



A Transformational Pedagogical Approach to Religious Education in a Multicultural Environment

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Abstract:

In an increasingly multicultural society, education faces the challenge of fostering not only intellectual competence but also ethical awareness, empathy, and moral responsibility among students. This study aims to explore how transformative religious pedagogy can foster ethical awareness in a diverse student population. Using a qualitative case study design, data were collected through in-depth interviews with faculty and student leaders, classroom observations, and analysis of institutional documents. The research findings reveal three key mechanisms: dialogic faith, which fosters reflective ethical transformation; reflective learning, which nurtures moral awareness through discussion, case analysis, and guided contemplation; and structured multicultural encounters, which strengthen compassionate identity and social responsibility. This study contributes a practical and conceptual model that integrates dialogic, reflective, and intercultural pedagogical approaches in religious education. The implications suggest that educators should implement structured opportunities for dialogue, reflection, and intercultural engagement to foster holistic moral development, bridging theoretical knowledge with ethical practice across diverse educational settings.

Key Words: *Transformative Religious Pedagogy, Ethical Awareness, Multicultural Education, Reflective Learning*

Abstrak:

Dalam masyarakat yang semakin multikultural, pendidikan menghadapi tantangan untuk tidak hanya menumbuhkan kompetensi intelektual tetapi juga kesadaran etis, empati, dan tanggung jawab moral di kalangan siswa. Studi ini bertujuan untuk mengeksplorasi bagaimana pedagogi agama transformatif dapat menumbuhkan kesadaran etis dalam populasi siswa yang beragam. Dengan menggunakan desain studi kasus kualitatif, data dikumpulkan melalui wawancara mendalam dengan dosen dan pimpinan mahasiswa, observasi kelas, dan analisis dokumen institusi. Temuan penelitian mengungkapkan tiga mekanisme kunci: iman dialogis, yang mendorong transformasi etika reflektif; pembelajaran reflektif, yang memelihara kesadaran moral melalui diskusi, analisis kasus, dan kontemplasi terarah; dan pertemuan multikultural terstruktur, yang memperkuat identitas welas asih dan tanggung jawab sosial. Studi ini menyumbangkan model praktis dan konseptual yang mengintegrasikan pendekatan

pedagogis dialogis, reflektif, dan antarbudaya dalam pendidikan agama. Implikasinya menunjukkan bahwa para pendidik harus menerapkan kesempatan terstruktur untuk dialog, refleksi, dan keterlibatan antarbudaya guna mendorong perkembangan moral holistik, menjembatani pengetahuan teoretis dengan praktik etis dalam beragam lingkungan pendidikan.

Kata Kunci: *Pedagogi Agama Transformatif, Kesadaran Etika, Pendidikan Multikultural, Pembelajaran Reflektif*

INTRODUCTION

In today's increasingly globalized world, education is increasingly challenged to foster not only intellectual competence but also moral and ethical awareness. The coexistence of diverse cultural, ethnic, and religious groups in modern society demands pedagogical approaches that foster mutual respect, empathy, and ethical reflection among students. However, moral disorientation, intolerance, and the erosion of empathy remain rampant in educational contexts. Numerous reports of social polarization, hate speech, and ethical indifference among youth highlight the growing importance of reconstructing the moral foundations of education (Gross, 2021; Lee, 2024; Muhalim, 2023). The importance of transformative pedagogy lies in its potential to transcend traditional religious instruction and engage students in reflective, dialogical, and critical learning experiences. Therefore, research on transformative religious pedagogy is crucial for fostering ethical awareness in multicultural classrooms, fostering social cohesion, and ensuring education remains both a moral and intellectual endeavor.

Despite global calls for inclusive education, many religious education systems still rely on normative and doctrinal teaching that prioritizes memorization over reflection and obedience over critical moral reasoning. Such an approach can inadvertently perpetuate exclusivism and hinder interfaith understanding among students from diverse backgrounds. The lack of dialogic engagement and limited exposure to transformative pedagogical models lead students to view religion as a rigid system rather than a source of ethical awareness (Sapp, 2023; Wood, 2025). Consequently, religious education often fails to address real-world ethical dilemmas or foster civic responsibility. This situation creates a significant gap between moral theory and lived ethical behavior. Therefore, a pressing issue is how religious pedagogy can be reinterpreted to be transformative, encouraging students not only to understand religious teachings but also to embody ethical principles in a pluralistic society (Afriyanto, 2024; Muhammad & Liu, 2025).

In multicultural educational environments, teachers often face the dilemma of balancing doctrinal fidelity with the need for inclusive dialogue (Diaz, 2023; Gross, 2023). Observations in various religion classes indicate that even though students come from diverse religious traditions, teaching practices remain monologic, emphasizing uniformity over diversity. For example, discussions about moral values tend to center on particularistic interpretations

rather than on shared, universal ethical values such as justice, compassion, and respect. As a result, students often experience cognitive dissonance between the moral ideals they are taught and the pluralistic realities they face in their daily lives. Furthermore, limited teacher training in transformative pedagogy limits their capacity to facilitate interfaith dialogue or reflective moral inquiry. This situation in the field highlights the urgency of educational frameworks that integrate transformative methods into religious instruction to foster ethical awareness across cultural and religious differences.

Previous research has explored various dimensions of transformative education and religious pedagogy. McNeill (2022) and Saavedra et al., (2022) emphasize the role of transformative learning in fostering critical self-reflection, while Rosero-Prada & Sunday-Of The Bone (2022) Highlight the moral dimension of teaching as an act of integrity and connection. Mukhlis et al. (2025) and Agaira (2025) introduce dialogic education as a path to liberation and ethical awareness. Cornwall (2024) and Antonius (2024) propose an ethics of care as a moral foundation for teaching. Meanwhile, Milhan (2021), Marion (2024), and Islam (2024). Have researched intercultural religious education to enhance understanding in plural societies. While these studies provide valuable insights into critical and moral pedagogy, they often treat religious education and transformative learning as separate domains. Few studies have synthesized these two frameworks to explore how transformative pedagogy specifically fosters ethical awareness among students in multicultural religious environments.

Furthermore, existing research tends to emphasize conceptual models rather than practical applications in multicultural classrooms. For example, some studies on religious pedagogy remain limited to theological discourse and lack empirical analysis of students' ethical development (Dong et al., 2025; Iqbal & Abbas, 2024). These studies primarily focus on interfaith dialogue, without addressing pedagogical transformation as a structured learning process. This gap indicates the lack of an integrative model linking transformative pedagogy, religious education, and ethical awareness as interrelated constructs. Therefore, this study aims to fill this gap by empirically examining how transformative religious pedagogy can function as a mechanism for developing ethical awareness in diverse classroom contexts. Addressing this gap is crucial for advancing theory and practice in religious and moral education.

The novelty of this study lies in integrating transformative pedagogical principles into religious education to enhance ethical awareness among multicultural students. Unlike previous studies that focused on cognitive religious understanding or moral reasoning separately, this study views both as interrelated processes facilitated by transformative engagement. This approach emphasizes dialogical encounters, critical reflection, and experiential learning as pathways to ethical formation. By situating transformative religious pedagogy within the context of multiculturalism, this study advances a model that not only redefines the goals of religious education but also repositions ethics as a shared

human goal (Al Maamari, 2024; Yasin et al., 2024). This conceptual innovation contributes to the broader discourse on education for coexistence, offering a pedagogical framework that aligns religious identity with moral universality.

The primary research question this study addresses is: How can transformative religious pedagogy foster ethical awareness among students in multicultural educational settings? This question arises from the observed gap between normative religious instruction and transformative moral development. This study assumes that ethical awareness arises not only from doctrinal knowledge but also from critical and dialogical engagement with diverse moral perspectives. By exploring this premise, this study seeks to identify pedagogical strategies and reflective practices that effectively cultivate ethical sensitivity in culturally diverse classrooms. These findings are expected to inform educators, policymakers, and curriculum developers about innovative approaches to religious instruction that transcend doctrinal boundaries and promote moral inclusivity.

This study argues that transformative religious pedagogy, grounded in dialogic interaction, critical reflection, and experiential moral inquiry, is an effective framework for cultivating ethical awareness among multicultural students. It proposes that ethical learning occurs through transformative experiences that challenge assumptions, expand empathy, and foster mutual understanding. The study's contribution lies in developing a conceptual and practical model that integrates transformative learning theory with religious education, thereby enriching academic and pedagogical discourse. Beyond mere theoretical advancement, this study offers actionable insights for teachers designing ethically responsive curricula in diverse contexts. Ultimately, it underscores the transformative power of education to bridge moral gaps and foster a more compassionate, pluralistic, and ethically aware generation.

RESEARCH METHOD

This research uses a qualitative case study design to explore the application of transformative religious pedagogy in fostering ethical awareness among multicultural students at Vocational School. A qualitative case study was chosen because it allows for an in-depth understanding of a phenomenon in a real-life context, emphasizing meaning over measurement (Alam, 2021). Such a design is considered appropriate because transformative pedagogy and ethical awareness are complex social constructs shaped by interactions, values, and lived experiences. This research seeks to capture the dynamic process through which religious educators at Vocational School integrate dialogic and reflective teaching methods within a culturally diverse learning environment.

This research was conducted at an Islamic educational institution known for its comprehensive learning ecosystem, encompassing formal schools, universities, and community-based learning centers. SMK AL-AZHAR was deliberately chosen as the research location due to its multicultural composition,

comprising students from diverse ethnic, linguistic, and regional backgrounds across Indonesia. This diversity provides a fertile foundation for examining how transformative religious pedagogy operates in practice and influences students' ethical awareness in a pluralistic educational environment. Furthermore, this institution's strong emphasis on intellectual and moral development aligns with the objectives of this study, making it an ideal case study to explore transformative pedagogical practices.

Data were collected through a variety of qualitative techniques, including in-depth interviews, participant observation, and document analysis (Kohn dan Christiaens, 2024). Interviews were conducted with religious education teachers, curriculum developers, and students to understand their perceptions, experiences, and reflections on ethical learning. Participant observation was conducted in classrooms, prayer sessions, and reflective group discussions to observe how the principles of transformative pedagogy were applied in daily practice. Additionally, institutional documents such as syllabi, lesson plans, and teacher training materials were analyzed to track the integration of ethical and transformative values into the curriculum. The use of triangulated data sources strengthened the depth and credibility of the findings.

The data analysis process followed Miles, Huberman, dalam Gilbert (2021) approach, emphasizing that an interactive model necessarily involves data condensation, data display, and the drawing of conclusions or their verification. During data condensation, the researcher systematically selected, focused on, and simplified the raw data from interviews, observations, and documents, highlighting themes relevant to transformative pedagogy and ethical awareness. The data display stage involved organizing the information into narrative matrices and conceptual charts to identify emerging patterns, relationships, and contrasts among participants' experiences. Finally, during verification and conclusion drawing, analytical interpretations were refined through iterative reflection, ensuring that the findings were grounded in empirical evidence rather than researcher bias. This cyclical process enabled a coherent understanding of how transformative pedagogy practices manifest and influence ethical awareness in multicultural religious education settings.

To ensure the data's credibility and validity, this study employed several verification techniques. Credibility was achieved through extensive fieldwork, triangulation of data sources, and member checking, in which participants were invited to review the accuracy of transcribed data and initial interpretations. Transferability was enhanced by providing detailed descriptions of the research context and participants, enabling readers to assess the applicability of the findings to other contexts. Reliability was maintained by systematically documenting all research procedures through an audit trail, while confirmability was ensured through reflective journaling to minimize researcher subjectivity. Together, these strategies strengthened the rigor of the qualitative inquiry and ensured that the results accurately reflected the participants' perspectives and lived experiences.

Overall, this methodological framework positions this research as a reflective and context-sensitive inquiry into transformative religious pedagogy in a multicultural Islamic educational setting. This study not only examines an exemplary institution committed to moral and spiritual development but also contributes to the broader pedagogical discourse on how ethical awareness can be effectively fostered through transformative religious education in a pluralistic society.

RESULTS AND DISCUSSION

Result

This section presents the findings of a study on transformative religious pedagogy in a multicultural educational setting. The results are organized into three main themes: dialogic faith, reflective learning, and multicultural encounters. Each theme illustrates how pedagogical practices foster ethical awareness, moral consciousness, and a compassionate identity among students. This presentation combines insights from interviews, observations, and institutional documentation to offer a comprehensive understanding of how transformative approaches are implemented and experienced in real-life educational contexts.

Dialogic Faith Sparks Ethical Transformation

In the field, dialogic faith is understood as a form of religious engagement that encourages open conversation, critical inquiry, and reflective understanding of beliefs. It relies not only on ritual observance but also invites learners to interpret faith through dialogue, empathy, and lived experience. In the multicultural context, dialogic faith manifests as students' willingness to share perspectives, challenge dogmatic assumptions, and connect religious principles to real-life ethical dilemmas. This dialogic engagement often stimulates what participants describe as an inner awakening, a transformation from passive belief to active ethical awareness. Thus, in practice, dialogical faith is a pedagogical and spiritual process through which ethical awareness grows from open communication and reflective encounters with others.

One participant, a lecturer in Islamic ethics, stated: "When my students began discussing faith not as a doctrinal debate but as a dialogue of understanding, I saw their attitudes change. They became more respectful, thoughtful, and realized that morality is not about superiority but about sincerity." From this statement, the researcher interpreted that dialogical engagement provides space for emotional and moral resonance. Through open discussion, students no longer view religious beliefs as limitations but as a bridge to ethical reflection. The lecturer's observations revealed that dialogue fosters empathy, humility, and a shift from exclusive thinking to inclusive moral reasoning. This process marks the initial stage of ethical transformation, in which faith becomes reflective rather than dogmatic.

Another participant, a student leader, stated: "After joining our reflective discussion group, I realized that faith is not just about praying or obeying rules. Faith is also about how we treat others, especially those who are different. Dialogue helps me see my religion as a calling to do good." The researcher interpreted this response as indicative of experiential transformation. Dialogue enables students to reinterpret religious identity through ethical practice, bridging faith with social compassion. This statement also reflects a moral transition from ritual obedience to relational responsibility, demonstrating how dialogic interaction fosters an awareness of the universality of ethics. This internal change is both personal and communal, shaping not only individual awareness but also the moral atmosphere within the learning environment.

Observations in several religious education classes support this finding. During dialogic sessions, students were observed listening attentively, asking questions respectfully, and responding to diverse perspectives without hostility. Teachers facilitated discussions that encouraged moral reasoning, rather than simply reciting doctrine. Researchers observed that moments of silence and reflection often followed intense dialogue, signaling the internalization of values. This data can be restated as follows: dialogic faith in practice emerges not as confrontation but as the co-construction of meaning that leads to ethical awareness. The pattern emerging from these observations suggests that ethical transformation grows through dialogic spaces where faith becomes communicative, inclusive, and human-centered. The ongoing exchange of understanding shifts religious learning from rote learning to moral awareness, transforming faith into a lived ethical experience.

Reflective Learning Fosters Moral Awareness

In practice, reflective learning refers to an educational process that encourages students to think critically about their own beliefs, actions, and ethical decisions. This process involves moments of introspection, moral discussion, and collective evaluation guided by educators who act as facilitators, rather than instructors. Reflective learning is embedded in various religious and moral education classes through activities such as open dialogue, group reflection, and ethical case studies. These reflective sessions aim to foster students' moral awareness, defined as their awareness of right and wrong, their responsibility to others, and their ability to act based on ethical judgment rather than mere conformity. A reflective environment allows students to internalize moral values through active engagement and introspection, transforming the classroom into a moral laboratory of lived experience.

Table 1, Observation

Observed Activities	Behavioral Indicators	Percentage of Observations
Lecturer-led reflective discussion	Students actively engaged in moral dialogue and shared personal reflections	85%
Group reflection session after morality lesson	Students demonstrated empathy and self-evaluation through interactions with peers	78%
In-class ethical case analysis	Students applied ethical principles to real-life scenarios using critical reasoning	72%
Guided reflection session	Silent contemplation: Students appeared focused, introspective, and emotionally responsive	68%
Lecturer-led closing reflection	Students summarized the moral lesson and expressed awareness of its ethical implications	80%

Observations indicate that reflective learning practices are consistently implemented across all religious education classes at vocational school, with strong student participation in reflective discussions (85%) and closing moral summaries (80%). These high percentages indicate that teacher facilitation and student engagement are key elements in fostering moral awareness. Group reflection and ethical case analysis, which scored 78% and 72%, respectively, demonstrate how students develop empathy and moral reasoning through interaction and contextual application. The lowest, but still significant, percentage in silent contemplation (68%) indicates that internal reflection complements verbal dialogue as a moral exercise. In other words, reflective learning manifests through dynamic discussions, collaborative reflection, and moments of silence that collectively shape students' moral awareness. The researchers interpret these findings as evidence that reflection, whether oral, written, or silent, acts as a transformative bridge between knowledge and moral action.

The ethical growth observed in these sessions emerges not from instruction but from interaction, introspection, and mutual understanding. The overall pattern suggests that moral awareness develops progressively through a structured cycle of reflection: dialogue, empathy, self-evaluation, and ethical awareness. Consistent engagement in various reflective activities indicates that students internalize moral values when they are allowed to interpret and discuss ethical meaning collectively. The combination of active discussion and quiet contemplation fosters a balanced morality that integrates thoughts, feelings, and actions. From this observation, it can be concluded that reflective learning serves as a core mechanism of transformative pedagogy in fostering ethical maturity. This pattern emphasizes that when learning becomes reflective, morality ceases to be abstract but becomes an embodied practice shaped through awareness, conversation, and communal growth.

Multicultural Encounters Strengthen Compassionate Identity

In practice, multicultural encounters are structured interactions among students from diverse cultural, ethnic, and regional backgrounds within a university setting. These encounters can occur through curricular and extracurricular activities, including interfaith discussions, cultural festivals, student organizations, and collaborative community projects. Compassionate identity is understood as a personal and social orientation in which students internalize empathy, inclusivity, and ethical responsibility toward others, regardless of cultural or religious differences. The institutional framework promotes multicultural encounters as a deliberate pedagogical strategy to cultivate compassionate identity. Through participation in these structured experiences, students are guided to recognize diversity not as a source of division, but as an opportunity to cultivate respect, moral awareness, and concern for others within a pluralistic community.

The collected documentation includes curriculum frameworks, annual reports, program schedules, and internal newsletters detailing cross-cultural activities. The multicultural encounters flow begins with an orientation program that introduces students to the university's diversity values, followed by intercultural workshops and collaborative projects that bring together students from diverse backgrounds. Students then engage in community service initiatives that reflect local and national contexts of diversity. The researchers interpret this sequence of activities as an intentional scaffolding process: building initial awareness, followed by guided engagement, and culminating in the applied practice of empathy and ethical collaboration. The documentation shows that through repeated, structured exposure, students progressively internalize compassionate behaviors and develop a sense of collective responsibility toward diverse peers.

Analysis of institutional documentation reveals numerous examples of how compassionate identities are encouraged and monitored. For example, intercultural workshops include reflective sessions in which students document insights into empathy and moral responsibility. Annual reports highlight student-led programs such as cultural exchange forums, interfaith dialogue sessions, and collaborative community projects in local settings. These materials demonstrate a strong institutional emphasis on fostering inclusivity and moral sensitivity. The researchers interpret these findings as evidence that multicultural encounters are embedded in the formal educational design, ensuring that compassion is not an incidental feature but a core value systematically promoted through the structure of these initiatives.

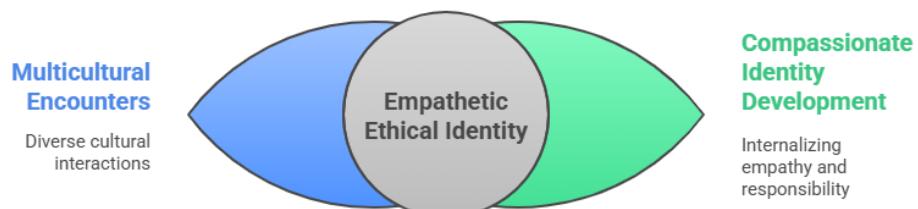


Figure 1. Synergy of Multiculturalism and Compassionate Identity

Restated for clarity, the data shows that compassionate identity emerges from a progressive pattern of interactions: students are first sensitized to diversity, then engaged in cooperative and reflective exercises, and finally given opportunities to apply these ethical principles in practice. The documentation confirms that the curriculum and extracurricular programs are aligned to foster empathy, social awareness, and moral responsibility. This structured exposure allows students to internalize compassionate values, strengthening a sense of shared humanity that transcends cultural boundaries. Ultimately, the documentation reveals a coherent system in which multicultural experiences act as catalysts for ethical and compassionate self-development.

The data suggest that compassionate identity is fostered through repeated, structured exposure to diversity. The orientation of institutional mechanisms, workshops, dialogues, and community projects creates a continuous cycle of awareness, engagement, and moral application. The data show that students' ethical awareness and empathy grow when diversity is experienced as an opportunity for reflection and collaboration, rather than as a challenge. Overall, the documentation depicts a deliberate, sequential process in which multicultural encounters are systematically leveraged to shape students' personal and collective compassionate identities.

Discussion

The findings of this study indicate that transformative religious pedagogy, as implemented in Vocational High School, successfully fostered ethical awareness, moral consciousness, and compassionate identity among students. The emergence of dialogic faith as a mechanism for ethical transformation aligns with existing theories of dialogic pedagogy, which emphasize that moral and spiritual growth occurs through reflective dialogue, rather than rote learning (Assalihee, 2022; Nikanova, 2023). In contrast to traditional religious instruction that prioritizes memorization and obedience, participants in this study indicated that engaging in open discussions and challenging assumptions fostered deeper moral reasoning and empathy. This suggests that integrating a dialogic approach into religious education can transform passive belief into active ethical engagement, offering a broader understanding of moral development in a multicultural educational environment.

Reflective learning has been shown to foster moral awareness through structured activities such as group reflection, ethical case analysis, and silent contemplation. These findings complement the previous literature, which

highlights reflection as a core component of ethics education. However, this study extends this understanding by providing concrete behavioral evidence in classroom dynamics (D'Alessandro-Lowe et al., 2023; Munif, 2023). The observed percentages indicate that active engagement, facilitated by educators, is crucial for translating knowledge into ethical awareness. The practical implication is that educational institutions aiming to cultivate moral maturity should consistently incorporate reflective practice into the curriculum, ensuring that students can critically evaluate their own values and actions while internalizing ethical principles through dialogue and introspection.

Multicultural encounters further strengthen the development of a compassionate identity by exposing students to diverse cultural and social perspectives (Marion, 2024; Patimah, 2022). These findings align with theoretical perspectives on intercultural education, which posit that exposure to diversity promotes empathy, inclusiveness, and social responsibility. However, the structured approach observed, which combined orientation, workshops, and community projects, highlights a systematic scaffolding process that ensures ethical and moral growth is intentional rather than accidental. Documentation shows that students gradually move from awareness to engagement and, finally, to practical application, illustrating that compassionate identities are nurtured and strengthened through repeated and intentional exposure to multicultural experiences (Díaz, 2023).

Theoretically, these findings suggest that transformative religious pedagogy is most effective when it integrates dialogic engagement, reflective learning, and multicultural interaction. Each component supports a different dimension of ethical and moral development: internalization of values, critical self-evaluation, and empathetic social interaction. This multidimensional approach reinforces the notion that moral awareness and ethical behavior are not static traits but rather dynamic outcomes of ongoing pedagogical practices (Khan dan Haneef, 2022). Practically, this study underscores the importance of creating structured opportunities for intercultural dialogue, reflection, and engagement within religious education programs. Educators are encouraged to design activities that actively engage students' reasoning, emotional awareness, and interpersonal skills, fostering holistic moral formation that can be observed and evaluated.

Overall, this study highlights a coherent pattern in which dialogic faith, reflective learning, and multicultural encounters collectively contribute to ethical and compassionate development. These findings suggest that transformative pedagogy can bridge theory and practice by equipping students with the reflective tools and social context necessary for moral growth. Institutions aiming to foster ethical awareness in multicultural environments can apply these insights to curriculum design, teaching methods, and community engagement strategies. By integrating dialogue, reflection, and intercultural experiences, religious education can move beyond ritual observance to cultivate moral agents

capable of empathy, ethical judgment, and socially responsible behavior, thereby contributing meaningfully to individual development and broader societal harmony.

CONCLUSION

This study reveals that the transformative religious pedagogy of Vocational High School effectively fosters ethical awareness, moral conscience, and compassionate identity among multicultural students. The most important finding is that integrating dialogic faith, reflective learning, and structured multicultural encounters creates a dynamic learning environment in which students internalize ethical values, develop empathy, and translate religious understanding into practical moral action. This pedagogical process transforms passive belief into active ethical engagement, demonstrating that moral development is most powerful when reflective dialogue and experiential learning are embedded in a multicultural context. A key lesson from this study is that ethical awareness emerges not only from doctrinal teaching but also from intentional pedagogical practices that foster critical reflection, interpersonal understanding, and moral reasoning.

This study contributes to academic discourse by providing an empirically grounded model of transformative religious pedagogy that connects theory to practice, offering both conceptual insights and practical guidance for educators in multicultural environments. Its strength lies in demonstrating how structured dialogue, reflective practice, and cross-cultural engagement can systematically foster moral and ethical growth. However, this study is limited to a single institution, which may affect the generalizability of the findings. Future studies are suggested to explore similar pedagogical approaches in other religious and cultural contexts, incorporating longitudinal designs to examine the sustained impact of transformative religious pedagogy on students' ethical development.

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