

# Moral responsibility

*by* Miftachul Huda

---

**Submission date:** 12-Jun-2019 04:21PM (UTC+0800)

**Submission ID:** 1142858529

**File name:** Main\_manuscript.docx (82.05K)

**Word count:** 9018

**Character count:** 51870

## **Moral Responsibility for Learning Quality: An Islamic Education Tradition**

### **ABSTRACT**

This chapter examines the distinctive point of view about moral responsibility as the main principle in maximising the learning quality in the perspective of Islamic education. Moreover, the extensive details could be also discussed referring to the strategic comprehensive point of view to contribute into the modern age. Literature review has been adopted to critically examine the detailed overview of learning quality with a comprehensive enhancement in wide range of requirements to achieve quality learning referred to the Islamic education. The findings reveal that through addressing the contextual broad-basis in the learning process to follow up the strategic principles in the requirements combined into the modern age environment, the learning quality could be achieved through committing with the strategic comprehensive principles of moral responsibility. Those are moral responsibility as fundamental purpose of learning process, moral responsibility as strategic principles for learning quality, and moral responsibility as competence skills for learning quality. Thus, this chapter is expected to contribute into the outstanding point of view to enlarge the learning quality procedure in the context of Islamic education contribution into the modern age of education system.

**KEYWORDS:** Moral responsibility, learning quality, fundamental purpose, competence skills, strategic principles, and Islamic education

### **INTRODUCTION**

In the last decade, the potential value of Islamic education with the traditional heritage has been widely elucidated into the number of existing research as a response to maintain its distinctive trends and styles amidst the global challenges in the education system. The dynamic system in Islamic education would particularly have a key driving space to incorporate the unique points to deal with the various issues and challenges to solve referring to both trends and traditions (...). Such enhancements should be carried out in an appropriate manner standard in the basis of the aim of Islamic education. In particular, the predominant deal in the basis of solving the number of challenges within the education system needs to refer to the philosophical overview with a conceptual framework of Islamic education

concern in ensuring the wise approach to apply for the fundamental principles guided to fit into the existing education system. Towards such various challenges faced amidst the education system, today's situation of global education circumstance is potentially to give such impact of the number of concern like lack of moral engagement (...), digital device addiction (...), and less responsibility in any role in the learning process (...). Due to giving such cause of concern, the entire effort to respond the global education in the present situations has been reviewed to indicate in giving insights into the possibly appropriate point of view on the decision making to lead to the policy procedure standard to implement in the current education system. In the Islamic overview, the conditions to enlarge such influential concern in giving the core point into alternative decision of educational institutions could be viewed to the Islamic concept of education with providing a whole transmission from the planning to the implementation basis like (Halstead, 2004), sustaining moral enhancement in teaching and learning basis (Huda et al., 2016), traditional wisdom for sustainable learning in the Islamic point of view (Huda et al., 2017), and also the moral teaching in the record of world history (...). All these indicate the attempts to transmit the possible way to contribute into supplying an alternative point into the current education system. Through addressing the number of interrelated issues, such effort plays a key role in contributing the supplemental overview in advocating the strategic orientation of Islamic way of understanding as the main priority to gain the success in this life and hereafter amongst the Muslim society.

With achieving such alignment, the fundamental overview in the way to provide the strategic principles through addressing the outstanding guidelines of the personal and social concern with moral manner should be determined as an attempt to promote the individual performance as the first step to lead to create the societal condition. As a result, the attempts in guiding the human behaviour in assisting the intellectual, physical, and also moral enhancement in the context of teaching and learning (T&L) are potentially in line with conceiving the entire process of shaping and transforming the education quality itself (...). In particular, the fixed combination between the experiential basis and behavioural substance could play a supremacy point of view in determining the individual driving as a pivotal factor to contribute into the quality of education consequently through underlining the conditions towards the external educational environment.

In line with the attempts to determine the point of individual performance through conditioning to control the state of the educational environment, the pivotal role in this scheme would be enhanced in disseminating the information and knowledge transfer together

with making influential towards the individual's moral manner. Moreover, the moral substance to shape the human condition whether they are in personal and social condition should bring along with strategic understanding towards Islamic values to enlarge the significant role in assisting to shape the surroundings with a systematic distribution about the environmental concern in the educational setting (...). In order to sustain such impact in attaining the fundamental aims as the pivotal dimension in the education setting, the augmented process could allow the teaching process in adopting the moral values appropriately referring to the situation and condition. In this view, attempts to impart the knowledge and moral manner in the Islamic point of view should start from aligning the strategic principles of comprehensive requirements for learning process in order to achieve the learning quality attribution into the education system (...). Due to the main obligation of knowledge inquiry in the context of Islamic overview, such certain requirements have to do with determining the achievement extent to proceed 'what to do in fulfilling prior to the progress achieve in the certain stage'. In considering such attainment within the procedural context, both progressive level and number of requirements to explicate in the knowledge acquisition process needs to incorporate the design of main principles together with effective ways to carry out among the students and teachers in order to achieve the better result in their process.

In referring to the number of existing work on the way to enhance the strategic learning enhancement (...), there has been lack of concern about how Islamic education contribution to the modern age-education system, particularly in the context fulfilling the number of strategic certain principles through comprehensive requirements in the learning process. In reviewing this, providing the crucial elements to monitor in the entire process of T&L is potentially a useful point in determining the valuable insights for human behaviour shaping mainly in supplying their balance between intellectual and moral dimension. Thus, this chapter attempts to examine the fundamental notion of principle about comprehensive requirement in the learning process with a strategic point to maximise the learning quality in the perspective of Islamic education. In this chapter, the presentation will be provided in referring expanding moral responsibility as a fundamental goal in the learning process. Moreover, the capability to enhance entirely serious consciousness for learning inquiry is potentially expanded with maintaining continuous commitment of controlling the emotional stability in learning. In particular, the learning enhancement with sustaining financial supplement could bring along with strengthening T&L engagement with strategic partnership

through the planning strategy for learning management system (LMS). As a result, this chapter is expected to contribute into the outstanding point of view to enlarge the learning quality procedure in the context of Islamic education contribution into the modern age of education system. It is surely the learning quality should do with the commitment of taking a serious concern of moral responsibility awareness, brought to the contextual broad-basis combined into the modern age environment.

### **Aims and Learning Commitment in Islam**

The learning commitment in Islamic point of view could be escaped from the extensive comprehension about the purpose of learning itself. In Islam, the essential basis to have the first understanding about the clear purpose in education itself has three core points in the way to transmit the knowledge inquiry, knowledge transfer and also knowledge execution (...). In other words, the entire attempts to understand the educational setting process should do with bringing along with the inextricable link between educating, coaching, and implementing in the sense that is tied into *ta'lim*, meaning of schooling, teaching or instruction), *tarbiyyah*, meaning of breeding, upbringing or nurturing, and *ta'dib* meaning of knowledge or knowhow about something, learning, awareness about a piece of information, (...). In the point of referring to the apparent basis of aspects and dimensions of educational setting concept, the balanced combination between the human intellectuality and morality could facilitate the expansion of education quality in the sense that is endured with the knowledge and the good manners development (Halstead, 2004). It is apparently that the aspects of human awareness in the distribution process of educating through the learning quality could give a feedback in facilitating the enlargement of the significant principles in producing the individual with moral, intellectual and spiritual balance.

In the overview of Islamic concept in transmitting the learning commitment to drive in the right path within bridging the spiritual and mental substance, the outstanding code of conducting the learning process should bring along with mutual understanding to enlarge the main priority of behaving the Tawhid orientation as the first goal. Through a fixed combination of the purposeful orientation, the committed awareness in assisting the process of T&L could be organised into the tenets of religious sphere in upholding the belief to God. In supplying the orientation to have the balanced personality, both morality and intellectuality should be started with fitting the goal setting referring to the core foundation of all the

process in absorbing the knowledge understanding appropriately (...). Since the moral substance itself as in Islamic perspective contains the religious principles to adhere, it has a core point in serving as upholding the fundamental elements of nurturing the human behaviour with moral, spiritual and intellectual dimension to ensure their understanding stage of what is good, appropriate and wise act amidst their daily life circumstance. The sphere of behaving the obvious balance between religious understanding principle and moral manners way could ensure the potential pathway in nurturing the human personality substance fitted in the Islamic education aims. As a result, transmitting moral and intellectual dimension in the T&L process needs to expand the substantive value of making the goal decision more appropriately in the context of contemporary education system (...). Attempts to have the mutual process combined between producing and sustaining the personal quality within Islamic education should bring along with promoting the morality with religiosity as a valuable insight into shaping the human character behaviour.

As such, the clear overview towards behaving the ultimate goal as a fundamental element to start with what is morally good refers to the way of comprehending the morality to link into the religious values. The valuable insights of ethical behaviour as indicated in the religious principles should do with determining the moral knowledge and moral understanding. At this point of view, the religious personality will have a mutual link into the ethical engagement determined to consider in particular representing the essential basis of moral obligation in contributing into the society's development. The oriented necessity to enlarge the valuable determination of moral manner assigned with religious principles would lead to have a significant attribution of gaining the personal quality within Islamic point of view. As a result, the essential presence of morality as indicated in the Islamic education refers to sustain the nurturance of morally religious sphere transmitted into preparing the learning process in achieving the obviously detailed goal as a fundamental element in continuing the further deal with the strategic process in the knowledge transfer and inquiry.

In the attempts to attain such level, the purpose in learning should be oriented to promote the wellbeing of individual quality and social responsibility awareness (Huda et al., 2018). In this view, the strategic principle to bridge in transmitting the particular goal is designed into performing the central aspects, namely providing the beneficial value of societal concern and together with ensuring the quality of T&L assigned into the contemporary instruction trends, like digitalization, online based tool (...). In terms of the curriculum design of Islamic education aligned into the purpose as a fundamental element,

the learning process should bring along with providing the students a wide range of competence and technics towards knowing the knowledge transfer while supplying their continuity sustenance of religious spirituality. In particular, the sustainability in managing the students' awareness to commit with the moral obligation referring to the Islamic principles should be considered in particular into the major concern in transforming the individual quality. Moreover, the aspect of committed awareness in increasing the spiritual and physical aspects plays a key role in transmitting the generous continuity in expanding the baser-self in ensuring their personal quality and social concern in a balanced point of view. In the way to enhance in extent of educating and coaching in the learning process, there are a number of points to enlarge the purpose to deal with determining the mutual aspects of performing the generic strategy to commit into the continuity basis in the school basis. Those are

- 1) Seek for the knowledge of divine existence together with the concerns of the wide range of creation i.e. humankind;
- 2) Commit with pursuing the pleasing to Allah
- 3) Assist the success on this life and hereafter life
- 4) Make a clearance of ignorance towards oneself
- 5) Maintain the religious life circumstance to achieve peace life
- 6) Enhance the cognitive extent (*'aql*) to improve the better quality in the society (al-Zarnūjī, 2008).

The further exposure about the purpose shown above could be determined into three core parts, namely the purpose of gaining *'ibadah*, relation to God; obtaining *mu'amalah*, relation to the societal humankind; and the next purpose related to individual quality enhancement (Huda & Kartanegara, 2015). In particular, the wide range of purpose in learning process should do with combining individual, social and religious development in the sense that is transmit into T&L process, committed into the moral manner within the education system. As such, the motivation to sustain the purpose in determining the successful attainment refers to the entire ethical aspects.

### **Moral Responsibility as Fundamental Purpose of Learning Process**

As indicated in the purposeful orientation in the learning process, both moral engagement and professional cognition should be balanced in the sense that enhances the responsible

awareness among the learners in the context of school context. The particular essence of behaving moral manners to deal with the social community should be widely transmitted into incorporating the individual quality assurance. Emphasising the Islamic point of view in the moral ethics should do with enhancing their responsibility extent mainly in the context of teacher-students relationship in the learning process, such as in the certain study course (...). The ethical foundation should be emphasised in general discourse with maximising the responsible awareness for the self-orientation and social engagement process. In particular, attempts to determine the moral engagement should bring along with searching for the knowledge appropriately linked into the moral manner to implement in the real society at large.

In addition, the moral obligation to involve in the learning and teaching process has to start with addressing the continued engagement between them in obtaining the knowledge in line with enhancing the respectful awareness. The moral manners have the inextricable link towards the subject matters or whatever students learn. As a result for curriculum design, the first attention to apply for that case is on determining the goal orientation as an earlier point of forwarding the moral aspects, including the religious belief orientation. Through careful consideration of making sure towards achieving the particular purpose with maintaining the main principles of Islamic point of view, knowledge understanding should be balanced into the moral implication in facing the latest condition within the certain circumstance, such as making harmony in multiracial society (...), ethical commitment in the multi-background relationship (...), and also teaching and learning-based moral engagement (...). Moreover, moral orientation as the main goal in underlying the process entirely within the wide range of subject courses is widely a key factor to enhance the continuity of program to benefit all the society at large, since in Islamic perspective all knowledge has the ethical point to determine in transmitting the value of information which will give an insightful point into the school platform.

In line with achieving the main principle of Islamic education orientation, attempts to determine the knowledge transfer into the benefitting value into the society have been widely transformed into the curriculum design assigned by the stakeholder in order to provide the useful platform to use amidst the T&L based instruction. In this view, the strategic determination in providing the quality of education refers to the way to manage the actual circumstance in the school environment by highlighting the main point of moral obligation to adhere as a result of the field based implementation from the conceptual framework designed

by the stakeholder. As a point of ensuring the balance between morality and professionalism to be transmitted in the T&L orientation, giving the key illustration of what subject matter will be delivered among the students is also a key point in enabling their learning orientation within the moral obligation. As a result, the usability of knowledge inquiry together with experience supplement in this essence should bring along with an important prerequisite of moral responsibility incorporated into the learning purpose orientation (...). The committed awareness of careful engagement in considering the moral obligation amidst the learning courses has an absolute consequence to give the insightful value into the outcome-based learning quality (...). Attempts to search for the personal and social quality standard in engaging the life circumstance whether they are in the school or in the societal concern are in line with the way they search for knowledge to understand the flow of condition and solution appropriately within the Islamic point of view.

In the effort to setting the moral responsibility together with learning purpose, the mutual involvement of supplying such enhancement of knowledge on what to do appropriately and wisely should be considered in particular in finding out the careful solution of problems taken into facing in the community at large, or even in the primary house case for instance. In this view, the mutual link between the life purposes for what they learn has the consequence to enlarge commitment of personal quality of human being and also their engaged empathy for instance refers to the entirely oriented education procedure in following the main foundation as the philosophical framework designed by the stakeholder (...). This particular attainment should do with giving the inextricable implication towards the determination of career to enhance their life in the economic growth in the society at large (...). In this view, any knowledge to search for in the learning process such as astronomy is potentially to have a beneficial value to give assistance of determining the position of *Qiblah*, the direction for Muslim prayer for worship. This is committed to that the most eligible to recommend among the knowledge fields is on the one with elevating the spiritual growth (Zarnūjī, 2008).

In terms of enhancing the learning quality with their strategic orientation as the dynamics to feature the mutual assistance of determining the appropriate fields of obtaining the learning goal, the synchronisation of that goal should be attempted with featuring the Islamic values in helping which fields still relevant to achieve the learning purpose. For instance, when the learner is committed to become an Engineer, then s/he should bring along with ethically engaged compatibility towards whether it is still reliable into the Islamic values

in particular. As a result, the point of applying for the components of both mathematics sciences together with science become a prominent element to support the learning basic to engineering, with compounding the essential value of the Islamic values (...). The entire process of engagement to commit with the mutual achievement of learning goal and program instruction is potentially an earlier part of nurturing the knowledge understanding of certain subject matters with tying the Islamic values essentials (Paramboor & Ibrahim, 2014). The continued inclination in sharing and receiving the knowledge from others would give the multiple time of comprehension stage than the one with keeping own wisdom based island in a convenient condition. Since the goal orientation in T&L process with imparting the knowledge understanding, such condition would assist in improving the personal quality of wisdom and also awareness. As such, this attainment has the mutual link that the most valuable person with the best virtuous is the one with continuing for learning and teaching to others.

#### **Moral Responsibility as Strategic Personal Abilities for Learning Quality**

These two oriented standard quality would have a subsequent point in determining the main principles of Islamic education T&L basis. The objective point of behaving the purpose as a basic orientation of applying for the indicators transmitted into the individual quality. Since learning quality has an optional discourse in determining the entire process of T&L instruction, the mutual benefit to achieve fitted into the philosophical goal has to do with brining the commitment of moral obligation as the mutual responsibility (...). The specific objection refers to the way of looking at the certain issues together with finding the solution appropriately within the Islamic principles, *hikmah*, wisdom-oriented basic system. This system will allow the appropriately useful ways to give the possible solution to respond the challenging issues, such as conflict (...). As a prominent component, this attainment of *hikmah* could be designed into the principle wisely within the stage of education together with the commitment of purpose determination in the T&L procedural context. The balanced orientation of giving the usefulness could start with expanding the specific purpose whether they are individual, social and religious concern. This should be widely addressed through the following accessibility on the assessment of beneficial components into the society and also measurement of teaching quality process. It is certain that attempts to prepare such quality standard to meet the challenges like moral decadences, irresponsibility involvement, and even ethical challenges could be transmitted into serving as the basic requirement to achieve the

orientation of societal goal. Through educating and mentoring the quality basis setting on managing the dynamic systems in T&L, determining the individual development oriented purpose should bring along with the way of graduates to go through the steps provided in the curriculum design. In particular, the strategic encouragement has to follow the goal commitment set into the condition where the process should deal with a dynamic extent in enabling the wide range of material moment in facilitating the situation into a good typical circumstance to transform the human being to sustain their knowledge understanding in underlying their life.

In line with transmitting the performance quality for T&L, it is certain that the strategy with behaving a number of capabilities to give insights into assisting the achievement towards the goal orientation in its process could be accommodated through the entire putting into practice about the basic principles in the educational setting. Moreover, an attempt to formulate the strategic concern in T&L is necessarily supposed to contribute into the outcome basis where knowledge cognition and moral responsibility would be the main priority as the achievement basis (...). Led by setting the learning quality, moral commitment in underlying the entire process from designing the purpose to the outcome prospect should be considered in particular point of how the process go through the steps wisely within the Islamic values basis. All the efforts should focus on committing with the purpose-oriented design of instruction in the way which transforms the core aims to keep in mind as a particular consequence. It is the main point of targeting the human concern in the society in enabling the accessibility of the certain project in the social needs orientation together with preparing the growth possibility towards the demands in the society. In this view, the moral consideration as a prominent supplement in underlying such efforts is widely essential to sustain the Islamic values to give insights into the worldview framework which can give to transmit amidst the society at large. Bringing the committed ways of Islamic values could enhance the quality set through the purpose based instruction and the result expert basis. As such, Islamic point of view in providing the framework guidelines should be taken into consideration in managing its purposeful objectives for the social humanity benefit in the sense that is commanded in the responsible requirements. The above in transmitting the quality procedure context is required to bring along with Islamic worldview in ensuring the clear setting and implementation stage in an appropriate manner within the guided principles.

With providing the clear balance between learning quality and moral obligation, the committed awareness in enabling T&L to go through the appropriate manners is potentially

convinced in the attempts to know what is right and responsibility in the context of educator and learner (Jonassen & Grabowski, 2012). This is to ensure that continuity process will run into an appropriate procedure in order to emphasise the strategic cooperation process in enabling the individual performances in T&L context to achieve the basic aims together with providing them the solving-based strategy by utilising their knowledge understanding and practical enhancement procedure. As such, the basic systems in educating the problem-based instruction for T&L should be transmitted into following the stage of educational aim as an objective point of view in assisting the development for the individual quality, which is a main concern to lead into the moral responsibility (...). This attainment could potentially enhance the extent of transforming the quality of rational thinking in underlying their minds in facing the problems emerged in the life circumstance wisely and appropriately based on the Islamic point of view. By focusing on the character building to underlie the attitude basis, the spirituality substance might become a prominent element in creating the ideal basis of worthwhile objectives which refers to lead to the vision for the T&L instruction basis. In this view, the initiative of curriculum design in enabling the practical stage through a sufficient knowledge understanding with gaining information on providing the life guidance of what to do and how to do wisely and appropriately within Islamic point of view. In particular, the balance achievement through integrating the religious knowledge and sciences foundation could reflect the essential element of accelerating the wide range of components including spirituality, morality and ability to transmit into the performance quality for the individual basis and social concern. In conjunction with the moral responsibility and learning quality, there are three categories of individual performance in trying to understand in T&L context (al-Zarnūjī, 2008).

1. The first point refers to the personal quality with a virtuous extent. This type is usually oriented to have a sufficient good opinion, while tries to interact actively with consulting into the others with more experience and intelligence. This category of person with a knowledgeable potential would give a sufficient contribution in offering the good guidance by providing the counselling basis into others. Moreover, the potentials to uphold in transforming the followers into the individual quality with morality, professionalism and wisdom would lead to the tolerance. In this view, a sufficient knowledge on gaining good direction could be engaged in guiding to better interact into the peers within the instruction procedure (...).

2. The second type points out the lower stage than earlier one in the sense that the personal attribute in this category has nothing to direct the correct view and attitude. However, this person tried to perform an effort through consultation towards the one with knowing something about the certain update of subject matters. Through such indicators, this person has nothing to properly opine his own view in the way which expands his opinions to lead to the understanding stage of the certain issues. In this view, this category would always try to raise learning with being more analytic in looking at the certain issues. In other words, the wide capacity of critical thinking skills would enable him to carefully recognise the issues to find out the problem solving appropriately within their knowledge understanding scale. In the attempts to have a look into the issues within a creative way, the opposite point of this category with possessing a weak analytical thinking towards somethings would potentially lead to achieve the close-minded basis since the learning process might only be sourced through listening from others which has no knowledge about certain subject at all. As such, this category of personal attribute would have a significance of turning-out for the conservative point of view together with uncreative scale in enabling their way to comprehend a whole towards the certain issues. By emphasising the necessary points of performing the procedural context of obtaining the ideas from the extent of knowledge understanding, the sufficient recognizance with a reasoning capacity might enhance the way of critical look into the object (Paramboor & Ibrahim, 2014).
3. In further, the last type underlined the one with no correct ideas about something and also no effort to try consulting in seeking the information from others with more experience and knowledgeable basis. As such, this category of person might look into the arrogance with feeling better than others in the way to find out the solution appropriately and wisely. In the context of T&L procedure, the individual ability is supposed to look for the knowledge understanding from others with any background as long as their capacity to give the information is sufficiently supported by their experience level. Moreover, this personal attribute has usually nothing or perhaps lack of knowledge towards the certain object. In this view, through boosting the commitment to seek further about the knowledge, the potentials to bring along with possessing the sufficient information could be started with keeping trying the certain

act in a wisely procedural stage. As indicated in the following Arabic proverb, *man qāla lā adrī wa huwa yata'allam afdalu miman yadrī wa huwa yata'zzam*, it has the meaning that “He who states ‘I have no idea’ and learns is better than him who knows but puffs himself up”). As a result, the further consequence points out that it is necessary to have a scale of conscious effort together with continued learning from others, even if already known of certain object. In this view, the necessary point in searching for the knowledge sufficiently with information related would give the raise of worldview in looking at a whole context of certain issues. As the particular attribution of gaining the better result in finding the one with more experience of the certain subject, this category would enable him to enhance their capacity through getting much more inquiry with listening. Since this attainment could be performed through within or outside the environment of formal instruction in the sense which upholds the update from others to elevate his or her own ideas, experience and expertise. In particular, such potentials here refer to maintain the sustenance of open-mindedness in order to have a wide willingness to share with others from more experience. It is necessary to point out expanding the virtuous basis with intelligence in creating such individual quality.

In further, the implication to have the environmental basis could be performed through the systematic design of curriculum instruction involved into the virtuous open mindedness. Moreover, the point of particular basis on T&L instruction should be transmitted by continuing the extent of consistency on the specific goal transformed with the ethical engagement. Both moral responsibility and religious principle set into designing the better goal are in line with staying consistent towards focusing on giving the insightful value for the technical guideline in facilitating the wide achievement in responding the challenges within appropriate and wise approach (...). With enhancing the critical discourse in T&L instruction in leading to the learning quality, attempts to shape the individual quality to achieve the successful attainment should do with enabling the learning potentials through the wide range of mechanical process transformed in creating the strategic principles as the wide application to deal with the challenges for both today's time and future unpredictable circumstance. In this view, both ethical and rational basis in the attempts to carry out the guidelines principle for the necessary acts need to perform the designed purpose in enabling the learning quality basis to maximise the expertise and experiences in enhancing the wide contribution for the

beneficial value in the societal circumstance. As such, the extent of experience and expertise which the individual quality can perform refers to the point of ultimate goal on the way to manage wisely of the certain programs designed in the education system built-in to the fundamental strategic principles of Islamic values. Moreover, the comprehensive attainment of behaving the proper way in assisting to maintain the society might have a continued discipline engaged into the learning process context.

### **Moral Responsibility as Competence Skills for Learning Quality**

24

As the prominent element in the learning process, the strategic principle in underlying the knowledge inquiry could be transmitted into the particular point involving the critical way of thinking together with solving skills for problematic discourse. The main feature here refers to make a beneficial value through giving the reminder to accelerate the active point to have a critical look towards the potential issues in the life circumstance such as moral decadence, distrust oriented attitude in T&L process, ethical challenges in digital tool use. In this view, the need to have a critical discourse in looking at a whole towards such phenomena potentially occurred should be taken into consideration in addressing the way of understanding clearly with capability and experience sufficiently. Looking at the contextual point of view in the way to manage well about the life circumstance would enable the individual quality's direct settings in ensuring the capacity of thinking skills (...). In particular, attempts to increase the period of learning process in the school context should determine the particular concern of dynamic environment together in elevating the experiential expert with rational skills behaviour. In the effort to perform the wide range of strategic principles assigned into the comprehensive requirement in the learning process, it is necessary to make a balanced combination between the scale of cognition and psychomotor basis in ensuring the knowledge understanding and professional ability in solving the emerging problem whether they are in the school or in the society context. As such, possessing a well-designed curriculum, in this context, should bring along with moral obligation in enabling the individual quality to have a sufficient knowledge understanding, so that such valuable insights on knowing what to do and how to do wisely could be achieved in a particular condition, like in emergency cases on careless issues or less empathy in the society. At this point of view, the wide ability to have an entirely critical look towards the certain issues is required to begin with learning by doing from others' more experience and expert in the related field. This is to ensure the potential value could be gained appropriately

by considering the moral responsibility. Consequently, the teaching quality basis has to be generated into the current trends of digitalization such as social media or smartphone as the instruction medium. Moreover, the comprehensive combination between mind and practice mapping could be determined in the T&L process entirely with providing the ability skills to solve the issues. Since the extent of individual quality is shaped by the environment basis condition, it is necessary to plan the basic value in managing the wide practice to ensure the potentials of behaviour in order to assist the sustenance of moral substance in line with Islamic values.

In line with granting the learning quality, the necessary point to transmit the wide opportunity of accessing the problem solving skills which the learners can adopt should bring along with the systematic principles in assisting the capable potentials. As such, the effort to apply for the additional programs planned in the curricula activities is potentially needed to get the assessment in underlying their implementation strategy by utilising the technological device in the basis of digital tool (...). Through extensive observation assigned into the curricular activities, the strategic principles should take a wide collaboration with expanding the networking alliance on T&L technology in ensuring the quality performance under the controlled management. Incorporating the teaching performance in enabling the moral enhancement transmitted into the well-being, both inside and outside circumstance could create the situation where they can support each other in elevating the entire process of knowledge transfer within the right path of strategic comprehensive learning (Huda et al., 2016). In the context of Islamic point of view, such comprehensive requirements may have an essential rule in enabling T&L under the required transmission incorporated into the distinctive feature of guidelines, so that the entire process could go through the curriculum design within the planning and management. In the basis of T&L, al-Zarnūjī (2008) suggests that there are wide range of distinctive approaches in enabling such process in the knowledge transfer collaborated into the subject matters, including lecture program, talk show or even public lecture, where the contextual approach may also be expanded referring to the contemporary situation. Attempts to achieve the main goal of T&L should do with preserving such comprehensive principles particularly through making a diary list apart from listening. Moreover, such core features derive from the way to observe carefully about the phenomenon wisely in the basis of behaving calmly within possessing trust in God (*tawakkul*), where such components could give an insightful value to manifest the moral values in underlying the interaction among them appropriately and properly (Huda et al., 2019). In the wide range of

skills performance to enhance the learning oriented enhancement, the combination between wise-based problem solving and behavioural capability should be incorporated in transforming in planning and management.

In terms of incorporating the aims on developing the personal and social ability skills, making the condition where T&L can have a fundamental sphere in enabling the entire process to run appropriately and wisely, the wide ability in the stages of conditioning both inside and outside basis designed into the classroom with a holistic procedure should bring along with enhancing the learners' continuing personal-awareness. Moreover, an obligation to go through the entire processes of T&L in supporting the life circumstance outside the classroom basis could expand the point of view in transmitting the comprehensive requirements to underlie the learning process (...). As an attempt to elucidate the potential value of fulfilling the requirements in expanding the strategic principles with a comprehensive scale, the learning comprehension could be largely transformed into the technological skills in the basis of appropriate and proper way. Expanding the comprehensive learning requirements refers to enhance the strategic basis on elucidating the wide range of potentials with a valuable point of view in enabling the learners to have fulfilment on such fundamental notion as the basic element of T&L process (Slade & Prinsloo, 2013). In this view, getting improved with such attempt through strengthening the initial expertise on problem-solving skills is required to behave in fulfilling the principles as a guideline for T&L in incorporating the number of skills capabilities. At this point of view, the abilities to have a good preparation to solve the complex issues possibly emerged along with the number of global trends as the challenges are in line with underlining the potential major of basic components adopted in the curriculum activities. As such, the customised skills on learning itself need to empower the training program in elevating the development procedure stages to make the substantive target towards the scale of mind and spirituality combination to enlarge the personal behaviour in underlying the social orientation activities. This would lead to all learners to have an enough planning to meet the emerging challenges in the sense that can be transformed into soul and physical orientation (al-Zarnūjī, 2008). In the attempts to design such training programs to develop the goal as a vision to achieve, bridging the connection of building the soul basis should bring along with expanding the spiritual path to support the discipline sustenance in underlying the social orientation. As a central element in enabling to work hard in both school basis and social context, managing the substance of discipline in continuing self-control may imply with carrying out responsibilities to enlarge the T&L

process. In this view, having such components including careful arrangement together with reflection to apply for the assessment programs would lead to commit with achieving the skilful creativity assigned into discipline.

In further, the committed awareness of making careful arrangements to have a point of skilful abilities plays a key role in guiding the entire process of learning referring to the experiential basis of teaching performance. As such, showing the creative components in underlying the thinking skills and practical stage is widely necessary to commit with both ethical and technical features in ensuring all sides to move hand-in-hand basis orientation. In this view, the teaching performance could be a comprehensive role in educating, coaching, and transferring the knowledge with such information related to the learners' need (...). While expounding the above corporations in leading ultimately into the all-inclusive programs, promoting the personal-based critical thinking skills to have a substantive motivation is undoubtedly the first stage of gaining the introspection committed to the willingness in enhancing the responsibility capacity. In the attempts to encourage the capacity of self-confidence, gaining the mutual commitment should bring along with quality performance of self-assurance assigned into compounding the valuable insights of self-determining thinking. In particular, the wide range of spiritual endurance in making the individual quality with the basis of *insān al-kāmil*, perfect element of spiritual and cognitive distinction refers to gather the extensive elaboration of experiential learning which the Muslim society can have access to deal with in the contemporary circumstance amidst the digital age (...). Through incorporating beyond directing the mutual assistance of T&L basic performance, bringing together with managing the comprehensive instruction referring to the Islamic point of view is necessary to have sustenance of providing the mutual support to achieve outcome based instruction design fitting to the current demand within following the Islamic education goal (Halstead, 2004; Huda and Kartanegara, 2015). In terms of managing the development for the individual quality with nourishing the potential value of moral and spiritual behaviour attribution, the spirit of T&L should be taken into combining into the continued collective advance in the attempts to determine the education role through facilitating the all-inclusive wisdom. In particular, joining cooperation between stakeholders together with university partnership needs to release the responsibilities in ensuring the stages well performed in the controlled management. Moreover, possessing the committed initiative to achieve comprehensive learning principles should take the point of complete intelligence with learning competence. Moreover, this should be followed with having a wide learning

inspiration embedded into the fortitude committed to the learning procedure orientation. In achieving the moral responsibility, fulfilling the economic sustenance has to be well prepared in providing the learning quality. Apart from this, gaining the teacher's motivation in determining the assurance should bring along with period organisation of the learning process with a crucial point of view in expanding the learning quality and moral responsibility in the educational setting platform.

## **CONCLUSION**

This chapter examined the moral responsibility as a fundamental goal to achieve the learning quality. Through expounding the strategic principles to enhance the basis of the distinctive point of view about moral responsibility, the main principle in maximising the learning quality in the perspective of Islamic education could be transmitted into the T&L process followed with the extensive details of a comprehensive enhancement in wide range of requirements. Among such distinction, there are three core points of view as the main characteristics of the strategic principles for the requirements to achieve the learning quality committed into the comprehensive principles of moral responsibility. Those are moral responsibility as fundamental purpose of learning process, moral responsibility as strategic principles for learning quality, and moral responsibility as competence skills for learning quality. Thus, this chapter is expected to contribute into the outstanding point of view to enlarge the learning quality procedure in the context of Islamic education contribution into the modern age of education system. Moreover, the quality instruction could be achieved through fulfilling the extensive point of addressing a significant applied performance useful to improve in T&L process. Through presenting such implementation stage in the learning rules, bringing along with a knowledgeable nature to elevate the moral responsibility should be transformed into the societal concern by maintaining the moral values attribution. In particular, the mutual appreciation has to be properly provided referring to addressing the extent of T&L process. Through promoting the learning quality with addressing the principal requirements, the outcome based instruction could be determined in the mutual engagement for classroom basis and societal orientation as an attempt to achieve the moral responsibility.

## REFERENCES

- Adair, J. (2009). *Effective time management: How to save time and spend it wisely*. London: Pan Macmillan.
- Al-Abrasy, M. A. (1975). *Dasar-dasar Pokok Pendidikan Islam [The core elements of Islamic education]*. Jakarta: Bulan Bintang.
- Al Ahdal, S. A. B. (n.d.). *Faraid al Bahiyyah*. Beirut: Maktabah 'Adiyy ibn Muhammad al Ghubari.
- Al-Zarnūjī, B., trans. by: Muhammad Thaifuri (2008). *Ta'lim al Muta'allim (Pedoman belajar bagi penuntut ilmu secara Islami [Islamic students' guide for learning])*. Surabaya: Menara Suci.
- Al-Syaibany, O.M A-T., trans. by: Hasan Langgulong, (1979). *Falsafah Tarbiyah Islamiyah (Philosophy of Islamic education)*. Jakarta: Bulan Bintang.
- Athiyatullah, A. (1970). *Qamus al-Islam [Dictionary of Islam]*, vol.3. Egypt: Maktabah Nahdah
- Bakar, O. (2015). *Islamic civilisation and the modern world: Thematic essays*. Bandar Seri Begawan, Brunei: UBD Press.
- Baker, B.D. (2012). *Reviving the age-old question: Does money matter in education?* Washington, DC: Albert Shanker Institute
- Baker, B.D., Sciarra, D.G. & Farrie, D. (2012). *Is school funding fair? A national report card*. Newark: Education Law Center
- Baker, B. & Welner, K. (2011). School finance and courts: Does reform matter, and how can we tell? *Teachers College Record*, 113 (11). 2374-2414.
- Barnett, W. S. (2011). Effectiveness of early educational intervention. *Science*, 333, 975-978.
- Bensaid, B., Machouche, S.B.T. & Grine, F. (2014). A Qur'anic framework for spiritual intelligence. *Religions*, 5(1), 179-198.
- Biggers, J.I. (1980). Body rhythms, the school day and academic achievement. *Journal of Experimental Education*, 49, 45-47.
- Boekaerts, M. (2002). *Motivation to learn*. Brussels: International Academy of Education
- Borhan, J.T.B. (1999). *The ethical principles in Islam commercial transactions*. *Jurnal Usuluddin*, 9, 97-112
- Bråten, I. & Stromso, H.I. (2004). Epistemological beliefs and implicit theories of intelligence as predictors of achievement goals. *Contemporary Educational Psychology*, 29(4), 371-388.
- Brophy, J. E. (2013). *Motivating students to learn*. London: Routledge.
- Brophy, J. E. (2004). *Motivating students to learn*, 2<sup>nd</sup> ed. Mahwah, NJ: Lawrence Erlbaum.
- Carey, K., (2002). *Education funding and low income children: A review of current research*. Washington, DC: Center on Budget and Policy Priorities.

- Carnoy, M. (2000). Globalization and educational reform. In Nelly P. Stromquist & Karen Monkman (eds.) *Globalization and education: Integration and contestation across cultures* (43-61). New York: Rowman & Littlefield.
- Chiappe, D. & MacDonald, K. (2005). The evolution of domain-general mechanisms in intelligence and learning. *The Journal of General Psychology*, 132(1), 5-40.
- Coley, R.J. & Baker, B. (2013). *Poverty and education: finding the way forward*. Princeton, NJ: ETS Center for Research on Human Capital and Education
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press.
- Dunn, R. (1985). It's time to handle instructional time correctly. *Early Years*, 16, 47-49
- Elliott, J. (2015). Towards a comprehensive pedagogical theory to inform lesson study: An editorial review. *International Journal for Lesson and Learning Studies*, 4(4), 318-327.
- El-Koumy, A.S.A. (December 2006). The Effects of the Directed Reading-Thinking Activity on EFL Students' Referential and Inferential Comprehension. Working Paper, no. ED514530, Education Resources Information Center (ERIC), USA.
- ETS Policy Information Center. (2008). School finance and the achievement gap: Funding programs that work. *Policy Notes*, 16(3), 1-12
- Frase, L.E. & Sorenson, L. (1992). Teacher Motivation and Satisfaction: Impact on Participatory Management. *NASSP Bulletin*, 76, 37-43
- Grine, F., Bensaid, B. & Zulkifli Mohd Yusoff, M.Y. (2013). Islamic art and the ethos of spirituality within a civilizational context. *Multicultural Education & Technology Journal*, 7(4), 288-300.
- Halstead, M. (2004). An Islamic concept of education. *Comparative Education*, 40(4), 517-529.
- Hartley, J. & Nicholls, L. (2008). Time of day, exam performance and new technology. *British Journal Of Educational Technology*, 39(3), 555-558
- Huda, M. & Kartanegara, M. (2015a). Distinctive feature of Al-Zarnūjī's ideas: A philosophical inquiry into the book *Ta'lim al-Muta'allim*. *American International Journal of Contemporary Research*, 5(2), 171-177.
- Huda, M. & Kartanegara, M. (2015b). Aim formulation of education: An analysis of the Book *Ta'lim al- Muta'allim*. *International Journal of Humanities and Social Science*, 5(2), 143-149.
- Huda, M. & Kartanegara, M. (2015c). Islamic spiritual character values of al-Zarnūjī's *Ta'lim al-Muta'allim*. *Mediterranean Journal of Social Sciences*, 6(4), 229.
- Johnstone, R. (2002). *Addressing 'the age factor': Some implications for languages policy*. Strasbourg: Council of Europe
- Jonassen, D.H. & Grabowski, B.L. (2012). *Handbook of individual differences, learning, and instruction*. London: Routledge.

- Klein, J. (2001). Attention, scholastic achievement and timing of lessons. *Scandinavian Journal of Educational Research*, 45(3), 301-309
- Kubanyiova, M. (2006). Developing a Motivational Teaching Practice in EFL Teachers in Slovakia: Challenges of Promoting Teacher Change in EFL Context. *TESL-EJ*, 10(2), 1-17
- Lenneberg, E. (1967) *Biological foundations of language*. New York: Wiley & Sons
- Malouff, J., Rooke, S., Schutte, N., Foster, R. & Bhullar, N. (2008). Methods of motivational teaching. ERIC Doc. No.ED499496.
- Marimba, A. D. (1989). *Pengantar Filsafat Pendidikan [Introduction to educational philosophy]*. Bandung: al-Ma'arif.
- Millar, K., Styles, B. & Wastell, D. (1980). Time of day and retrieval from longterm memory. *British Journal of Psychology*, 71, 407-414
- Mu'izzuddin, M. (2014). Etika belajar dalam kitab ta'lim muta'allim [Learning ethics of Ta'lim al-Muta'allim]. *Jurnal Al-Ittijah*, 4(01). pp.1-18.
- Nata, A. (2003). *Pemikiran Para Tokoh Pendidikan Islam [Islamic educational thought]*. Jakarta: Raja Grafindo.
- Osguthorpe, R. D. (2015). On the reasons we want teachers of good disposition and moral character. *Journal of Teacher Education*, 59(4), 288-299.
- Pabian, P., Melichar, M. & Šebková, H. (November 2006). Funding systems and their effects on higher education systems. *Country Study-Czech Republic*, Centre for Higher Education Studies, Prague
- Paramboor, J. & Ibrahim, M.B. (2014). Educational leadership as a manifestation of 'Adab' in education: Conception of Zarnuji. *International Journal of Education and Research*, 2(3), 1-12.
- Penfield W. & Roberts J. (1959). *Speech and brain mechanisms*. Princeton, NJ.: Princeton University Press
- Pouncey, W.C., Ennis, L.S., Woolley, T.W. & Connell, P.H. (2013). School funding issues: State legislators and school superintendents-adversaries or allies? *SAGE Open*, 3(1), 1-13. DOI: 10.1177/2158244013486492
- Priem, R. L. & Butler, J.E. (2001). Is the resource-based "view" a useful perspective for strategic management research? *Academy of Management Review*, 26(1), 22-40.
- Pintrich, P. R. & Schunk, D.H. (2002). *Motivation in education: Theory, research, and Applications*, 2<sup>nd</sup> ed. Upper Saddle River, NJ: Merrill Prentice Hall
- Pintrich, P.R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of Educational Psychology*, 95(4), 667-199.
- Pope, N.G. (2016). How the time of day affects productivity: Evidence from school schedules. *The Review of Economics and Statistics*, 98(1), 1-11
- Prendergast, C. (2002). Uncertainty and Incentives. *Journal of Labor Economics*, 20(2), 115-137

- 2  
Prinz, W. (1997). Perception and action planning. *European Journal of Cognitive Psychology*, 9(2), 129-154.
- 1  
Robinson, T.E. & Hope, W.C. (2013). Teaching in higher education: Is there a need for training in pedagogy in graduate degree programs? *Research in Higher Education Journal*, 21, 1-11
- Robinson, V.M. (2007). *School leadership and student outcomes: Identifying what works and why*, vol. 41. Melbourne: Australian Council for Educational Leaders.
- Roorda, D.L., Koomen, H.M., Spilt, J.L. & Oort, F.J. (2011). The influence of affective teacher–student relationships on students’ school engagement and achievement: A meta-analytic approach. *Review of Educational Research*, 81(4), 493-529.
- 13  
Runco, M.A. (2005). Motivation, competence, and creativity. In A.J. Elliot & C.S. Dweck (eds.), *Handbook of competence and motivation* (609-623). New York: Guilford Pubs.
- Runesson, U. (2015). Pedagogical and learning theories and the improvement and development of lesson and learning studies. *International Journal for Lesson and Learning Studies*, 4(3), 186-193.
- Sadily, H. (1997). *Kamus Besar Bahasa Indonesia [A dictionary of Indonesian language]* Jakarta: Dept. of Education and Culture.
- 8  
Sargent, T. & Hannum, E. (2005). Keeping Teachers Happy: Job Satisfaction among Primary School Teachers in Rural Northwest China. *Comparative Education Review*, 49(2), 173-204
- 2  
Schutte, N.S., Malouff, J.M., Hall, L.E., Haggerty, D.J., Cooper, J.T., Golden, C.J., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences*, 25(2), 167-177.
- 1  
Shihab, M. Quraish. (2007). *Tafsir al-Mishbah [The light of tafsir]*. Jakarta: Lentara Hati.
- Slade, S., & Prinsloo, P. (2013). Learning analytics, ethical issues, and dilemmas. *American Behavioral Scientist*, 57(10), 1510-1529.
- 17  
Sternberg, R.J. & Grigorenko, E. L. (2004). Successful intelligence in the classroom. *Theory Into Practice*, 43(4), 274-280.
- 1  
Supriadi, D. (2006). *Satuan Biaya Pendidikan Dasar dan Menengah [The unit cost of primary and secondary education]* Bandung: PT Remaja rosdakarya.
- 1  
Turfe, T.A. (1996). *Patience in Islam: Sabr*. Elmhurst, NY: Tahrike Tarsile Qur’an Inc.
- Turner, D.A. (1994). Formula funding of higher education in the Czech Republic: Creating an open system. *Studies in Higher Education*, 19(2), 139-151
- 1  
Valeri-Gold, M. (1987). Previewing: A directed reading-thinking activity. *Reading Horizons*, 27(2), 121-126
- 1  
Van-Knippenberg, D. (2000). Work Motivation and Performance: A Social Identity Perspective. *Applied Psychology*, 49, 357-371
- Von Grunebaum, G.E. & Abel, T.M. (1947). *Instruction of the student : The method of learning*. New York: King’s Crown Press.
- 1  
Weinstein, K. (2012). *Action learning: A practical guide*. Cambridge, UK: HarperCollins

Wile, A.J. & Shouppe, G.A. (2011). Does time-of-day of instruction impact class achievement? *Perspectives in Learning*, 12(1), 21-25

Yunus, M. (1990). *Kamus Bahasa Arab Indonesia [Arabic to Indonesian language dictionary]*. Jakarta: Hidakarya Agung.

Yusuf, J.B. (2010). Ethical implications of sales promotion in Ghana: Islamic perspective. *Journal of Islamic Marketing*, 1(3), 220-230

Yusuf, J.B. (2014). Contraception and sexual and reproductive awareness among Ghanaian Muslim youth: Issues, challenges, and prospects for positive development. *SAGE Open*, 4 (3). 1-12. **DOI:** 10.1177/2158244014541771

Zimmerman, B.J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal*, 45(1), 166-183.

# Moral responsibility

---

## ORIGINALITY REPORT

---

18%

SIMILARITY INDEX

15%

INTERNET SOURCES

17%

PUBLICATIONS

%

STUDENT PAPERS

---

## PRIMARY SOURCES

---

1	Miftachul Huda, Jibrail Bin Yusuf, Kamarul Azmi Jasmi, Gamal Nasir Zakaria. "Understanding Comprehensive Learning Requirements in the Light of al-Zarnūjī's ", SAGE Open, 2016 Publication	11%
2	<a href="http://www.tandfonline.com">www.tandfonline.com</a> Internet Source	1%
3	<a href="http://pegemindeks.net">pegemindeks.net</a> Internet Source	1%
4	<a href="http://aijcrnet.com">aijcrnet.com</a> Internet Source	<1%
5	<a href="http://ijhssnet.com">ijhssnet.com</a> Internet Source	<1%
6	Stuart D. Green, Graeme D. Larsen, Chung-Chin Kao. "Competitive strategy revisited: contested concepts and dynamic capabilities", Construction Management and Economics, 2008 Publication	<1%

---

7	<a href="http://people.uea.ac.uk">people.uea.ac.uk</a> Internet Source	<1%
8	<a href="http://www.ijbssnet.com">www.ijbssnet.com</a> Internet Source	<1%
9	<a href="http://productivityreport.org">productivityreport.org</a> Internet Source	<1%
10	<a href="http://rceiu.miyakyo-u.ac.jp">rceiu.miyakyo-u.ac.jp</a> Internet Source	<1%
11	<a href="http://www.mcser.org">www.mcser.org</a> Internet Source	<1%
12	<a href="http://cgoulet.profweb.ca">cgoulet.profweb.ca</a> Internet Source	<1%
13	<a href="http://provost.gmu.edu">provost.gmu.edu</a> Internet Source	<1%
14	<a href="http://ijbel.com">ijbel.com</a> Internet Source	<1%
15	<a href="http://journals.sagepub.com">journals.sagepub.com</a> Internet Source	<1%
16	Miftachul Huda, Ulfatmi, Muhammad Ja'far Luthfi, Kamarul Azmi Jasmi et al. "chapter 8 Adaptive Online Learning Technology", IGI Global, 2019 Publication	<1%

---

[cora.ucc.ie](http://cora.ucc.ie)

17

Internet Source

&lt;1%

18

[core.ac.uk](http://core.ac.uk)

Internet Source

&lt;1%

19

[en.wikipedia.org](http://en.wikipedia.org)

Internet Source

&lt;1%

20

[www.ukessays.com](http://www.ukessays.com)

Internet Source

&lt;1%

21

[eprints.nottingham.ac.uk](http://eprints.nottingham.ac.uk)

Internet Source

&lt;1%

22

[onlinelibrary.wiley.com](http://onlinelibrary.wiley.com)

Internet Source

&lt;1%

23

[epdf.tips](http://epdf.tips)

Internet Source

&lt;1%

24

[digilib.unila.ac.id](http://digilib.unila.ac.id)

Internet Source

&lt;1%

25

Miftachul Huda, Noraisikin Sabani. "

Empowering Muslim children's spirituality in

Malay Archipelago: integration between

National Philosophical Foundations and (trust

in God) ", International Journal of Children's

Spirituality, 2018

Publication

&lt;1%

26

Petr Pabian, Lucie Hündlová, Karla

&lt;1%

Provázková. "The Czech Republic Between Studentocracy, Academic Oligarchy and Managerialism: Are students powerful or powerless?", Tertiary Education and Management, 2011

Publication

---

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off

# Moral responsibility

---

## GRADEMARK REPORT

---

FINAL GRADE

**/0**

GENERAL COMMENTS

**Instructor**

---

PAGE 1

---

PAGE 2

---

PAGE 3

---

PAGE 4

---

PAGE 5

---

PAGE 6

---

PAGE 7

---

PAGE 8

---

PAGE 9

---

PAGE 10

---

PAGE 11

---

PAGE 12

---

PAGE 13

---

PAGE 14

---

PAGE 15

---

PAGE 16

---

PAGE 17

---

PAGE 18

---

PAGE 19

---

PAGE 20

---

PAGE 21

---

PAGE 22

---

PAGE 23

---