

# Ta'dib in a Multicultural Digital Society: A Conceptual Framework for Ethical and Inclusive Interactive Education

Hayati Ismail<sup>a</sup>✉ | Fauziah Hassan<sup>b</sup>

<sup>a</sup>Department of Major Language Studies, Universiti Sains Islam Malaysia, Malaysia.

<sup>b</sup>Department of Leadership and Management, Universiti Sains Islam Malaysia, Malaysia.

## ABSTRACT

The rapid expansion of digital learning environments has intensified concerns regarding the erosion of ethical values, superficial engagement, and limited inclusivity in multicultural educational contexts. While contemporary educational policies emphasize digital competencies and future-ready skills, there remains a critical lack of integrative frameworks that align technological advancement with ethical and philosophical foundations. This study aims to develop a conceptual framework that integrates the Islamic educational philosophy of *Ta'dib* with interactive new media, in alignment with the Malaysia Education Blueprint 2026–2035, to foster ethical and inclusive learning. Employing a systematic integrative review design, this study synthesizes insights from three key domains: Islamic educational philosophy, digital pedagogy, and national education policy. Data were collected from scholarly literature and policy documents, and analyzed through thematic and comparative synthesis to identify conceptual convergences, gaps, and opportunities for integration. The findings propose a three-pillar conceptual framework that positions *Ta'dib* as the epistemological anchor, interactive new media as the pedagogical vehicle, and policy directives as the strategic context. The framework operationalizes ethical and holistic education through the Soft–Sharp–Smart competency structure and a recursive pedagogical cycle emphasizing intentionality, practice, reflection, and social impact. It demonstrates that digital technologies, when guided by ethical principles, can function as transformative environments for cultivating moral reasoning, intercultural competence, and responsible digital citizenship. The study contributes theoretically by bridging fragmented domains of philosophy, technology, and policy, and offers practical implications for educators and policymakers seeking to implement ethically grounded and inclusive digital education in multicultural societies.

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## INTRODUCTION

The rapid expansion of digital technologies has fundamentally transformed contemporary education systems, particularly through the proliferation of interactive new media such as virtual learning environments, social platforms, and AI-driven tools [1]. Globally, over 5.3 billion people—approximately 66% of the world's population—are active internet users, while UNESCO reports that more than 70% of students worldwide engaged with digital learning platforms during and after the COVID-19 pandemic. In multicultural societies such as Malaysia, where ethnic, religious, and linguistic diversity is deeply embedded in the educational landscape, the integration of digital media introduces both opportunities and ethical challenges [2]. While digital platforms enhance accessibility and engagement, they simultaneously expose learners to issues such as misinformation, cultural bias, and the erosion of moral values, thereby necessitating a value-based educational framework capable of guiding digital interaction.

The concept of *Ta'dib*, rooted in Islamic educational philosophy, emphasizes the holistic development of individuals through the cultivation of ethical conduct (*adab*), intellectual discipline, and social responsibility [3]. Contemporary scholarship has increasingly revisited *Ta'dib* as an alternative paradigm to address the moral and epistemological gaps in modern education systems, particularly in Muslim-majority and multicultural contexts. Parallel to this, recent advancements in educational technology highlight the growing role of interactive new media in fostering student-

centered learning, collaboration, and digital literacy. However, the current state of the art reveals a fragmented discourse: while studies on digital pedagogy emphasize technological effectiveness and engagement metrics, and research on Ta'dib focuses on moral and spiritual development, there is limited integrative work that bridges these domains into a unified conceptual framework [4].

Despite the growing body of literature in both Islamic education and digital learning, a significant research gap persists in the absence of a comprehensive model that systematically integrates Ta'dib principles with interactive new media in multicultural educational settings [5]. Existing studies tend to treat ethical education and digital innovation as parallel rather than intersecting domains, resulting in a lack of theoretical models that address the ethical implications of digital interaction in diverse societies. Furthermore, much of the current research remains either contextually narrow or technologically deterministic, overlooking the socio-cultural complexities inherent in multicultural classrooms [6]. This gap is particularly evident in policy-oriented frameworks, where digital transformation initiatives often prioritize technical competencies over ethical and inclusive dimensions.

This study addresses the need for a conceptual integration of ethical, technological, and multicultural dimensions by proposing that the absence of a Ta'dib-informed framework in digital education contributes to fragmented value formation, limited inclusivity, and the insufficient development of ethical digital citizenship among learners [7]. The current trajectory of digital education, driven largely by efficiency and scalability, inadequately incorporates moral epistemologies and intercultural sensitivity, thereby reinforcing systemic imbalances in knowledge production and social interaction. Consequently, the lack of a cohesive framework undermines the potential of education systems to cultivate ethically grounded individuals capable of navigating complex multicultural digital environments [8].

The urgency of this research is underscored by the increasing demand for education systems to produce not only digitally competent but also ethically responsible and culturally aware citizens in the 21st century. As nations such as Malaysia advance toward future-oriented policy frameworks like the Education Blueprint 2026–2035, the integration of ethical paradigms within digital transformation becomes a critical priority. International organizations, including UNESCO and OECD, have emphasized the importance of global citizenship education, digital ethics, and inclusivity as core competencies for sustainable development. In this context, developing a Ta'dib-based conceptual framework for interactive new media is both timely and essential, offering a novel contribution that aligns moral philosophy with technological innovation to support inclusive, ethical, and culturally responsive education.

## LITERATURE REVIEW

The positioning of *Ta'dib* as the philosophical bedrock of Malaysia's educational agenda is often presented as a natural alignment with the National Education Philosophy (NEP); however, a closer examination reveals a more complex interplay between normative ideals and their practical realization [9]. While the NEP's aspiration to develop "balanced and harmonious individuals" reflects the ethical and holistic orientation of Ta'dib, existing scholarship tends to treat this alignment as conceptually sufficient rather than analytically interrogated. Al-Attas' formulation of Ta'dib as the inculcation of *adab*—encompassing moral discipline, intellectual clarity, and spiritual consciousness—provides a robust epistemological foundation, yet its operational translation into contemporary educational systems remains under-theorized [10]. In particular, the integrative nature of Ta'dib, which unifies *ta'lim* (knowledge transmission) and *tarbiyah* (holistic nurturing), challenges the prevailing compartmentalization of modern curricula that often separate cognitive achievement from ethical formation. Thus, while Ta'dib is frequently invoked as a philosophical ideal, its function as a transformative pedagogical paradigm within state-led education systems requires deeper critical articulation [11].

This tension becomes more evident when examining the Malaysia Education Blueprint 2015–2025 (MEB 2015–2025), which explicitly adopts the language of holistic and balanced human development. On the surface, the Blueprint

appears to successfully translate Ta'dib into policy through its emphasis on ethics (*akhlak*), knowledge (*ilmu*), and civic responsibility [12]. However, critical analyses suggest that such policy articulations often remain aspirational, with implementation mechanisms disproportionately oriented toward measurable academic outcomes and economic competitiveness. The framing of holistic graduates within the Blueprint, while rhetorically aligned with Ta'dib, is embedded within a broader global discourse of human capital development, thereby creating an implicit tension between moral formation and market-driven educational priorities [13]. Consequently, the ethical dimension risks being instrumentalized rather than authentically integrated, reducing Ta'dib to a symbolic reference rather than a guiding epistemology in pedagogical practice.

The transition to the Malaysia Education Blueprint 2026–2035 (MEB 2026–2035) introduces a renewed emphasis on adaptability, human-centric learning, and future-ready competencies, signaling an awareness of the limitations of prior frameworks [14]. The integration of the Soft–Sharp–Smart skills triad may be viewed as an effort to reconceptualize holistic education within a digitally mediated and globally interconnected landscape. However, from a critical standpoint, this framework also reveals a persistent tension in balancing value-oriented educational principles with the accelerating demands of digital transformation. While 'Soft' skills resonate with the ethical and spiritual dimensions of Ta'dib, and 'Sharp' skills align with intellectual mastery, the operationalization of 'Smart' skills within technologically intensive environments raises questions about how ethical reasoning is sustained amidst algorithm-driven learning ecosystems [15]. Existing literature on educational technology emphasizes engagement, personalization, and scalability, but rarely addresses how these affordances can be harmonized with the cultivation of *adab*, particularly in multicultural and pluralistic societies.

This disjunction highlights a broader limitation within current scholarship, where the domains of Islamic educational philosophy and digital pedagogy remain largely parallel rather than integrative. Studies on Ta'dib predominantly focus on moral and metaphysical dimensions, often within traditional or faith-based educational settings, while research on interactive new media prioritizes technological innovation and learner engagement, frequently adopting secular and utilitarian frameworks [16]. As a result, there is a lack of conceptual models that systematically synthesize these perspectives to address the ethical complexities of digital learning environments. Moreover, the multicultural dimension—central to Malaysia's socio-educational context—is insufficiently theorized in both strands of literature, leading to a gap in understanding how value-based education can be meaningfully enacted across diverse cultural and epistemological backgrounds [17].

Taken together, the literature reveals not merely a gap in application but a deeper epistemological fragmentation between philosophy, policy, and practice. While a coherent philosophical-policy continuum can be traced from the NEP through successive education blueprints, this continuity does not automatically translate into pedagogical coherence in digitally mediated contexts. The challenge, therefore, is not simply to adopt Ta'dib within existing frameworks, but to reconceptualize it as an active, adaptive paradigm capable of engaging with the affordances and risks of interactive new media [18]. This necessitates a shift from viewing digital technologies as neutral tools to understanding them as value-laden environments that shape cognition, interaction, and identity formation. In this regard, the integration of Ta'dib with interactive new media represents not only a pedagogical innovation but also a critical intervention aimed at restoring ethical intentionality within contemporary education systems, particularly in multicultural and digitally saturated societies.

## METHODOLOGY

### Research Design

This study adopts a systematic integrative review design, which enables the synthesis of diverse bodies of knowledge to generate novel theoretical frameworks and conceptual insights. Unlike traditional systematic reviews

that prioritize homogeneity of empirical studies, the integrative approach allows for the inclusion and critical combination of philosophical texts, policy documents, and empirical research, thereby supporting theory-building across interdisciplinary domains. This design is particularly appropriate given the study's objective to bridge Islamic educational philosophy, digital pedagogy, and national education policy—domains that are often epistemologically and methodologically fragmented. By employing a structured yet flexible synthesis strategy, the research moves beyond descriptive aggregation toward critical integration, where concepts are reinterpreted and recontextualized to construct a coherent and original conceptual framework.

### Sources of Data

In line with integrative review methodology, the “participants” of this study consist of purposefully selected scholarly and policy sources rather than human subjects. These sources are categorized into three principal domains: (1) philosophical works on Ta'dib, including seminal texts by Syed Muhammad Naquib al-Attas and subsequent scholarly elaborations on Islamic epistemology; (2) empirical and theoretical studies on interactive new media in education, encompassing peer-reviewed journal articles on digital pedagogy, immersive technologies (e.g., AR/VR), gamification, and collaborative platforms; and (3) official policy documents, particularly the Malaysia Education Blueprint 2015–2025 and 2026–2035, alongside supporting governmental and institutional reports. Selection criteria include relevance to the research focus, academic rigor (e.g., indexed journals, authoritative texts), and conceptual contribution to ethical, technological, or policy dimensions. This purposive sampling ensures that the dataset reflects both depth and breadth across the intersecting domains under investigation.

### Instruments

The primary instrument employed in this study is a structured document analysis protocol, designed to systematically extract, code, and compare key concepts across the selected sources. The protocol consists of predefined analytical categories aligned with the study's three pillars: (1) ethical-philosophical constructs (e.g., *adab*, moral reasoning, epistemological integration); (2) technological-pedagogical features (e.g., interactivity, immersion, learner engagement, digital risks); and (3) policy-oriented objectives (e.g., human-centric learning, digital transformation, inclusivity). In addition, a thematic coding framework is utilized to identify recurring patterns, conceptual convergences, and tensions within and across the datasets. This dual-instrument approach ensures both analytical consistency and interpretive depth, enabling the systematic transformation of qualitative textual data into structured insights for synthesis.

### Data Collection Process

Data collection follows a systematic and iterative process. First, relevant literature is identified through academic databases such as Scopus, Web of Science, and Google Scholar using targeted keywords including “Ta'dib,” “Islamic education philosophy,” “interactive new media,” “digital pedagogy,” and “Malaysia Education Blueprint.” Second, inclusion and exclusion criteria are applied to refine the dataset, prioritizing recent, high-impact, and conceptually relevant works while excluding redundant or methodologically weak studies. Third, official policy documents are retrieved from authoritative governmental sources to ensure accuracy and contextual relevance. The selected materials are then organized and managed using reference management tools, facilitating traceability and systematic review. Throughout this process, iterative reading and memo-writing are conducted to capture emerging insights, refine thematic categories, and ensure alignment with the research objectives.

### Data Analysis

The data analysis employs a multi-stage thematic and integrative synthesis approach. In the first stage, thematic analysis is conducted to identify and code key concepts within each domain, generating core themes

such as “ethical anchoring,” “digital interactivity,” and “human-centric competencies.” In the second stage, a comparative synthesis is undertaken to examine relationships, convergences, and divergences across the three pillars, enabling the identification of both complementarities and tensions. In the third stage, a gap-oriented analytical lens is applied to uncover conceptual discontinuities, particularly the absence of integrative models that connect ethical philosophy with digital pedagogy in multicultural contexts. Finally, these insights are consolidated through theoretical integration, where constructs from one domain are used to inform, extend, or critique those in another—for instance, positioning *adab* as a normative framework to guide the ethical deployment of interactive media. This analytical process culminates in the development of a novel conceptual framework, which synthesizes philosophical principles, technological affordances, and policy imperatives into a coherent model for ethical and inclusive digital education.

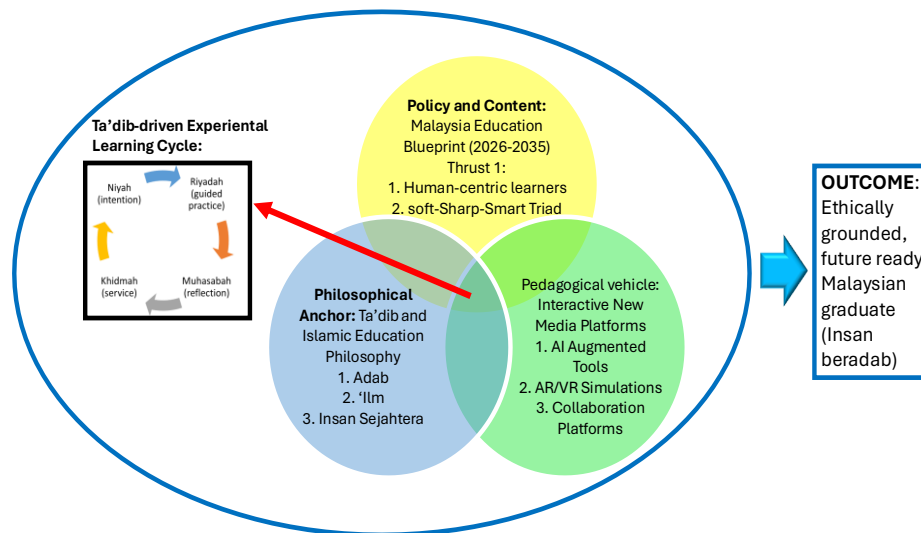
## RESULTS AND DISCUSSION

### Conceptual Integration of Ta’dib, Digital Pedagogy, and Policy Alignment

The proposed framework advances beyond conventional integrative models by repositioning Ta’dib not merely as a philosophical reference point, but as an organizing epistemological core that actively shapes the logic, purpose, and direction of digital pedagogy within policy-driven educational reform. Rather than treating technology, ethics, and policy as parallel domains, this study argues that meaningful integration requires a hierarchical coherence, where philosophical principles guide pedagogical design, and policy functions as an enabling rather than defining structure [19]. In this regard, Ta’dib provides a normative anchor that redefines the aims of digital education—not as the acquisition of technical competencies alone, but as the cultivation of ethically grounded, socially responsible, and intellectually disciplined individuals. This repositioning challenges dominant techno-centric paradigms that often prioritize efficiency, scalability, and engagement metrics while marginalizing deeper questions of moral purpose and epistemic integrity [20].

At the level of policy alignment, the Malaysia Education Blueprint 2026–2035 (MEB 2026–2035) is critically reinterpreted not simply as a strategic document, but as a contested site of translation, where global discourses on digital transformation intersect with local philosophical commitments. While the Blueprint’s emphasis on human-centric, adaptive, and entrepreneurial learners appears compatible with the holistic vision of Ta’dib, this alignment is neither automatic nor complete [21]. The Soft–Sharp–Smart skills triad, for instance, provides a useful structural articulation of competencies, yet it remains conceptually underdetermined without a unifying ethical framework. This study contends that Ta’dib performs this integrative function by embedding moral intentionality (*niyyah*), ethical conduct (*adab*), and societal responsibility (*khidmah*) within each skill domain [22]. Consequently, the framework reframes policy competencies not as discrete outcomes, but as interdependent dimensions of human development, thereby addressing a key limitation in policy discourse where ethical values are often appended rather than structurally embedded.

The integration with digital pedagogy further extends this argument by interrogating the assumption that interactive new media are inherently neutral or universally beneficial. Existing literature frequently celebrates technologies such as immersive simulations, collaborative platforms, and AI-driven tools for their capacity to enhance engagement and personalize learning [23]. However, such accounts often overlook the value-laden nature of digital environments, which actively shape patterns of interaction, authority, and knowledge construction. Within this framework, interactive new media are reconceptualized as pedagogical spaces of ethical formation, where the principles of Ta’dib must be intentionally operationalized. This entails a shift from viewing technology as a delivery mechanism to understanding it as a mediating structure that can either reinforce or undermine ethical consciousness, depending on how it is designed and enacted. Thus, the integration is not additive but transformative, requiring a reconfiguration of both pedagogical assumptions and technological practices [24].



**Figure 1.** Conceptual Framework of the Three Pillar-Model to Operationalize Ta'dib

As illustrated in figure 1, the conceptual framework is structured around a three-pillar model that captures the dynamic interplay between philosophical grounding, pedagogical mediation, and policy direction. Crucially, the framework does not present these pillars as static components, but as part of a relational system in which each dimension continuously informs and constrains the others [25]. The philosophical pillar (Ta'dib) establishes the normative criteria for evaluating both pedagogical strategies and policy objectives; the technological pillar (interactive new media) provides the experiential means through which these values are enacted and internalized; and the policy pillar (MEB 2026–2035) defines the institutional and strategic context within which this integration must operate. This relationality is central to the framework's originality, as it moves beyond linear models of implementation toward a systemic understanding of educational transformation [26].

Importantly, this integrative model also addresses a critical blind spot in existing scholarship: the lack of frameworks capable of navigating multicultural complexity within digital learning environments. By embedding Ta'dib within the structure of digital pedagogy and policy alignment, the framework introduces a value-based approach to inclusivity that goes beyond procedural diversity [27]. Ethical conduct (adab) is not confined to individual behavior but extends to intercultural dialogue, respect for epistemological plurality, and responsible digital citizenship, thereby aligning with broader global discourses on democratic and inclusive education. In this sense, the framework contributes not only to Islamic educational thought but also to wider debates on how education systems can reconcile technological advancement with ethical and cultural integrity [28].

Taken together, this subsection establishes the conceptual foundation of the study by demonstrating that the integration of Ta'dib, digital pedagogy, and policy is not a matter of alignment at the level of rhetoric, but of restructuring the underlying logic of educational design [29]. The framework's significance lies in its ability to transform abstract philosophical principles into a coherent system that informs both practice and policy, offering a robust alternative to fragmented approaches that treat ethics, technology, and governance as separable concerns. This positions the study as a substantive theoretical contribution with implications extending beyond the Malaysian context to broader global discussions on ethical and inclusive digital education.

### Operationalizing Ethical and Inclusive Learning through Interactive New Media

The operationalization of ethical and inclusive learning within this framework necessitates a fundamental shift from viewing interactive new media as neutral instructional tools toward understanding them as value-mediated

pedagogical environments [30]. While prevailing educational technology literature emphasizes affordances such as engagement, personalization, and scalability, these dimensions alone are insufficient to guarantee meaningful learning outcomes, particularly in multicultural contexts. This study contends that without an explicit ethical architecture, digital learning environments risk reproducing superficial engagement, fragmented knowledge acquisition, and culturally insensitive interactions. Therefore, the integration of *Ta'dib* introduces a normative pedagogical logic in which technological affordances are subordinated to ethical intentionality, ensuring that digital interactions are structured to cultivate *adab*, critical reflection, and social responsibility [31].

Central to this operationalization is the reconceptualization of learning activities as experiential sites of ethical formation, rather than merely vehicles for skill acquisition. Interactive new media—such as simulations, collaborative platforms, and digital storytelling tools—are not inherently transformative; their pedagogical value depends on how they are embedded within a framework that aligns cognitive processes with moral and social dimensions [32]. For instance, collaborative digital environments can either reinforce transactional participation or foster deliberative, respectful engagement depending on the presence of guiding ethical principles. Within this framework, *adab* functions as a regulative principle, shaping not only what students learn but how they interact, negotiate meaning, and construct knowledge collectively. This moves the discourse beyond functional digital literacy toward ethical digital praxis, where learners are trained to navigate complexity with discernment and responsibility [33].

**Table 2.** Integration and Ta'dib Embodiment based on MEB Skill Category

<b>MEB Skill Category</b>	<b>Anchoring Ta'dib Principle</b>	<b>Exemplary Interactive New Media Activity</b>	<b>Integration and Ta'dib Embodiment</b>
SOFT SKILLS (Ethics, Empathy, Resilience)	Akhlak & Adab (Virtuous Character & Decorum)	1. Collaborative Digital Ethics Simulation: Managing a virtual city facing an AI governance dilemma on platforms like <a href="#">Gather.town</a> . 2. Reflective Vlogging Portfolio: Maintaining a private video journal on <i>Flipgrid</i> for self-reflection.	Makes ethical reasoning experiential. <i>Adab</i> is practiced in digital team negotiations and communication. The vlog fosters <i>muhasabah</i> (self-accountability), building spiritual resilience by linking learning to personal growth.
SHARP SKILLS (Technical, Analytical, AI-augmented)	'Ilm (Deep, Applied Knowledge)	1. AI-Augmented Data Challenge: Using <i>Google Colab</i> & GenAI to analyze real-world datasets, critically evaluating AI output. 2. Cross-Disciplinary Design Sprint: Virtual ideation and prototyping using <i>Miro</i> and <i>Figma</i> .	Applies <i>'ilm</i> to contemporary tools, teaching command with discernment. The <i>adab</i> of knowledge is manifested in ethically citing AI assistance, validating results, and upholding intellectual integrity.
SMART SKILLS (Social, Humanitarian, Systemic)	Insan Sejahtera (Human Well-being & Flourishing)	1. Global Virtual Exchange: Collaborating with international peers on a social enterprise project via <i>Zoom</i> and <i>Slack</i> . 2. Digital Storytelling for Impact: Creating a documentary on a local issue	Puts "human-centric" into practice. The exchange cultivates <i>adab</i> in cross-cultural dialogue. Storytelling roots technical skills in empathy and local context, fulfilling the Ta'dib aim

using <i>Canva/Premiere Rush</i> and planning its social media dissemination.	of <i>khidmah</i> (service) to society.
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The alignment between *Ta'dib* principles and the Soft–Sharp–Smart competency structure further strengthens this operational dimension by demonstrating how ethical, cognitive, and social capacities can be simultaneously cultivated through integrated pedagogical design [34]. As elaborated in Table 2, each competency domain is mapped onto specific ethical constructs and enacted through carefully designed interactive activities. However, the significance of this alignment lies not in the activities themselves, but in the intentional layering of meaning across domains. For example, tasks categorized under “Sharp Skills” are not limited to technical proficiency but are reframed through the *adab of knowledge*, emphasizing intellectual integrity, critical evaluation of AI-generated outputs, and ethical use of digital resources. Similarly, “Soft Skills” transcend generic notions of empathy by embedding reflective practices such as *muhasabah*, while “Smart Skills” extend beyond collaboration to include ethical engagement in multicultural and transnational contexts. This integrated approach challenges the reductionist tendency to compartmentalize skills, instead advancing a holistic model of competence grounded in ethical coherence [35].

Moreover, the emphasis on multicultural inclusivity represents a critical advancement over existing digital pedagogy frameworks, which often assume cultural neutrality or adopt a one-size-fits-all approach to learner engagement. In diverse educational settings, digital platforms can inadvertently amplify cultural hierarchies, marginalize minority perspectives, or normalize dominant epistemologies [36]. By embedding *Ta'dib* within the operational structure, the framework introduces a value-sensitive approach to inclusivity, where respect for diversity is not treated as an external add-on but as an intrinsic dimension of ethical conduct. Interactive activities such as global virtual exchanges and collaborative problem-solving are thus reoriented to foster intercultural dialogue, epistemic humility, and mutual recognition, aligning digital learning with broader goals of democratic participation and social cohesion.

The pedagogical cycle underpinning these activities further reinforces the operational depth of the framework by integrating intentionality, practice, reflection, and impact into a continuous process of learning. Unlike conventional instructional models that prioritize output over process, this cycle ensures that learning experiences are anchored in purpose (*niyyah*), enacted through structured engagement (*riyadah*), critically examined through reflective practices (*muhasabah* and *muraqabah*), and ultimately translated into socially meaningful action (*khidmah*) [37]. This cyclical structure addresses a key limitation in digital education, where rapid interaction often precludes deep reflection and ethical internalization. By embedding reflection and purpose within technologically mediated activities, the framework mitigates the risk of instrumentalizing learning and instead promotes transformative internalization, where knowledge and values are integrated into the learner’s identity and practice [38].

However, this operationalization also exposes critical tensions that must be acknowledged. The reliance on interactive new media introduces potential risks, including cognitive overload, digital distraction, and uneven access to technological resources, all of which can undermine the intended ethical outcomes [39]. More importantly, there is a persistent danger of performative ethics, where values such as collaboration and empathy are superficially enacted without genuine internalization [40]. This underscores the necessity of maintaining a strong philosophical anchor, as *Ta'dib* provides the evaluative criteria needed to distinguish between authentic ethical development and its simulation. Consequently, the success of this operational model depends not only on the design of activities but also on the consistency and depth of ethical guidance embedded within them.

In sum, this subsection demonstrates that operationalizing ethical and inclusive learning through interactive new media is not a matter of technological enhancement, but of pedagogical reorientation grounded in ethical philosophy. By integrating *Ta'dib* with digitally mediated practices, the framework offers a robust alternative to prevailing models

of digital education that prioritize efficiency over meaning and engagement over integrity. Its contribution lies in articulating a pathway through which interactive technologies can be harnessed to cultivate not only competent learners but also ethically grounded individuals capable of navigating the complexities of multicultural digital societies.

### **Implementation Dynamics and Strategic Pathways for Sustainable Adoption**

The transition from conceptual coherence to practical enactment inevitably exposes the structural and institutional frictions that shape educational change, particularly within systems undergoing simultaneous digital transformation and value reorientation. While the proposed framework offers a theoretically robust integration of Ta'dib, digital pedagogy, and policy alignment, its sustainability depends on the capacity of educational institutions to navigate deeply embedded constraints that extend beyond technical readiness [41]. Implementation must therefore be understood not as a linear deployment of innovation, but as a multi-layered process of systemic negotiation, where human agency, institutional culture, and policy infrastructures interact in often unpredictable ways [42]. This perspective challenges overly optimistic assumptions that conceptual clarity alone can drive transformation, emphasizing instead the need for context-sensitive and strategically sequenced interventions.

At the core of these dynamics lies the reconfiguration of professional identity, particularly among educators who are positioned as the primary agents of pedagogical change. The shift toward a design-oriented, ethically grounded facilitation role introduces significant cognitive, emotional, and epistemic demands [43]. Unlike incremental pedagogical adjustments, this transformation requires educators to simultaneously engage with new technological ecosystems, reinterpret their disciplinary expertise, and internalize a value-based instructional philosophy. Such expectations risk generating resistance not due to reluctance toward innovation per se, but due to the misalignment between institutional expectations and available support structures. In many cases, professional evaluation systems continue to privilege research productivity over pedagogical innovation, thereby creating a structural disincentive for meaningful engagement with transformative teaching practices. Without recalibrating these institutional priorities, the framework risks remaining aspirational rather than actionable [44].

Beyond the individual level, the systemic conditions of implementation introduce further complexities that directly impact inclusivity and equity. Persistent disparities in access to digital infrastructure—ranging from hardware availability to network reliability—undermine the premise of universally accessible interactive learning environments [45]. More critically, these disparities are not merely logistical but structurally embedded, reflecting broader socio-economic inequalities that cannot be resolved through pedagogical design alone. Consequently, the promise of ethical and inclusive education risks being compromised if technological integration inadvertently reproduces exclusionary dynamics. Addressing this issue requires a shift from viewing access as a technical problem to recognizing it as a policy and governance challenge, necessitating coordinated investment, institutional accountability, and long-term infrastructure planning.

Equally significant is the challenge of maintaining epistemic integrity in the face of rapid technological adoption. The increasing reliance on AI-driven tools and automated systems introduces new forms of dependency that may obscure critical engagement with knowledge production processes. Without deliberate safeguards, there is a risk that learners—and educators—may prioritize efficiency over understanding, thereby eroding the intellectual discipline that Ta'dib seeks to cultivate [46]. This tension highlights a fundamental paradox: while digital technologies expand access to information, they can simultaneously dilute the conditions necessary for deep, reflective, and ethically grounded learning. Sustainable implementation therefore requires not only technical integration but also the establishment of epistemic boundaries and evaluative criteria that preserve the integrity of knowledge practices within digital environments.

In response to these challenges, the pathway toward sustainable adoption must be framed as a strategic realignment of systems rather than isolated interventions. First, professional development must be reconceptualized as an ongoing, practice-embedded process that prioritizes pedagogical reasoning over technical proficiency [47]. Rather than overwhelming educators with tool-specific training, capacity-building initiatives should focus on decision-making frameworks that enable educators to critically evaluate when and how digital tools serve ethical and educational objectives. Second, institutional policies must evolve to recognize and reward innovation in learning design and ethical mentorship, thereby aligning incentive structures with the broader goals of educational transformation. This includes integrating pedagogical contributions into promotion criteria and fostering collaborative communities of practice that support iterative experimentation and shared learning [48].

Third, implementation strategies must adopt a graduated and context-responsive approach, acknowledging that uniform adoption across institutions is neither feasible nor desirable. Pilot initiatives, supported by targeted resources and institutional backing, can serve as adaptive learning sites where the framework is tested, refined, and localized [49]. These initiatives should be complemented by support mechanisms such as technical facilitation teams, peer mentoring systems, and accessible pedagogical resources, ensuring that educators are not isolated in the process of innovation. Importantly, these strategies must remain anchored in the ethical principles of *Ta'dib*, ensuring that scalability does not come at the expense of philosophical coherence.

Finally, sustainable adoption requires a shift in how success is conceptualized and evaluated. Conventional metrics centered on performance outcomes and technological usage are insufficient to capture the transformative aims of ethical and inclusive education [50]. Instead, evaluation frameworks must incorporate indicators of ethical development, intercultural competence, and reflective capacity, even if these dimensions are less easily quantifiable. This reorientation underscores a broader implication of the study: that meaningful educational reform cannot be reduced to measurable outputs alone, but must engage with the qualitative dimensions of human development that lie at the heart of *Ta'dib*.

In sum, the implementation of the proposed framework is contingent upon the alignment of human, institutional, and systemic factors within a coherent strategic vision. By critically engaging with these dynamics and articulating pathways for sustainable adoption, this subsection extends the contribution of the study beyond conceptual innovation toward practical and policy-relevant impact, offering a grounded yet forward-looking model for integrating ethical philosophy within digitally mediated education systems.

## CONCLUSION

The increasing convergence of digital transformation, multicultural complexity, and ethical uncertainty has fundamentally redefined the purpose and practice of contemporary education. Within this evolving landscape, the integration of *Ta'dib* with interactive new media offers a critical reorientation that moves beyond technocentric paradigms toward a more ethically grounded and human-centered educational model. By positioning *Ta'dib* as the epistemological core rather than a supplementary value framework, this approach reasserts the primacy of moral intentionality, intellectual integrity, and social responsibility in shaping meaningful learning experiences, while addressing the limitations of prevailing digital education models that often prioritize efficiency over ethical depth. Alignment with the Malaysia Education Blueprint 2026–2035 further demonstrates that the pursuit of future-ready competencies can remain deeply rooted in philosophical and cultural foundations. The Soft–Sharp–Smart competency structure, when anchored in *Ta'dib*, evolves into a coherent expression of holistic human development, bridging the persistent divide between normative ideals and pedagogical realization. At the level of practice, interactive new media are reconceptualized as value-mediated environments, where ethical digital praxis is cultivated through intentional

design, enabling learners to develop not only technical proficiency but also intercultural awareness, critical reflection, and responsible participation in pluralistic digital societies. The sustainability of this integration, however, depends on the alignment of institutional, professional, and systemic conditions that shape educational implementation. Strategic investment in pedagogy-centered professional development, policy incentives that recognize educational innovation, and equitable technological infrastructure are essential to prevent ethical frameworks from remaining rhetorical aspirations. Ultimately, the proposed integration advances a vision of education as a holistic, ethically oriented, and contextually responsive enterprise, where the true measure of success lies not solely in competencies acquired, but in the formation of individuals who embody ethical responsibility, cultural sensitivity, and intellectual integrity within an increasingly complex digital world.

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## Author Contribution

Hayati Ismail contributed to the conceptualization of the study, literature identification, document analysis, thematic synthesis, and original manuscript drafting. Fauziah Hassan contributed to the refinement of the theoretical framework, methodological validation, policy analysis, critical revision, editing, and final approval of the manuscript. Both authors reviewed and approved the final version of the manuscript and agreed to be accountable for all aspects of the work.

## Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this paper. This research was conducted as part of an academic course, and no financial or personal relationships influenced the findings or conclusions presented.

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