Grade VII, 16 in Grade VIII, and 15 in Grade IX. Eligibility required active enrolment, written parent or guardian permission, student assent, and complete pretest and posttest participation. Respondent codes R01-R47 protected identity. The qualitative strand had three focal cases selected to represent contrasting quantitative trajectories: R01 (higher change), R14 (decline), and R38 (no change). R01 completed six session journals; R01, R14, and R38 each completed one focal interview; one teacher was interviewed. Thus, the phrase 'six journals from one focal student' and 'three focal-student interviews' refers to one intensive journal case and three interviewed cases, not six focal students.

The intervention used six locally relevant themes: honesty under peer pressure, empathy and bullying, responsibility and discipline, fairness in group work, digital ethics, and moral courage. Each meeting began with a short dilemma story and proceeded through the seven NARATIF stages. Anonymous response cards, small-group dialogue, role play, and reflective writing broadened participation. Parallel rather than identical narrative dilemmas were used at pretest and posttest to reduce direct recall; however, the same Ethical Awareness Scale was repeated within two weeks, so practice, sensitization, and demand effects remain plausible. The compressed nine-day delivery period may also have amplified novelty and teacher-attention effects.

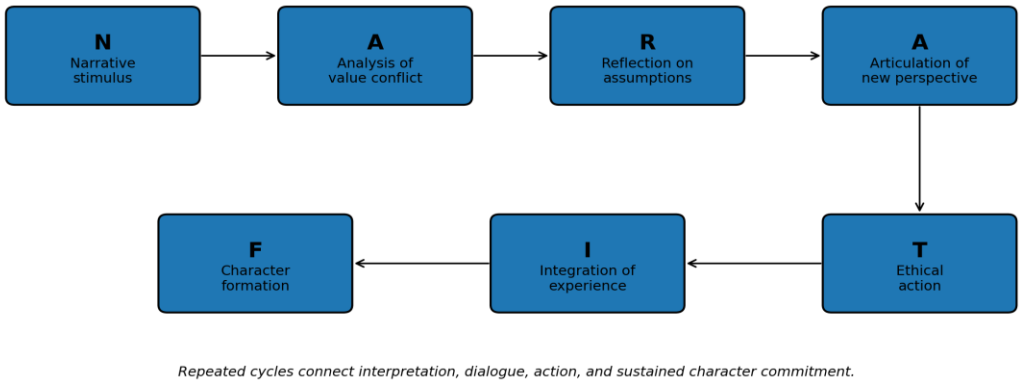


Figure 1. NARATIF transformative instructional cycle

Table 2. Instrument and evidence matrix

Evidence source	Construct or focus	Format and score	Function in the mixed-methods design
Ethical Awareness Scale	Ethical sensitivity; perspective-taking and empathy; moral reasoning; self-reflection and moral identity; commitment to ethical action	25 five-point items; five reverse-scored items; total 25-125	Provides a broad self-report estimate of ethical awareness before and after the intervention
Narrative ethical dilemmas	Sensitivity, perspective-taking, moral reasoning, ethical decision, and transformative action	Two parallel stories at pretest and posttest; five criteria scored 0-4; total 0-40	Provides performance evidence and reduces dependence on self-report
Implementation observation	Narrative relevance, dialogic safety, multiperspectival reasoning, reflection, participation, and action planning	16 indicators scored 1-4; maximum 64 per session	Documents fidelity and classroom conditions that may explain outcomes
Reflection journals and interviews	Six R01 journals; interviews with R01, R14, R38, and one teacher; perspectives, actions, barriers, and divergent trajectories	Six session journals from R01; four semistructured interviews	Explains mechanisms and tests convergence or divergence across contrasting cases

Instrument content was reviewed for contextual relevance and readability before administration, but the available records do not contain item-level expert ratings from which a content-validity index could be calculated. The 25-item Ethical Awareness Scale yielded Cronbach's alpha = .57 at pretest and .64 at posttest; corresponding average inter-item correlations were approximately .050 and .066. These values are below conventional expectations for a unidimensional scale and are consistent with either heterogeneous dimensions or weak item coherence. The sample of 47 was also insufficient for a stable 25-item factor analysis, and no latent-variable model was available for composite reliability. Accordingly, construct validity is not

claimed, the scale is treated as an exploratory developmental indicator rather than a definitive primary measure, dimension scores are interpreted descriptively, and conclusions require convergence with the dilemma and qualitative evidence (Flake et al., 2017; McNeish, 2018).

Quantitative analysis included descriptive statistics, distribution checks, paired comparisons, effect sizes, and confidence intervals. Ethical Awareness Scale change scores were non-normal (Shapiro-Wilk $p = .012$), so the Wilcoxon signed-rank test and rank-biserial correlation were used. Because case-level ranks were not retained in the manuscript file used for revision, the confidence interval for rank-biserial r is reported as a Fisher-z approximation and should be replaced by a case-resampling bootstrap interval when the original matrix is reanalysed. Narrative-dilemma changes met the normality assumption ($p = .196$), so a paired-samples t test was used; the 95% CI for Cohen's dz was obtained by inversion of the noncentral t distribution. Effect sizes are reported with uncertainty and are not interpreted as causal impacts (Lakens, 2013).

Qualitative records were coded for conflict awareness, perspective shift, reflection on assumptions, moral identity, ethical action, relationship repair, and sustained commitment. Predefined rubrics structured dilemma and observation scoring, and integration compared scale trajectories with dilemma performance, observation records, journals, focal interviews, and the teacher account. However, the supplied records did not preserve independent rater-level scores, double coding, or an auditable blinding procedure. Inter-rater reliability therefore could not be estimated. Rubric use and cross-source comparison reduce interpretive arbitrariness but do not eliminate single-rater bias; observation fidelity and dilemma scores must consequently be treated as provisional.

RESULT AND DISCUSSION

The quantitative outcomes showed that ethical-awareness scores increased by 13.32 points, from $M = 82.79$ ($SD = 5.36$) to $M = 96.11$ ($SD = 5.53$). Forty-five students increased, R38 was unchanged, and R14 declined by one point. The Wilcoxon test indicated a difference, $W = 1.50$, $p < .001$, rank-biserial $r = .997$, approximate 95% CI [.995, .998]. Narrative-dilemma performance increased by 5.13 points, from $M = 22.06$ ($SD = 3.70$) to $M = 27.19$ ($SD = 4.65$), $t(46) = 16.03$, $p < .001$, mean-change 95% CI [4.48, 5.77], $dz = 2.34$, 95% CI [1.78, 2.89]. These very large standardized estimates are statistically compatible with the observed paired data, but they are unusual for a brief educational intervention and should not be read as treatment effects. The absence of a comparison group leaves alternative explanations unresolved

Table 3. Pretest-posttest outcomes (N = 47)

Outcome	Pretest M	Pretest SD	Posttest M	Posttest SD	Mean change	Inferential result
Ethical Awareness Scale	82.79	5.36	96.11	5.53	13.32	Wilcoxon W = 1.50, p < .001; rrb = .997, approx. 95% CI [.995, .998]
Narrative Ethical Dilemmas	22.06	3.70	27.19	4.65	5.13	t(46) = 16.03, p < .001; dz = 2.34, 95% CI [1.78, 2.89]

Across the ethical-awareness dimensions, all five descriptive dimension means were higher at posttest. Ethical sensitivity and perspective-taking showed the largest changes, whereas moral

reasoning and self-reflection changed less. This ordering is theoretically plausible because stories can make harm and viewpoint differences immediately salient, while weighing principles and revising identity may require repeated practice. However, low internal consistency means that differences between dimensions may also reflect item composition, wording, or response style rather than distinct developmental rates. The dimension table is therefore descriptive and not evidence of a confirmed factor structure.

Table 4. Ethical-awareness dimension scores on a 1-5 scale

Dimension	Pre M	Pre SD	Post M	Post SD	Change
Ethical sensitivity	3.404	0.350	4.034	0.305	0.630
Perspective-taking and empathy	3.336	0.329	3.957	0.315	0.621
Moral reasoning and decision-making	3.285	0.386	3.723	0.367	0.438
Self-reflection and moral identity	3.328	0.365	3.787	0.424	0.460
Commitment to ethical action	3.204	0.299	3.719	0.314	0.515

The scale findings are interpreted only as one part of a convergent pattern. The modest alpha coefficients, very large rank-biserial estimate, and near-universal direction of change raise the possibility of sensitization to the study's moral vocabulary, social-desirability responding, teacher expectancy, or repeated-measure familiarity. Contemporary reviews identify weak measurement and limited controls as recurring problems in character education research (Oldham & McLoughlin, 2025a, 2025b). Future validation should examine item-total relations, reverse-worded items, factorial structure in a larger sample, measurement invariance over time, and associations with independently rated performance.

Implementation fidelity increased from 42/64 (65.6%) in session 1 to 59/64 (92.2%) in session 6, with an average of 51.33/64 (80.2%). Early records described students waiting for teacher direction and relying on moral slogans; later records described more comparison of consequences, wider use of character perspectives, greater participation, and more specific action planning. The upward trajectory may indicate teacher and student learning in how to enact the cycle. It may also partly reflect observer familiarity, rater drift, or increasing ease with the rubric because the same observer scored all sessions.

Table 5. Implementation fidelity across six NARATIF sessions

Session	Theme	Score / 64	Fidelity (%)	Observation evidence
1	Honesty under pressure	42	65.6%	Students still waited for teacher direction; several responses remained moral slogans.
2	Empathy and bullying	46	71.9%	More students named the target's feelings, but participation remained uneven.
3	Responsibility and discipline	50	78.1%	Students began comparing the consequences of several possible actions.

Session	Theme	Score / 64	Fidelity (%)	Observation evidence
4	Fairness in group work	54	84.4%	Students connected the story with fair allocation of roles and opportunities.
5	Digital ethics	57	89.1%	Groups produced concrete and feasible rules for sharing images and messages.
6	Moral courage	59	92.2%	Students formulated ways to report and help without humiliating others.

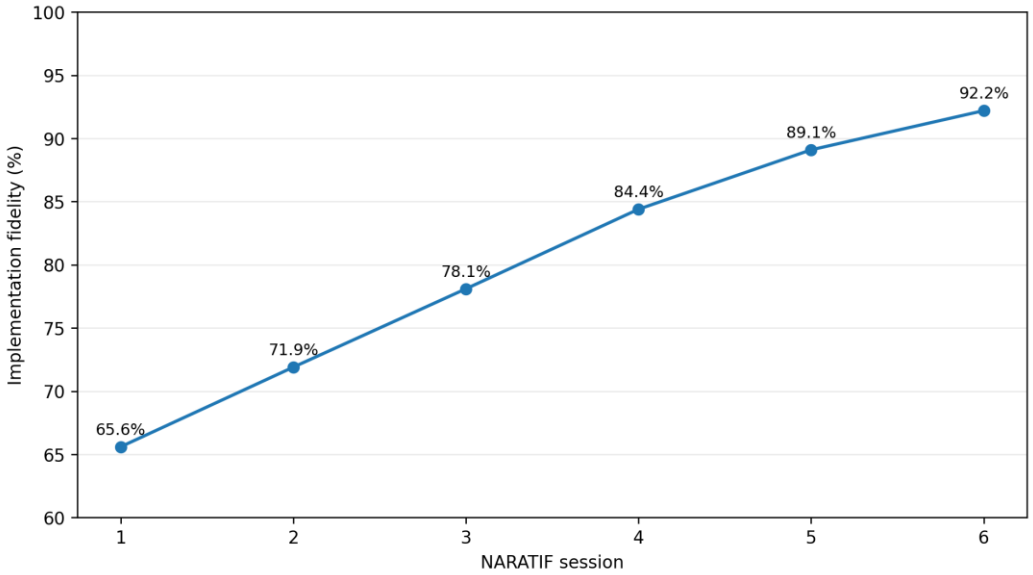


Figure 2. Implementation fidelity across the six sessions

The sequence offers a proposed mechanism rather than a tested mediation model. Narasi pemantik makes a dilemma emotionally and socially legible; Analisis konflik nilai identifies affected parties and competing obligations; Refleksi asumsi diri turns attention toward the learner's initial frame; Artikulasi perspektif baru requires an accountable revision; Tindakan etis converts judgment into a feasible response; Integrasi pengalaman evaluates consequences and barriers; and Formasi karakter carries the commitment into later situations. Field records were consistent with these proximal processes, but no stage-specific repeated measures established that change at one stage caused change at the next. This distinction is important because a lesson may be labelled narrative while still being dominated by the teacher's preferred answer (Brandel et al., 2024).

Qualitative integration produced four themes. First, students increasingly moved from intention-centred or rule-centred statements toward attention to impact and context. R01 initially treated an edited photograph as harmless when the sender said it was 'only a joke,' but later prioritized the targeted student's experience and recognized that silence could reinforce bullying. This resembles findings that collaborative narrative interpretation can surface motives, consequences, and moral positioning (Baker et al., 2023; LeBlanc & Stornaiuolo, 2023).

Second, perspective-taking broadened to include the harmed student, silent bystander, teacher responsible for fair assessment, quiet group member, and peer under pressure. The teacher reported movement from naming one value to discussing tensions among loyalty, honesty, fairness, care, and responsibility. Similar research shows that fiction-based discussion supports multidimensional

ethical competence when students attend seriously to one another and possess enough contextual knowledge to explore complexity (Lilja et al., 2025). The present evidence nevertheless comes from a small focal sample and one teacher account.

Third, reflection was linked to feasible action planning: refusing leaked answer keys, redistributing group roles, asking peers to delete humiliating images, seeking permission before sharing content, and reporting concerns without public shaming. R01's six journals averaged 15.33/20 and increasingly connected an initial judgment, a newly considered perspective, an attempted action, and a plan for improvement. This action-follow-up is NARATIF's most distinctive design feature relative to approaches that stop at story comprehension or value declaration. It aligns with participatory accounts of student agency (Hart, 2022; Muassomah et al., 2025), but reported plans were not independently verified as sustained behaviour.

Fourth, change was not universal. R14 declined by one scale point and continued to describe fear of reporting close friends; R38 was unchanged and preferred anonymous writing because public disagreement risked ridicule. Neither case showed evidence of deterioration on the narrative task, but both questioned the assumption that exposure plus discussion automatically produces self-reported change. Their accounts suggest that social cost, reading confidence, peer hierarchy, and psychological safety can interrupt the proposed sequence between revised judgment and action. These nonresponders are not statistical noise: they identify conditions under which the framework may be least accessible and explain why universal effectiveness cannot be inferred from the group mean.

Table 6. Integrated qualitative themes from field records

Theme	Field evidence	Pedagogical implication
From slogans to contextual judgment	Students shifted from "it is wrong" or "only joking" to considering harm, fairness, relationships, and consequences.	Use dilemmas with genuine value conflict and require reasons rather than slogans.
Broader perspective-taking	Students considered targets, bystanders, teachers, quiet group members, and peers under pressure.	Prompt retelling from several positions and discuss voice and power relations.
Reflection translated into action	Students planned refusal, repair, fair role allocation, digital restraint, and safe reporting.	Include rehearsal, real-world action, and follow-up evaluation.
Participation and peer-pressure constraints	Some students feared ridicule, preferred anonymous writing, or hesitated to oppose close friends.	Build dialogic safety through anonymous channels, small groups, and anti-ridicule norms.

Table 7. Proposed NARATIF change pathway and evidentiary limits

Stage	Proximal process	Observed indication	Interpretation boundary
Narasi pemantik	Notice harm and uncertainty	Students identified affected parties	Story salience was not separately measured

Stage	Proximal process	Observed indication	Interpretation boundary
Analisis konflik nilai	Compare values, reasons, consequences	More multi-value explanations	No stage-specific pre-post test
Refleksi asumsi diri	Examine initial frame	R01 journals documented self-correction	Evidence concentrated in one journal case
Artikulasi perspektif baru	State a revised, defensible view	Broader perspective-taking in discussions	Teacher prompts may have cued responses
Tindakan etis	Rehearse or attempt a feasible response	Refusal, repair, permission, and reporting plans	Most actions were self-reported
Integrasi pengalaman	Evaluate outcomes and barriers	Peer pressure and ridicule were identified	Short follow-up limits persistence claims
Formasi karakter	Carry commitment into later situations	Students expressed continuing intentions	No delayed behavioural outcome was collected

The integrated interpretation indicates that the quantitative, observational, and qualitative strands converge on an association between participation in the six-session cycle and more elaborated ethical responses. The pattern is consistent with evidence that structured dialogue can improve value-loaded critical thinking (Mahoney et al., 2023; Rombout et al., 2024) and that narrative interpretation can support ethical imagination (Rosyida et al., 2025). NARATIF's contribution is practical specificity: it links narrative conflict to assumption review, action rehearsal, and follow-up. It should not be described as superior to established models because the study did not compare frameworks directly.

Several alternative interpretations remain plausible. The same teacher delivered the program and participated in evaluation; repeated exposure to ethical language may have cued preferred responses; parallel dilemmas may not have been exactly equivalent; increasing fidelity may reflect rater learning; and a short, intensive program may generate enthusiasm that fades. The exceptionally large effects contrast with the modest average effects reported across controlled character education studies (Brown et al., 2023). Studies of moral dialogue also show that gains depend on task design, teacher guidance, and issue context and can be limited or reversed when interaction becomes teacher-dominated (Brandel et al., 2024; van der Leij et al., 2024). These comparisons support a contextual, not triumphalist, interpretation.

The principal threats to internal validity are the absence of a control or comparison group, the two-week pretest-posttest interval, testing and novelty effects, teacher expectancy, weak-to-modest internal consistency, and single-rater scoring without estimable agreement. The results therefore describe change observed in one cohort, not causal effectiveness. Future studies should use an active comparison or staggered design, preregister outcomes, retain rater-level records, establish inter-rater agreement, refine and validate the scale in a larger sample, test stage-specific mediators, include behavioural indicators beyond self-report, and add delayed follow-up. Digital-morality reviews similarly emphasize the need to connect intervention design with durable, independently assessed outcomes (Scuotto et al., 2024).

CONCLUSION

The NARATIF framework's novel contribution is a transparent seven-stage bridge from story interpretation to value-conflict analysis, assumption review, revised perspective, action rehearsal, experience integration, and follow-up. In this single Indonesian junior high school cohort, participation was associated with higher ethical-awareness and dilemma scores, improving implementation records, and more contextual qualitative accounts. The framework also exposed constraints-peer pressure, ridicule risk, reading differences, and limited time that prevented uniform change. These findings justify further refinement and comparative testing, but they do not establish broad effectiveness or superiority over other character education models.

For practice, NARATIF is most credible when dilemmas are locally relevant, disagreement is protected, quiet students have anonymous participation routes, and teachers follow discussion with feasible action and reflection. A controlled or staggered multi-school study, stronger psychometric validation, independent double scoring, stage-specific process measures, and delayed behavioural follow-up are required before causal or generalizable claims can be made.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During revision, the author used ChatGPT to organize reviewer comments, check reported statistical calculations, improve academic English, update reference formatting, and align the manuscript with the journal template. The author reviewed all revisions and remains responsible for the accuracy of the data, analysis, citations, ethical statements, and final manuscript.

ACKNOWLEDGEMENT

The author acknowledges SMP Islam Miftahul Ulum, the participating students and school staff, and Universitas Islam Jember for their institutional and academic support.

AUTHORS' CONTRIBUTION

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

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

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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