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## Learning Differentiation in ECE Based on Sensing, Thinking, Intuiting, Feeling and Instinct (STIFIn) Intelligence Test Results

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**ABSTRACT:** In managing learning, teachers need information to meet children's different learning styles and interests. Recognizing children's intelligence from an early age can be determined through the Sensing, Thinking, Intuiting, Feeling, and Instinct Intelligence Test (STIFIn). This is useful for knowing the child's learning style, characteristics, and interests so that it can be said to be suitable for carrying out differentiated learning based on the child's characteristics. This research aims to identify children's interests and talents to help provide an overview of the potential components of each child's character and solutions for handling problematic children. The method used is descriptive qualitative case study type with an inductive deductive pattern. The research results show that teachers can use the STIFIn test results as a basis for creating a learning environment that suits children's needs based on the characteristics recognized in each child, through predetermined differentiation of strategies, media, and evaluation of learning in early childhood. implemented to support development. early childhood according to their needs and potential.

**Keywords:** learning differentiation, early childhood, STIFIn intelligence test

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## 1 INTRODUCTION

One of the aims of organizing early childhood education is to equip children in readiness for the next level. One of the problems with children's education is the less-than-optimal role of teachers in developing children with their own characteristics, so there is a need for basic screening tests to determine children's intelligence, characteristics and learning styles. Through the existence of STIFIn, which is said to be one of the methods for recognizing genetic potential, personality and mapping human intelligence based on a scanning tool that records and processes 10 human fingerprints. The division of STIFIn intelligence types is Sensing, Thinking, Intuiting, Feeling, and Instinct. The implementation of learning activities in early childhood refers to a curriculum that is adjusted based on the child's age category and characteristics, so differentiated learning can be used in order to meet children's learning needs (Ngaisah et al., 2023). Differentiated learning will help recognize children's characteristics, potential and interest in learning, so that it can make it easier for teachers to identify children's learning style tendencies.

Considering the importance of self-regulation and executive function in early childhood development influencing social and cognitive competence, the results of these two constructs can be an effort to carry out an integrated approach. If teachers are often more interested in making things work, then teachers can shift to how things work (Muir et al., 2024). Teachers can implement differentiated independent learning with questioning activities, group discussions, reflection, modeling, constructivism and authentic assessment (Somadayo & Kurniawan, 2023). This research supports the application of learning differentiation which can be integrated with the concept of intelligence mapping through STIFIn results to support learning needs that are appropriate to early childhood development. Learning that is centered and meets children's needs becomes a form of differentiated learning that makes it easier for children to carry out the teaching and learning process (Lestaringrum, 2022). With this concept, teachers can regulate the environment for each child so that they get opportunities that suit their development and potential (Kurniasih & Priyanti, 2023). Therefore, this has an important impact on the condition of children's self-regulation and executive functions in carrying out their daily activities and behavior.

The importance of knowing STIFIn intelligence is to know how children learn effectively to optimize their potential in accordance with children's learning interests, so that in implementation teachers can innovate to develop learning strategies for early childhood to achieve good and satisfying learning outcomes in accordance with their characteristics. in children. Based on research results obtained from STIFIn data, most of the more than 60 thousand people who have taken the STIFIn test admitted that what was displayed from the test results explained in detail about personality with an accuracy of above 95% (Poniman & Mangussara, 2012). Success can be achieved by working on the right path, one of which is using an intelligence machine, so that this becomes an effort to provide better education and in accordance with the characteristics of early childhood

to equip children to be ready for the next level of education, With differentiated learning, teachers can develop students' potential for achievement and learning success (Mulyawati et al., 2022). To help provide an overview of the potential elements of each child's character and strategies for dealing with difficult youngsters, this research attempts to identify children's interests and talents.

## 2 THEORETICAL STUDY

### 2.1 *Early Childhood Learning Differentiation*

Differentiated learning is learning that allows teachers to have different roles in teaching their students because the main focus is on children's concerns (Sitorus et al., 2022). What was stated by Santos, Bastos & Souza in Herwina's statement explained that differentiation learning has long been used as an approach that can improve creative behavior in children in the future (Herwina, 2021). Each individual has different tendencies, so the service needs of each child are also different (Lestaringrum, 2022). Differentiated learning is teaching children different ways of thinking so that each child can have the freedom to choose the learning activities they are interested in (Marlina, 2020). Early Childhood Education (PAUD) is a very important education because the development of children in the future will be very much determined by various meaningful stimulations given from an early age. The beginning of a child's life is the most appropriate period that provides encouragement or development efforts so that children can develop properly and optimally (Lestaringrum, 2022).

In the context of early childhood, children are free to choose the variety of games they are interested in, so that teachers facilitate the need to serve children's learning activities according to their characteristics and development, such as in training motor skills, explaining that the differentiation learning approach is designed to encourage organization. self (Gray, 2020), as well as being able to facilitate motor learning through a stochastic process, where the student's environmental conditions emphasize strengthening potential to encourage the acquisition of learning skills (Schöllhorn, 2016). In terms of adaptation, the learning differentiation approach can meet children's interests in various learning styles (Siti Kurniasih & Priyanti, 2023). One example that has been implemented in PAUD institutions uses a group model or often called cooperative learning, which is a learning strategy to involve the participation of each child to be able to interact with other children (Abramczyk & Jurkowski, 2020) . This is one way to condition children in the learning process.

### 2.2 *Sensing, Thinking, Intuiting, Feeling and Instinct (STIFIn) Intelligence Test*

STIFIn is a product of the concept of psychogenetic development. Psycho-genetic comes from the word Psycho which means soul, spiritual, mental, spiritual. While Genetic is innate potential. So Psychogenetics is the science of innate potential. The STIFIn concept was invented by Farid Poniman. How to find out the intelligence of the STIFIn

machine by using the Fingerprint-based STIFIn test tool, a test that is carried out by scanning all ten fingertips. Fingerprints will carry information about the composition of the nervous system which is then analyzed and linked to certain brain hemispheres which dominantly act as an operating system and at the same time become a person's intelligence engine (Pasmawati, 2019). STIFIn is a description of sensing (abbreviated as S), thinking (abbreviated as T), intuitive (abbreviated as I), feeling (abbreviated as F), and instinct (abbreviated as In) (Alindra, 2018).

Then after knowing where your brain hemisphere is dominant, then next we can find out where your dominant brain layer is, whether it is the inner brain layer (white) or the outer brain layer (gray). From the layer of the brain, it will determine the Genetic Personality in a person who is divided into two, namely introvert or extrovert, that is the scheme of the STIFIn intelligence machine (Pasmawati, 2019). Farid Poniman said that the STIFIn method is an application of the STIFIn concept which compiles from theory - Psychological theory, neuroscience, and human resources science. The main principle leads to the concept of a single intelligence from Carl Gustav Jung (Pasmawati, 2019). The analytical psychological approach pioneered by Carl Gustav Jung (1875-1959), which was combined with The Whole Brain Concept theory from Ned Herrman, and the Triune Brain theory by Paul MacLean (1976) (Poniman & Andi Mangussara, 2012).

The basic function theory of a Swiss analytic psychology pioneer named Carl Gustav Jung stated that there are four basic human functions namely the function of sense, the function of thinking, the function of feeling, and the function of intuition. Of the four basic functions, only one of them is dominant. The Split-Brain theory was put forward by Roger, then the hemisphere theory was developed by a neuroscientist Ned Hermann, who divides the brain into four, namely the left hemisphere, left limbic system, right limbic system, and right hemisphere. The Triune Brain Strata Theory (three fused heads) from another American neuroscientist, Paul Maclean, who divided the human brain based on its evolutionary results, namely the human brain, mammals, and reptiles. MacLean's theory says that the cerebellum and brain stem (Brain stem). The Brain Stem is responsible for survival, examples are heart rate and breathing. The brain stem can determine a person's level of alertness. The limbic system is located deep in the part of the brain between the brainstem and cortex. The part of the brain known primarily for emotions, which some researchers call the limbic brain, is referred to as the emotional brain. The highly developed Neo cortex is the part of the brain that creates, enables to reflect, plan, and make goals. Neuroscientists believe that Nio's cortex is still developing. Our cerebrum (Neo cortex) is divided into two hemispheres, left and right (A. Langelier & Diane Connell, 2005).

The process of developing human potential consists of several factors, namely genetics, environment, and spirituality. How to trace this using the STIFIn-based method by using a fingerprint test tool to determine the dominance of intelligence. So, STIFIn's genetic relationship with various psychological theoretical concepts tends to be related to three schools of psychology namely naturalistic, nativist, and transpersonal. If described, it can

be explained that nativism and naturalism support genetic or innate potential, while spirituality which is the values in humans and creators relates to transpersonal flow.

The role of STIFIn in Social Cognitive Theory (SCT) functions as a method for identifying a person, so that it will help in providing an overview of the potential character components of each individual child in character formation (Setiawan et al., 2021). The STIFIn-based learning strategy for religious moral values is one form of effort that can be carried out. This strategy is divided into four (see Table 1), namely group strategy, individual strategy, direct learning strategy, deductive strategy, and inductive strategy tailored to needs. The method used is the storytelling method or the habituation and example method. Every child has a different learning style, based on this, they can be grouped based on the type of STIFIn intelligence machine, namely Sensing using an auditory-visual-kinesthetic learning style, Thinking using a visual learning style, Intuiting using a visual-auditory learning style, Feeling using an auditory learning style, and Instinct uses a visual-kinesthetic learning style.

Table 1. The STIFIn-Based Moral Religious Values Learning Strategy

Number	STIFIn Mapping	Chemistry	Strategy	Output
1.	<i>Sensing</i>	Treasure	Drill method	Profit
2.	<i>Thinking</i>	Throne	Role Playing Method	Role
3.	<i>Intuiting</i>	Say	Storytelling Method	Creativity
4.	<i>Feeling</i>	Love	Habituation Method	Politeness
5.	<i>Instinct</i>	Happy	Exemplary Method	Religious

Processed from various sources: STIFIn and PAI Learning Methods (Poniman, 2016)

### 3 METHOD

This research uses a qualitative type with a case study approach. In this research, case studies are used to examine findings that are specific to an event. Qualitative research is one way to conceptualize basic knowledge based on meaningful values originating from individuals or society (Creswell, 2014). The subjects in this research were students and teachers at KB Aisyiyah 01 Semarang City. KB Aisyiyah 01 is located on Jl. Trunjoyo X/26 Padangsari Village, Banyumanik District, Semarang City, Central Java Province with postal code 50267, with a telephone number that can be contacted (024) 7479862 or an email that is already available, namely kbaisyiyah01@gmail.com, KB Aisyiyah 01 Semarang was founded in 2003, this institution was under the auspices of the Aisyiyah Foundation with the status of a private-owned institution accredited B as stated in the institutional decree number, namely 848/1629 with NPSN 69848553. KB Aisyiyah has 3 teaching staff including the head of the KB. The number of students in KB Aisyiyah 01 is 26 children. Of the 26 children, only 23 were willing to take the STIFIn test.

Students were used as samples in this research, while teachers played a role as implementers in implementing learning differentiation based on the STIFIn results in this research. The stages carried out in this research began with data reduction to select things that focus on STIFIn intelligence groupings, strategies, and follow-up actions. Then the data presentation is presented to determine the characteristic tendencies of each STIFIn

result. Next, verify the data according to suitability in the field. Finally, the analysis uses an inductive deductive pattern on the STIFIn intelligence results. The instruments used in this research were open questions presented through direct interviews with teachers and observation guidelines to see learning conditions and student characteristics. Data collection techniques include observation to observe children's behavior, interviews to collect information from an event, and documentation to store the results of learning activities.

## 4 RESULT AND DISCUSSION

### 4.1 *Results*

#### 4.1.1 *STIFIn-Based Learning Practices at KB Aisyiyah 01 Semarang*

The teacher's understanding of the concept of STIFIn intelligence is based on interviews with Mrs. Yuni, that Mrs. Yuni understands STIFIn is a method for finding out a person's dominant type of intelligence through a fingerprint test tool, not even just students who take the test, but parents also take part, because the test results This helps parents and teachers to recognize the characteristics of children, especially for teachers who are useful in learning.

Furthermore, Mrs. Yuni gave an example that, children with feeling intelligence with unique feelings. In conveying teacher learning in an exaggerated style, in teaching the teacher has prepared many models, then for thinking children, in encouraging their learning motivation through invitational sentences and motivational words and accepted rationally or rationally, thinking thinks rationally and the type of defense convey interest through pictures (interview, 22 August 2022).

To deal with each intelligence, Mrs. Yuni said that teachers in implementing STIFIn have been creative in packaging learning, and it can be accepted by all types of intelligence. At 1 year old there is only 1 child, and the Instinct type of intelligence has advantages given from God, from the results of the STIFIn test there are also many children with Sensing, Feeling, and Thinking intelligence, all of which are balanced, and the advantages of Instinct children are considered to have the sixth sense (interview, 22 August 2022 ).

Data statement submitted by Mrs. Yuni that the teacher's strategy in applying the learning of moral religious values, for the feeling intelligence type uses the habituation method. This is a specific strategy as well as a general strategy that is used in all types of intelligence. So that the achievements obtained by the feeling child, for example Kayla who is skilled at making works and Naifa is skilled at coloring, this is quite by the characteristics of the feeling child type, the teacher has provided a special strategy in increasing the potential of the feeling child, then there are achievement results obtained. Instinct, in this intelligence there are no general strategies and specific strategies that teachers carry out with children, because there are no children who get results with

instinct-type intelligence. So, there are no results that can be compared and processed based on theory on data findings in the field (See Table 2).

Table 2. Compared and Processed Based on Theory`

No	STIFIn Mapping	Amount	Strategy Based on the theory	Strategy in the field
1	<i>Sensing</i>	7	Drill method	Drill method
2	<i>Thinking</i>	5	Role Playing Method	Method of habituation
3	<i>Feeling</i>	3	Storytelling Method	Singing Method
4	<i>Intuiting</i>	4	Habituation Method	Method of habituation
5	<i>Instinct</i>	0	Exemplary Method	-

Source: Processed data from STIFIn and Analysis

Mrs. Yuni argues that children also influence parental changes, some parents impress them to study religion in depth, for example children remind their mothers when they go out to wear headscarves, there are positive benefits from children in teaching religious moral values that are carried out the teacher uses positive sentences and is caught by the child during learning. Through positive sentences there are some children remind rents, there are even parents who learn the Qur'an and the interpretation of the influence of children studying at KB Aisyiyah 01 school.

There are some parents who send their children to educational institutions Al-Azhar and Bina Insani in which there are study activities for parents. According to Mrs. Yuni there is continuity in seeing the faith of parents from the influence that children get when they remind them first, through schools where there are currently conducting studies. In addition to that in later developments, children with their respective types of intelligence still have good traits that are embedded and can be realized from the achievements and behavior patterns of each child (see Table 3).

Table 3. Recap of Achievement Results based on the type of genetic intelligence STIFIn

No	Participant	Result	Dominant Trend	Performance
1	P1	Si	Sensitive to surroundings and sensitive	Coloring, modeling, and singing
2	P2	Si	Quiet, Diligent Prayer, must be invited to speak first	Discipline in doing the task
3	P3	Si	More sensitive, sensitive, moody, and smart	Drawing and coloring
4	P4	Si	Sensitive	Exercise
5	P5	Se	Pray diligently, recite the Koran diligently, want to learn to be a priest, and be polite	Swim and quickly memorize
6	P6	Se	Cheerful, passionate, and happy to meet friends	Happy to help, color, dance
7	P7	Se	Sensitive feelings and likes to joke	Helpful
8	P8	Ti	Polite to parents and Diligent Prayer	Singing competition
9	P9	Ti	Using logic, easy to interact with, diligent in praying and reciting the Koran, polite to parents	Happy to help, responsive, happy to be creative
10	P10	Ti	Rational and objective	Exercise
11	P11	Ti	Pray on time and in congregation at the mosque	Always help parents

12	P12	Te	Use logic over feelings	Memorize using logic
13	P13	Ii	Confident and sensitive to the feelings of others	Dare to appear in public with confidence
14	P14	Ii	Diligent to pray and recite, and like to run	Independent
15	P15	Ie	Imitate the example of parental behavior. (father prays on time)	Modeling and Memorization
16	P16	Fi	Sensitive feelings	Neat, independent, responsive, and responsible
17	P17	Fi	Confident and easy to give in	Independent and happy to help others
18	P18	Fi	Sensitive to feelings and can control yourself	Make crafts based on imagination
19	P19	Fi	His feelings are sensitive, and it's easy to feel sorry for other people	Coloring

## 4.2 Discussion

### 4.2.1 General Strategy of Learning

Teachers have various learning strategies for increasing the development of moral religious values based on the types of intelligence of each child, according to Mrs. Yuni's statement including, Sensing, the tendency to feel strong physical, is based on teacher teaching strategies related to sensing intelligence with early childhood learning methods that are carried out repeatedly and consistently. Thinking, the type of intelligence that is easy in the habituation method is thinking intelligence, it is proven that this type uses causal logic, so it is easier to accept. To instill the habit of thinking in children through existing processes and challenges, for example some children cannot be disciplined, the teacher can already direct the children to be orderly. In thinking intelligence, special actions have been taught, for example through politeness rules the teacher has used causal statements so that rational things can be more easily accepted by thinking children. For example, in the statement "If you don't want to share later at school your friends don't want to play with you" The thinking type looks smarter and has quick grasping power.

The way the teacher teaches faith in thinking children is almost the same as all types of intelligence, which differentiates thinking is more rational, for example in the statement "Did you know that God's creation that we can see are trees, trees are God's creation, then if the wind can't feel the wind, the wind is also God's creation. Related to friendship, peer relations, and mutual help, the way the teacher deals with thinking children is that before playing children are invited to choose their playmates, they can also take turns with friends in play activities, another example in dealing with fellow friends is that there are children who like to share snacks with them. other friends, and care for each other.

Intuiting, the type of intelligence Intuiting is easily directed by, for example, by command words "You will be loved by Allah if you help people." In this intelligence the teacher familiarizes with examples, recommendations for washing hands every day and routine marching activities before the activity the teacher has given a prologue. In applying the teacher uses the singing method which has a positive impact on early

childhood, so that children become happy with words and singing. Feeling, is the type of intelligent feeling when teaching religion by using songs, clapping and stories, for example clapping pious children and songs "Allah is with me, Allah sees me, Allah listens to me, *Lailahaillah*".

Monotheism has been instilled by teachers in children, and the impact is that early childhood becomes children who believe in Allah, because monotheism is abstract in nature, so in practice it is implemented when looking at plants or the color of leaves of various types, then instilling the belief that Allah creates various leaves, from these activities the teacher has succeeded in implementing monotheism from the abstract to the concrete. According to what Mrs. Yuni said, children with intellectual intelligence are stimulated by praise "You are beautiful, you are a good child, you are smart." Parents already have the same pattern of education, so it is easier for teachers to implement program activities at school. Mrs. Yuni said that "In the teacher's mindset, there are no naughty children, but maybe it's just that they don't understand".

The habituation method has also been applied to children's feelings and it is formed into character, the teacher has given many reminders, for example, the recommendation to eat and drink while sitting, the tendency towards the habituation method applies to all types and there are no threats made by the teachers of KB Aisyiyah 01 to all their students. In Feeling Intelligence, it is done through habituation with examples every day it is recommended to wash hands and lines that have previously been given a prologue. In applying the habit, the teacher has used the singing method because it is evident that early childhood is happy with words and singing. Ms. Yuni emphasized that, the thing that distinguishes each intelligence with the type of feeling, there is an example that when you hear the teacher is angry with the child, the feeling will react most fearfully, then the teacher approaches both psychologically and physically and gives praise to the child. For example, by shaking hands, hugs, and words of praise. Instinct, in this intelligence there is no strategy or special treatment that the teacher does for children, because there are no children who get results with instinct-type intelligence.

The aim of differentiated learning is to provide opportunities for all children to access and participate in learning, maximize the development of each individual (Mumpuniarti et al., 2023), and increase the speed of capturing the learning process (Henz & Schöllhorn, 2019). Apart from that, the benefits of differentiated learning include facilitating the development of creativity, encouraging successful learning based on expertise, and providing an orderly impact on behavioral processes (Santos et al., 2018). Based on existing research results, the application of differentiation learning based on the principles of early childhood growth and development has had an impact on optimizing results in terms of cognitive, affective and psychomotor aspects (Astuti & Afendi, 2022).

#### 4.2.2 *Specific Strategies in Dealing with Problems*

Several ways are used by the teacher in solving problems for each type of intelligence in children at KB Aisyiyah 01. Sensing, the type of intelligence sense in solving problems,

the teacher will make the child tired, and his energy will be drained first through gymnastic activities, basketball, children who are not ready to learn, the teacher will let the child play outside first. Thinking, involves the teacher's type of thinking intelligence overcomes it by explaining cause and effect, because children are more rational and easier to accept. Intuiting, type of intuitive intelligence. In his handling the teacher provokes children to be interested in learning. Through the example statement "There are interesting toys inside," the child is challenged so that he can do something, and the teacher has creative skills in dealing with children, for example, when an intuitive child is lazy the teacher tells "you will get a reward with friends, who knows." friends need you to accompany them to play". Intuiting children are considered odd, so the teacher has treated them specifically, in giving games the teacher provides toys with a higher level of difficulty so that creativity emerges in children. In the intuiting type, if there is a problem, the teacher uses a method by instilling good values, for example the sentence "if you want to get a reward and be loved by your parents, let's have to recite the Koran first".

Feeling, is the type of feeling the teacher gives motivation by reminding a rule and touching his feelings, besides the teacher has given a rational explanation for feeling children. The teacher considers that the feeling types the teacher handles is more difficult because it is more emotional, in this case the teacher is good at persuading with words and drama, as well as adjusting the types of problems encountered. The child's feeling tends to be quiet, and gentle, and the teacher doesn't say the sound too loud. The teacher has used the most appropriate method, namely using words of praise and a subtle approach. The method that is suitable for feeling is stories, watching movies, for example, education on toothbrushing.



Figure 1. Watching Movies with Picture of education on toothbrushing

Instinct, in this intelligence there is no special treatment given by the teacher to children, because there are no children in the research location with STIFIn test results in the form of Instinct intelligence. The teacher looks at the conditions when the child arrives, because the child comes with a variety of feelings, for example, being left by their parents to go to work. The teacher does ways to neutralize various emotions through singing, clapping, and telling stories so that the impact is that children are happy and happy. The teacher also uses the storytelling method related to the theme, the teacher combines it based on emphasizing the principles of learning while playing in early childhood, and not posing a threat to children's learning activities, so the teacher's strategy has implemented the existing rules.

The teacher enforces the implementation of punishment by making rules or initial steps by making a joint agreement in the central area, the teacher instills in children to love toys, and when there is a violation fellow teachers will remind. In learning, children are used to it, for example, in children's behavior, when fighting over a toy, a child says something and sing. The teacher said, don't fight over it, don't do bad things, *astagfirullah*, there are children who forget the rules, *astagfirullah*, there are children who have not prayed, *astagfirullah* ". With the song above, the child has begun to be sensitive, and applies to all types of intelligence that understand this rule. Statements that are sung to direct students such as: "Play is over, it's over, it's over, let's take care of it". The teacher meant that the child was able to apply habituation after 3 months of ongoing learning. PAUD teachers have been creative, Mrs. Yuni argues "In reality not all theories can be applied, early childhood teachers can have their sensitivity, for example if a child has a fever they must be screened first, so the teacher can be responsible, the teacher can check for physical collisions child."

Yuni also conveyed other things, when there are children who have problems when playing, for example children do not want to move around the play area, the teacher directs and motivates them to use other game tools. Another strategy in dealing with children's problems, is the teacher has communicated with parents, with this it is easier for the teacher to handle children through this communication relationship so that the parenting style applied between teachers and parents at home is the same in treating children. Ms. Yuni said that, in general, teachers have made various efforts to stimulate children during learning, for example, children are taught by teachers through compassionate hadiths, memorized letters, songs, stories, and *Asmaul Husna*. The children of KB Aisyiyah 01 Semarang have memorized the hadiths, don't be angry, and the songs about the *hijaiyah* letters, the way that is done through the singing method, within one month the children have memorized them well. The tendency to memorize martial arts for all types of intelligence.

In addition, the teacher has taught the children to be orderly, this can be seen when the children enter the class, everyone keeps their bags in the places with their names and photos. Even though some haven't, the teacher still directs and guides by showing the letters that are there to read, then in the way that the teachers of KB Aisyiyah 01 do, every time they arrive, they invite the children to play first if they are not ready to learn. The teacher watched from the start, seeing from the child's behavior, that was what Mrs. Yuni said. In addition, the role-playing method has been practiced by KB Aisyiyah 01 children for a period of once a month, which is adjusted to the theme. An example of a rural theme, the settings are villages, rice fields, shepherds, farmers, hats, hand shoes. From that the teacher provides the property, the way the teacher teaches children by example first. Based on the observations of KB Aisyiyah 01 teachers, role-playing is considered a method that is favored by all types of intelligence because children are happy. The benefits of the STIFIn test can be seen in the achievement results of children of all types of intelligence. According to Mrs. Yuni, the moral religious values taught by teachers in early childhood have been able to reach good behavior, for example like helping, know

God, loving God's creation, politeness be responsible when cleaning up toys and behavior towards God, parent and s, Friends.

Differentiated learning is an effort to adjust the process of activities in the classroom so that it can meet needs optimally through student readiness, interests and learning profiles that can produce work products to explore children's abilities or skills that were not previously known (Herwina, 2021). Apart from that, the application of differentiation in professional conversation training carried out by Germany provides practical convenience covering three aspects, namely structuring conversations, putting forward solutions, and building interpersonal relationships. which is better, while the learning process consists of children's interests, learning profiles and learning readiness (Bauera et al., 2018).

#### 4.2.3 *Implementation of STIFIn-Based Learning at KB Aisyiyah 01 Semarang.*

STIFIn to find out the type of intelligence and potential talents of children, through STIFIn can be used as a learning method and learning strategy that is applied to teachers in the classroom management process. The data found states that STIFIn has been implemented for the last three years from 2019 to 2021, based on the number of students in the 2019 to 2021 period, a total of 19 children have taken the STIFIn test at KB Aisyiyah 01. Based on the grouping, there is the amount of data from the STIFIn KB Aisyiyah 01 test results with the following details, (1) Sensing, a total of seven children, four of whom were dominant in intelligence Si (Sensing Introvert) and three children were dominant in intelligence Se (Sensing Extrovert). (2) Thinking, a total of five children, four of whom were dominant in Ti intelligence (Thinking Introvert) and 1 child was dominant in Te intelligence (Thinking Extrovert). (3) Intuiting, a total of three children, two of whom were dominant in intelligence Ii (Introverted Intuiting) and 1 child was dominant in intelligence Ie (Intuiting Extrovert). (4) Feeling, a total of four dominant children of Fi intelligence (Feeling Introvert). (5) Instinct, there are no children with Instinct intelligence results.

Learning Strategy for Moral Religious Values Based on STIFIn Genetics at KB Aisyiyah 01 Semarang. The STIFIn-based learning strategies that are carried out include general and specific strategies, in field implementation the teacher has implemented the Sensing, the tendency to feel strong in the physical, teacher teaching strategies related to sensing intelligence with early childhood learning methods that are carried out repeatedly and consistently. Based on Mrs. Yuni's statement that in increasing religious moral values, the sensing type uses a strategy that is carried out repeatedly and consistently. This strategy is a specific strategy that fits STIFIn theory and classroom learning practices.

The type of sensing intelligence is when there is a problem, the teacher will make the child tired by draining his energy through gymnastic activities, basketball, so that sensing is ready for learning, the teacher lets the child play outside first. With the specific strategy that the teacher provides, there are several results of achievement or behavior from the

child. Evidenced by Rafania who has achievements in gymnastic activities, gymnastic activities in which many movements must be repeated so that they can be physically involved, then there is Alung who is good at swimming and memorizes quickly, so this strategy fits the characteristics of sensing children in STIFIn theory and strategies specifically in its application, sensing children will be easier to memorize and have a strong physique.

Thinking, based on the data that Mrs. Yuni conveyed, the type of intelligence that is easy in the habituation method is thinking intelligence. It is proven that this type uses causal logic, so it is easier to accept. Then instill the habit of thinking in children through existing processes and challenges, for example some children cannot be disciplined, then the teacher can direct the children to be orderly. the teacher has used causal statements so that rational things can be more easily accepted by thinking children. The data found from Mrs. Yuni's statement that the type of thinking strategy teaches moral religious values is easiest through habituation and thinking children are easier to accept something because they use more rational or logic, this is a general strategy used by teachers for thinking children. The results of the achievements have not been found because the strategy used is only in general.

Intuiting, based on Mrs. Yuni's statement, said that her child's Intuiting type of intelligence is easily directed by, for example, commanding words in which there is an element of helping others. In implementing learning strategies to increase religious and moral values in children, the teacher uses the singing method which is considered good for early childhood so that children are also happy through positive words. The type of intuitive intelligence, the teacher handles by getting children interested in learning through game activities that are more challenging and have higher difficulty. Based on the data found in the field related to the type of intuition, the characteristics match the theory, the chemistry is words. But in practice, the teacher provides a general strategy. From the results of the achievement there is no achievement yet, maybe if the teacher uses a special strategy through the storytelling method it will be more appropriate in developing and giving maximum achievement results to intuitive children.

Feeling, according to Mrs. Yuni, is the type of feeling intelligence when teaching religion by using songs, clapping and stories, for example, clapping pious children and songs. The child's intelligence feeling is stimulated by praise. The habituation method has been applied in general, so for children the feeling can shape it into character. In intelligence Feeling a special strategy is carried out through habituation. In applying the teacher's habit of using the singing method. The teacher has used the most appropriate method, namely using words of praise and a subtle approach. The special strategy that the teacher does for feeling. According to the concept of STIFIn Farid Poniman, it is not the hemisphere that has the greatest capacity that is considered dominant, but the one that is often used functions most actively, is most automatically used, and becomes the subconscious of the human being. In its utilization, the STIFIn method has now been widely used in various fields for mapping human intelligence machines, especially in the

field of education. The application of the STIFIn method is useful for knowing children's learning styles, so that learning activities are more effective (Aisyah & Mahdia, 2023). The first step is to take the STIFIn test via a fingerprint placed on a fingerprint device. From these results will be analyzed to obtain information about the dominant brain hemisphere (Alindra, 2018). The dominant brain hemisphere with the STIFIn test will be known quickly, precisely, and accurately. It takes 10 minutes to get results where the brain hemisphere is the most dominant. It can be on the left, right, or in the middle, so it will be known which type of intelligence is dominant (Sensing, Thinking, Intuiting, Feeling, or Instinct) Dominant Brain Layer.

From the implementation that has been carried out, it shows that specific learning strategies are applied when facing certain situations or problems that occur in children during learning activities, although in practice it is the general strategy that is often used. Two specific strategies are suitable for use in the field, namely in theory with strategies of the Thinking and Intuiting type of intelligence, from this the results of achievement in children also emerge.

## 5 CONCLUSION

The results of the STIFIn screening test help teachers to recognize children's characteristics, especially for teachers who are useful in learning. Teachers implement STIFIn in packaging learning according to types of intelligence. By implementing learning differentiation, teachers can create a learning environment that can support development and suit the needs of each child's potential. One of the outputs from implementing learning differentiation based on STIFIn results is that there are various strategies that produce good behavior in young children through conveying moral messages and through teacher actions which are the teacher's efforts in dealing with children when there are problems according to their characteristics. So that in its application it is useful for young children to become equipped in controlling themselves, especially in the aspects of social emotional, cognitive competence and moral religious values.

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