The Stifin Method As An Effort To Increase The Effectiveness Of Student Learning At Nurul Jadid Islamic Boarding School

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| Abstract | The diversity that exists in the learning process is an art in teaching and learning, to observe the difference in how well students understand the subjects taught during the learning process, many tips are realized. Therefore, to produce good learning it is necessary to pay attention to several elements, one of which is the aspect of an effective learning approach. The STIFIN intelligence method is one of several effective approaches that can be used during the learning process. This approach seeks to make it easier for students to understand learning styles. The purpose of this study is to understand the learning styles of students in Al-Mawaddah Area, Nurul Jadid Paiton Islamic Boarding School, Probolinggo. This research uses a descriptive qualitative approach for several types of case studies. Data collection techniques are carried out by observation and literature review. From this research it is known that students more easily understand effective learning strategies to use during the learning process. The application can be done by starting with ice breaking to divert the attention of students to make it easier to understand the material presented. The provision of media is also very supportive in the learning process to provide support to students. Then an approach is made according to the basic machine of each student. |

INTRODUCTION

In essence, each individual has unique and diverse characteristics when created. Diversity in the learning process refers to the variety of their talents, abilities, personalities, and traits (Omiyefa, 2021). So that a learning style that is suitable for each individual is needed in order to create interactive activities during the learning process. Everyone has techniques in absorbing, organizing, and controlling the information they get. This affects students' academic achievement in finding learning methods that work for them personally (Fauzi & Fajrin, 2022). According to Law of the Republic of Indonesia number 23 of 2003, education is a deliberate and planned effort to provide a learning environment and learning process so that students can actively develop the necessary potential and skills (Siregar, 2021) So that if the Indonesian nation experiences many significant problems, such as lack of quality human resources, this is because there is a neglected value, namely an effective learning strategy, because the quality of human resources depends on the quality of

education (Hijratullah, 2022). Therefore, Indonesia's education strategy is centered on improving learning methods. The reality is that there are many obstacles to improving student achievement, and there are still many students who find it difficult to understand the lessons taught. One of the problems that arise in the learning process is poor understanding of students (Wachidah, 2021). Some students have different ways of learning. For example, there is an easier learning system by memorizing, listening, looking at pictures, illustrating examples or reading over and over again. This lack of knowledge is the result of a mismatch between student learning styles and teacher teaching strategies. Many teachers approach it in a less creative way, so many students have difficulty in understanding the material, eventually students tend to get bored in accepting learning. In addition, some teachers also use monotonous techniques such as the lecture method, which makes learning boring and hinders students from actively participating in their education. As a result, students tend to lose interest in the learning process.

In line with efforts to apply effective learning, the STIFIN method can be an innovation in fostering students' enthusiasm for learning. So that the STIFIN method becomes a solution in understanding children's characteristics and student learning styles (Yandri et al., 2021) The STIFIN method is a concept that discusses the dominant hemispheres and dominant brain layers in humans, then referred to as the dominant brain operating system as a determinant of genetic potential or the best human traits, called "machine intelligence". Therefore, the STIFIN fingerprint test uses a fingerprint tool scanning 10 fingertips to obtain an accurate fingerprint.

Through many studies, researchers found previous studies on understanding student learning styles. In previous research, it was stated that in understanding the learning style of students, a teacher can see from the characteristics of students during learning and how students understand the information conveyed by the teacher, the recognition of a person's qualities can also be considered in terms of appearance (Faisal Mas'udi, 2020) According to other studies, the characteristics and learning styles of children are seen from the style of speech and how children respond to communication (Setiawan et al., 2021). In other studies, it was also examined that the application of discussion is one way that students can interact with teachers, hopefully through this interaction can be understood the application of appropriate learning styles to be applied in learning.

This research has a point of difference with previous research, which reveals several theories about the importance of understanding student learning styles through machine intelligence, a learning style not only understood by a teacher, but a student should also understand their interests and learning styles. The STIFIN method is present as an innovation in an effort to increase learning success, leading

to several theories that have been elaborated by several researchers where with this method students will understand their learning styles and characteristics. Understanding of learning styles is very much needed in learning (Prastiwi, 2019). With students and teachers understanding the learning styles that must be applied, learning activities will run effectively.

The application of student learning styles found in a STIFIN method illustrates the originality of this study. If reviewed further, genetic tests conducted using fingerprints or DNA tests to scan all 10 fingers to obtain the results of students' psychological understanding in the learning process is another uniqueness of this study (Hz, 2022). The individual's dominant hemispheres, which function as both operating systems and intelligence machines, are connected by fingerprints that include information on the makeup of the nervous system. Thus, there is no doubt that the STIFIN method is an effective and fun approach to teaching and learning. The use of this approach can be one of the initiatives to encourage students' enthusiasm in learning so that it becomes a joint task in educating the nation's young generation.

Therefore, this research is very important to understand student learning styles, with the hope of realizing effective learning (Ridwan, 2019). In addition, important indicators in the method can direct teachers or educators in dealing with student diversity. So that students can undergo learning with enjoyment, fun and in accordance with their abilities, talents and interests. Students can also recognize intelligence and the main potential, namely the ability to think in students. In the end, a fun and effective learning process is created. As a phenomenon that occurs in the learning process at the Nurul Jadid Islamic Boarding School, especially the Al Mawaddah area, researchers are interested in researching: how to understand the learning styles of students in the Nurul Jadid Islamic Boarding School specifically for the Al-Mawaddah area to improve learning effectiveness.

METHODS

To collect data and information on the use of the STIFIN method, a qualitative descriptive methodology was used in this study. This research uses a case study approach to explain a thorough and in-depth analysis. Human and non-human data sources were used to collect data for the study. Literature review, various materials about the STIFIN method, activity documents, and other things that are sources of human data. Nurul Jadid Islamic Boarding School in the Al Mawaddah area of Probolinggo Regency, Paiton District, and East Java is the focus of this study.
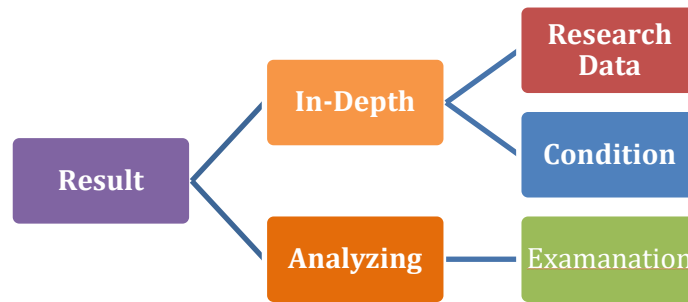
Picture 1. Prosses of Research Study

The information used in this study came from interviews, observations, and literature reviews. Interviews with tutors who accompany students in carrying out learning. There are open questions given to all elements concerned regarding the application of the STIFIN method in learning. Data reduction techniques and analysis methodologies are used to study data collected through interviews, observation, and literature analysis and then different information is identified and extracted from those data. The presentation is done straightforwardly and regularly so that it is easy to understand.

FINDINGS AND DISCUSSION

From the results of the study, it was found that there are some students who find it difficult to understand the learning style contained in them. So that the application of the STIFIN method can be a solution in the learning process contained in the Nurul Jadid Islamic Boarding School in Al Mawaddah Region. The regulation that requires students to take the STIFIN test is one of the easy things in implementing STIFIN at the Nurul Jadid Islamic Boarding School in Al Mawaddah Area. That the STIFIN method is a method that can help in understanding the learning patterns of each student so that it facilitates the learning process with the learning patterns of each student. By using an understanding of each student's learning pattern, it will help in achieving a very satisfying learning precedent.

The learning methodology used during the learning process is one element that greatly determines the understanding of student learning styles (Alindra, 2018). so that the STIFIN Method is one of the learning techniques that can recognize student learning styles. The STIFIN method has a linkage and relationship to improve the learning achievement of students in the Al-Mawaddah area. Because the STIFIN method is basically a method that can understand the learning patterns of each student so that it can facilitate the learning process (Sari, 2018).

The history of the conceptual journey of the STIFIN method began in 1999, when Jamil Azzaini, Indrawan Nugroho, and Farid Poniman founded a cubic leadership training institute. The organization has previously classified trainees into several intelligence categories. At that time the concept of the STIFIN method was still in its early stages at that time the refinement of the concept was carried out along with the creation of cubic leadership training. But at that time, the idea that humans had genetic intelligence was mature and powerful. Along with the advances made by Farid Poniman, which eventually resulted in the identification of instinct as the fifth intelligence.

Picture 2. *Fingerprint Proses at stifin test*

This picture is Fingerprint Proses at stifin test, STIFIN is a method that involves scanning each of the ten fingertips (no longer than one minute). So that fingerprints that carry information about the structure of the nervous system are then analyzed and linked to certain dominant brain hemispheres that function as operating systems and simultaneously determine the intelligence of each person. The advantage of this method is its straightforward, precise and useful ideas. The idea of the STIFIN method was then mapped from the five hemispheres of the brain to the dominant hemisphere of the brain, which is in charge of shaping natural and human matter. STIFIN is a description of Sensing (Sensory Intelligence), Thingking (Thinking), Intuiting (Sixth Sense Intelligence), Feeling (Feeling Intelligence) and Instinct (Seventh Sense Intelligence). In addition to being able to distinguish talent from fingerprint test intelligence machines, the STIFIN method can determine a person's personality that is genetic in reality. Even the nervous system is predictable, and smart devices can be controlled in one of two ways: the introvert rudder controls intelligence from the inside out, and the extrovert steering controls intelligence from the outside in. Therefore, the small STIFIN method i and e is referred to as drive or steering.

The learning styles described in the STIFIN method are in accordance with the five intelligence machines owned by students. Every child has a different learning style. STIFIN maximizes natural talents or ways of learning that are in accordance with the genetic potential of students. So that to maximize the potential of students in learning, the STIFIN method provides a very detailed explanation of several stages of learning, learning styles and ways of learning students in accordance with their potential. The following are the stages of each intelligence machine in learning as well as the motivating drive and characteristics of each intelligence machine in learning and how they manage information.
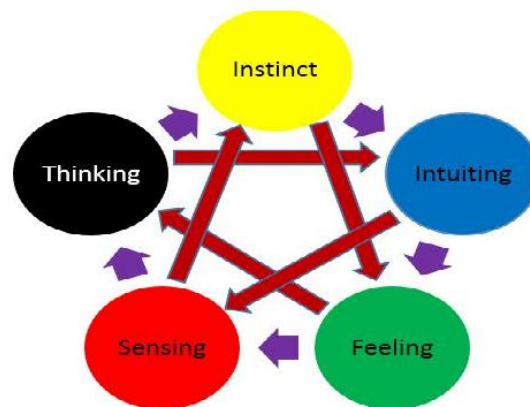
Picture 3. *Theory of Circulation Stifin*

From That Picture, realize some explanation both are. First: Sensing introverts (Si) The Si-type learning paradigm involves rote memorization of readings to learn something. This type must also move his hands to mark relevant parts so that the material is easy to master. Type Si has an exceptional visual memory. This type has the advantage of being able to record events, especially when they want to show their abilities (Mundiri & Zahra, 2017). So that the event can be recorded carefully in detail. Therefore, he will make learning using visual aids a priority. But repetition of exercises or problem solving is the thing that most quickly helps the type of Si learn the material. This kind of previous experience in a particular endeavor will always be a guarantee of success. However, the best learning that is most influential for Si type is to do it yourself and immediately try it or solve a problem. The repetition pattern is a very effective technique for the functioning of myelin. The more myelin that develops as a result of repeated training will increase this type of proficiency. Armed with myelin-based physical skills, it will expose users to a more specialized experience, increasing the prevalence of type Si. Providing real rewards as incentives is the most effective technique for motivating type Si. These incentives need to be created in a demonstrable way. This suggests that intense stimulation can be this type if administered in small doses; Therefore, why do you have to do a lot of doses. For

this type of Si, the motivation is simple because it provides only the necessary substance. But most importantly, the right dose and timing must be measured.

Second: Extroverted sensing (Se), a record-based Se learning model. By repeating a phrase or lesson many times, it is possible to repeat it over and over again. In addition, adopting visual aids while learning is very important because it will increase the amount of information recorded in Se-type memory. For the Se type, experimentation and hands-on experience are good teaching methods. Repetition of exercise is a great strategy to keep your myelin healthy. The more often it is done, the more myelin will grow and develop, which will increase the proficiency of the type. If you learn while moving, it will make the Se type more comfortable and can prolong the learning process. Being given the opportunity to compete (with training partners as well as opponents) will make Se types even more motivated to learn and practice because they need real attraction. Type Se cannot be motivated by actual rivals or delusions. So that the level of sparring that must be presented must be higher along with the higher the desire to move up the class (Sundari et al., 2019).

Third: Introverted (Ti) types, Ti types often have no trouble retrieving new information. Because learning requires ways of calculating, organizing, and reasoning. He is used to reasoning through readings to determine the logic of information and its overall purpose. Type Ti left brain craves mental food constantly and enjoys thinking about whether it is requested or not. As a result, the Ti type ends up being the one who has the highest level of mastery of the subject matter. Type Ti has the independence of learning organically, although not motivated. However, Ti types can be motivated to work harder or stay motivated by receiving praise from respected people. Praise is different from recognition. Confession is different from praise. Recognition is given by people he respects, including mothers, fathers, teachers, and even opponents he respects.

Fourth; Thingking extroverted (Te), Type Ti often has no trouble retrieving new information. In general, learning requires a mentality that involves calculation and brain organization. Te types are accustomed to using logic by creating schemas to make reasoning easier. This is because the Te type does not want to solve it difficult. Type Te left brain needs mental nutrition constantly, or in other words, it likes to think whether it is encouraged or not. Type Te ends up being the most perceptive individual because the books he reads are quite complete. This type of Te has the frame of mind of every reading, despite the superficiality of knowledge of each topic of the book. Therefore, the Te type can learn lessons not from small details, but rather through understanding. Giving Te types a chance to outperform competitors is a good way to encourage them. For the Te type, there is always a winning path that will make it easier to defeat opponents at various levels. On the

other hand, because he believes he can defeat his opponents, this type feels empty if he does not engage in competition.

Fifth: Intuiting introvert (Ii), Type II learners always prioritize conceptual knowledge during the learning process. These concepts are difficult to grasp, so this type needs help from images, visuals, and films to help him understand the idea of each lesson. In addition, type II learners can take information from the teacher's body language. Type II will like lecturers or teachers who are expressive in their communication, both through word choice and delivery style Subject matter. who is favored by the Ii breed delights in everything that can arouse his interest or inspire him. Fictional adventure stories also appeal to Type Ii because it expands its fantasy field. Giving type II motivation is enough to challenge them to imagine a better future. Type II people are very optimistic and tenacious in pursuing their goals. For type Ii, creating their own path to success would be simpler if they could see the "big picture" of the future. Similar to how type Ii will read a book greedily if they recognize the rewards for learning activities.

Sixth: Extroverted intuiting (Ie), Type Ie usually learns faster than people his age When studying, type Ie always looks for a thorough topic in the literature he reads. The ability of Ie types to uncover hidden concepts from what they learn will also be superior to other types of intellect (Simanullang, 2022). Therefore, the Ie type must be made simpler to develop the theme being studied if he wants to learn from his lessons. Then the Ie type needs a facility with assembly and disassembly demonstrations so that his inventive talent can flourish. Ie's spatial intelligence will incorporate this into his creative lessons. Type Ie can be grounded and adaptive, equipped with a learning method similar to most people, namely practicing problems to get knowledge embedded in his memory. You have to be someone more creative than the Ie type to inspire him. What is needed by the Ie type is indeed something difficult and expensive, namely the space that suits his wishes. While Ie's interest is in the ever-growing creative realm. In classrooms and institutions, it is not always possible to create space for mobility. So parents often design themselves to maximize Type Ie interests and help them get from one stage to the next without losing enthusiasm.

Feeling introverted (Fi), Being a good listener despite a strong need to talk is an excellent lesson for Fi-type to master. Type Fi loves to talk and uses charm when he speaks. But if the Fi type listens, he will learn more. Therefore, he only focused on listening to his teacher's explanation while in class. If necessary, the explanation is recorded in MP3 and listened to again until this type of Fi understands. It is difficult for the Fi type to focus for long periods of time. This Fi personality type often overreacts in emotional moods. This form of Fe acquires a general idea after listening

to the recording once again. While Fi-types will become more motivated to learn as their mood improves, Fi-types generally need to learn how to use their ears. However, if this type is in the mood, then it seems like nothing can stop it. If you are happy, it will be clearly visible, but if you are lethargic, it will be difficult for this breed to start over. Therefore, whenever the Fe type feels depressed, it is very important to show a little emotion. The level of motivation decreases based on the current emotional state. It does take a lot of patience to play the feeling game to keep Fi type motivated.

Feeling extroverted (Fe), discussing subjects with teachers or friends while repeating verbal information is an effective learning method for Fe types. However, Fe types must learn to use their hearing in general. Fe type must have good listening skills. However, since the battery charger is outside, an interactive communication mechanism is preferred for the Fe type. Discussion thus becomes the most effective method of studying Fe types. If the Fe type gets appreciation from others, especially peers of his age, his desire to learn will remain strong. This type feels more comfortable when joined by others, just like a woman who likes to learn, especially if the person she is with is someone she values very much. Another way to improve learning attitudes is to give Fe-type friends.

Instinctual, the learning instinct type is very different from the other eight personalities in terms of how things are done. Other personality types have a tendency to learn inductively, starting with specifics before moving on to generalizations. However, this style often follows a deductive learning approach: first, determine the conclusion, then the details. As a result, every book read will usually draw conclusions first before explaining the details in each book read. These types can benefit from studying in a quiet and pleasant environment with background music support. The best way to inspire an In type is to relieve all the tension they are experiencing. Resolve each problem separately until this type finally heals and resolves the trauma. After that, just use the scaffolding method to guide these In types: accompanied carefully so that they can climb the steps one by one.

CONCLUSION

The STIFIN method involves scanning ten of a person's fingertips to learn more about the makeup of their nervous system and to determine which hemisphere of the brain is more dominant. This information is then used to determine each intelligence engine, which is broken down into nine intelligence engines. namely Sensing introvert (Si), Sensing extrovert (Se), Thingking introvert (Ti), Thingking extrovert (Te), Intuiting introvert (Ii), Intuiting extrovert (Ie), Feeling introvert (Fi), Feeling extrovert (Fe) and Instinct (In). This method can help students in improving

student achievement. As well as being able to understand the appropriate learning styles to be applied by students in mastering learning. This strategy is applied by comforting students' circumstances to make it easier to understand the material taught. To support student learning, learning materials are also provided. Then the strategies used are according to the machine intelligence of each student.

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