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"OPTIMIZING OF MULTIPLE INTELLIGENCES TO EXAGGERATE HUMAN POTENTIAL TOWARDS VIRTUOUS CHARACTER"

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DAFTAR ISI

KATA PENGANTAR

Bismillahirrohmanirrohiim, Assalamu'alaikum warahmatullaahi wabara-kaatuh. Alhamdulillahirabbil'alamin. Wabihi nasta'in 'ala umuridunnya waddin. Wash-sholawatu wassalamu'ala asrofil anbiya'I walmursalin. Wa'ala alihi wa ashabihi ajmain. Amma ba'du. Robbisrohli shodri wayassirli amri, wahlul 'uqdatan millisani, yafqohu qauli. Segala puji bagi Allah SWT, shalawat serta salam semoga senantiasa tercurah kepada Nabi Muhammad SAW, beserta para sahabat dan umatnya yang senantiasa mengikuti sunahnya.

Kegiatan ini terselenggara atas dasar perlunya perubahan demi perubahan, inovasi-inovasi pembelajaran senantiasa menjadi perhatian kalian akademik dan praktisi pendidikan.

Dalam hal ini prodi PGMI akan berusaha semaksimal mungkin untuk senantiasa mengembangkan kegiatan yang mendukung peningkatan mutu tersebut, baik untuk dosen, mahasiswa, bahkan bagi alumni dari PGMI itu sendiri, serta masyarakat luas pada umumnya sebagai pengguna dari alumni PGMI Fakultas Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga. Peningkatan mutu tersebut di antaranya dilakukan dalam bentuk pelaksanaan 'seminar internasional'. Seminar internasional akan menetapkan tema *"Summit Meeting on Education The End of The Year 2013"* dan Penandatanganan MOU dengan University Kebangsaan Malaysia (UKM).

Adapun kegiatan yang diselenggarakan meliputi kegiatan Seminar Internasional dengan tema Optimalisasi kecerdasan majemuk untuk melejitkan potensi menuju manusia berbudi pekerti. Dilanjutkan Fashion show Tarbiyah *Fashion Week* 2015 yang bertajuk "Islami, Trendy and Syar'i". Kegiatan berikutnya adalah Seminar Nasional dengan tema Kurikulum 2013 "Realisasi dan Refleksi Kurikulum 2013". Berikutnya Seminar Peringatan hari Ibu dengan "Peran keluarga dalam pendidikan anak (Kolaborasi catur pusat pendidikan)". Dilanjutkan dengan acara Bedah buku yang bertema "Merajut pendidikan di kota Yogyakarta" karya: Bp. Zainal Abidin, M.Pd. Selanjutnya Seminar Edupreneurship dengan tema "Membangun kreatifitas melalui edupreneurship"

Adapun narasumber dari kegiatan ini dari berbagai negara, yaitu: dari negara Malaysia, Australia, Brunei Darussalam, dan Indonesia. Adapun nama-nama narasumber sebagai berikut: Prof. Dr. Lilia Halim (University Kebangsaan Malaysia), Bapak Setiyo Iswoyo, Drs. HD. Iriyanto, M.M., Dr. Slamet Suyanto (Dosen Pendidikan Biologi, UNY), Hj. Dyah Suminar (SE istri mantan walikota Yogyakarta), Prof. Dr. Taufik Ahmad Dardiri, SU (Dosen Fakultas Adab dan Ilmu Budaya, UIN Sunan kalijaga)., M Arief Budiman, S.Sn., Managing Director PT. Petakumpet Yogyakarta. Adapun peserta dari kegiatan ini dari berbagai negara yaitu Turki, Rusia, Thailand, Malaysia.

Dalam hal ini dosen atau pendidik pada umumnya adalah perintis pembangunan di segala bidang kehidupan dalam masyarakat. Seorang dosen atau pendidik yang benar-benar sadar akan tugas dan tanggung jawabnya, tentulah akan selalu mawas diri, mengadakan introspeksi, berusaha selalu ingin berkembang maju, agar bisa menunaikan tugasnya lebih baik, dengan selalu menambah pengetahuan, memperkaya pengalaman, menambah kualitas dirinya melalui membaca buku-buku perpustakaan, mengikuti seminar loka-karya, kursus-kursus penataran, dan sebagainya agar selalu bisa mengikuti gejolak perubahan sosiokultural dalam masyarakat serta kemajuan ilmu dan teknologi modern dewasa ini. Melaui kegiatan *international Summi Meetng* ini diharapkan dosen, guru, dan mahasiswa menjadi lebih profesional, khususnya terkait dengan kompetensi profesional.

Pekerjaan mengajar memang tidak selalu harus diartikan sebagai kegiatan menyajikan materi pelajaran. Meskipun penyajian materi pelajaran memang merupakan bagian dari kegiatan pembelajaran, tetapi bukanlah satu-satunya. Masih banyak cara lain yang dapat dilakukan guru untuk membuat siswa belajar. Peran yang seharusnya dilakukan guru adalah mengusahakan agar setiap siswa dapat berinteraksi secara aktif dengan berbagai sumber balajar yang ada. Guru pun sangat erat kaitannya dengan pendidikan karakter.

Pendidikan karakter yang semakin hangat sering menimbulkan kekhawatiran para guru. Namun sebenarnya hal itu tidak perlu khawatir, masih banyak tugas guru yang lain seperti: memberikan perhatian dan bimbingan secara individual kepada siswa yang selama ini kurang mendapat perhatian. Kondisi ini akan terus terjadi selama guru menganggap dirinya merupakan sumber belajar satu-satunya bagi siswa. Jika guru memanfaatkan berbagai setrategi pembelajaran secara baik, guru dapat berbagi peran dengan setrategi. Peran guru akan lebih mengarah sebagai manajer pembelajaran dan bertanggung jawab menciptakan kondisi sedemikian rupa agar siswa dapat belajar. Untuk itu guru lebih berfungsi sebagai penasehat, pembimbing, motivator dan fasilitator dalam Kegiatan Belajar Mengajar.

Upaya Pemerintah terhadap tenaga guru sebenarnya telah dilakukan oleh Pemerintah Republik Indonesia, melalui berbagai bentuk kebijakan. Ditetapkannya Undang Undang nomor 14 tahun 2005 tentang guru dan dosen merupakan dasar kebijakan untuk memperkuat eksistensi tenaga kependidikan sebagai tenaga profesional, seperti profesi-profesi yang lainnya. Kualitas profesi tenaga guru selalu diupayakan, baik melalui ketentuan kualifikasi pendidikannya maupun kegiatan in-service training, dengan berbagai bentuknya, seperti: pendidikan dan latihan (diklat), penataran dan pelibatan dalam berbagai seminar untuk memperbarui wawasannya dalam kompetensi pedagogi dan akademik.

Pemerintah mulai menyadari betapa strategisnya peran tenaga guru dalam mengantarkan generasi muda untuk menjadi sumber daya manusia (SDM) yang berkualitas dan kompetitif sehingga mampu mewujudkan suatu kesejahteraan bersama. Sejarah peradaban dan kemajuan bangsa-bangsa di dunia membelajarkan pada kita bahwa bukan sumber daya alam (SDA) melimpah yang dominan mengantarkan bangsa tersebut menuju pada kemakmuran, tetapi ketangguhan daya saing dan keunggulan ilmu pengetahuan dan penguasaan teknologi (ipteks) bangsa tersebutlah yang berperanan untuk meraup kesejahteraan. Bahkan SDM yang menguasai ipteks cenderung memanfaatkan teknologinya untuk menguasai SDA bangsa lain. Dalam hal ini pemerintah ingin mengejar ketertinggalan dengan menyempurnakan kurikulum KTSP menjadi Kurikulum 2013.

Kurikulum 2013 yang telah diimplementasikan pada tahun ajaran 2013/2014 menimbulkan pro dan kontra atas kurikulum tersebut masih terus terdengar. Banyak pihak yang mempertanyakan kesiapan implementasinya, pengembangan bahan ajarnya, evaluasinya, dan proses pembelajarannya di kelas. Perwakilan guru di Kota Kupang menilai implementasi kurikulum pendidikan 2013 akan menjadikan guru-guru seperti robot. Alasannya, semua Rencana Pelaksanaan Pembelajaran (RPP) dan Silabus disusun oleh pemerintah pusat. Sedangkan guru hanya siap untuk mengajar dengan RPP yang ada. Pada tahun ajaran 2013/2014, kurikulum baru akan diberlakukan untuk siswa kelas 1 dan 4, sedang siswa kelas 2,3,5, dan 6 masih menggunakan kurikulum lama. Beberapa pendapat pro dan kontra masih terus berlanjut, tapi mau tak mau kurikulum baru akan segera diimplementasikan secara bertahap. Seminar ini memperbincangkan masalah tersebut dari sisi pembuat kebijakan, ahli kurikulum, dan praktisi pendidikan/pengajaran.

Demikian yang dapat kami sampaikan terkait dengan esensi dari penyelenggaraan kegiatan *"Summit Meeting on Education The End of The Year 2013"*. Kami mengucapkan terima kasih banyak atas partisipasi dan dukungan dari berbagai pihak yang tidak dapat kami sebutkan satu per satu. Tanpa bantuan dan partisipasi rekan-rekan semua kegiatan ini tidak dapat terlaksana dengan baik. Semoga kegiatan ini dapat menambah kontribusi pada khasanah keilmuan khususnya pada Pendidikan Dasar dan memberi manfaat kepada para peserta dan pembaca. Amiin

Yogyakarta, 19 Desember 2013
Ketua Panitia

Dr. Aninditya Sri Nugraheni, M.Pd.

STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

STUDENT CENTERED APPROACH
FOR EDUCATION ISLAMIC ELEMENTERY SCHOOL

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ABSTRACT

his study aims to mengagas implementation of student centered approach to learning Ibtidaiyyah Madrasah, in the method of learning is one of the important methods in this study so it is necessary draft scope for more. Ibtidaiyyah madrasa is one stage in which 9-year study based curriculum that has been disusus government, but sometimes due to the existing dualism in depag curriculum and national education in madrasa education makes little ambiguity in the direction of educational policy for students emnghasilkan berpertasi. student centered approach is an effort to offer the researcher based on student education, student berkeingin what talent and what students are interested in it dikembangnkang since aawal in madrassas tigkat ibtidaiyyah, so the pad next level students are expected to choose a career path that interests and talents since the early

Keywords: *student centered approach, madrasas Ibtidaiyyah. Learning.*

PRELIMINARY

Education is the guidance or help given by adults to the development of students to reach maturity in order to make students proficient melakssiswaan his own task and is not dependent on the help of others. Amarta Sen (Sudirman Tamin, 2009) states that "the measure of educational success is how far education can provide space and facilities for the wider development of personality and social freedom ". Education is also a conscious process to develop the potential of individuals that have thought and emotional intelligence, noble character and have the skills to be ready to live in society. Therefore, education is needed by the students from the womb to adulthood.

In accordance with the above educational purposes, ibtidaiyyah madrasa education in general has a goal to establish a quality Indonesian students, ie students who grow and develop in accordance with the level of development that has optimal readiness in entering basic education, adult future through life and help prepare students achieve learning readiness (academic) at the school. Ibtidai'yyah Madrasah education is one of the students Selah 9 -year compulsory education. Ibtidaiyyah Madrasah Education was held to develop a personalized, knowledge, and skills that underlie basic education, develop themselves fully in accordance with the principle of education as early as possible and for life, because Madrasah Ibtidaiyyah an early foundation in improving the ability of students to complete higher education, reduce the number of repeat grades and drop out rates.

Aspects of students' development into a major destination in Ibtidaiyyah Madrasah education. These aspects can be developed through learning activities. Aspects of students' abilities developed

include language, cognitive, physical - motor, art, social and emotional. Early childhood is the golden age (golden age), in which aspects of the student's ability is growing very rapidly. This is described in the standard Ibtidaiyyah Madrasah education.

Achievement level standards development contains rules about the growth and development of early childhood students from birth until the age of six years. Level of development achieved by students is the actualization of all aspects of the development potential that is expected to be achieved by students at each stage of its development optimally, not an achievement level academic skills. Describe the level of achievement of developmental growth and development are expected to be achieved by students at regular intervals. Development of students' achievement level of students early age, covering aspects of understanding religious values and moral, physical - motor, cognitive, language, and social - emotional.

In the world of teacher education plays a major role in producing a quality education, but the teachers are not the only source of knowledge. Another thing to consider in advance the teaching and learning process is curriculum, educational programs, resources, education, finance, management and leadership education. Various reasons are, describe the school education in Indonesia is still an education that focuses on teaching (instructor centered learning)

"Aris Arlinah Imam Pongtuluran and Rahardjo (2011) in his article, student centered learning stated that the main concentration in the teaching and learning process is concentrated on aspects of teaching alone. Guidance and training is almost non-existent. National curriculum is too rigid and centralized. Too many subjects taught in schools, even small innovations can not be done. The teacher haunted by a national curriculum and syllabus for dilakssiswaan on time. Although it is possible to adapt the curriculum to the local context, the time allocated is not enough even for the national curriculum itself melakssiswaan ".

Statement of Aris Pongtuluran and Arlinah Imam Rahardjo describe about education in Indonesia today, especially in the learning process. Teacher guided that what is said in the national curriculum should be considered correct, without developing and adapting to local circumstances contextually.

The new method.

Akhmad Sudrajat (2008) suggests learning approach is the starting point or point of view of teachers towards the learning process, which refers to a view of the occurrence of a process that are still very common. In it embodies, inspire, strengthen, and underlying theoretical learning methods with a particular coverage. While the student-centered (student centered) is " the process of teaching and learning based on the needs and interests of students " (Oemar Hamalik, 2004: 201). Opinions above illustrates that the learning process should mempertimbangakan the needs and desires of students to learn. O'Neill, Geraldine and Tim McMahon (2005 : 2) concurs with Oemar Hamalik (2004 : 201) that "... student - centered learning as focusing on the students ' learning and what students do to Achieve this, rather than what the teacher does ". Opinions O'Neill describes the activities of student-centered learning. Students learn from what does not from what the teachers. Centered learning approach to student or a student learning system that shows the dominance of students during learning activities and teachers as facilitators, mentors and leaders. Student-centered learning can be concluded that in pelakssiswaan centered learning activities to students..

JJ Rousseau (Masitoh, et al, 2005: 36) states that " we do not emphasize the amount of knowledge that is expected to be held by a student, but should focus on what can be learned and what students want to know the students according to their interests ". Opinions JJ Rousseau explained that student centered learning is a process that all activities focused on students and student interests so that students who dominate the learning process. Yeni Rachmawati and Euis Kurniawati (2010: 43) argued that student-centered learning " involves students... students in the learning process from beginning to end in the form of active learning (active learning), which is putting students at the center of learning ". Yeni Rachmawati and Euis Kurniawati describes that in the learning process that uses SCA (student centered approach) is the determinant of the sustainability initiative of the student learning process. Students explore the environment and not monopolized teacher.

Student centered learning is a learning puts the learner at the center of the learning process. Models of student-centered learning (student centered learning) is different from teacher-centered learning (instructor centered learning) that emphasizes the transfer of knowledge from teacher to pupil relative passivity. The above explanation explains the form of learning that is reflected from start to finish which is a wrap or frame of the implementation of an approach, methods, and learning techniques are used.

Student centered approach (SCA) is an approach that is based on the view that teaching is considered as the process of arranging the environment in the hope that students learn. The concept of student centered approach is important is student learning. Teachers consciously put more attention on involvement, initiative, and social interaction of students. Learning activities that use student centered approach to appreciate the uniqueness of each individual of each student learners themselves, both in their interests, talents, opinions and ways and learning styles of each student. Learners or students prepared to be able to respect ourselves, others, the difference, to be part of a democratic society and a global perspective.

" SCL puts students at the heart of the learning process, it is only proper recognition of this diversity that empowers students to Realise their full potential ; engaging with their teachers and embarking on the learning process in the manner that will be most benefi cial to Them " (Attrad, A, et al. 2010). Opinions Attrad, A explained that in the process of using student centered learning approach, the student is the focal point of the learning process. Teachers start learning by providing the widest opportunity for students to construct knowledge through learning experience, explore, giving students the freedom to students to choose activities that suit the needs and interests of students.

The definition above is concluded that the approach is student centered approach or point of departure of a learning process. Student or students are at the center of learning so that students can learn to actively accordance with the interests and desires of the student learners. Students develop the skills students can communicate, a deep understanding of the topics, research and problem solving in the learning process. So the student centered approach can be applied in the learning process Ibtidaiyyah Madrasah.

Application of Student -centered approach.

The concept of student centered approach to learning based on student interest learners, and students as a learning center (child centered). Froebel (Doodington and Hilton, 2010: 16) asserts " only by way of extending and enriching instincts of students to involve themselves into the game active, a sympathetic adult educators can help students develop fully as living beings who act, feel,

and think". Opinions above explains that in the learning process through student centered approach (student-centered), teacher or educator should be sympathetic to the idea of the students and assist learners in expanding and enriching instincts of learners, so that learners can actively involve themselves into the game thus learners will be fully developed as a living being that can act, think, and feel.

Froebel further explained that in the early applied the concept of learner- centered learning (student centered learning), learners are expected to be active participants in the learning process, independent, responsible and initiative to recognize the learning needs of the students themselves, to find sources of information to be address the needs of learners, build and present knowledge of the learners based on the needs and resources discovered by learners. Learners can choose for themselves what will be learned in the learning process. The process of learning in the Madrasah ibtidaiyyah not be separated using various methods and learning strategies. Vienna Sanjaya (2010: 61) present one " strategy is a series of activities designed to achieve a specific activity, while the method is a method used to implement the strategy ". Vienna is a strategy that Sanjaya describes the design of the activities prepared by the teacher to achieve the goal of learning by using teaching methods which involve other elements that learners preferred. Learning the learner-centered approach to learning is one that seeks to develop all aspects of the development of learners optimally. Felder, Richard argues that " the implementation of student centered learning approach, students are required become active learners, where students solve problems, answer questions, formulate questions of their own, discuss, explain, debate or brainstorming, cooperative learning, inductive teaching ". Cooperative learning dilakssiswaan students or learners in groups, students work together to solve problems and projects under conditions that assure positive interdependence and individual accountability. Teaching inductive learning is done by providing challenges (questions or problems) on students and learning materials or themes in the context of addressing the challenges. Inductive method of inquiry -based learning cases include instruction, problem-based, project-based, discovery learning, and just-in -time teaching.

Translation of the above concluded that the student centered approach is one implementation of an active learning approach. Learning the learner-centered emphasis on individualization aspect of the learning experience of students, giving learners the opportunity to make a decision or choose activities that match their interests learners. Student centered approach can also be based on interest-based learning, where the interest is a desire spotan learners.

Endang Nugraheni (2007) states that " in a student-centered learning teacher acts as a facilitator who helps students access to all learning resources available ". In addition, the role of teachers in student-centered learning is the problem you are looking for interested students as a guide to facilitate students in learning that focuses on the things that dianggapkan by students significant and relevant to the contemporary view of the world.

Endang Nugraheni explained that the process of using student centered learning approach emphasizes the students to build and develop the student 's own knowledge, and participate actively engaged in learning, and are fully responsible for the learning process. Teachers only act as a facilitator in the learning resource. Student-centered learning can develop the potential of students through the issues to be studied in great demand by students in the learning process. Student-centered learning process provides the opportunity for students to express their thoughts and ideas of students about the issue or theme discussed. Endang Nugraheni further explained that the implementation of student centered learning approach

the teacher in charge of directing and encouraging independence and capacity of students to thrive in life. Student-centered learning should consider a few things that foster students 'perceptions through experience, believe that the problems that students expressed a serious problem to develop students' knowledge, encourage students to always express themselves, and reveals the problems of students who want to learn. Good learning is capable of learning activities to develop students' potential.

Teachers can conduct frequent and varied interactions with students, teachers communicate using emotions in a warm and loving so that students feel valued. Teachers provide opportunities for students in each learning activity to examine and perform activities independently. Opportunities presented by the teacher can give the student direct experience. It can encourage cognitive development of students. Implement student centered learning approach to encourage students to want to try learning activities. Teachers show interest in what is done and said to the students, as well as admired, so students will get their world.

The teacher in charge of helping to develop the potential of students, because the students as active learners. students were able to learn by active and build his own knowledge. Knowledge of the students come from personal interaction with ideas, objects and experiences with the physical, as well as the application of logical thinking to all students experience. Vygotsky's view of learning and teaching is about teachers and students can work and play together to build knowledge and understanding.

" SCL approach means teachers need to help students to set goals that can be achieved, encouraging students to be able to assess the results of their own learning, helping them to work together in groups, and make sure that they know how to utilize all the available learning resources " (Endang Nugraheni, 2007).

Endang Nugraheni explained that the implementation of the SCL approach teachers help students to define the role of learning objectives to be achieved, to motivate students to assess their own learning, helping students work in teams and ensure students to utilize the learning resources available to support student learning.

Translation of the above it can be concluded that the concept of student-centered learning is the teacher and students work together to discuss problems determine the topic that interests the student, other than that the teachers are also involved in activities that have been direncsiswaan by teachers and students. This is consistent with the characteristics of student-centered learning and teacher. The idea was initiated by student interest and learning activities. Teachers provide opportunities for students to select materials, decide on what will be done in accordance with the ideas and activities that have been direncsiswaan. Students express active ingredients with the senses, find cause and effect through direct experience with the object, transform and combine the ingredients during the learning process. At the end of the learning students also evaluate its own activities. In addition, students use the muscles because of the roughness of the learning process of students as active learners in activities. Implement student centered learning approach using active learning strategy, which makes the student as the center of all learning activities. Student-centered learning (student center) seeks to facilitate all aspects of student growth optimally with an emphasis on those aspects of learning that is oriented towards the development and individualization of learning experiences through activities direncsiswaan by students.

Learning that uses SCA is not determined by the tastes of teachers, but is determined by the student or students. Students or students learning of the topics to be learned and how to learn, not only teachers but also students who determines. Students have the opportunity to learn in accordance with his own style. Changing role of the teacher becomes a facilitator of learning resources, meaning more teachers act as adults who help to play while learning. Success criteria teaching process not measured the extent to which students have mastered the subject matter, but measured from the extent to which the student has made the process of learning and can improve aspects of student growth. Teachers no longer serves as a source of learning but serve as mentors and facilitators so that students are willing and able to learn. In the garden of learning Ksiswa - Ksiswa that use student centered learning model approach applied through the area. Diana Mutiah (2010: 129) suggests " learning model area there are three main pillars in melakssiswaan student centered learning approach, namely constructivism, in accordance with the development methodology, and progressive education ".

Diana Mutiah lays out the principles of constructivism is based on the research of Piaget that students actively interpret the experience already possessed by students into the physical and social world and to build new knowledge, intelligence and morality of the students themselves. Students construct their own knowledge of the ideas held by students. The learning process occurs when students are trying to understand the environment around the student. Constructivism principle this gives the widest possible opportunity for students to learn by the students themselves and the desire to find the answers you need. Each student will develop through stages that are common, but the student is an individual who is unique.

Katz (Bredekamp, 2000) stated " In a developmental approach to curriculum design... (decisions) about what should be learned and how it would be best learned depend on what we know of the learners developmental status and our understanding of the relationship between early experience and subsequent development ". Katz statement implies that the design of the curriculum or activities that should be learned by students, is highly dependent on the teacher's knowledge of the development of learners as well as an understanding of the linkage between early experience with the development of students. Research on human development shows that students experiencing growth and change are universal in the physical aspects of the development of motor, social, emotional, cognitive, and language (linguistic).

Each student has a pattern and timing of the development of unique, such as personality, types of learning, and a good family background and methodology of adult interactions with students must be in accordance with each individual student. Learning should be based on student ability and the emerging challenges the student interest and understanding. Student centered approach is nuanced approach to development. The learning process aims to facilitate all aspects of student growth by taking into account individual differences. Diana Mutiah further explain the main principles of learning that is student-centered approach is the third progressive education. Progressive education emphasizes that education is a lifelong process. Implementation of progressive education based on the principles of student growth and constructivism. Student-centered education can support the learning environment to enhance the skills and interests of students. Learning can occur between peers and small groups.

Application of student centered approach to learning must meet the criteria to support the learning process.

Characteristics   of   Student-centered   approach
Characteristics of learning with a learner-centered approach is a diverse learning activities using a

variety of strategies and methods interchangeably, so that during the learning process of students or students actively participating either individually or in groups. This learning method is also commonly known as a CBSA (active student learning). Using a student centered learning approach has the characteristics in its application.

Characteristics of student centered approach that is "student or students are at the center of the learning process, the teacher guides the student or students, and teachers to teach for deep understanding emphasis" (Jacobsen, et al., 2009: 228). Jacobsen explained that the student or students are at the center of the learning process while the teacher encourages students to take responsibility for learning. Students determine their own topics or themes that students will learn. Students must take responsibility for the learning process. Students gain knowledge and experience of interaction with the media or learning resources in the learning process of students lakssiswaan. Students are expected to obtain direct feedback or learning experience of the learning process.

Jacobsen further explain the characteristics of the second student centered approach is the teacher guides the student or students in the learning process. The teacher makes students responsible for the learning process of students and teachers rencsiswaan only served as facilitators. Teachers can be a source of student learning if the student is completely confused. Characteristics of the third student centered approach to teaching teachers emphasize deep understanding. Involves a deep understanding of many processes that require thought (thought demanding processes) as explain and resolve the problem solving. Teachers provide opportunities for students to practice skills for trying to learn new content. At the early age of students acquiring the skills to think through some of the thinking process as proposed by Piaget. These include schema, assimilation, accommodation, organization and Equilibibration.

"In line with Jacobsen, Masitoh, et al (2009 : 8.6) suggests that the characteristics of student-centered learning includes several things, the initiative grew out of student activity, students choose the ingredients and decide what will be done, students express materials in active with his senses, students discover causal through direct experience with the object, the students transform and combine the ingredients, and students use the muscle ballpark."

Masitoh, et al describes that in a student-centered learning all activities starting from the student and the student liking. The teacher gives the student the freedom to engage in activities that the student wants to do. Students prepare tools and materials appropriate to the activities that interest students in the learning process, although by manipulating the ingredients and prepare the appropriate tools and materials selected student activities. It can stimulate students to think about what the students want. Students use his senses to experiment with objects that are around the students, so that students can find the concept of cause and effect through the direct experience of the student. One activity that interests the student is able to transform and combine the ingredients, so that all aspects of a student's ability to be optimally developed. In the process of learning at the school, students actively learn using the whole body, especially physical strength, so that students can explore as they wish.

Opinions can be concluded that in the process of using student centered learning approach, students are learning the subject. Students are not regarded as an object of study that can be regulated and limited by the willingness of teachers, but students as subjects in the study placed according to their interests, talents, and abilities of the students. Students are active learners who uses his whole body to learn. Students are given the freedom to choose and decide what will be done and what materials will be used. Students are free to express active ingredients with the senses through experiments with the object, so that students will gain useful experience to bolster his knowledge.

The role of learners in the learning process should be preferred because students are the subject of education. Therefore, the material what should be learned and how to learn it is not solely determined by the desire of teachers, but pay attention to every student differences.

The process of using a student centered learning approach can take place anywhere. Teaching process is the process of arranging the environment, students are not considered as individuals just as passive recipients of information, but is seen as an active individual who has the potential to grow. Students are individuals who have the potential and ability. Student-centered learning process can take place anywhere, in accordance with the characteristics of the student-oriented learning, the learning process can take place anywhere. Class is not the only place student learning. Students can take advantage of a variety of learning where appropriate and incorporate a variety of learning resources in accordance with the nature of the material kebutuhuhan and the students will learn, for example, students will learn about all kinds of flowers, the garden is a place of student learning.

Learning-oriented achievement goals rather than on outcomes. The purpose of learning is not mastery of subject matter, but the process to change the behavior of students in accordance with the objectives to be achieved. Aspects of the development of students is the primary goal at Madrasah Ibtidaiyyah. Therefore, mastery of the subject matter is not the end of the teaching process, but only as a destination for the formation of behavior and develop the capability of students as a teacher in the learning process of teaching to emphasize the students' understanding. Methods and strategies used by teachers in the process of student-centered learning is not only just a lecture, but use a variety of learning methods.

CONCLUSION

In this peper raises some kesipulan first, based on siwa education is important, especially if it can be done at the level of madrasah Ibtidaiyyah, second, the existing curriculum at the school with educational dualism between depag and diknas make education policy direction does not deliver. And third, it seeks to establish gagasn center study started from the bottom level of the madrasa level ibtidaiyyah.

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