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LEARNING MODEL "TOUCH INNER"

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***Abstract*—this idea is based on differences in behavior between humans and animals that lies behind their behavior. For the animals behind their behavior is controlled instinct, while humans behind the behavior controlled the heart. That is, the dimensions of human limbs capable of cultivating human behavior completely. Why the achievement of learning outcomes does not give priority to the goals of the inner/heart dimension, but prioritizes the goals to the dimension of knowledge / brain, attitude and psychomotor? The question as a direction to find / find out the model of achievement of learning outcomes that prioritize the target of the inner dimension. In any reference strengthen the goal of learning should be the dimension of the inner/heart. The inner for man is the core of all his behavior. Through a survey of various learning phenomena, there is evidence that alternative models of achievement of learning outcomes with the goal of the heart/inner dimension is learning model touch inner. That is the process of achievement of learning outcomes with the target of the touch of the inner. Touch inner is an alternative can change the achievement of learning outcomes with the target dimension of the touch of the brain into learning outcomes that target the dimensions of the touch of human conscience.**

***Keywords**: learning, touch-inner, pedagogy, brain, inner.*

I. INTRODUCTION

The world of education is often less able to stem the growing influence in society. Especially in the era of advanced technology that offers ease of communication mobility and transportation, impact on the shift of social values. Whereas there is an educational function called transferable for the implementation of educational outcomes in the community. Transfer function, should be an opportunity of the world of education in the ability to anticipate what is growing in the community.

The disadvantages of optimizing the transfer function of educational outcomes, are reflected in communities that often exhibit violent behavior, clashes, brawls, fury, plunder, immoral and gang brutal / radical. Such behavior disturbs the peace of society, so it must be resolved immediately.

In particular, the educational organs are expected to make a diagnostic effort to find the cause of the weakness of education function. It is also hoped to diagnose the current reality of education by proposing hypotheses and testing it on educational target models that touch more of the brain allegedly affecting the bluntness of the human conscience. Conscience is the driving force of all human behavior. So that can be found alternative model of education targets on the human body dimensions which are able to cultivate the whole person.

Differences in behavior between humans and animals, among them: first, every kind of creature (human and animal) has dimensions of behavior: (1) unorganized with respect to the nature of the law of odor, (2) vegetative with respect to the nature of plants, and (3) which concerns the nature of the animal. Khewan, in addition to having instinctive function, also has brain function, feelings and skills. While the dimensions of human behavior are complemented by dimensions: (4) intellect concerning the nature of the psyche / heart, and (5) the religion pertaining to the spiritual nature.

Therefore, the difference between animal and human behavior lies in the orientation behind the behavior. That is for animals controlled instinct, while for humans background mind and spiritual orientation. So that reference explanation reinforces the goal of education is supposed to be on the dimensions of psychical behavior / heart and spiritual, and not more leads to the brain, attitude and psychomotor.

Second, the psychical position / conscience is the driving force of all human behavior. Psychics of human beings become the main driver of behavioral behavior, so the form of human behavior is always associated with the motivation that is in the psyche.

Therefore, the attempt to change human behavior must begin by changing the psychological condition as the goal of education is the conscience. So psychical motivate human beings in aspects of mental attitude (character), way of thinking and behaving.

Why the achievement of learning outcomes does not give priority to the goals of the heart dimension, but prioritizes the goals to the dimension of knowledge / brain, attitude and psychomotor?

The question as a direction to find / find out the model of achievement of learning outcomes that prioritize the target of the heart dimension. It is best to think about alternatives to change education goals. That is changing the condition of the target of education that more leads to the brain, a condition of educational goals that touch the dimensions of the heart. Efforts touth heart pedagogy is one of the alternative models that target education touch more people's conscience.

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II. RESEARCH METHOD

This research is categorized by survey approach. The findings should show that most consider them to implement indicators of program quality support in all of the areas surveyed. [11]. The survey was conducted by analyzing the sample of study / class groups in the school in conducting their learning activities. How to ask sample to answer questions about the activities he did. The question involves the identification of qualitative procedures for conducting the activities in order to understand in depth the procedures for their activities.

In addition, conduct interviews to sample teacher educational institutions with questions that can explain the input, process and output of teacher achievement.

III. RESULT AND DISCUSSION

This study consists of two findings, namely: student learning anatomy and LPTK condition.

Anatomy of student learning

Daily students do learning in general shows the following picture. School entrance is strictly enforced (tolerance of late entry is only given 15 minutes). Enforcement of the rules of the norm (code of ethics of students) is very strict. Student behavior in class seems to sit neatly, watching, listening, reading, writing, counting and completing tasks. Students learn always follow the rhythm of the teacher.

Students are always given assignments, such as homework, book reports, field observations, clippings, papers and presentation of student conditions very seriously deal with it. The students showed that they did not want to lose the momentum of assignment, let alone to go beyond the dead line.

Time of re-examination or examination, student's condition is very enthusiastic and serious. Students appear to be preparing since the day before the day H, diligently study the night until the repetition looks still learning. Do not stop there, in addition to studying on their own, also learn with friends, and come early to school just to get additional information from his friend. Even in vehicles even though students still seem to read.

Other activities, such as self-improvement, spirituality, life skill, sports, arts, technological (ICT), extra curricular, camping day, field trip / study tour and local content seem to have not been handled any further. Schools are facing constraints on limited human resources, supporting facilities and financing.

However, there are also some students who often lack attention to learning, such as whispering fellow friends, using hand-phon (HP), playing a game tool, teasing friends, asking permission to back / WC, chattering / spelling , tengak-tengok, lazy / lack of concentration and sleepy.

In class conditions there is a commotion, especially at the time of division of tasks, division of groups and the announcement of values, the teacher's efforts usually with the appeal that students calm down or tapping the table, threatened or scolded.

Students were caught violating the rules of being sanctioned according to high rates of abuse, such as reprimands, warnings and corporal punishments (approached by teachers, dicacimaki (diomelin), thrown / eraser) pinched, excluded from class and raded to the principal and parents.

Starting from the description of the phenomenon above, shows the condition of time in school as if walking on the spot, the students' activities feel that routine as a circle rather than a cycle, there seems no hope for improvement in achievement. For students, learning is not an increase in competence and independence, but simply to exercise discipline, such as attending school on time, completing all assignments, participating in tests / examinations, obtaining grades, taking classes and graduating.

According to the calculations of James Mangan (1986), the announcement of the results of the National Examination (UN) can be interpreted as a picture of the work of students studying in school. Primary school students (SD) for example, who graduated from school for 6 years spent time in the classroom + 4.320 hours. Assuming that students continuously attend school day 4 hours (7:00 - 12:00 minus 2 istirahan @ 30 ') and 180 effective days per year.

Over 4,320 hours, the student's condition performs activities, such as writing, reading, counting and completing schoolwork tasks. In general, the condition of learning by occupying a classroom size of 7 X 8 M2, while sitting on a wooden chair without foam. School time is generally held from 7:00 am to 12:00 noon, with 2 break @ 30 ", so the effective time is 4 hours per day. Usually students carry bags containing books and stationery weighing 5-6 kg.

Is that a school effort to form students who are characterized by time discipline, obedient task, value, grade and pass. In addition, students also absorb exemplary from insane school for many years. In students embedded habits, that: (1) attendance in the class with all activities interpreted as learning, (2) achievement of learning outcomes interpreted as educated, and (3) obtaining a diploma interpreted have the competence..

LPTK Reform

Students also mostly show the condition of the character that was formed by the previous school. The 'tutwurihandayani' lectures appear dry, and the students are less interested, even just asking. While the implementation of lectures that are "transfer" is very liked. Even enthusiastic when the transfer is presented with a sequence of material that is systematic and

equipped with slide media on power point with LCD / infocus.

Although in the LPTK studied learning approach, such as: broken square, contextual learning, meta cognition, jigsaw, lesson study, jum PBL model, constructivism, behavioral intention, blended learning, attention interest opinion, game running the british economy, quantum reading, group division , but as the discourse and the various approaches are not contagious to LPTK students.

For LPTK students in particular, in the implementation of the lecture would need serious thinking to be reformed. Lectures at LPTK should lead to the birth of a profile of graduates who are able to restore learning in school. If the school still shows the condition of learning as it is today, worrying the quality of education does not go up, even the nation's children will be far behind from other nations.

Therefore, LPTKs should reform the current lecture system with the lecture system and the provision of teacher substance that builds the personal posture / character of the professional teacher. LPTK graduates' profiles are directed to postures that reflect personal professional teachers rather than the mastery of teaching subject matter. The LPTK should decide to extend the development of pedagogical disciplines and limit the development of disciplines in the field of study.

Efforts to develop disciplines in the field of study, especially for those who are interested in becoming teachers can refer to the decision of the Court Number 95 / PUU-X / 2012 on the testing of Article 9 of Law No. 14 of 2005 on Teachers and Lecturers. Where it can be interpreted that all scholars are entitled to be teachers on condition that they have an educator certificate. In the consecutive system to obtain educator certificates through three alternative patterns of delivery, they are: (1) PPG pattern, (2) pattern of PLPG, and (3) portopolio pattern for teacher in position.

LPTK student admissions, presumably better based on teacher needs assessment. Especially based on assessment of teacher needs of each local government. So that the number of LPTK student admissions in accordance with the amount of allocation of teacher needs formation submitted to LPTK. In fact, LPTK Negeri actually positioned itself within the scope of service education that is oriented to academic and professional education.

IV. CONCLUSION AND SUGGESTION

Although education is an integral effort between parents, school and community. But the school is expected to be a focal model of student behavioral guidance so that parents and the community can imitate efforts to foster student behavior conducted in schools.

Therefore, touch inner pedagogy is expected to be an alternative effort to anticipate the formation of character and behavior of students who are able to face a balanced amid technological developments and value shifts in society. In addition, touch inner pedagogy can be used as a school force to inhibit the behavior of deviant students. That is changing the atmosphere of the school perceived students shackle the appreciation of the mind, suppress freedom and demand compliance / discipline with a friendly school atmosphere and a means of conditioning fun for learning (joyful learning).

Implementation of touch inner pedagogy model by preparing the following conditions. First, foster teachers' commitment and willingness to change the paradigm of teacher roles. The paradigm of teacher's current role which is meant by teaching as presenting information or teaching as transmitting information should be changed into teacher's role paradigm that is interpreted as teaching active learning, even upgraded to teaching as a better person. So the place of learning (school) becomes a means of conditioning fun for learning (joyful learning).

Secondly, teacher education institutions must change the teacher's educational approach. Teacher education that currently educates prospective teachers by prioritizing the mastery of teaching materials, should be changed with the education of prospective teachers that lead to the establishment of authority and character of teachers.

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