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STIFIn METHOD AS INTELLIGENCE MACHINE IN ENHANCING CHILDREN'S INTELLIGENCE POTENTIAL IN PESANTREN

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Abstract

This article presents the role of STIFIn method as an intelligence machine for enhancing children's intelligence potential as learning innovation in pesantren. This method is a new learning innovation, developed by *pesantren* to find genetic potential or intelligence machine that exists in each *santri* through STIFIn test by scanning on the ten fingers. Strokes or fingerprint data are processed by a computer application to determine the hemisphere and dominant brain layer, and those are; Sensing, thinking, intuiting, feeling and instinct. By that, studies learning style can be found, so it is easy for enhancing children's intelligence in pesantren. This study adopts a qualitative research approach and uses a case study design with a multi-site approach. The study show that the strategiys carried out by educators at the three pesantren for enhancing *santri* intelligence potential through the STIFIn intelligence engine can be mapped as follows: my rival is my teacher, road to victory, the power of dream, a tribute to other, one step closer.

Keywords: learning innovation; *pesantren*; *STIFIn* method; intelligence potential

Abstrak

Tulisan ini menyajikan tentang strategi metode STIFIn sebagai mesin kecerdasan dalam meningkatkan potensi kecerdasan anak sebagai bagian dari inovasi pendidikan di pondok pesantren. Metode ini merupakan inovasi baru dalam pembelajaran, yang dikembangkan oleh pesantren untuk mengenali potensi genetik atau mesin kecerdasan yang ada pada setiap individu santri melalui tes STIFIn, yaitu dengan melakukan scan pada sepuluh jari. Data guratan atau sidik jari diolah oleh aplikasi komputer untuk menentukan belahan dan lapisan otak dominan, yaitu; sensing, thingking, intuiting, feeling dan insting. Dengan begitu, akan ditemukan gaya dan tipe belajar siswa, sehingga mudah untuk ditingkatkan kecerdasannya. Penelitian ini menggunakan metode kualitatif jenis studi kasus dengan pendekatan multi situs. Hasil penelitian menunjukkan bahwa strategi yang dilakukan oleh guru dalam meningkatkan potensi kecerdasan anak melalui metode STIFIn pada tiga pondok pesantren adalah; my rival is my teacher, road to victory, the power of dream, a tribute to other, one step closer.

Kata kunci: *inovasi pembelajaran; pesantren; metode STIFIn, potensi kecerdasan*

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Introduction

Essentially, significant intelligence role in the education side. Often, intelligence is understood partially by some educators, according to Mahmud. Dimyati, actually the opinion about peoples intelligence is different from others since long ago. Factually, every child born to have certain talents and intelligent with their potential and uniqueness, which make them smart (Amir & Si, 2013).

To get potential intelligence achievement in every children, it must be supported by providing appropriate information with circumstances and learnings model desired by each individual. As like E-learning web-enhanced model affects the conceptual understanding of mathematics and self-regulated learning of elementary school students (Fatkhul Arifin, 2017). In learning or conveying information of each individual where it is accepted or not related to the psychological conditions happen at that time. Because psychology's dynamics which owned by individuals with high emotional intelligence in facing stress or pressing conflict, individuals who have high emotional intelligence will immediately recognize emotional changes and causes. By this, children able to explore these emotions objectively. Are so, children do not dissolve into emotions.

It makes children able to think of various ways to relieve stress and resolve ongoing conflicts. By this ability, children try to manage his emotions that can make these emotions can be revealed correctly. It means that the individual does not release his emotions wildly or suppresses it (Saptoto, 2010). Many children's ability to see the world differently from other children, so children need more advanced techniques during instructional design and process. Thus, a little valuable support can increase their motivation also respecting their skills (Calik & Birgili, 2013). The investigation found the correlation between motivation and teaching lesson that students would understand the lesson if they felt interesting with their teacher and lesson, if they didn't feel comfortable with both of those things, they would not understand the material at all (Apriliyanti, 2017).

Innovations in learning process must be thought of by educators. The child must be educated in a suitable with the academic potential inherent (Abdurahman, 2017). Education result through a multiple intelligences approach shows that this approach is more useful than traditional approaches to children's academic needs. Approaching multiple intelligence also brings better academic achievement and efficient classroom management (Amitha & Ahm, 2017). Such as in mathematics subjects, the patterns of content and design that are chosen significantly affect interest in that subject, and intelligence indicators (IQ) have a significant effect on mathematics subjects in both fields. Furthermore, student satisfaction influences learning abilities in most student groups (Panyajamorn, Suanmali, Kohda, Chongphaisal, & Supnithi, 2018).

To increase children's intelligence, educators and parents certainly look for the best strategy for the children. Starting from the intrapersonal, interpersonal, communication strategy, learning media until food intake. Based on a study research that children's intelligence can be stimulated since toddler by consuming Omega 3. Omega 3 is a polyunsaturated fat asarn that has many benefits for growth and intelligence toddler's development. Theoretically, the myelin membrane is formed by fat (EPA, DHA fatty acids). Therefore, children with less nutrition are difficult to experience gross motoric improvement compared to children with good nutritional status (Diana, 2013). As a fact, according to a study in Kenya and Egypt, food intake in children aged 18-30 months is consistently related to playing activities. Children

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with good consumption are better able and more active to play (Kart, 2002).

In childhood side, is done by increasing naturalist intelligence. To predict that a child has naturalist intelligence can be seen from the child's love and love for nature, animals and plants. Not only to enjoy and like, but it more is happy and happy as outlined in the form of a desire to collect and to have something from nature, animals also plants. Naturalist intelligence in childhood can be developed in various ways, by looking for unique stones, experimenting with flowers, going to natural museums, planting flowers etc. (Saripudin, 2017).

Based on other researches results, increasing intelligence is using plasma cluster learning strategies. The plasma cluster strategy involves students to choose and look for learning resources that can facilitate learning so that competence can be achieved. The plasma cluster strategy has eight steps, as follow: (1) preparing students for learning; (2) building schemata; (3) introducing the intended topics and competencies; (4) grouping students and identifying learning resources; (5) report presentation and preparation management; (6) presentations and discussions; (7) knowledge development; (8) reflection and evaluation. The results showed that clusters learning is based on the influence on cognitive achievement learning. Meanwhile, increasing students' cognitive learning achievement which is still handled by plasma cluster learning strategies based on multiple intelligences 50.00% higher than conventional learning strategies by PT 23.01%. Thus plasma cluster strategy successes in improving cognitive learning achievement (Supiandi et al., 2016).

Besides, one of the media to improve intelligence through is story media. The story is a good method. The story, which is told well, can inspire an action/fostering cultural appreciation; emotional intelligence; enlarging children's knowledge, or causing pleasure. Listening to the story help children to understand their world and how they relate to others (Subyantoro, 2007). Online media can also function as a learning media. Online Video Inventory produces two subscales, such as motivation and learning experience. Overall a lot of intelligence is significantly positively correlated with learning experience but does not from student motivation (Hajhashemi, Caltabiano, & Anderson, 2018).

It is increasing intelligence also through music media. From story to story, we know that music is a useful tool for mental and social development. Each child is blessed with the potential and characteristics of intelligence that are unique and different from one to another. This potential needs to be explored and honed in order can be developed optimally. Therewith, a parent's participation is needed by providing early stimulation. Not only stimulation related to lessons in school, but also nutrition's stimulation, music, play activities, and language that also affect children's intelligence (Supradewi, 2010).

Not only to student's physical attention, increasing intelligence also through spiritual quotient. Because, actually human has different immaterial (spiritual) sides and cannot always be referred to ward brain function. Our belief in spiritual and potential side are actually from of diverse side of human capacities, which are different from the physical and psychological element. Every children's educational and communication activity for children is expected can develop intelligence aspects in their possession and touch children's "inner side", namely spiritual intelligence (Fuad, 2012). That creates character education for children, Character education in pesantren by restoring divine values to a human being is actualized by the internalization of character building through the trilogy and the consciousness of *santri*

conceptualized in the living culture of *santri* (Mundiri & Bariroh, 2018).

Nowadays, in some Islamic boarding schools that become the site of this research, using a new approach method to improve students' intelligence, those are Nurul Jadid Islamic Boarding School, Paiton-Probolinggo, Al-Hidayah Islamic Boarding School Arjasa Sumenep, Jalaluddin Ar-Rumi Islamic Boarding School Jenggawah Jember. These *pesantren* implement STIFIn method to improve the intelligence potential of students. STIFIn method was initiated by Farid Poniman as an intellectual concept related to the brain working system or intelligence machine of every child. It becomes a phenomenon and uniqueness in our research as an effort to improve the intelligence potential of each child in Pesantren appropriate manner according to genetic factors effectively and an efficient time.

Children Intelligence Potential

Every child has intelligence potential that can be developed based on its development level. Overall, until the child is approximately eight years old, 80% of their intellectual capacity has been formed, and the child's intelligence capacity will only increase 30% in the fourth until eighth age. Furthermore, the children's intelligence capacity will reach 100% after the child is approximately eighteen years old (Sumiyati, 2014).

Education trend in the 21st century is more empowering the various types of intelligence that their students have. As like the two principles of education with Pancasila proposed by UNESCO, as quoted by Mulyasa, first, education must be put on four pillars, those are learning to know, learning to do, learning to be, and learning to live together. Second, lifelong learning requires a way of learning that is capable of developing various intelligence of students (Mulyasa, 2002).

Therefore, children need an education program that able to stimulate the learning capacity and develop children's self-potential through learning as early as possible (Saufi & Hambali, 2019). Self-potential that has been owned by children must be developed as early as possible because of the potential cannot be realized and developed, it means that the child has lost the golden period in his life (Sumiyati, 2014).

Indonesian education seems still dominated by standard intelligence quotient (IQ) tests usage in measuring student's intelligence. They just measure two or three types of intelligence. Therefore, most teachers still think that subjects that reflect intelligence such as language, mathematics, natural sciences, social science critical lessons important place. Education in learning that attaches great importance to academic aspects tends to put pressure just on the development of intelligence because it is just only limited to the cognitive aspects, so that human have been narrowed down to merely having cognitive intelligence.

Gardner who rejects the assumption that human cognition is a whole and individuals only have a single intelligence. Every individual has a different level of mastery. Individuals have several intelligences, and they combine into one entity and form a high enough personal ability. Gardner's assumption eliminates the assumptions that have existed about human intelligence (Sukmadinata, 2009).

Gardner states "people are born with certain amounts of intelligence". That a child is born to the world with more than an intelligence potential that might develop, even though the development is different every person. Gardner further added that "after all, intelligence arises from the combination of a person 's genetic heritage and living condition in a given culture and era." Intelligence develops in accordance

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with the environment that affects an individual (Sukmadinata, 2009).

Based on frames of mind Gardner arrange seven bits of intelligence namely linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence. While in Intelligence Reframed, book, Gardner added that there are two new bits of intelligence, naturalist intelligence and existential intelligence (Suparno, 2007).

Every individual has a kind of mood that become characteristic of his emotional life from birth, but for further development, the role of the environment is very important because this brain tissue is plasmatic, very easily formed according to the stimuli obtained. Childhood experience influences brain development. If children get the right emotional training, their emotional intelligence will increase, and vice versa.

Intelligence is not a material thing, but science fiction to describe individual behavior related to intellectual ability. There are several explanations that have revealed intelligence. Intelligence is the ability to face and adapt new situations quickly and effectively. Intelligence includes an ability to learn, overall knowledge gained, and the ability to adapt successfully with new situations or the environment generally.

There are three kinds of intelligence. First, intelligence to set and maintain (fight) certain goals. The more intelligent a person is, the more capable he is of making his own goals, having his own initiative not just wait for orders. Second, the ability to make adjustments in order to get to achieve certain goals. And the third, the ability to do auto criticism, namely the ability to learn from the mistakes that have been made (Nurkholis & FIK, 2009).

STIFIn Method In Intelligence Machine

STIFin method was introduced by Farid Poniman in 1999. This method was conceived to identify the genetic potential or machine intelligence that exists in humans. To find out a person's genetic potential, before STIFIn test. That is ten fingers scanned test. Strokes or fingerprint data are processed by a computer application to determine the hemisphere and dominant brain layer. After knowing the hemisphere and dominant layers of the brain, then you can know your intelligence type, one of the five intelligence machines and one of the nine genetic personalities. The five intelligence machines are Sensing, Thinking, Intuiting, Feeling and Inserting with each drive Introvert and Extrovert except in Instinct intelligence.

This test uses fingerprints for several reasons. First, there are no same strokes or fingerprints between humans, among the billions of people on earth, if the fingerprints of each human being are unique, then the composition of the brain of each human being is also unique. Fingerprints are the face of the nervous system, where the brain is nervous system manager throughout the body so that the fingerprints are automatically connected to the brain directly.

Second, the lines number on each finger reflects the capacity of certain parts of the brain. By the Ridge Counting method, the number of lines between the delta and core fingerprint on each finger can be known. From the results of the calculation in the form lines, number size of each part of the brain can be concluded. These ridge counting results are roughly the same as the results of our head shape analysis. If the most number of lines is on the finger connected to the upper left brain, the biggest capacity is the part of the brain that is good at learning logic and mathematics. Here, the strength of STIFIn, a step ahead, because it found a new method of analyzing fingerprints that are correlated directly with the brain operating system.

Third, the level of the brain's operating system can be estimated on each finger. So a certain finger that has the most powerful operating system level direct-mapped type of machine intelligence and personality in accordance with the genetic brain hemispheres and a layer of the finger pair (Farid Poniman, 2013).

This method is based on the operating system of the human brain, including the human brain, which consists of the left brain, right brain and midbrain. If you look at the shape of its physical organs, the midbrain is not a separate brain hemisphere because it extends from the corpus callosum to the midbrain, pons, medulla, brain stem, cerebellum, to the spinal cord (also called the spinal cord).

This organ makes it has a good reflex because the marrow's duty is the longest nerve fibre to connect the brain with the organ of motion throughout the body. This also makes it has a temperamental nature, quickly in being angry, but quickly disappears without any resentment, more spontaneity, because of the work of the marrow. But in the instinct's brainstem, the upper brain (upper neck position) is a parasympathetic nerve controller (one of two types of autonomic nerves), which we consider to be the controlling nerve of elements of spirituality. That is why the instinct's main characteristics can be concluded as; savage but pious.

It's different with rather a simple midbrain, and the limbic system can be called to be more complex. This limbic system is the organ for the type Sensing and Feeling. The left of the limbic system belongs to the type of Sensing, while the one to the right belongs to the type of feeling. This limbic system is led by the lower neocortex (cerebrum) called the gyrus cinguli. This Girus consists of two right and left hemispheres and also has two layers - like the other neocortical ones - which are grey (outside) and white (deep).

Meanwhile, the brain hemisphere for Thinking and Intuiting. Both of these intelligence are in the upper neocortex (cerebrum) with the following division: left neocortical hemisphere for thinking and right neocortical hemisphere for Intuition. Neokortek consists of four lobes, and those are Frontal lobe (intellectual function), Parietal lobe (sensory and association awareness center), Okipital lobe (the function of vision interpretation), and Temporal lobe (memory and auditory function). Each neocortex, both left and right, has four lobus.

By limbic hemisphere location in that each brain intelligence machine can be concluded that: Sensing has sensory intelligence, thinking has the intelligence of thinking, Intuition has sixth sense intelligence, the feeling has feeling intelligence, and instinct has seventh sense intelligence (Farid Poniman, 2013)

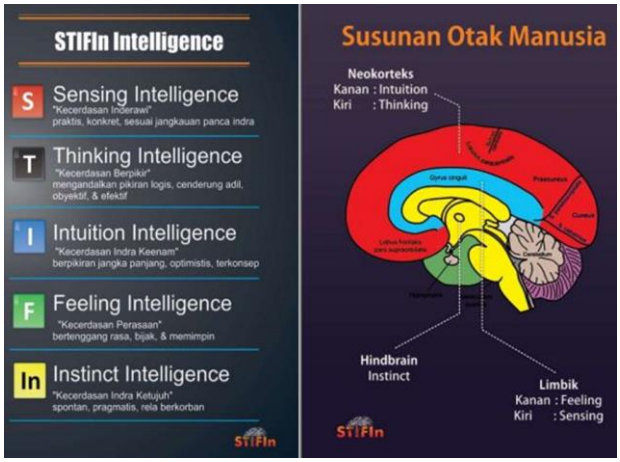

Figure 1. Illustration of brain formation and STIFIn Intelligence

Sensing intelligence depends on the senses so that people tend to be practical, concrete, and short-term, in accordance with the reach of the five senses. Thinking intelligence relies on its logical mind, which makes people objective, fair and effective. Intuiting Intelligence relies on sixth sense in making decisions which means that is far projected forward, making it a very optimistic, long-term, and conceptual person. Feeling intelligence always refers to his feelings that make

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his person feel tolerant, wise, and lead. While instinct intelligence always refers to the seventh sense when making decisions, making people spontaneous, pragmatic, and willing to sacrifice.

There are four theories of genetic strata in the STIFIn method, besides intelligence machine also intelligence drives, hardware capacities and blood types. But the most influential in the genetic theory of the STIFIn method is the intelligence machine and intelligence drive.

The drive-in of the STIFIn concept is divided into two; those are introvert and extrovert. If it is only called as Introvert with a small letter symbol and extroverts with the e-letter symbol that stands alone, they cannot be categorized as trets. This driver is the task of being a driver who leads to intelligence orientation. When intelligence has been driven, named personalities, for example Se, Si, Te, Ti and so on. The intelligence machine is the car, i and e are the drivers. This personality does not change from birth to death and becomes the nature of one's authenticity.

Be discovered Extrovert and Introvert whose uppercase symbol is E and I. It is different from extroverts and Introverts whose symbols are lowercase letters which STIFIn uses, these uppercase letters have become independent and are phenotypic. Another difference, if in e and i lowercase has a neutral connotation, on E, and I are positive-negative connotations where E is positive because it mingles, friendly, open, adaptable, outgoing, and more optimistic and all that is good. Whereas I have a negative connotation because it is considered closed, moody, anxious, not easy to adapt, and I feel and which becomes bad.

In intelligence Instinct type where it does not have a driver. There is no such thing as Introvert and extrovert because instinct's physical organ, the midbrain, is not available in white and grey layers. In Tinking and Intuiting, the white layers are introverted, and the grey layer that is on the outside (extrovert) is on the lobes, while in Sensing and Introvert and grey layers are found in girus cinguli. Because In does not have this white and gray steering wheel, this intelligence is driven automatically and spontaneously, using autonomic nerves. So instinct is an Intelligence Machine and a Genetic Personality at the same time (Farid Poniman, 2013).

Personality uses quotient, and it is not intelligence. So, if each Genetic Person is given a quotient unit, nine quotients will be obtained as follows; 1) Si as a memory quotient (MI termes linguistic verbal intelligence); 2) Se as a physical quotient (MI termed kinesthetic intelligence); 3) Ti as a technical quotient (in MI there is no); 4) Te as a logical quotient (MI termed logic-mathematic intelligence); 5)I as creativity quotient (in MI there is no); 6) Ie as a spacial quotient (MI termed visual-spatial intelligence); 7) Fi as an emotional quotient (MI termed intrapersonal intelligence); 8) Fe as a social quotient (MI termed interpersonal intelligence); 9) In as an altruist quotient (MI terminates spiritual intelligence).

There are two quotients that do not exist in Multiple Intelligence, the namely technical quotient (belonging to the Thinking Introvert type) and creativity quotient (belonging to the Intuiting Introvert type), whereas on Multiple Intelligence there are two other intelligence additions, namely musical intelligence and natural intelligence. But if you want to make it clear, according to STIFIn, musical intelligence and natural intelligence can be included in spiritual intelligence owned by the type of instinct.

Figure 2. Table of differences in drives and comparison of STIFIn and Multiple intelligence theories

One manner to increase children's intelligence that by increasing and maintain their learning motivation. Learning motivation can be influenced by children's learning so that children feel comfortable in the learning process, so that good learning outcome will be obtained easily (Syah, 2003)

The intelligence machine in the STIFIn method maps the learning styles of each child is according to the intelligence and genetic potential; the learning styles in each genetic potential are as follows:

How to learn Sensing Introvert

For a child who drives his motivation inside him, he will be moved to read. With sincerity, Si child will rewrite, compile the subject matter according to the theme or sequence. The writing can be added or marked using a highlighter or colourful marker to make it easier to mark the reading after that is the process of memorizing lessons by having repetition many times.

A good learning method for this type is recording the vocabulary of new terms or words. Each term or lesson is repeated by expressing it again in a variety of ways. In addition, learning to use props is also important because the visual appearance will increase the recording of information attached to Si type memories. Even the props need to be played in order to get their own experience.

Trying and experiencing is the most effective learning process for the SI type. Repetitive forms of exercise are a very good way to function myelin. The more often trained, the more myelin develops and forms, this skill type can be more increased. Learning while moving will make Si more comfortable and can extend the learning period to do it while moving (Hiday, 2017).

How to learn Sensing Extrovert

Se type method in learning something is done by memorizing reading material. Because these readings will be easier for master, this type also moves their hands to mark readings that are considered as important.

The Se type has amazing visual recording capabilities. Recording events is an advantage of this type, especially when he wants to show his skills. The events sequence can be recorded in detail. Therefore, using visual aids will be a priority for him.

But a factor makes Se type learn the lesson the most if he repeats the problem exercises or solves problems. This is a type of experience in doing something for a source of success.

Trying directly and experiencing indirect is the most effective process for the Se type. The forms of repetition of exercise are a very good way to function myelin. The more often trained, the more myelin develops, the skill of this type will increase. Armed with the physical ability based on myelin, giving specific experience exposure

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will make the Se type have high rates (Hiday, 2017)

How to learn Thinking Introvert

Generally, Ti type does not have learning problems. Generally, the subject matter requires the work of brain that reason, count and structure. In this type, he is accustomed to reading reasoning to get the logic of the contents and the essence of his reading.

The left Ti brain type always needs "fooding" by way of thinking or basically, he likes to think, whether asked or not. The end result caused Ti type to be the most voracious person reading textbooks and at the same time being the person with mastery highest level in the content of the lesson (Hiday, 2017)

How to learn Thinking Extrovert

Generally, Te type does not experience learning problems. And generally, the subject matter requires the work of the brain, count and structure. In this type, he is often reasoning reading to get logic reason by making structures and schemes easier. This is because the Te type doesn't really want it too hard.

The left Ti brain type always needs "fooding" by thinking, or basically, he likes thinking, whether he is asked or not. As a result Ti type is the most insightful person because various books he read was quite complete. Although mastery of each topic from the book is not too profound, this type has gotten the thinking structure of each reading. Thus, the Te type has the ability to master the lesson, not from its microscopic details, but it is from insights development (Hiday, 2017)

How to learn Intuiting Introvert

Ii learning Method type is always focused on understanding concepts. The effort to understand the concept is not easy, so this type needs to be assisted with illustrations, graphics and films that will make it easy for him to understand the concepts of each lesson. In addition, the learning process of this type can also be transferred from a teacher's body language.

Type Ii will like expressive teachers or lecturers in communicating both from the aspect of the content of the word choice or from the way it is delivered. The preferred learning content of this type of content that can arouse curiosity or provide new inspiration for him. This type also likes stories of fictional adventures because it opens the horizon of fantasy (Hiday, 2017).

How to learn Intuiting Extrovert

Ie learning process tends to be faster than his age. In the learning process, this type is always tries to find the theme behind the book that it reads. In addition, this type will be able to find concepts that are hidden from what they learn, beyond the ability of other types of intelligence. Therefore, if you want to make Ie type learn well, then it must be facilitated in formulating the theme being studied.

In order for the creative abilities of Ie type light up, it needs to be facilitated with a display of unloading. The spatial intelligence of this type will record it as a creative lesson. Ie type is able to ground and adapt so that he also needs to be given away of learning as most people, namely training questions to get a patterned experience in his mind (Hiday, 2017).

How to learn Feeling Introvert

A good learning process for Fi type is as a good listener even though he is so tempted to speak. Fi type likes talking and spread charm with his partner. But this type will learn more if he hears. So when he is in class, he concentrated more on listening to the teacher's explanation.

If in necessary, the explanation is recorded with mp3 and repeatedly heard until this type gets its 'feel'. Fi type is difficult to concentrate in a long duration. This type often carried away in the atmosphere of emotions. The re-recorded record makes this type get the overall picture. In brief, Fi type generally has to learn to use his ears. (Hiday, 2017)

How to learn Feeling Extrovert

The learning process that is suitable for the Fe type is to discuss subjects with teachers and friends while multiplying items that are repeated verbally. However, Fe type generally must learn to use ears. This type should be a good listener. But for Fe type, the interactive communication process is preferred because the battery charger is outside. Thus, a discussion is the best choice for Fe types of learning (Hiday, 2017).

How to learn Instinct

The learning process for In Type is very different from the future of another personality. Other personalities types tend to be inductive in the learning process, departing from details then concluded in general. While In type tends to use deductive learning patterns; know first, the new conclusions are then passed on to the details.

Therefore, in each book that is read In type will always draw first to find conclusions, then the details are described. While learning, In type can be helped with a peaceful atmosphere also supported by soft background music (Hiday, 2017).

When in the learning process is still done, every child has a sense of boredom, especially when the learning is done for a long time. Therefore STIFIn method usage its genetic potential to re-motivate so that children can return to learn well.

Based on education's theory, the stimulus to motivate children is reward and punishment. The reward is a reinforcement that is positive reinforcement. In operant conditioning theory, B.F. Skinner mentioned that conditioning that strengthens the stimulus-response relationship which forms the behavior is something that is "operant" or "reinforcement" which is a stimulus that provides reinforcement, such as a reward as positive reinforcement (reward) and punishment as negative reinforcement (punishment). So the reward is an award or gift given by someone (teacher) to a particular person or group (child). Reward is given to successful children (able to solve the problem well). The reward given is something that is fun or favored by children, can be concrete or abstract objects, such as praise, attention, appreciation, and others (Slamet & Samsul, 2014).

In psychology complete dictionary, punishment is 1) suffering or torture of pain, or feeling displeased with a subject, because of failure to adjust to a series of actions that have been determined in advance in an experiment, 2) A stimulant with negative valence, or one stimulus that can cause pain or displeasure, 3) Imposing a period of confinement or detention at a legitimate offender.

By that explanation above, punishment is given to someone who cannot follow the rules that have been determined previously. Children who break the rules must be punished. Often children do things that are not expected or not

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according to the rules when carrying out tests, such as cheating, cooperating, and guessing answers. To overcome it, it is necessary to give a punishment. In a study proses, the punishment for children who answered the questions incorrectly is giving a minus score (Slamet & Samsul, 2014).

Punishment is not solely to dissuade children but rather to raise awareness of children's mistakes and as a form of self-improvement and guidance to children that all things have consequences if it's not in a good way it will be the root cause of disharmony in teacher and student relations in learning. A good relationship between teacher and student must be based on care, sympathy, mutual understanding, cooperation and common respect. Healthy relationship enhanced class participation, confidence, critical thinking, research and oral communication skills, including in areas of interpersonal skills and personality development of students (Zulqarnain, 2017).

By giving rewards and punishments to children, it is expected to increase children's motivation to study harder in the classroom learning process. One of the rewards given is to give stars to children who can answer every question given and for punishment for children who do not do the task is to give additional tasks or punish them by telling the child to sing in front of the class or clean the blackboard (Sujiantari, 2016).

It seems to STIFIn theory; generally, the motivation to learn in a genetic person is influenced by the intelligence drive, which becomes a motivational drive consisting of Introverts and Extroverts. For children with an introvert drive from the source of their stimulus, their philosophy of life by being feared or challenged to wants to learn. Whereas children with Extroverted drives are sources of external stimulus, their philosophy of life is lured or given a gift to want to learn.

There are strategies carried out by teachers and parents to improve children's intelligence, both through scientific research and holding on to myths or through the spiritual side of God. From the results of the study said that children's intelligence could be stimulated since the toddler by consuming Omega 3.(Diana, 2013) In early childhood, the increase in intelligence that is done is an increase in naturalist intelligence (Saripudin, 2017). Other research findings, the increase in intelligence is done by using plasma cluster learning strategies (Supiandi et al., 2016). While the media to increase intelligence so far is the story media (Subyantoro, 2007). Online media can also function as a learning medium to improve children's intelligence (Hajhashemi et al., 2018). A line with the story media, increasing intelligence can also be through music media (Supradewi, 2010). In addition to the physical attention of students. It is increasing intelligence also through spiritual quotient. Because it is hoped that it can develop an intelligence aspect has and touch its spiritual intelligence. (Fuad, 2012)

However, in some pesantren that became the research site, using a new approach to improve the intelligence of students, support Nurul Jadid Islamic Boarding School Paiton Probolinggo, Al-Hidayah Islamic Boarding School Arjasa Sumenep, Jalaluddin Ar-Rumi Islamic Boarding School Jenggawah Jember these pesantren measure the intelligence potential of students by using the STIFIn method, which was initiated by Farid Poniman.

Method

This study researching uses a qualitative approach to the type of case study. This study focused on a case, that is increasing children's intelligence potential through the STIFIn method in Islamic boarding schools, with a multi-site approach. Data collection techniques

are carried out through; in-depth interviews, involved observations, documentation and focus group discussions while the data analysis is done through data display, data reduction and conclusion.

Results and Discussion

Increasing Children's Intelligence Potential Through STIFIn Method as Intelligence Machine

Islamic boarding schools are traditional Islamic educational institutions to study, understand, explore, live, and practice Islamic teachings by emphasizing the importance of religious morality as a daily behavior guide (Mastuhu, 1994). Pesantren's education pattern has emphasized more strengthen professional fields simultaneously and strengthen Islamic scope and *akhlakul karimah* (character education) (Rizal & Najmuddin, 2018). Pesantren uses learning management that by applying various learning theories, *santri* is positioned as the subject of learning so as to motivate students in their cognitive, affective and psychomotor development (Sari, 2017).

Another, the study shows that the model of character education in pesantren is carried out through a multidisciplinary approach so as to provide maximum results for the development of character education (Arif & Pratama, 2019). Total Moral Quality (TMQ) is the further development of Thomas Lickona's concept of character education of moral modelling, moral knowing, moral feeling and moral habituation and is applicable in the school. (Baharun, 2017)

As a traditional education institution, pesantren has a big challenge to improve student's intelligence. Thus, pesantren is identical with a lack of facilities and limited space for students. However, it became the superiority of the *santri* that adversity quotient *santri* would be trained early and better honed than children who were not in the pesantren. Adversity Quotient (AQ), as a predictor of success, is highly useful in allowing an individual to determine how he/she would manage in the face of adversity. (Cando & Villacastin, 2014)

At least three things that should be done by pesantren in doing transformation include. First, Pesantren must have practical purposes that are producing a generation of Islam is a smart serve smart not only vertically but also horizontally. Second: Pesantren must have ideological purposes should be pesantren as main pillars of the formation of *aqidah* ruled General Science. Third: Pesantren make changes to the format, shape, orientation and method of education with no change the vision, mission and spirit of boarding, but the change on the outside only, while on the side in the still retained (Suradi, 2018). But non-salaf *pesantren* has opened up to new theories, methods and new strategies in the learning process is a significant step in technology's development and entertainer, which is large enough for *santri*. Nowadays, salaf pesantren has opened itself to new knowledge in addition to religious-based knowledge such as economics and technology to improve *santri* skills (Indra, 2017). Islamic boarding schools which own educational institutions with a large number of *santri* such Nurul Jadid Islamic Boarding School Paiton Probolinggo, Al-Hidayah Islamic Boarding School Arjasa Sumenep, Jalaludin Ar-Rumi Islamic Boarding School Jenggawah Jember. Those, have required appropriate, efficient and effective strategies in education and learning process.

Learning process in each *santri* is varied where it depends on *santri* thinking ability. Learning process manner is a way or strategy for children to carry out learning activities such as how they prepare for learning, taking lessons, self-learning activities carried out, their learning patterns and how do they get an examination. The quality of learning will be determined by the

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quality in learning outcomes obtained , a good way in learning process will lead to successful learning, otherwise poor learning will lead to less successful or failed learning. Learning's a problem needs to get serious attention because *santri* learning quality is quite alarming, another problem that needs attention is regarding children's learning is the characteristics of the training eye that is learned because each training eye has different characteristics and special characteristics with other training eyes (Indra, 2017).

Nurul Jadid Islamic Boarding School Paiton Probolinggo, Al-Hidayah Islamic Boarding School Arjasa Sumenep, Jalaludin Ar-Rumi Islamic Boarding School as the research site, use the STIFin method to measure learning styles and learning motivation based on the intelligence machine and the genetic personality of each *santri*. The implementation of strategies to improve children's intelligence through the STIFin method in the pesantren refers to the way of learning motivation of students, carried out by using coaching steps and learning strategies that are appropriate to the intelligence machines of each child.

Pesantren, which become the research site, has a different study time. During the independent study hours at three pesantren, *santri* are divided into groups based on the respective intelligence machine as well as the accompanying teachers, adjusted to the mapping of the *santri* intelligence machine. Each group consists of 10-15 *santri* which own same intelligence machine children. The independent learning process is carried out six days a week, except Thursday night, because Thursday night is a holiday night for students.

Strategies carried out by educators at the three pesantren in increasing *santri* intelligence potential through the STIFIn intelligence engine can be mapped as follows:

My rival is my teacher

This special activity is especially for *santri* with Sensing intelligence; this activity uses sparring techniques and tangible incentives. Santri with a sensing intelligence machine is led to study independently in a room with classmates who are considered to be tough rivals. This type gives performance targets while learning. To explore the advantages of this type, pesantren's supervisor prepares clear achievement targets with a timeframe of how long all achievement targets will be completed. The stimulus given such students have to understand the existence of the buying and selling chapter in *fiqih* and the chapter to respect parents in moral subjects, a month later a thorough evaluation is carried out to determine the extent of understanding students.

It is done continuously with additional measurable incentives. Repetitive exercises are also done because the repetition of exercise is very good for functioning myelin. The more often trained, the more myelin develops so that the level of proficiency increases. Armed with myelin-based physical abilities, giving specific experience exposure can make this type has extraordinary prices.

Santri who own some Constitutional Court then learning to use record new things by recording again, recording using colorful visuals such as highlighter also presenting them in their own language style. Unfortunately, it does not have much effect if it does not give a measurable stimulus.

A thing that should be done by the first companion for this type is the companion should use PowerPoint, display from the carton or teaching aids material to be studied. Second, one day in the six days, students are ordered to mark important

things in the material using a highlighter or sticky note. Third, students are asked to write a summary and memorize the summary written by themselves. Fourth, regular exercise regularly.

Road to Vvictory

This activity, particularly for students with Thinking Intelligence Machines, this activity uses recognition and Competitive incentive techniques. Because appreciation or recognition is the thing needed Thinking type, when Thinking type students get the achievement of boarding school, the supervisor should give appropriate rewards so *santri* with this type can understand more motivations in the learning process. Giving awards every semester is the highlight of the award that is always awaited by this student type. For thinking's type, the award does not have to be in the form of an expensive item, enough with the recognition that he has done the best and rewarded because of the achievements achieved.

Nowadays and then educators try to involve roommates or classmates to give awards, although only with congratulations, reading Al-Fatihah and applause. That way the Ti type will feel "glorified" and know by many people. This will directly affect the performance of the brain to always learn and be the best. To achieve this achievement, boarding school leaders opened the way to victory, including competitions both at local and regional levels. When this type can beat other people, learn motivations can increase because it can beat others.

This type will be satisfied with the achievements that have been achieved and increasingly challenged to find other challenges. This type has the ability to master subjects not from microscopic detail but from the development of insight. So, the instructor only needs to prepare a number of small games in the classroom based on experiments or problems that must be resolved so that this type will be very enthusiastic about winning the game. Winning the smallest game will make this type well stimulated to study harder.

The First step that should be done by the companion is companion should ask the *santri* to find and formulate the causes and effects that occur in each material. Second, making a hierarchy of concepts and schemes for all material. Third, being smart, because this type has a competitive spirit. Fourth, concluding and resolving the problem as in the bahtsul masail.

The Power of a Dream

This activity is specifically for students with Intuiting Intelligence. This activity uses a big picture and space of interest technique. The power of a dream is the best learning driver for Intuiting type. Pesantren's supervisor, on several occasions, invited students to write dreams with several stages globally that must be passed. The more dreams that are written, the better to increase the potential of this type.

This learning type is always focused on understanding the concept. So, the supervisor or instructors endeavor with illustrations, graphics and films to make it easier for this type of understanding the concept or the big picture of each lesson. One significant way is to give the task of making mind mapping to facilitate understanding and memory of this type and to maintain the motivation to learn. The Intuiting type also has the advantage of being able to find concepts that are hidden from what they learn beyond the capabilities of others. Therefore, to make this type well

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learning, the board should facilitate the formulation of the theme being studied.

The thing that is done in companion for this type, first, the *santri* are treated to trending topics that are of interesting to him because for this type of movement they must be drawn by something interesting. Second, making mind mapping to explore "obsolescence" and the ability to illustrate students. Third, the companion frees students to make tech aids (learning tools) according to their wishes to use any material that can be reached. Fourth, by solving the problem of one theme that he chooses he can be able to attract his interest and increase his intelligence to understand several problems, understanding the concept of the pattern in the problem and find a solution to the problem. In this case, the board is quite stimulating with something interesting; the rest of this type of *santri* will finish well.

A Tribute to Other

This activity is specifically for students with Feeling Intelligence Machine. This activity uses emotional touch and accompaniment techniques. The Feeling type is the moodiest type; therefore, the board or instructor must ensure that the mood of this type that *santri* is maintained before and during the learning process. It's easy enough to maintain the mood of this type that is by occasionally giving emotional touches like telling something that touches the heart. In their daily life, the board only needs to give praise and warm greetings. A good learning process for this type is a good listener even though he is so tempted to speak. So when he was in the class, he was asked to concentrate on listening. In addition, where the directors can find a person who is idolized to be a role model of learning that change the way of view and move it with love.

Thus, students will be challenged to match the figure he idolizes. So the board starts the lesson by telling the idolized figure, then in the middle of the learning process interspersed with stories that can be heartfelt. This concept is very suitable to improve the intelligence of *santri* type.

Learning motivation in this type will be maintained if he is praised by others, especially by friends of his age, the director directs expand the network of friends among friends and the same age. The companion praised directly and invited praise to other friends to improve the learning mood such as this type who likes to foster harmonious relationships with others.

A learning process that is appropriated for this type is discussing subjects with teachers and friends while multiplying items that are repeated verbally. This is the first thing that companion must do. Secondly, each student gets a turn to present the material with a closed question and answer. Third, verbal review between students, each *santri* is required to repeat what the companion or friend said uses the language that has been reprocessed by each student. Fourth, practice based on light games with tools that are easy to get.

One Step Closer

This activity is specifically for students with an Instinct Intelligence Machine, and this activity uses step by step techniques. The administrators help solve one by one until finally, this type feels relieved. Because type Intends to use deductive learning patterns, the board must know first the new conclusions and then pass on the details.

Therefore, in each book that is read, this type always draws first to find conclusions, then the details are described. While studying, students will be helped by a peaceful and peaceful atmosphere with the support of soft background music. The management uses the concept of one step closer to guide students of this type such climbing scaffolding that needs stairs per ladder to get to the top, as well as instinct type children who must be guided step by step so that the happy chemistry he has can be channelled properly.

For this type, the companion will ask students to make a concept map of each material to be studied. Second, students are asked to compose or change song lyrics to remember material using musical arrangements desired by students. Third, students are asked to summarize and rewrite the language according to the understanding of each student. Fourth, students are guided to make a comprehensive summary of each material.

The strategy used by each companion are tailored to the needs of the companion and are developed periodically by the companion, or developed together with students in the group, but not out of the basic intelligence of each Intelligence Machine in learning. Viewer results, mind mapping, crossword puzzle, and other teaching aids are then collected and stored neatly in each of the target areas, so they can be reused and can be archived. Every month each group facilitator holds a sharing so that each problem can be solved with a solution that is found together, besides that the facilitators can also share the findings that occur in the field to multiply references and become inspiration so that they always go hand in hand with each other's support

Maximizing children's intelligence in accordance with the greatest intelligence potential possessed by children will be implemented well if the potential maximization is accompanied by parenting, children's learning patterns and motivational patterns provided by educators. These three things are very influential in improving children's intelligence because the child's potential will be well-honed if the educator can explore and direct the potential.

This research proves that pesantren is actually not a rigid educational institution. In its development, pesantren is dynamic in keeping with the times and always create new innovations to increase the potential of graduates without injuring the values of the pesantren. In addition, this research is a form of Islamic scholarship that will contribute ideas to other pesantren and can be applied to other pesantren.

Conclusion

Based on the description above, learning process user approach in using the STIFIn method appropriately will provide benefits for teachers, parents and students in improving the intelligence potential of each individual. Through the STIFIn method, steps and ways to motivate children's learning in each learning can be implemented and even accompanied by tips and tricks to improve learning motivation when the child is bored and does not want to study anymore. By using this method, teacher's teaching method will be right on target so that each student feels cared for and understood in their own ways and the motivation to learn to achieve maximum learning outcomes can be implemented properly. The process of absorption and application of science will become easier with the learning comfort created because it does not force children to learn not with the dominant intelligence possessed by children and mapping interests and talents for advanced classes to encourage each child's soft skills much easier and in accordance with dominant

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intelligence child, so there will be no more cases of children's tell it in advanced learning. Briefly, by using this method, the child will feel that learning is fun and interesting.

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