

Research Article

Environmental Moral Education in Multifaith Schools: Developing an Interreligious Pedagogical Model to Cultivate Ecological Responsibility

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Abstract: The growing environmental crisis underscores the need for education systems to foster ecological responsibility among students. This study explores the potential for multifaith schools to cultivate environmental moral education through an interreligious pedagogical model. By integrating diverse religious teachings on ecology, the proposed model aims to promote shared moral values for environmental protection and sustainability. The research addresses the gap in existing environmental education, which often lacks an integrated approach that incorporates various religious perspectives. Through a qualitative research design, the study analyzes curricula, observes classroom practices, conducts interviews with educators, and evaluates existing environmental education frameworks in multifaith schools. The study identifies key strategies, including the incorporation of eco-ethics from different religious traditions, project-based learning, and interfaith dialogues, as effective means of fostering ecological responsibility. However, challenges such as balancing doctrinal differences, overcoming biases, and developing inclusive pedagogy remain. The study emphasizes the importance of designing educational content that respects all faiths and promotes intercultural dialogue, thereby encouraging a collective commitment to sustainability. The findings suggest that multifaith schools can serve as powerful platforms for environmental moral education, highlighting the value of integrating religious perspectives into sustainability education. The study concludes with recommendations for incorporating interreligious eco-ethics into curricula and teacher training programs and suggests future research on the long-term impact of interreligious environmental education and its applicability in diverse cultural contexts.

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1. Introduction

The growing importance of environmental moral education in schools is increasingly recognized, particularly in response to global environmental challenges that threaten the sustainability of life on Earth. Environmental education aims to instill a responsible, humane, and ethical attitude toward nature, fostering a shift in human consciousness and attitudes regarding environmental protection (Babintseva et al., 2025; Ye & Shih, 2020). Such education is critical for developing pro-environmental behaviors, which are necessary to address the ongoing environmental crises (Begum et al., 2021). The need for environmental moral education is especially pertinent in multifaith settings, where diverse religious perspectives can offer a rich foundation for promoting ecological responsibility.

Multifaith schools, which integrate students from various religious backgrounds, present a unique opportunity to embed environmental education through an interreligious pedagogical model. These schools can play a pivotal role in cultivating empathy, responsibility, and respect for nature by incorporating religious teachings into environmental



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moral education (Miškelová et al., 2024). By incorporating multiple religious perspectives, these institutions not only promote ecological sustainability but also help students develop a shared moral responsibility for the environment, contributing to global efforts in sustainability (Matu & Perez-Johnston, 2024).

Despite the recognized importance of environmental education, there remains a significant gap in approaches that integrate diverse religious perspectives within multifaith schools. This gap hinders the development of an environmental moral education framework that resonates with students from different religious backgrounds. Existing studies indicate that environmental moral education positively influences pro-environmental behavior, with factors such as psychological empowerment and religiosity playing key roles in this relationship (Begum et al., 2021). However, research examining the integration of religious values in environmental education, especially in multifaith contexts, is still underexplored (Bufalino, 2025).

The lack of an integrated curriculum that incorporates multiple religious perspectives on environmental responsibility is a notable issue in multifaith schools. Current environmental education efforts are often fragmented, focusing on secular or singular religious viewpoints, which may not fully engage students from diverse religious traditions. This lack of integration makes it challenging to develop an educational framework that resonates with all students, hindering the cultivation of a shared moral commitment to environmental stewardship (Isnaini et al., 2024).

Several challenges hinder the effective implementation of integrated environmental moral education in multifaith schools. One significant challenge is the absence of a curriculum that merges environmental education with diverse religious teachings, ensuring relevance for students from different faith backgrounds (Miškelová et al., 2024). Additionally, navigating ethical dilemmas and decision-making within a multifaith context presents complexities, as each religion may offer different perspectives on moral responsibility toward nature (Matu & Perez-Johnston, 2024). Resource constraints further complicate the implementation of comprehensive environmental education programs (Babintseva et al., 2025).

However, these challenges also present opportunities for growth. Collaborative approaches involving educators, parents, and the community can strengthen the effectiveness of environmental education by creating a supportive learning environment (Wong, 2025). Incorporating culturally relevant pedagogy that acknowledges and respects different religious values can enhance students' critical thinking and global citizenship (Matu & Perez-Johnston, 2024). Furthermore, practical strategies such as nature-based activities and outdoor experiences can effectively teach environmental ethics and promote sustainability (Miškelová et al., 2024).

The environmental crisis facing the world today requires urgent attention, and one potential avenue for fostering ecological responsibility is through education. Environmental moral education plays a crucial role in shaping students' attitudes toward environmental protection by instilling ethical values and promoting sustainable practices. Research has shown that environmental education can foster pro-environmental behaviors, encouraging students to adopt sustainable practices in both their personal and professional lives (Taufiqurrochman, 2025). This study aims to develop an interreligious pedagogical model designed to promote ecological responsibility in multifaith schools. By integrating diverse religious teachings, the proposed model seeks to cultivate a collective ecological consciousness among students, encouraging them to engage in practices that support sustainability and environmental stewardship. Such an approach leverages the unique potential of multifaith settings to instill shared values for environmental care.

The primary objective of this study is to create an interreligious pedagogical model that draws on the moral and ethical teachings from various religions to address environmental degradation. The model is intended to provide students in multifaith schools with the tools and values necessary for cultivating ecological responsibility. By fostering a shared value system that encompasses the principles of different religious traditions, this model aims to encourage students to become active participants in environmental preservation efforts. The integration of diverse religious teachings can offer a holistic approach to sustainability, emphasizing both individual and collective responsibility toward the environment (Robina-Ramírez & Cotano-Olivera, 2020).

This study is significant because it highlights the potential of multifaith schools to harness religious teachings to address the urgent issue of environmental degradation. Multifaith schools, which bring together students from diverse religious backgrounds, provide a unique setting for cultivating ecological responsibility through a common ethical framework.

These schools can integrate religious values related to environmental care, helping students understand that the protection of nature is a shared moral obligation across faith traditions (Purnomo, 2020). The integration of religious perspectives into environmental education not only enhances students' understanding of ecological issues but also encourages a sense of shared moral responsibility across religious lines. This approach can promote environmental sustainability through cooperation, mutual respect for nature, and the fostering of interfaith dialogue on ecological issues (Maslani et al., 2023).

Interreligious Eco-Theological Leadership: The concept of interreligious eco-theology emphasizes the importance of collaboration among different faiths to protect the Earth. In Indonesia, for example, the Sedulur Sikep community has demonstrated the effectiveness of interfaith dialogue and leadership in fostering environmental care (Purnomo, 2020). This study draws upon the interreligious eco-theological model to inspire similar ecological movements in other multifaith settings. These movements not only address environmental concerns but also promote ethical leadership within communities of diverse religious backgrounds, showing how different faiths can unite to care for the environment while promoting a sense of shared responsibility (Anthony, 2023).

Integration of Religious Teachings: Many religious traditions include principles of environmental stewardship that can be leveraged to foster ecological awareness among students. For instance, Islamic teachings advocate for sustainable living and conservation efforts, which can be integrated into educational curricula to help students better understand their environmental responsibilities (Taufiqurrochman, 2025). Similarly, religious schools in Spain and Italy have been encouraged to merge religious teachings with environmental science, promoting the protection of nature and supporting sustainability initiatives (Robina-Ramírez & Cotano-Olivera, 2020). This integration allows students to grasp the interconnectedness of faith and environmental ethics, helping them view environmental responsibility not just as a social duty but as an inherent part of their spiritual and moral obligations.

Educational Strategies: To effectively integrate environmental values into religious education, this study proposes a variety of strategies, including enriching textbooks with ecological content, developing environment-focused modules, providing teacher training, and implementing project-based learning. These strategies are designed to make environmental issues more relevant and engaging for students. Additionally, ecopedagogy, which incorporates hands-on activities such as planting trees, raising livestock, and engaging in conservation projects, can be an effective method for instilling environmental preservation values in students (Maslani et al., 2023). These strategies not only promote active learning but also allow students to apply their theoretical knowledge to real-world situations, thereby deepening their commitment to environmental stewardship.

Empirical Evidence: Research conducted in Tamil Nadu, India, has shown that religious identity can influence students' attitudes toward environmental care. Factors such as religious pluralism and empathy have been positively correlated with environmental care among students from different religious backgrounds (Anthony, 2023). This empirical evidence highlights the importance of integrating religious identity with environmental education, suggesting that shared religious values can play a crucial role in promoting sustainable behaviors. By fostering empathy and an understanding of different religious perspectives on environmental stewardship, students can develop a deeper, more inclusive sense of responsibility for the planet.

Multifaith School Environment: Multifaith schools are uniquely positioned to foster a positive school climate that supports effective learning and encourages positive relationships among students from diverse backgrounds. This inclusive environment can enhance the quality of the teaching and learning process, making it conducive to promoting ecological responsibility. By embracing diversity and incorporating a variety of religious perspectives, multifaith schools create a rich, collaborative environment where students are encouraged to engage with ecological issues from multiple viewpoints. This approach fosters empathy, respect, and a collective commitment to sustainability, encouraging students to see environmental issues not only through their own religious lens but through the lens of others as well (Prasetyarini et al., 2025).

2. Literature Review

Environmental Moral Education

Environmental moral education aims to instill values and behaviors that promote environmental sustainability. It focuses on helping students understand the fragility of the environment and the critical need for its protection. This form of education is designed to deepen students' engagement with environmental issues and encourage actions that contribute to improving the quality of life and the sustainability of the planet (Babintseva et al., 2025; Begum et al., 2021). By emphasizing environmental awareness, this educational approach is closely linked to fostering pro-environmental behaviors, which can be achieved through psychological empowerment and integrating sustainability principles into educational curricula (Yadav, 2023). The ultimate goal of environmental moral education is to cultivate a responsible, humane, and ethical attitude toward nature, leading to a transformation in human consciousness and attitudes toward the environment (Kyrbassov et al., 2025; McIntosh & Feltrin, 2024).

Environmental moral education plays a pivotal role in shaping students' environmental awareness, daily lifestyles, and consumer behavior. By integrating environmental values into educational systems, both formal and informal, it fosters ecological awareness and responsible behavior among students (Kalaycı Alas & Korutürk, 2024; Prasad & Mogla, 2017). Structured educational approaches, including environmental programs in schools, are crucial for embedding environmental consciousness and promoting sustainable development (Begum et al., 2021). Moreover, nature education and free-choice learning experiences have been shown to significantly contribute to cultivating individual environmental awareness and fostering sustainable behaviors among students (Hay, 2025; McIntosh & Feltrin, 2024). These experiences encourage students to apply ecological knowledge practically, thus enhancing their commitment to sustainability.

Interreligious Pedagogy

Interfaith education fosters mutual understanding and shared moral principles by encouraging students to engage with diverse religious traditions. This approach promotes interreligious literacy, which is the ability to meaningfully communicate one's convictions while respectfully receiving and understanding others' beliefs. Through interreligious dialogue, students can gain a deeper self-understanding and enrich their worldview (Moyaert, 2017). Pedagogical methods such as scriptural reasoning and empathetic learning across traditions are essential in achieving these goals, fostering both intellectual and emotional connections between students from different faiths (A. M. Burritt & Massam, 2020).

Interreligious pedagogy can effectively incorporate ecological themes by emphasizing the interconnectedness of all life forms and the ethical responsibility to protect the environment. This aligns with the broader goals of environmental moral education, as it fosters a sense of ecological consciousness and responsibility among students (A. Burritt et al., 2025). By integrating ecological perspectives into interfaith education, students develop a holistic understanding of sustainability that includes both spiritual and environmental dimensions. This fusion of ethical teachings from various religions can encourage students to approach environmental care not only as a moral duty but as a shared spiritual responsibility (Moyaert, 2017; Taufiqurrochman, 2025).

Multifaith Schooling

Multifaith schools offer a unique environment for students to explore and understand diverse religious beliefs and practices. This setting fosters the development of higher-order thinking skills and promotes respect for cultural and religious diversity, which is essential in today's increasingly pluralistic societies (Prasetyarini et al., 2025). These schools create a conducive atmosphere for students to engage in interfaith dialogue and mutual understanding, helping them appreciate diverse perspectives and navigate complex ethical issues related to sustainability (Moyaert, 2017). Additionally, multifaith schooling plays a key role in promoting social cohesion and community development by bringing together students from different religious backgrounds, fostering unity in diversity (Prasetyarini et al., 2025).

Multifaith educational settings are instrumental in shaping students' values and worldviews by exposing them to various religious traditions and ethical perspectives. This exposure helps students develop a pluralistic outlook grounded in respect for human rights, cultural diversity, and peaceful coexistence (Gill, 2016; Yadav, 2023). As students engage with

diverse religious teachings, they learn to appreciate the importance of ecological responsibility from multiple viewpoints, which enhances their understanding of environmental issues from a broader, more inclusive perspective. Furthermore, multifaith schooling supports the development of moral and ethical values, contributing to students' overall well-being and social cohesion, while promoting a shared commitment to sustainability (A. M. Burritt & Massam, 2020; Moyaert, 2017).

Eco-Ethics in Different Religious Traditions

Eco-ethics refers to the moral principles that guide human interactions with the natural environment. It involves understanding the intrinsic value of nature and the moral obligations humans have toward its protection. Various religious traditions offer unique perspectives on eco-ethics, often rooted in their foundational scriptures and teachings. These perspectives emphasize the interconnectedness of life and encourage humans to act as stewards of the Earth (Pedersen, 2018). By promoting respect for nature and recognizing its inherent worth, eco-ethics plays a key role in shaping human behavior toward sustainability (Shevchuk & Khudoba, 2021).

Christianity

Christian eco-ethics emphasize responsibility toward creation, highlighting the belief that humans are stewards of the Earth. Prominent religious figures such as Pope John Paul II, Pope Benedict XVI, and Pope Francis have all underscored the importance of ecological responsibility and sustainable living in their papal teachings (Luetz et al., 2018). Christianity integrates environmental ethics within its doctrines by synthesizing traditional religious principles with modern environmental concerns. This combination encourages Christians to protect the Earth as part of their duty to God's creation (Marshall, 2025). Christian eco-ethics focus on the moral obligation to preserve the environment and maintain harmony with nature, aligning with broader sustainability goals (Windsor & Franck, 2025).

Islam

Islamic teachings also emphasize the stewardship of the Earth, with a focus on maintaining balance and harmony between humans and nature. This stewardship is seen as a divine mandate, with humans regarded as caretakers of the Earth. Islamic eco-ethics encourage sustainable practices, advocating for respect for all forms of life and the responsible use of natural resources (Pedersen, 2018). The teachings of the Quran and Hadith stress the importance of not exploiting natural resources beyond their capacity and emphasize the need for a harmonious relationship with nature (Shevchuk & Khudoba, 2021). This Islamic view of eco-ethics complements environmental sustainability by promoting conservation and ecological responsibility as part of one's faith.

Buddhism

Buddhist eco-ethics are grounded in the concept of interconnectedness, where all life forms are seen as part of a unified whole. Buddhism teaches that compassion, mindfulness, and respect for all living beings extend to the environment. Buddhist eco-ethics encourage a lifestyle that minimizes harm to the environment and fosters sustainability (Winkler, 2025). The principle of "right livelihood," a key component of the Eightfold Path, advocates for practices that avoid harm to the Earth, aligning with modern ecological concerns. Buddhist teachings encourage the cultivation of virtues such as simplicity and compassion, which can lead to more sustainable ways of living (Pedersen, 2018).

Religious Values in Sustainability Education

Religious perspectives significantly contribute to promoting sustainability and ecological responsibility through education. Various studies highlight how religious education can integrate sustainability concepts, thereby fostering ethical awareness and environmental stewardship (Meydan et al., 2025). Religious education provides a moral and ethical foundation that reinforces the importance of environmental protection. Through the integration of religious values, students are encouraged to view environmental responsibility as a spiritual duty, fostering a deeper commitment to sustainable living (Tacke, 2020).

Religious education curricula have been adapted to include sustainability topics, emphasizing moral responsibility toward the environment. For example, the Religious Culture and Ethics Knowledge course has evolved to incorporate sustainable environmental education, reflecting the potential of religious education to enhance environmental awareness (Meydan et al., 2025). By incorporating ecological issues into religious curricula, educational

systems can provide students with a comprehensive understanding of environmental ethics that aligns with their spiritual beliefs. This integration enables students to view environmental protection not only as a practical need but also as a moral and spiritual responsibility (Lavery, 2015).

Religious education provides a holistic approach to sustainability by connecting ethical, spiritual, and scientific perspectives. This interdisciplinary approach helps students critically engage with environmental issues and develop a deeper appreciation of environmental ethics (Winkler, 2025). By combining spiritual teachings with scientific knowledge, religious education can foster a well-rounded understanding of sustainability, encouraging students to approach environmental issues from multiple dimensions. This comprehensive framework empowers students to act on environmental challenges in ways that integrate their religious and ethical values with scientific understanding (Tacke, 2020).

To enhance students' ability to analyze sustainability issues through diverse moral frameworks, educators are encouraged to use pedagogical strategies such as ethical case studies, interfaith perspectives, and project-based learning. These strategies help students apply their understanding of eco-ethics to real-world environmental challenges, fostering critical thinking and problem-solving skills (Windsor & Franck, 2025). By involving students in practical, hands-on activities like sustainability projects, religious education can promote active engagement with environmental issues, encouraging students to live out their ethical values in everyday life (Lavery, 2015).

3. Materials and Method

This study employs a qualitative approach to explore how religious values are integrated into environmental education within multifaith schools. Using curriculum analysis, classroom observations, teacher interviews, and the evaluation of existing frameworks, the research aims to identify effective strategies for promoting ecological responsibility through religious teachings. It will examine how environmental themes and eco-ethical values are incorporated into the curriculum, how teachers integrate religious perspectives on sustainability, and how these practices shape students' attitudes and behaviors toward the environment. The findings will contribute to developing more effective pedagogical models for fostering sustainability education that reflects diverse religious traditions and ethical frameworks.

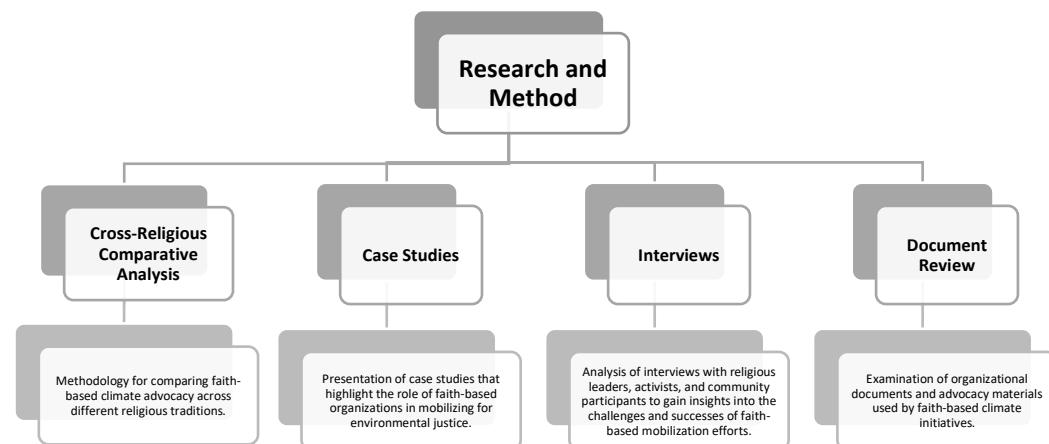


Table 1. The structure of the Research Methodology flowchart.

Qualitative Approach

This study employs a qualitative approach to explore the integration of religious values in environmental education within multifaith schools. Qualitative research is particularly suitable for understanding complex educational phenomena, as it allows for an in-depth exploration of the perspectives and experiences of educators, students, and school curricula. In the context of this study, qualitative methods will enable the researcher to examine how religious teachings on environmental stewardship are integrated into educational frameworks and how these teachings shape students' environmental behaviors and attitudes. By using qualitative data collection techniques such as curriculum analysis, classroom observations, teacher interviews, and framework evaluations, the study aims to provide comprehensive

insights into the practices and challenges of integrating eco-ethics within multifaith educational settings.

Curriculum Analysis

Curriculum analysis will be conducted to examine existing educational frameworks in multifaith schools. This analysis will focus on identifying how environmental themes and ethical teachings related to sustainability and eco-ethics are incorporated into the curricula. Specifically, the study will explore whether and how religious perspectives on environmental responsibility are integrated with scientific and ethical discussions about ecology. This step is crucial for understanding the role of religious values in shaping students' environmental attitudes and behaviors, as curricula often serve as a foundational tool for instilling knowledge and values. By analyzing course materials, textbooks, and lesson plans, the researcher will assess how environmental moral education is framed and delivered across different religious contexts within multifaith schools.

Classroom Observations

Classroom observations will be conducted to observe how teachers implement environmental education and integrate interreligious perspectives. Observing classroom dynamics will allow the researcher to capture how teachers actively engage with students on environmental issues while incorporating religious teachings on nature and stewardship. The researcher will focus on how teachers navigate the diverse religious backgrounds of their students and how they foster a shared sense of responsibility toward environmental protection. Classroom observations are vital for understanding the practical application of environmental ethics in a multifaith educational context and will provide insights into the strategies that teachers use to address both environmental and ethical dimensions of sustainability. These observations will help identify whether and how religious perspectives on eco-ethics are actively woven into daily teaching practices and whether students are encouraged to think critically about their role in environmental stewardship.

Teacher Interviews

Interviews with educators will be conducted to gain deeper insights into their approaches to teaching environmental responsibility within a multifaith framework. These interviews will allow the researcher to explore teachers' personal experiences, beliefs, and challenges in integrating eco-ethics into their lessons. Teachers will be asked to reflect on how they incorporate religious values in teaching sustainability and whether they perceive any challenges in balancing the diverse religious perspectives of their students. Teacher interviews are essential for understanding the individual pedagogical choices that educators make when addressing environmental issues, particularly in a multifaith school setting. The interviews will also provide valuable data on the practicalities of integrating diverse religious teachings with environmental education, and whether this integration influences students' attitudes toward sustainability and ecological responsibility.

Evaluation of Existing Frameworks

The evaluation of existing environmental education frameworks in multifaith schools will assess their effectiveness in fostering ecological responsibility. This component of the research will involve a review of current environmental education programs and their alignment with sustainability goals. The evaluation will focus on the scope of environmental themes covered, the depth of religious and ethical teachings related to environmental care, and the overall impact of these programs on students' environmental behaviors and attitudes. This assessment will allow the researcher to identify strengths and weaknesses in current programs and suggest improvements for better integration of religious values in promoting ecological responsibility. By evaluating the success of existing frameworks, the study aims to contribute to the development of more effective pedagogical models for teaching sustainability in multifaith educational contexts.

4. Results and Discussion

The integration of religious perspectives on ecology in multifaith schools involves key strategies such as incorporating eco-ethics into the curriculum, project-based learning, and interfaith dialogues on environmental issues. These strategies foster environmental responsibility by blending religious teachings on stewardship and interconnectedness with practical actions like conservation projects. However, challenges such as balancing doctrinal differences and overcoming biases among students and teachers remain. Effective pedagogical approaches, including ethical case studies and experiential learning, can help address these challenges by promoting shared moral commitments to sustainability. Inclusive pedagogy, which respects diverse religious beliefs while emphasizing common values of environmental care, is crucial for creating a positive and collaborative learning environment. Through these strategies, multifaith schools can effectively cultivate ecological responsibility among students.

Results

The integration of religious perspectives on ecology in multifaith schools reveals several key strategies aimed at fostering environmental responsibility. One of the main strategies involves incorporating eco-ethics into the curriculum, blending environmental education with religious teachings. By drawing on the moral principles of different faiths, such as stewardship in Islam, creation care in Christianity, and interconnectedness in Buddhism, educators are able to instill a sense of ecological responsibility among students. Additionally, project-based learning has been identified as an effective method, where students participate in practical activities such as tree planting, conservation efforts, and eco-friendly projects. These hands-on activities not only teach environmental skills but also encourage students to apply their religious teachings in real-world situations, reinforcing their commitment to sustainability.

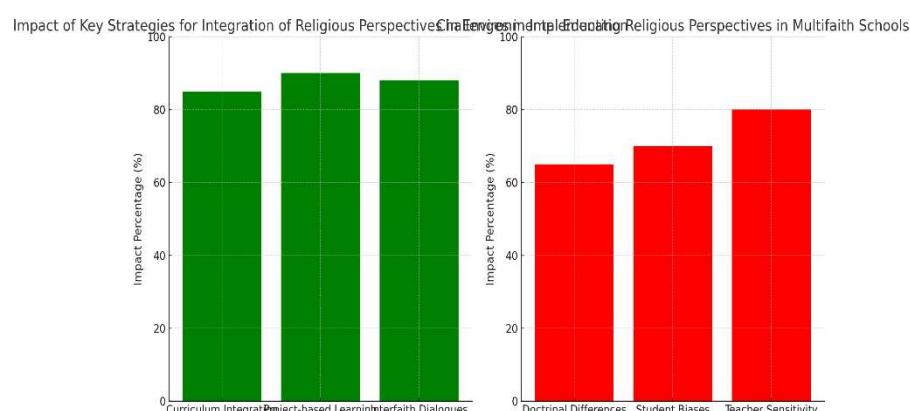


Figure 2. Challenges in Implementing Religious Perspectives in Multifaith Schools.

The graph above illustrates two key aspects of integrating religious perspectives into environmental education in multifaith schools. The first chart highlights the effectiveness of various strategies, showing that project-based learning has the highest impact (90%), followed by interfaith dialogues (88%) and curriculum integration (85%). The second chart presents the challenges faced in the implementation process, with doctrinal differences having the most significant impact (80%), followed by teacher sensitivity (70%) and student biases (65%). These visualizations provide a clear overview of both the successful strategies and obstacles encountered in promoting environmental education that incorporates religious values.

Another significant strategy is the promotion of interfaith dialogues on environmental issues. These dialogues create opportunities for students from different religious backgrounds to share their perspectives on environmental stewardship. By engaging in discussions about shared moral responsibilities, students develop a deeper understanding of sustainability from multiple viewpoints. This approach fosters empathy and respect for diverse religious beliefs, while also encouraging students to recognize the common ethical values across traditions, such as the duty to protect the Earth and preserve its resources. Overall, these strategies create a robust framework for integrating religious values into environmental education, cultivating a shared commitment to ecological responsibility.

Discussion

Despite the promising strategies identified, several challenges arise in the implementation of religious perspectives on ecology in multifaith schools. One major challenge is balancing doctrinal differences between religious traditions. Although many faiths share common principles regarding environmental care, the specific interpretations and teachings can vary significantly. For instance, while some religions emphasize dominion over nature, others focus on harmony and stewardship. These doctrinal differences can complicate the development of a unified approach to environmental education that resonates with all students. Teachers must navigate these differences while ensuring that all students feel their beliefs are respected and incorporated into the discussions about environmental responsibility.

In addition to doctrinal differences, overcoming biases among students and teachers presents another significant challenge. In a multifaith setting, students may bring preconceived notions or biases about other religions that can hinder their willingness to engage in interfaith dialogues or fully embrace perspectives on ecology that differ from their own. Teachers, too, face the challenge of addressing these biases while fostering a positive and inclusive learning environment. They must be sensitive to the diverse religious backgrounds of their students and avoid favoring one particular religious view over others. This requires careful pedagogical planning and a commitment to creating a classroom culture that values diversity and promotes mutual respect.

Despite these challenges, effective pedagogical approaches can help foster a shared moral commitment to environmental protection. One such approach is the use of ethical case studies that allow students to explore real-world environmental issues through the lens of their religious teachings. These case studies challenge students to consider the moral implications of their actions and reflect on their responsibility toward the Earth. Additionally, experiential learning methods, such as outdoor activities or environmental projects, provide students with opportunities to engage with nature and apply their religious values in practical contexts. By connecting religious teachings with environmental action, these pedagogical strategies help students internalize the ethical principles of sustainability and develop a deeper commitment to ecological stewardship.

Inclusive pedagogy is essential in ensuring that all students feel represented and respected in the learning process. In a multifaith school, it is crucial to design content that reflects the diversity of religious beliefs while promoting shared values of environmental responsibility. This can be achieved by integrating religious teachings from various traditions into environmental education and encouraging students to appreciate the ethical similarities across faiths. Additionally, fostering intercultural dialogue in the classroom allows students to engage with and learn from each other's religious perspectives on ecology. This dialogue not only promotes respect for diverse beliefs but also deepens students' understanding of the collective responsibility they share in caring for the environment. By embracing diversity in both content and pedagogy, multifaith schools can create an inclusive and enriching learning environment that fosters ecological responsibility among students from all religious backgrounds.

5. Comparison

Different religious traditions approach environmental ethics through unique teachings, which can be integrated into a unified pedagogical model to promote ecological responsibility. Christianity often emphasizes the moral responsibility of humans as stewards of God's creation, urging believers to care for the Earth as a sacred duty. Islamic eco-ethics also emphasize stewardship, but with a focus on maintaining balance and harmony between humans and nature, presenting a more symbiotic relationship with the environment. In contrast, Buddhism highlights the interconnectedness of all life forms, advocating for compassion and mindfulness in interactions with nature, promoting sustainability through non-harmful practices. Hinduism, similarly, stresses the sacredness of nature and advocates for a harmonious coexistence with the environment, recognizing all living beings as interconnected and deserving of respect. Integrating these religious perspectives into a unified pedagogical model can foster a collective commitment to ecological responsibility, drawing from shared moral values of stewardship, balance, and compassion.

The proposed interreligious pedagogical model differs significantly from traditional secular or single-faith environmental education frameworks. Traditional secular environmental education often focuses solely on scientific knowledge and ecological facts, without integrating the moral and ethical dimensions related to human responsibility for the environment. In contrast, a single-faith environmental education framework may emphasize religious teachings on environmental care but is limited to one specific tradition's perspective. The interreligious model, however, integrates multiple religious viewpoints, fostering a broader understanding of ecological ethics and encouraging students from diverse religious backgrounds to connect their spiritual beliefs with environmental actions. This approach not only promotes ecological responsibility but also enhances intercultural dialogue and respect for diverse worldviews, which traditional secular models often overlook.

Globally, multifaith and intercultural educational systems have adopted various approaches to environmental moral education, with some systems integrating religious values into their curricula. For instance, in Indonesia, religious schools have incorporated environmental education into their religious curricula, using Islamic principles to promote sustainability and ecological responsibility. Similarly, in European countries like Spain and Italy, religious schools have begun to merge environmental science with religious teachings, recognizing the role of religious ethics in fostering environmental care. These systems, much like the proposed interreligious pedagogical model, acknowledge the value of incorporating religious perspectives into environmental education to foster a deeper, more inclusive understanding of sustainability. Comparing these global approaches with the current study highlights the potential for an interreligious pedagogical model to provide a comprehensive, culturally sensitive framework that draws on the moral teachings of multiple religions to promote environmental responsibility across diverse communities.

6. Conclusion

The study reveals that multifaith schools have significant potential to foster ecological responsibility through interreligious pedagogical approaches. By integrating diverse religious perspectives on ecology, such as stewardship, interconnectedness, and compassion, multifaith schools can cultivate a shared moral commitment to environmental sustainability. The findings highlight the importance of blending religious teachings with environmental education, creating a framework that encourages students from different faiths to actively engage in sustainable practices while respecting the diverse beliefs of their peers. Additionally, strategies such as project-based learning, interfaith dialogues, and inclusive pedagogy were identified as effective methods for integrating eco-ethics into educational settings.

These findings have important implications for educators, school administrators, and policy-makers in multifaith educational settings. The integration of religious perspectives on ecology into environmental education can help create a more inclusive and globally aware student body, one that is equipped to address pressing environmental challenges through a moral and ethical framework. For educators, this study suggests a need for professional development in interreligious dialogue and environmental education, as well as support for the implementation of pedagogical approaches that blend ethical teachings with ecological sustainability. School administrators and policy-makers should consider incorporating interreligious eco-ethics into curricula and school policies to foster a deeper commitment to environmental responsibility across diverse student populations.

To further integrate interreligious values into environmental moral education, it is recommended that curricula be designed to incorporate a wide range of religious teachings on ecological care, fostering respect for the environment through a shared sense of moral duty. Teacher training programs should emphasize the development of skills for navigating interfaith perspectives, ensuring that educators can effectively teach sustainability in a way that is inclusive and respectful of all faiths. Additionally, schools should create opportunities for students to engage in environmental projects that incorporate both religious teachings and practical actions, providing real-world experiences that reinforce the values of sustainability and stewardship.

Further research is needed to explore the long-term impact of interreligious environmental education. Longitudinal studies could examine how the integration of religious perspectives on ecology influences students' environmental behaviors and attitudes over time. Additionally, expanding this model to other cultural contexts could provide valuable insights into how different religious traditions shape environmental responsibility and how this can

be effectively integrated into educational systems worldwide. Future studies could also explore the challenges and successes of implementing interreligious eco-ethics in diverse educational settings, providing further evidence to guide the development of inclusive and effective environmental education models.

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