Implementation of Teachers Pedagogy Competence
to Optimizing Learners Development in Public Primary School in Indonesia

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Abstrac
   Teachers are people who are very influential in the teaching-learning process. Teachers' roles and responsibilities in education is very heavy and hard. Therefore, teachers should really bring their students to the objectives to be achieved. Teachers must be able to influence their students. Considering with this description, it is important for teachers to be competent. The efforts to improve their competencies can be advised to conduct. This research was conducted in three area: 1. Public Primary School in Yogyakarta, Middle Java, Indonesia, 2. Public Primary School in Tulungagung, East Java, Indonesia, 3. Public Primary School in Surabaya, East Java, Indonesia. The aims of this study are to research how the implementation of teachers' pedagogical competence to optimizing the learners development of the intellectual, emotional, and moral aspects in public primary school in Indonesia. Through serious research, with in-depth interviews and research participants, researchers found that Implementation of teachers pedagogy competence to optimizing learners development in public primary school in Indonesia, seems the teachers have made serious efforts in the development of the intellectual, emotional and moral to learners.
   Keywords*: Teachers Pedagogy Competence, , Intellectual, Emosional, moral aspect.*

1. Introduction
   A teacher carries a big responsibility in her classroom. One reason is that all students depend on her. Everything the teacher says will have an impact on the students. If the teacher feels joy of feels anger, it will be spread among students Because The attitudes of the teacher gets contagious. (Http://www.Csun.edu /~meq75037/paper1.html). In a society, from the most backward to the most advanced, the teacher plays an important role as, almost without exception, the builders of prospective society members (Popham, WJ & Baker, EL 2005). It is partly true because teachers are the key

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players in classroom instructional activities that affect the success of students. They shall be professional as they deals with the system approach of instruction including working with the outcome-based curriculum, diagnosis of cognitive-affective readiness style and interest, program design, classroom management, instruction and learning, as well as evaluation and feedback (Snyder and Andrson, 1986:324). Teachers also contribute to the high effectiveness of schools as they are parts of the school resources. Caldwell and Spinks (1991:27) says that school resources becomes one of six most important contributors to the highly effective schools among school climate, leadership, decition makings, and outcomes.

Lexically teacher is defined as "people whose jobs or occupation is teaching." In a simple term, teacher is the one who gives knowledge to students (Djamarah, 2008). Meanwhile, the Indonesia Republic Law No. 20, 2003 concerning National Education system confirms that: educators are professionals who are in charge of planning and implementing the learning process, assessing learning outcomes, coaching, training, and conducting research as well as community service, particularly for educators at the higher education. Darajat (1998) says that teachers are professional educators, because implicitly they have volunteered themselves to accept and bear parts of their educational responsibilities mandated by and to the parents' shoulders (Darajat, 1998).

Subroto (1983) also provides definition that educators are adult people who are responsible to give helps to learners in both the learners' bodies and soul in order that they can reach their maturity, can be independent and fulfill their maturity, can be able to stand alone for doing their duties as the Khalifa of Allah, the Almighty God, can be capable as social and independent human beings.

Teachers' roles and responsibilities in education is very heavy and hard. Moreover, those the context of Islamic education--all aspects in the Islamic education are bonded to values (value bond), which view teachers not only on the knowledge or material mastery, but also on the moral and spiritual investments investments aspired to be transformed towards the establishment of the Islamic personality; teachers are obligated to guide, train, and habituate learners to behave well. Therefore, their existance is not only for teaching, but also practicing that of being taught and Islamic education values (Tholkah & Barizi, 2004). .

Teachers are people who are very influential in the teaching-learning process. Therefore, teachers should really bring their students to the objectives to be achieved. Teachers must be able to influence their students. Teachers must be visionary and authoritative. Authoritative teachers are those having sincerity, power, and something that can give impression and influence (Wijaya, et al, 1992). Teachers also play important roles in improving school effectiveness. Macbeath and Mortimore (2001:9) supports this by saying that "the individual classroom and the individual teacher provide a useful starting point for examining effectiveness".

Persons who will carry out the tasks as teachers should have a personality. Besides having personality that suits to the teachings of Islam, religion teachers are more required to have a teacher personality. A teacher is one who should be loved and respected by his students. His performance in teaching should be convincing and his behavior will be imitated and followed by his students. The teacher is a figure to be emulated and imitated. In carrying out her duties as an educator, she also wants and is willing to do and solve his problems, especially issues that are directly related to the learning process (Darojat, 2001).

According to Fajar (1988), the the tasks of teachers in the future are very hard. It is due to they have to perform tasks of teaching, educating, and guiding their students for the future. In the perspective of Islamic education, the existence, role, and function of teachers are undeniablel necessities. There is no education without the "presence" of teachers. Teachers are determinants of the direction and learning system including the curriculum, facilities, forms and patterns, and efforts to help how students learn, propperly and correctly in order to access knowledge and values of life. They are not only dealing with learning, but also with instruction. "Instruction is a human undertaking whose purpose is to help people learn" (Gagne and Briggs, 1979:3). Therefore, teachers must comprehend both learning and instructional principles. They will deal with instructional system design. outcomes of instruction, varieties of learning strategies, instructional design, delivery system of instruction, and evaluation of instruction.

A teacher is a "guru" who acts as a guide to towards the better future of students (Tholkah & Barizi, 2004). More than the stated above, Dr. Hossein Nasr, Dr. Baloch, Dr. Aroosi and Dr. Badawi also confirm that the central axis of any educational system is teaching (Husain & Asharaf, 1994). This is in line with what the previous scholars say. One

of the challenges that teachers face is the fulfillment of their potential. Good and Broppy (1987:3) believe that "many teachers fail to fullfil their potential, ..., not because of they do not know the subject matter, but because they do not understand students or classrooms". This is a reasonable opinion as Leinhard and Smith (1984) distinguish between two kinds of knowledge, which are, action system knowledge and subject matter knowledge. The first concerns with skills for planning lessons, making decisions about lesson pace, explaining materials clearly, and responding to individual differences in how students learn. Whereas, the second concerns with specific information teachers need to present content (Good and Bropphy, 1987:3). Understanding content and context of teaching and learning is very important for teachers in order to help learners succeed their learning with the contextualized classroom activities (Johnson, 2002).

Considering the above discussion, it is important for teachers to be competent. Efforts to improve their competencies can be advised to conduct. This research was conducted in three area: 1. Public Primary School in Yogyakarta, Middle Java, Indonesia, 2. Public primary School in Tulungagung, East Java, Indonesia, 3. Public Primary School in Surabaya, East Java, Indonesia. The focus of research is elaborated into: 1. How the implementation of teachers' pedagogical competence in optimizing the learners development of the intellectual aspects in public primary school in Indonesia ? 2. How the implementation of teachers' pedagogical competence in optimizing the learners development of the emotional aspects in public primary school in Indonesia? 3. How the implementation of teachers' pedagogical competence in optimizing the learners development of the moral aspects in public primary school in Indonesia?

2. Literature Review

Ahmad and Setyaningsih (2012) have researched about "Teacher Professionalism: A Study on Teachers' Professional and Pedagogic Competencies at Junior, Senior, and Vocational High Schools in Banyumas Regency, Central Java, Indonesia". This paper discusses teachers' professionalism. These teachers' competencies are summarized in four competencies, namely professional competency, pedagogical competence, personal comperencies, and social competensies. This study focused on both teachers' professional and pedagogic sompetencies. This study was carried out to research teachers of Junior, Senior, and Vocational High Schools in Banyumas Regency, Central Java, Indonesia.

Setyarahajoe and Irtanto (2013) have researched similar matter entitled "The Competency of Teachers as Human Resourses at Senior High School, in Kediri, East Java, Indonesia". The result of this research shows that the rate of teachers' competencies has satisfactorily in line with standard categories, especially the pedagogic, personal, professional, and social competencies. Off the four competencies stated previously, the weakness existed especially in professional competency that concerns an indicator of   scientific writing.

According to Law No 14, 2005 about Teachers and Lecturers, Article 10 paragraph (1), teacher competency includes pedagogical competency, personal competency, social competency, and professional competency that is acquired through professional education. Pedagogical competence is "the ability of learners to manage learning". This competency can be seen from the ability to plan teaching and learning program, the ability to execute the interaction or manage the learning process, and the ability to make an assessment. Teachers' personal competency as educators is their main task in teaching. They are to have good personal characteristics highly influencing the success of people development. Steady personality of the teacher will well exemplify learners and community.Therefore, teachers will perform as a figure necessarily followed in advice, words, and commands. Teachers' personality is an important factors for the success of students learning.

Professional competence is "the ability to master the subject matter broadly and deeply". Professional competence include expertise in their fields of expertise or mastery of the materials to be taught along with the method, a sense of responsibility and sense of duty to the other teacher colleagues. Whereas, Social competency is "the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community". In this social competency includes skills in social interaction and social responsibilities.

In order to be able to teach effectively, teachers must be able to provide more learning opportunities for students both in the quality and quantity. These can be done by involving students actively in learning. Teachers must be able to show seriousness in teaching so that they can encourage students interest and motivation to learn. To increase the

quality of teaching, teachers are advised to professionally develop teaching program planning, deliver instruction in terms of teaching and learning interactions by using the arts of teaching that are satisfactory, full of confidence and high spirit of teaching. They have then to conduct process and result learning evaluation. These will show a part of professional teacher attitude needed in the globalization era. Teachers are to make efforts that what they deliver to students are acceptable and applicable to learners or students.

According to Subroto (1983), factors attached to teachers affecting the teaching and learning programs are personality, material mastery, classroom management, ways of teacher talk, ways of creating classroom situation, concerns for individual principles, openness, collaboration, responsiveness to innovation, willingness and ability to carry out learning experiments. That teachers have the ability to manage learning well, teachers need to have professional skills to meet the 10 competencies of teachers, namely: 1. Mastering the materials, 2. Managing the teaching and learning programs, 3. Managing the class, 4. Using media or source, 5. Mastering the foundations of education, 6. Managing the teaching and learning interactions, 7. Assessing students' achievement for the benefit of lessons, 8. Knowing the functions of guidance and counseling services in schools, 9. Understanding the principles of learning, 10. Interpreting the results of educational research for teaching purposes (Subroto, 1983).

Peadagogical Competence: a. Teaching Plan Competency. Efforts made to empower teacher competency in this area were done by directing and enabling teachers to have the ability of (1) describing objectives, (2) selecting materials, (3) organizing materials, (4) determining learning methods and strategies, (5) determining learning sources, media, and tools,(6) designing assessment and evaluation tools, (7) determining assessment and evaluation technique, and (8) allocating time. b. Learning and Teaching Process Competency:Improved Learning and Teaching Process Competency were (1) openning lesson, (2) delivering materials, (3) using media and method, (4) using teaching media, (5) using communicative language, (6) motivating students, (7) organizing activities, (8) interacting with students communicatively, (9) concluding lessons, (10) providing feedback, (11) conducting assessment and evaluation, and (12) using time effectively. c. Learning and Teaching Assessment and Evaluation Competency. The teacher empowerment in terms of this compertency turned out to directed to the ability of: (1) choosing questions based on the level of difficulty, (2) selecting questions based on the level of differentiation, (3) repairing the problem is not valid, (4) checking the answer, (5) classifying the results of the assessment, (6) processing and analyzing. assessment results, (7) making interpretation of the trend assessment results, (8) determining the correlation problem based on the assessment results, (9) assessing to identify the level of variation in the results, (10) infering from the results of the assessment clearly and logically, (11) arranging follow-up program assessment results, (12) classifying students, (13) identifying the need for follow-up assessment results, (14) carrying out follow-up, (15) evaluating the results of follow-up, and (16) analyzing the results of evaluation.

3. Research Methods

3.1. Type of Research

This type of research is a descriptive-qualitative research, that is, a research on the data collected and expressed in the form of words and images, words arranged in sentences, such as those the result of interviews between researchers and informants.

3.2. Researchers Presence

The presence of the researchers becomes the measure of success or understanding of several cases. The researchers acted asn the main instruments in collecting data. In the qualitative research, the researchers themselves or with the help of other people mas the main instruments of collecting data. These are done by visiting respondents in Indonesia. This research used sampling techniques commonly employed for qualitative research, which was purposive sampling, It is implemented using the chimney technique. Data were first collected broadly, then were narrowed and sharpenned on the basis of the research.

3.3. Research Sites

This research was conducted in three area: 1. Public Primary School in Yogyakarta, Midle Java, Indonesia, 2. Public Primary School in Tulungagung, East Java, Indonesia, 3. Public Primary School in Surabaya, East Java, Indonesia. This research was done within 6 months.

3.4. Sources of Data

The sources of data were " subjects from where data were obtained". The sources of data were identified into 3 covering informant, document, and place of evidence. In qualitative research data sources are divided by two, which are primary and secondary data. Those obtained directly from the main subjects who are Education Department officials in Yogyakarta, Tulungagung, and Surabaya, Supervisors, and teachers are called primary data and those obtained from other parties are called secondary data, Roles and functions of these two data are mutually complementary and supportive.

3.5. Data Collection Techniques

Techniques of the Data collection use Data triangulation, which was data collection techniques combining various techniques of data collection from existing research subjects, which include: (a) in-depth interviews, (b) participant observation, and (c) documentation

3.6. Data Analysis Techniques

Techniques of data analysis is the effort made by working with data, organizing data, sorting them into units that can be managed, synthesized, searched and found what's important and what was learned to be decided for what can be told to others. At this stage the data analysis was done and utilized in such a way to successfully conclude the truths that can be used to answer the questions or issues raised in the study. The methods used to manage qualitative data was by using an inductive method. Inductive method is a set of specific facts, concrete events that is drawn for generalizations that have common properties. This line of thought was used to obtain an opinion consisting of several special opinions. By connecting these opinions, the researchers made generalization.

3.7. Checking Validity of Data

Validity of the data in this study was determined by using the criteria of credibility (degree of confidence). Credibility of the data is intended to prove that what was compiled in accordance with the reality that exists in the study. To establish the validity of the data, the researchers used inspection technique as follows:
1. Extension of research participation, this allowed an increase in the degree of confidence
   in the data collected. With the extension of participation, the researchers can examine the accuracy information introduced by distortion and can build confidence in the subject. So participation is not only done in a short time, but it requires an extension of the participation of researchers on the study background.
2. Perseverance observations, this is meant that the researchers find the characteristics and elements in the situation which is very relevant to the issue that is being searched and then concentrate on such matters in detail.
3. Triangulation, is a technique that utilizes data checking with something else out that data for the purpose of comparison to the data. The technique used is a significant source of triangulation to compare and check back a degree of confidence that the information gained through time and different tools to the path:
   a. Comparing the observed data with the interview data.
   b. Comparing what people say in public with what he says personally.
   c. Comparing state and perspective of someone with different opinions and views of the
      Principal, Teachers, Students, Guardians, and Chairman of the Board of Education.
   d. Comparing what people are saying about the research situation with what he said all
      time.

4 . Research Results

4.1. Implementation of Teacher Pedagogical Competence to optimizing Learners development of the intellectual aspects

4.1.1 . Teachers Make the Effort of Understanding the Importance of the Influence of Nutrition for Students's Intellectual Development

The strength or weakness of intellectual function in public primary school in Indonesia has been recognized by the majority of teachers, that good nutrition can provide energy/power for student's to strengthening the intellectual development of students . Teachers always give an understanding to parents to pay attention to nutrition's students in lifing at school and at home. Besides, the school once a month providing nutritional supplements in the form of beverages and foods high vitamin through school committees. Since childhood, the students have received nutrition education on a regular basis. Through lessons in the classroom and in the school lunch program kids educated to understand and practice guidelines for nutrition balanced . With the guidelines, almost every day they are reminded to love a variety of foods, especially vegetables and fruits. They also taught hygiene and pay attention to the packaging label or canned food to avoid food contaminated or expired.

Teachers trained critical attitude and careful in the matter of eating. Four of five perfectly healthy (*Empat Sehat Lima Sempurna*) education is often used as teaching materials in most schools . Teachers often explain the importance of nutrition for life. Nutritional education is the process of teaching and learning about what it is nutrition ? how to choose nutritious foods?,the nutrition benefits for life, and so on . Teachers as educators in the teaching-learning process have some influencies on his protégé who followed sometimes more than parents. Knowledge of nutrient present reality that required students. Nutritional information is expressed in terms of a simple and easily recognizable at anyway so that students easily accept it and use that knowledge clearly. In conveying knowledge about nutrition, teachers using instructions, discussions, demonstrations, experiments, or administration tasks . Unlike the instructions method when active teacher explains, the method of demonstration and experimental teachers can show something related to nutrition issues in front of students. While the method of practice, students actively doing the job theirself with teacher supervising. The present era is the era of information technology advances. This condition is used by Indonesia teachers to effort for increasing students' knowledge about the importance of nutrition . By using a multimedia device, the teacher-based information site by making use of the advantages, which combines text, video, photos, and audio in a single medium .

4.1.2 . Teachers Develop Students' Skills in Problem Solving

Developing the ability to analyze/ solve a complicated problem has been done by teachers through learning each subject. Problem -solving method is a way to teach in a way to motivate of students to think ahead, to analyze a problem, so that finding the solution with their initiative. This problem-solving methods is used in the methods of teaching subjects in relating to the following matters : 1). For students educating to think critically and systematically. 2). Training and retaining an life attitude, that every difficulty there must be a way out and a solution, if in the face with earnest. 3). Learning to be responsible for the decisions that have been set in problem solving. 4). Learning to analyze various aspects of understatement.

4.1.3 . Teachers Develop of Students Cognitive

Implementation of education and training in cognitive have done by teachers in order to contribute the intellectual functioning of students through exercises racing in working on the problems of subjects, test the ability to express opinions quickly and correctly, test the ability of students in the teacher's explanation respons and test students' skills in criticizing the instruction content. The term " Cognitive " is derived from the word cognition means understanding. The understanding cognition is the acquisition, structuring, and using of knowledge. In further developments, then the cognitive term became popular as one of the areas of human psychology term that covers all forms of the introduction

of any mental behaviors associated with problem understanding , attention , giving , thought , reasoning , information processing , problem solving , consideration , imagine , predict , thinking and beliefs . In the context of the coaching cognitiv aspec, teachers emphasized the importance of balancing so that one can continue to develop and gain knowledge while keeping his mental stability. Teachers provide opportunities for students to find a concept, theory, rule, or understanding through examples that he encountered in life.

In the students cognitive development, teachers lead students to be more concerned with learning process rather than the results of study theirself. Teachers applying the principle of cognitivism in the design and instructional practice, with students priority are better than remember and understand the lesson, to create a subject matter from easy to the difficult matter, to prioritize the importance of understanding because it is more beneficial to students than to memorizing only.

4.1.4. Teachers Give to Students Psychological Freedom

Psychological freedom of the students to develop an intellectual have done by all teachers optimally. Teachers have a responsibility to educate students to be able facing any life challenge someday. Here , the rights of students as child education bases are part of the concept of education to the optimal development of the child in accordance with the rights, talents and potential. Child is the beneficial owner of the obligation must be respected by the stakeholders, namely parents, teachers, other adults, as well as public institutions and government. The rights of students as a basis for the concept of education is a necessity in order protege able to grow in line with the development of mental humanist. Teachers do not commit violence in the educational process for students because it is very dangerous. Violence will prevent the development of the child's personality and pave the way towards laziness, deception and cunning

Teachers help students resolve psychological problems. Students are guided so as not to have anxiety and mental distress, low of self-esteem juice, hope to students who are not unrealistic, expectations are contrary to his condition. Education on abusive child makes the child potentially negative personality, which is far from noble character. Therefore, the teacher is always conditioned the atmosphere at the school as a convenient place for their students to be emotionally beneficial for the growth of the child's personality.

Teacher gives freedom to the child in order to develop creativity and intellect according to the child's age, level of talent, potential and age. Teachers nurture and direct the talents and potential of students with no demand and curb it. To achieve this goal, the teacher and the child establish a dialogue proportionally, open and fair in terms of discussing issues related to the interests of the child. Teachers encourage students to express their opinions freely and express his pleasure. Teachers do not often reproduce speech mocking the child because it will make the students underestimate reproach, which in turn would make the students do not appreciate the teachers advicing. Teacher gives space to child express the psichological freedom, is means indirectly grow and develop the talents and potential of students naturally. Teachers love and care for students and always keep the school environment and prepare tranquility peace of the souls of students . Teachers respect the students reduce the negative criticism and discussion related to their personality and behavior as well as creating a climate of affection and familiarity. Teachers always appreciate and give credence to the students so that they are ready to go and want to try and daring in attitude. Teachers give lessons to students being encouraged to express opinions freely in the expression freedom granted but remain within the scope of governance and the value of good manners

4.2. Implementation of Teacher Pedagogical Competence to Optimizing Learners Development of the Emotional Aspects

4.2.1. Teachers Train Students so that Students are not Easily Scared and Anxious

Strengthening exercises emotional development of students in public primary schools in Indonesia has been done teachers through various efforts so that students are not easily scared and anxious. This work is done through intensively motivation program in some learning opportunities beyond the classroom or in the out of door. Teachers always give sense of security, so that the students fear of will not show up. Teachers always provide guidance and training so that students are not afraid to hang out with friends who have not been in getting comfortable, do not be afraid to ask, and

not afraid to play with friends, do not fear pain, no fear of misery, not afraid to face difficult subjects, do not be afraid to fail.

4.2.2. Teachers Grow Confidence to Students and Strengthening Sense of Security and Peace.

Growing confidence to students and gain sense of security and peace continued to be taken seriously by teachers of public primary school in Indonesia in various occasions. How to build self-esteem in students through a variety of things including: Teachers make the school environment a comfortable and safe for students ; Teachers introduce students to the social situations outside school

Teachers encourage students to meet and play together ; Teachers introduce students to the many people that students are not afraid of the crowd ; Teachers trained child is responsible for completing the task that had been given to him ; Teachers provide support or support when he learned new things ; Teachers always provide positive encouragement to their students so motivated to move forward and excel. Students are always given stimuli that are not easy to despair and do not be ashamed to do the self-expression positivelly. Despair will come to the student in the long journey of the trip or get a failure in life because of the teachers train students to be patient

The efforts to create an atmosphere of peace and quiet on learners also performed by teachers. One of the students's basic needs is love. When a child get himself loved, he would later develop into a child who loves someone else knows and loves him. Teachers get to know and discover the uniqueness of each student and accept the existence of their students as a whole without having to compare with other students. Teachers in order to foster students's mental confidence, self-respect knows, and another knowing. Teacher do appreciate the harmonious communication with students, and conduct an attitude of openness to create the love character

4.2.3.Teachers to Optimizing the Students Emotional Development.

The effort to optimizing the students emotional development has been done by teachers through intensive coaching students's emotions. Teachers train students to be aware of themself and know the feelings of others , especially teacher training persistence when faced with failure. self-control, not easily satisfied and hope that scintillating , concern and help for others, make friends, learn to compromise, solve to problems, and resolve conflicts, develop a humor sense.

4.3. Implementation of Teacher Pedagogical Competence to Optimizing Learners Development of Moral Aspects.

4.3.1. Teachers Educate Students Moral Through the School Rules Application

Moral is an important foundation for child lifing, therefore moral efforts of teachers in educating students in public primary school in Indonesia through the control school pollutes earnest. Students who violate school rules given educative punishment, and is awarded to those who perform well the school rules. School rules are some rules that must be followed by all students. School rules are the rules that apply in school therefore must be adhered by all students. Students who arrive late to get penalized, students are expected to follow the order of the learning process, someone who comes in at school students should respect it. Students must use school uniforms , students are not allowed to use another uniform. Students who do not attend school there should be a license . Some rules for students are : Students should not arrive too late,, students are not allowed to leave school without teacher permission, students are prohibited from reading / bring inappropriate books in terms of education, students are prohibited from receiving guests without teacher permission . Students are prohibited leaving the classroom without permission. Students are prohibited from making noise inside and outside the school . Students are forbidden to eat / drink in the classroom when the lesson. Students are prohibited buying food / drinks during school hours lasted . Students are prohibited from carrying or smoking cigarettes at school and outside of school. Students are prohibited bringing or involved booze and drug abuse. Students are prohibited carrying weapons that have nothing to do with teaching and learning process. Students are prohibited engaging in criminal activity both inside and outside the school. Students are prohibited from doodling all school facilities. Students are prohibited daughter : make- up, paint and nails elongate and excessive

accessories. Students are prohibited leaving the textbook in the classroom . Students are prohibited from fighting with school friends or with other parties

4.3.2 . Teachers Educate Students Moral Through Coaching Conscience

Conscience always nurtured students earnestly for the good conduct of students trained and honesty. Students are always guided to practice daily behavior at school was as good as the relationship between peers and teachers . The human mind has a very limited capacity. Necessarily preclude the presence of mind power emitted a sense of conscience. Conscience was none other than the spark of God that exists within every person Conscience and active living will enlighten our thoughts, words, and actions. In this context the teacher are always seeking success based education conscience

Education based conscience is done by the teacher through the exercise of conscience of students to become active in real life and in everyday life. The exercises are usually done on an individual basis. Exercise in the form of social interaction is done in order to make the conscience becomes active and familiar with everyday life with a parameter of thinking, speaking and acting are good

4.3.3. Teachers Educate Students Moral Through the Implementation of School Curriculum

Moral education of students is also done through the implementation of each subject curriculum and extracurricular activities. Education in schools sought not just to prepare students to have a lot of knowledge, and be clever and intelligent, but also prepares students moral goodness. Attitudes and moral behavior are developed through education and instill values / norms which is integrated in the lessons and student activities at the school

4.3.4. Teachers Strategies in Educating Students Moral

The teachers strategies that used to educate students moral is using habituation strategy, strategy of reward and punishment, religious strategies, and psychological strategies, providing a good example. Willingness of teachers to train students so earnestly to practice continuously and resist the urge to acquire virtues and manners that actually correspond to the soul virtues. Teacher gives an account of the deeds of examples of good and bad . Teachers train students to always introspective, teachers help students to use mind understanding for good and bad behavior. Teacher gives emphasis on the business of giving students the chance to perform moral deeds, either individually or together in a group. Teachers become good example in creating a school situation and culture that can affect to good students morality.

4. Conclusion
4.1. Intellectual Aspects

Strength or weakness of student intellectual function in public primary schools in Indonesia has been recognized by the majority of teachers, that good nutrition can provide energy/power for students to strengthen the child's intellectual development. Therefore, teachers always give an understanding to parents to pay attention the nutrition in the student life at home. The developing of abilities to analyze / solve a complicated problem has been done by teachers through learning each subject. Implementation of education and training which are cognitive done by teachers in order to contribute to the intellectual functioning of students through exercises racing in working on the problems of subjects, test the ability to express opinions quickly and correctly, test the student's ability to respond to the teacher's explanation and test students' skills in criticizing the course content. Psychological freedom of the students to develop an intellectual have done by all teachers optimally.

4.2. Emotional aspects.

Emotional development strengthening exercises students have done in public primary schools in Indonesia through various efforts so that students are not easily scared and anxious. This work is done by all teachers through intensively

motivation program into every learning opportunity in the classroom and in the out side classroom. Education in confidence of t hemself and gain a sense of security and peace continued echoed by all the teachers in various occasions. Students are always given stimulation that are not easy to despair and shame to positive self-expression. The efforts to create an atmosphere of peace and quiet on learners also performed by teachers. In an effort to optimizing the emotional development of the students to have the emotional stability has been done by teachers through intensive coaching students emotions

1. 4.3.3. Moral Aspects

Moral is an important foundation for the students life, therefore moral efforts of teachers in students educating in one public primary schools of Yogyakarta, Tulungagung and Surabaya, Indonesia through the rules regulating school seriously. Students who violate school rules given educative punishment, and is awarded to those who perform well the school rules. Students conscience always nurtured trained earnestly for the good conduct and honesty of students. Stalls honesty is good evidence of morality in this school. The types of students moral education through the implementation of each subject curriculum and extracurricular activities. teachers Strategies to educate student moral using habituation strategy, strategy of reward and punishment, religious strategies, and psychological strategies

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