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The Use of STIFin Test and Talents Mapping as an Effort to Find Potential Children in Sekolah Alam Al Izzah

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ABSTRACT

Sekolah Alam Al Izzah Krian Sidoarjo is a modern school that is nature-based by combining intellectuals and Islamic proportionally by implementing a full day school system. In teaching and learning activities, the school is implementing an integrated curriculum and packed through field study activities and natural joint Learning/Belajar Bersama Alam (BBA). The two activities are the result of a combination of learning integration, joyful learning, and cooperatif learning. The learning is also supported by a willingness of educated and competent faculty, varied teaching methods, interaction and fun. The school has always sought to develop the quality of learning, one of which is the implementation of the Stifin test and Talent Mapping test to explore the student's potential. The STIFin test is a test conducted by scanning the ten fingertips of students. The fingerprint carries information about the composition of the nerve structure and is then analyzed and connected with a certain hemispheres that dominant role as an operating system and as well as a machine of intelligence. Stifin divides the intelligence into five parts, namely: 1) Sensing is known for sensory intelligence, 2) Thinking is known for its logic wit, 3) Intuiting is known for his sixth Sense intelligence, 4) Feeling is known for its emotional intelligence, and 5) Insting is known for its seventh sense of intelligence. In addition, schools also use tallents mapping that are applied at the junior high school level. Talents mapping is a way to assess or assess and explore talents (productive characteristics) and our potential strengths with a complete, easy to understand and interesting display of results. By using the two tests to explore intelligence and talent, students are expected to find their talents, students are happier with themselves, and can improve students' abilities in academics or soft skills

Keywords: Stifin Test, Talents Mapping, Sekolah Alam (SA)

INTRODUCTION

Natural schools in Indonesia have started to spread and spread their wings throughout Indonesia. This is caused by several factors, one of which is the community's need for schools related to starting to increase. Society wants sons and daughters to help with nature, foster good social sensitivity with nature, and provide awareness to humans who need nature, and vice versa. Another factor is schools that use special curricula in the daily learning process. The education system used is of course still racing on Law Number 20 Year 2003 concerning the National Education System. For example, Article 3 of Law Number 20 Year 2003 reads: "National education develops capabilities and makes a dignified character and civilization of the nation in the context of intellectual life of the nation, seeks to develop its potential, educate people to become people of faith and to be devoted to God Almighty, moral noble, healthy, knowledgeable, capable, creative, independent, and become citizens who are supported and responsible."

Along with this article, Al Izzah School of Nature (SA) also seeks to develop students' abilities through their talents and interests. Furthermore, SA Al Izzah also directs students to become human beings who have faith and piety to Allah SWT. So many activities have been carried out by SA Al Izzah by involving nature, religious values and the talents or interests of students. Activities that involve akam include: planting onions, watering and caring for plants, giving love to farm animals or pets. Then, activities that implement religious values are saying greetings when coming to school and being welcomed by the teacher, performing sunnah prayers or compulsory by congregation, muroja'ah every morning before giving the subject matter, linking each subject matter to the power of Allah SWT, and memorizing holy verses Al-Qur'an. Furthermore, activities to develop students' interests and talents include: students participating in existing extracurricular activities. Extracurricular activities that can be followed consist of archery, painting, and jujitsu. Activities for students are very numerous and the SA supports it by providing a number of supporting facilities, such as a library, swimming pool, field, school canteen, dining

room, outbound facilities, green house, gardening area, sand area, fish pond, mini zoo, play outdoor ground, indoor playground, and mosque.

The curriculum used by SA Izzah is to apply three methods, namely Learning with Nature (BBA), Mother Language (BB), and Outbound. SA Al Izzah has a school concept that combines the advantages of learning methods, integrated curriculum and contributive community in order to realize a noble Islamic civilization. The curriculum is a typical curriculum for natural schools and of course SA Al Izzah also applies the education department curriculum. From this school, students will get a curriculum full of moral learning and leadership, talent and life skills, art and creativity, as well as logic and knowledge. But of all that, there are several methods used as a tool to find the intelligence and talents of students in the hope that learning is given in accordance with the needs of students (Conscience, 2017). Wulansari (2016) dan (2018) stated that the BBA Model is a learning model that utilizes nature as a medium as well as learning material. Learners are invited to learn in nature and get learning from nature. In addition, BBA has other uses which can improve the quality of the learning process in elementary school education and specifically the objectives of the BBA are as follows: (a) provide real learning for children, b) provide a learning environment for children, c) provide adequate time and continuous, d) facilitate the learning process of children through interactions with adults and peers, e) facilitate individual learning for children, f) provide opportunities for children to develop aspects of the development of religious and moral values, physical, motor, cognitive, language, social emotional, and art, and g) help the Educational For Sustainable Development Program to develop sustainable education in the field of nature conservation.

Schools always strive to develop the quality of learning, one of which is the application of stifin tests and talent mapping tests to explore the potential of students. The stifin test is a test carried out by scanning students' ten fingertips. Fingerprints carry information about the composition of the nervous system and then analyzed and connected with certain brain hemispheres that dominantly act as the operating system and also become an intelligence machine. Stifin divides intelligence into five parts, namely: 1) Sensing is known as sensory intelligence, 2) Thinking is known as logical intelligence, 3) Intuiting is known as sixth sense intelligence, 4) Feeling is known as emotional intelligence, and 5) Instinct is known as sensory intelligence seventh.

In addition, schools also use aptitude mapping tests that are applied at the junior high school level. Talents mapping is a way to assess or assess and explore talents (productive characteristics) and our potential strengths with a complete, easy to understand and interesting display of results. By using the two tests to explore intelligence and talent, students are expected to find their talents, students are happier with themselves, and can improve students' abilities in academics or soft skills.

RESULTS AND DISCUSSION

STIFIn Test
The STIFIn method is an application of the STIFIn concept which compiles theories from psychology, neuroscience, and human resource science. The great principle refers to the concept of a single intelligence from Carl Gustaav Jung (Poniman, 2012). How to find out this intelligence machine with Fingerprint STIFIn, a test conducted by scanning the ten fingertips. Fingerprints that carry information about the composition of the nervous system are then analyzed and linked to certain brain hemispheres that are dominantly acting as the operating system and at the same time becoming a person's intelligence machine. This test is also called the brain test because one of the most important components bestowed upon humans is the brain. Like a machine, the brain is a machine that is amazing and incomparable (Ramly, 2010). Scientists analyze and study the brain with their brainpower. So that comes the formula for the division of the human brain based on the dominance of intelligence. The best known intelligence is Intelligence Quotient (IQ), which almost a hundred years ago was introduced by William Stern which has not taken small attention (Pasiak, 2008).

STIFin divides intelligence into five parts, namely: 1) Sensing, known as sensory intelligence, 2) Thinking, known as logical intelligence, 3) Intuiting, known as sixth sense intelligence, 4) Feeling, known as emotional intelligence, and 5) Instinct. known as the seventh sense intelligence. The following is an explanation of each intelligence section (Poniman, 2017).

Table 1: Five Parts of Intelligence According to STIFin

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No	Intelligence	Information
1.	Sensing	Has the advantage of the five senses that are more sensitive. Stimulus he receives through the five senses tends to be easily captured and responded to. "Sensing" intelligence shows left limbic dominance. In the left limbic there is a thalamus which functions as the center of sense regulation
2.	Thinking	Has advantages in analytical and logical thinking. Individual ways of thinking "thinking" refers to cause and effect. Therefore, all information that comes into him must be rational, reasonable. The intelligence of "thinking" shows the dominance of the left neocortex. In that area there are frontal lobes that function in the ability to think and concentrate.
3.	Intuiting	Having an advantage in the sixth sense that arises based on thought processes, or other terms is intuition. Intuition can take the form of unlimited creativity. "Intuiting" intelligence has the ability to think long term so it is easy to find new breakthroughs. Intuiting intelligence shows dominance of the right neocortex. In the right neocortex lies the occipital lotus which functions as an interpretation of vision.
4.	Feeling	Has an edge on his emotions. Emotional intelligence makes it easy for individuals to understand others so that they are easily known and loved because of caring and empathy. Intelligence "feeling" shows the dominance of the right limbic. In that area there are the amygdala which functions as the center of human emotions.
5.	Insting	Has an advantage in the seventh sense that refers to his instincts. "Instinct" intelligence shows dominance in the reptile brain or in the cerebellum which functions as a center of balance and coordination of bodily movements. Therefore, this type of intelligence is easy to respond or spontaneous and versatile.

Every intelligence has advantages and disadvantages of each. For example, students with S intelligence have the advantage of storing memory or memorizing. T students have expertise in mathematics and analysis. Meanwhile, individual I has the talent to be creative and imaginative. Then individual F is easy to get along with and individual in has the advantage of being helpful. As Allah SWT said in Surah Al-Isra verse 70: "And verily we glorified the children of Adam, We transported them on land and in the sea, we gave them sustenance from the good ones and We over them with perfect advantages over most of the creatures that We have created."Every human being must have weaknesses or weaknesses, no matter how great he covers it from all beings. It's just that he is able to cover up with the advantages he has, such as his potential. This concept is applied by SA Al Izzah in awakening students' potential by covering up their shortcomings with their strengths. Students are able to pass the teaching and learning process with a feeling of calm and without pressure because each teacher will pay attention to the strengths of students in accepting lessons. Every student has the right to get the same treatment, humane treatment, and even love from parents or teachers at school. They are just a child who is still learning and developing in his life to prepare for the future.

SA AL Izzah has a policy related to the use of this STIFin test, that is, before students enter a new learning year, each student will conduct a STIFin test to obtain information related to their respective intelligence eyes and the results will be used by SA Al Izzah teachers to adjust learning system with the eyes of each student's intelligence. This is done so students can maximize their potential by adjusting their learning styles.

Talent Mapping

Talent Mapping is a way of assessment to assess and explore talents (productive characteristics) and the potential of human strength with the appearance of results that are complete, easy to understand, and interesting. This method can identify the potential strengths of students which include measurements and statements of self strength. According to the owner of the Al Izzah SA Foundation, Talent Mapping is applied to SA Al Izzah Middle School students, because talent will begin to appear at the age of elementary school and can be maximized when students have started to become teenagers. Previously, elementary school students had been given a STIFin test to help maximize their potential.

Talent Mapping Assessment is a personality assessment created and developed by Rama Royani, founder of LEADPRO Consulting Indonesia. This assessment is very useful for schools that implement it in helping to prepare educational planning and develop potential learners. This assessment was developed referring to the results of a Gallup Organization study for more than 20 years that found 34 types of talents that help humans to produce superior performance in various professions or roles (Muhfirman, 2015). Here is a sequence table of human talent:

Table 2: Talent Sequence

Connectedness	Learner	Adaptability	Focus	Positivity
Developer	Belief	Analytical	Ideation	Context
Consistency	Intellection	Futuristic	Relator	Woo
Harmony	Responsibility	Individualization	Input	Emphaty
Arranger	Self-assurance	Maximizer	Significance	Command
Strategic	Restorative	Activator	Achiever	Competition
Communication	Includer	Deliberative	Discipline	

Every individual has 34 talents (thirty four) talent themes. The difference between one individual and another individual is the order of the themes of their talents. This talent theme sequence is the initial guide to finding yourself. We need to pay attention here are the first 7 (seven) talents (or dominant talents), because this is your potential strength. Talents that occupy the lowest order (the last seven or ten talents) are potential weaknesses or limitations.

To find this talent mapping, SA AL Izzah applied a number of ways, including Talent Mapping (TM) Assessment, Personal Strength Statement (PSS) Assessment, and Strength Typology (ST-30). For TM, the school explores a person's productive nature (talent), interrogates the strengths related to the role through dominant talent, and self-assessment which has 170 statements. Furthermore, for PSS, the school explores recognition of productive activities, delineates abilities / competencies and interests in activities, and self-assessment which has 114 activities, consisting of 99 clusters related to roles and 15 clusters related to fields. Finally, for ST-30, this method is the fastest way to find oneself, describing abilities / competencies and interests in roles, having 30 human typologies related to productive forces, and as a personal brand or self-awareness for students.

Students who have already conducted an assessment will get results in the form of talent mapping to make it easier to read the dominant talents of students and ineffective talent for them. Students are advised to use the dominant talent that is found as much as possible. If not, the talent possessed will interfere when used. As a result, students' talents do not achieve their goals. Call it analytical talent who always wants data evidence behind every fact. Instead of being able to solve an urgent problem to be solved, you will only irritate colleagues at work. If that happens, there is nothing you can do but forget your talent for a while. Besides ignoring ineffective talents, we can also manage our weaknesses in certain talents. The easiest way is of course looking for partners who can replace our role. Actually it is not difficult to find suitable people to fill roles where we have weaknesses in it. The most difficult thing is recognizing our own weaknesses. Once we accept our weaknesses, we will find someone who can help. Another way to overcome weaknesses is to try to be a little better in our weak talents. For example in the discipline talent, for those who are weak in that talent. You don't need to be the best, just be a little better in terms of discipline.

CONCLUSIONS

SA Al Izzah uses two strategies to discover the potential of the students, namely the STIFin test and Talent Mapping. The STIFin test has been applied by reading the fingerprints of prospective students and reading the results of the analysis which will then be analyzed by the teacher to match the learning

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process with the potential of students. Furthermore, Talents mapping is a way of assessing or assessing and exploring talent (productive characteristics) and the potential of our strengths with a complete, easy to understand and interesting display of results. However, for Talent Mapping, SA AL Izzah has not implemented it fully because it is still in the process of deepening so that it can be maximized in its application. By using the two tests to explore intelligence and talent, students are expected to find their talents, students are happier with themselves, and can improve students' abilities in academics or soft skills.

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