Chapter 13
Empowering Learning Ethics Culture in Islamic Education

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INTRODUCTION

In the educational field, the learning acquisition has an important role to play in enhancing the personal growth and social responsibility (Aminin et al., 2018; Huda et al., 2018a; Rosli et al., 2018). This can be seen from the curriculum design prepared for the learning process from a variety of sides, such as content of book, learning strategy appointment and also the spiritual processing which underlies the students' emotional and creative thinking (Furnham, Monsen & Ahmetoglu, 2009). The latter would become an important part to the inner state management. Among the school holders, they need to take care in performing the inner state among their students, since it can improve the individual inner to drive their deed between learning and other activities well in the way that can be balanced to the societal and individual concern (Wenger, 2010).

Moreover, it may become an outstanding concern which needs to pay attention on how to actually manage the goal itself to enable in getting well. Since every deed is inextricable link to the process to get possessing a goal, learning strategy activity is necessary to have a clear purpose to implement well in the way that can guide students in the school context (Huda & Kartanegara, 2015a; Slade & Prinsloo, 2013). Moreover, there has been scholarly attention to concern further on managing ethical and strategical consideration in the learning goal. To get the value to run the learning goal in the inner process among the students, the need to employ well on the learning acquisition in the perspective of Islamic classical heritage is significant to underlie the way on pursuing the foundational element to drive a goal in learning in the Islamic perspective. With this regard, this chapter will explore the ethics and strategy which can be implemented with considering attention to the learning goal among the students.

LITERATURE REVIEW

Significance of Learning Goal in Islam

As priming mechanism to design the learning purpose through its content, it can be prepared to achieve expectations for the learning outcome. Since learning purpose is the outcome which is supposed to enhance the standard of human quality in terms of cognitive, affective and psychomotor aspect, it can be employed from the curriculum design which underlies to drive the educational process with understanding the rules as in the guidelines (Elliott, 2015). In other words, it enables students to understand the content designed in the curriculum. In particular, the attempts to

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