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The Influence of Differentiated Learning Model Based on STIFIn Test on Fiqh Learning Outcomes

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ABSTRACT
In Islamic elementary education, addressing students' diverse cognitive profiles remains a significant challenge, particularly in subjects requiring conceptual depth such as Fiqh. Recognizing that one-size-fits-all teaching methods often fall short, this study examines the effectiveness of a differentiated learning model based on the STIFIn psychometric framework. The objective is to evaluate whether instructional strategies tailored to students' dominant intelligences—Sensing, Thinking, Intuiting, Feeling, or Instinct—can improve Fiqh learning outcomes. Utilizing a true experimental design, the research involved two Grade 1 classes at MI Syihabuddin Malang: an experimental class applying the STIFIn-based model and a control class using conventional teaching. Data were collected through posttests and documentation, and analyzed using an independent samples t-test. Results indicated a statistically significant improvement in the experimental class ($p < 0.05$), demonstrating higher mean scores compared to the control group. These findings highlight the potential of psychometric-based instruction to enhance student engagement, comprehension, and achievement. The study contributes to the field of Islamic education by affirming the value of differentiated pedagogical approaches grounded in cognitive psychology.

Keywords Differentiated Learning, STIFIn Test, Fiqh Learning Outcomes, Islamic Primary Education, Cognitive Psychology.

ABSTRAK
Dalam pendidikan dasar Islam, menangani keberagaman profil kognitif siswa masih menjadi tantangan besar, khususnya pada mata pelajaran yang membutuhkan pemahaman konseptual seperti Fikih. Menyadari bahwa metode pembelajaran yang seragam sering kali kurang efektif, penelitian ini bertujuan untuk mengkaji efektivitas model pembelajaran berdiferensiasi berbasis kerangka psikometrik STIFIn. Tujuan penelitian ini adalah untuk mengevaluasi apakah strategi pembelajaran yang disesuaikan dengan kecerdasan dominan siswa—Sensing, Thinking, Intuiting, Feeling, atau Instinct—dapat meningkatkan hasil belajar Fikih. Dengan menggunakan desain eksperimen sejati, penelitian ini melibatkan dua kelas I di MI Syihabuddin Malang: kelas eksperimen yang menerapkan model STIFIn dan kelas kontrol yang menggunakan metode konvensional. Data dikumpulkan melalui posttest dan dokumentasi, kemudian dianalisis menggunakan uji-t dua sampel independen. Hasil menunjukkan adanya peningkatan yang signifikan secara statistik pada kelas eksperimen ($p < 0.05$), dengan rata-rata nilai yang lebih tinggi dibandingkan kelas kontrol. Temuan ini menegaskan potensi pendekatan pembelajaran berbasis psikometrik dalam meningkatkan keterlibatan, pemahaman, dan prestasi belajar siswa. Penelitian ini memberikan kontribusi pada dunia pendidikan Islam dengan memperkuat pentingnya pendekatan pedagogis berdiferensiasi yang berlandaskan pada psikologi kognitif.

Kata Kunci: Pembelajaran Berdiferensiasi, Tes STIFIn, Hasil Belajar Fikih, Pendidikan Dasar Islam, Psikologi Kognitif.

INTRODUCTION

Quality education serves as a fundamental cornerstone in the development of human resources, yet its effectiveness largely depends on the learning strategies employed. Every student is a unique individual with distinct talents, abilities, and learning styles (Atkinson & Shiffrin, 1968). Acknowledging this individuality is essential for creating meaningful and relevant learning experiences. Unfortunately, many students face difficulties in understanding lessons, often due to a mismatch between their learning styles and the teaching methods used.(Mergo, 2002) Traditional teaching methods that lack innovation—such as lectures and rote memorization—can lead to boredom and a loss of interest in learning (Tasadduq et al., 2021).

In the context of *Fiqh* instruction at Madrasah Ibtidaiyah (MI), this challenge becomes increasingly pertinent. Integrating Islamic values into education encourages students to develop not only cognitive understanding but also moral and spiritual awareness (Amrullah et al., 2025). *Fiqh*, as an integral component of Islamic education, is often perceived as a theoretical subject that lacks appeal for elementary school students. This perception can result in a low level of understanding of fundamental *Fiqh* concepts and limited ability among students to apply *Fiqh* principles in their daily lives (Listrianti et al., 2025).

The cognitive psychology-based STIFIn approach (Sensing, Thinking, Intuiting, Feeling, Instinct) offers a compelling alternative for addressing the diversity of student characteristics in the learning process (Mundiri & Zahra, 2017). This approach is grounded in the understanding that each individual possesses a dominant intelligence mechanism that influences how they think, respond, and learn. By integrating this approach into *Fiqh* education, it is expected that students will be able to learn in ways that align with their respective learning styles and intelligence potentials, thus making the learning process more effective, meaningful, and adaptive (Ismail & Shazwan, 2024).

This study examines the implementation of the STIFIn approach in *Fiqh* instruction at the Madrasah Ibtidaiyah level using a true-experimental design. The objective is to quantitatively assess the effectiveness of the STIFIn method in enhancing student learning outcomes (Harahap, 2022). The study focuses on first-grade MI students, who are in the cognitive developmental stage of concrete operational thought, according to Piaget's theory (Tomlinson-Keasey et al., 1979). Therefore, an approach tailored to individual learning styles is expected to aid students in grasping abstract concepts within *Fiqh* education. This research aims to fill a gap in the existing literature, which has largely been descriptive, qualitative, or observational in nature.

Previous research, such as the study by Muthohar & Fatmawati (2023), indicates that the STIFIn approach can be employed to facilitate differentiated learning in Early Childhood Education (ECE). Their study emphasized the importance of recognizing children's intelligence potential early through STIFIn testing to help educators understand children's learning styles, characteristics, and interests. The test results enable teachers to design learning environments that meet children's needs and to employ instructional strategies focused on differentiation. Building on this, the current study adopts a quantitative

experimental approach with statistical measurements to compare the effectiveness of the STIFIn method against conventional methods.

This study presents a novelty when compared to previous research. Siregar & Harahap (2021) examined English learning through e-learning with a scientific approach using qualitative descriptive analysis, while this study applies a differentiated learning model based on the STIFIn test in Fiqh education at the Madrasah Ibtidaiyah level using a true-experimental design with statistical testing. Sabila (2022) conducted a qualitative case study on the implementation of the STIFIn method to optimize learning styles of 4–6-year-old children in a nonformal education setting, differing from this study that was conducted in a formal school context with measurable academic outcomes. Muharmina et al. (2023) focused on the influence of the STIFIn strategy and learning motivation on Quran memorization through a correlational quantitative approach, whereas this study investigates the direct causal effect of STIFIn-based differentiation on Fiqh learning outcomes. Meanwhile, Anisa et al. (2024) carried out a library research analyzing STIFIn-based methods in the book *I Know You School* by Miss Hiday, unlike the current study which is rooted in empirical classroom practice. Therefore, this research fills a significant gap by providing experimental and statistical evidence for the effectiveness of differentiated learning based on the STIFIn framework in Islamic elementary education.

The research is conducted at MI Syihabuddin in Malang, focusing on the *Fiqh* subject teacher and first-grade students. MI Syihabuddin was selected as the research site because it is currently in the process of implementing and developing an educational curriculum integrated with students' dominant intelligence types based on their STIFIn test results—all of its students have taken the test. The choice to observe first-grade students is based on their critical stage of cognitive development, during which they begin to build foundational skills in learning and understanding new concepts. According to Piaget's cognitive development theory, children at this age are in the concrete operational stage, enabling them to comprehend information through direct experience and social interaction.

Therefore, this study aims to describe and analyze the implementation of a cognitive psychology-based learning approach that considers students' innate characteristics in *Fiqh* instruction at MI Syihabuddin. Consequently, the research not only addresses the need for quantitative evidence on the effectiveness of STIFIn but also expands its application from early childhood education to formal education at the MI level. The findings of this study are expected to contribute empirically to the development of a more inclusive and effective differentiation-based curriculum in Islamic schools.

RESEARCH METHOD

This study employed a quantitative approach using a true experimental design aimed at identifying the differences in student learning outcomes between the STIFIn-based learning model and the conventional model in Fiqh instruction for Grade 1 students at MI Syihabuddin Malang. The research involved two classes: an experimental class taught using the STIFIn learning model (Sensing, Thinking, Instinct, Feeling, Intuiting) and a control class taught using traditional lecture and memorization methods. The design utilized was the

posttest-only control group design, in which measurements were taken only after the intervention, using multiple-choice tests to assess learning outcomes (Arikunto, 2018).

The study was conducted at MI Syihabuddin Malang, located on Jl. Tirto Mulyo 66 C, Landungsari Village, Dau Subdistrict, Malang Regency, East Java. This school was selected due to its prior implementation of the STIFIn personality test for all students and its affiliation with the STIFIn Foundation. The population consisted of all Grade 1 students in the 2024/2025 academic year, totaling 22 students divided into two classes, 1A and 1B. A *purposive sampling* technique was employed to enhance efficiency in terms of time and resources (Sugiyono, 2013). Class 1A was designated as the experimental group (11 students), while Class 1B served as the control group (11 students).

The independent variable in this study was the STIFIn-based learning model, while the dependent variable was students' learning outcomes. Several instruments were utilized to collect data: a multiple-choice learning achievement test, unstructured interviews to gain deeper insight, and documentation to obtain contextual information regarding the school and students. The research was carried out in three stages: preparation (developing learning tools and instruments), implementation (conducting the learning intervention), and evaluation (administering the posttest to assess learning outcomes) (Sugiyono, 2013).

Data collection involved developing test items based on the curriculum, administering a 10-item multiple-choice posttest, and gathering data from both classes following the instructional intervention. Content validity of the test instrument was confirmed through expert judgment from a Fiqh teacher, and item validity was calculated using Pearson's correlation in SPSS 30.0, with all items deemed valid ($r > 0.361$). Instrument reliability was assessed using the KR-20 formula, yielding a reliability coefficient of 0.631, indicating a moderate and acceptable level of reliability (Sugiyono, 2010).

Data analysis was conducted using quantitative methods assisted by SPSS 30.0. The analysis included reviewing and scoring posttest results, calculating mean scores, testing for normality using the Shapiro-Wilk test—which indicated that data were normally distributed ($Sig > 0.05$)—and conducting homogeneity tests to ensure the variance between groups was consistent. These analytical steps were performed to ensure that the data were valid and appropriate for answering the study's research questions (Santoso, 2011).

RESULTS AND DISCUSSION

Based on the research conducted, the STIFIn personality types of Grade 1 students at MI Syihabuddin Malang were identified and classified. The students were divided into two classes, each consisting of 11 students. The classification is presented in table 1.

In this study, the participants consisted of Grade 1A (experimental group) and Grade 1B (control group) students at MI Syihabuddin Malang. Based on the results of the STIFIn test used to identify each student's intelligence machine, a cognitive profile of the students' dominant types was established. The identified intelligence machines fall into several categories: Sensing (Introvert and Extrovert), Thinking (Extrovert), Intuiting (Introvert and Extrovert), Feeling (Introvert and Extrovert), and Instinct.

Out of the total 22 students participating in the study (11 from each class), the distribution of intelligence machines is illustrated in the figure 1.

Table 1. STIFIn Classification of Grade 1A & 1B Students at MI Syihabuddin Malang

Class	No.	Name	Intelligence Machine
1A	1	Student 1	Sensing Introvert
	2	Student 2	Sensing Ekstrovert
	3	Student 3	Sensing Ekstrovert
	4	Student 4	Sensing Ekstrovert
	5	Student 5	Thinking Ekstrovert
	6	Student 6	Thinking Ekstrovert
	7	Student 7	Intuiting Ekstrovert
	8	Student 8	Intuiting Introvert
	9	Student 9	Feeling Introvert
	10	Student 10	Feeling Ekstrovert
	11	Student 11	Instinct
1B	1	Student 1	Sensing Ekstrovert
	2	Student 2	Sensing Introvert
	3	Student 3	Sensing Ekstrovert
	4	Student 4	Thinking Ekstrovert
	5	Student 5	Thinking Ekstrovert
	6	Student 6	Thinking Ekstrovert
	7	Student 7	Intuiting Ekstrovert
	8	Student 8	Intuiting Introvert
	9	Student 9	Intuiting Ekstrovert
	10	Student 10	Feeling Introvert
	11	Student 11	Feeling Introvert

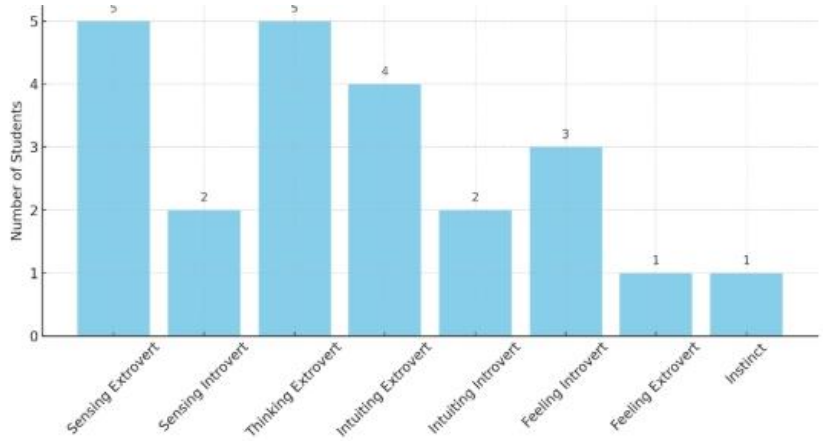

Figure 1. Distribution of Intelligence Machines in Grade 1A and 1B Students at MI Syihabuddin Malang

Based on the figure 1, it can be concluded that the majority of students possess the Sensing Extrovert and Thinking Extrovert intelligence types, with five students in each category. These two types generally exhibit active learning tendencies; Sensing Extroverts prefer concrete and systematic learning (Diana & Sholehah, 2022), while Thinking Extroverts

favor logical and structured approaches (Rhamadan et al., 2024). On the other hand, the Feeling and Instinct types were the least represented in the group, with only 1 to 3 students.

The diversity of intelligence machines among the students illustrates that each individual has a unique learning style (Pashler et al., 2008). Therefore, implementing an instructional model that adapts to students' intelligence types, through the STIFIn-based assessment approach, serves to optimize the learning process in accordance with students' preferred styles and their stage of cognitive development (Sheromova et al., 2020).

The learning sequence is divided into three sessions, each lasting two class periods, with one class period consisting of 35 minutes. This lesson plan is systematically designed to develop students' understanding and experience of *wudu* (ablution), progressing from introduction to independent practice. Each session has a distinct but complementary focus, beginning with the cultivation of spiritual awareness and culminating in the reinforcement of practical skills.

The following data presents the comparative learning outcomes between the experimental class and the control class. The experimental class utilized a differentiated learning approach based on the STIFIN method, which aligns instructional materials with students' individual intelligence types. Meanwhile, the control class received conventional instruction without such differentiation. The table below illustrates individual scores across ten learning components, with each component representing a distinct indicator of student performance. Additionally, the average scores of each class are provided to summarize the overall effectiveness of the applied teaching methods.

NO	NAME	Learning Outcome Score										SCORE		Learning Mastery	
														Mastered	Not Mastered
		1	2	3	4	5	6	7	8	9	10		SCORE		
	SCORE	1	1	1	1	1	1	1	1	1	1	100	TOTAL		
1	Student 1	1	1	0	1	1	1	1	1	1	0	80	**80**	V	
2	Student 2	1	1	1	1	1	1	1	1	1	1	100	**100**	V	
3	Student 3	1	1	1	1	1	1	1	1	1	1	100	**100**	V	
4	Student 4	1	1	1	0	1	1	1	0	1	1	80	**80**	V	
5	Student 5	1	1	1	1	1	1	1	1	1	1	100	**100**	V	
6	Student 6	1	0	1	1	1	1	0	1	1	1	80	**80**	V	
7	Student 7	1	1	0	1	1	1	1	1	1	1	90	**90**	V	
8	Student 8	1	1	1	0	1	1	1	1	0	1	80	**80**	V	
9	Student 9	1	1	1	1	1	1	1	0	1	1	90	**90**	V	
10	Student 10	1	1	1	1	1	1	1	1	1	1	100	**100**	V	
11	Student 11	1	1	1	1	1	1	1	1	1	1	100	**100**	V	
Average Score															**90,9090909**

Figure 2. Learning Outcomes of the Experimental Class

NO	NAME	Learning Outcome Score										SCORE		Learning Mastery	
														Mastered	Not Mastered
		1	2	3	4	5	6	7	8	9	10		SCORE TOTAL		
	SCORE	1	1	1	1	1	1	1	1	1	1	100			
1	Siswa 1	1	1	1	0	1	1	1	1	1	1	90	**90**	V	
2	Siswa 2	1	1	1	0	1	1	1	0	1	1	80	**80**	V	
3	Siswa 3	1	1	0	0	1	1	0	0	1	0	50	**50**		V
4	Siswa 4	1	1	0	1	1	1	1	1	1	0	80	**80**	V	
5	Siswa 5	1	1	1	1	1	1	0	1	1	1	90	**90**	V	
6	Siswa 6	1	1	1	0	1	0	0	1	0	1	60	**60**		V
7	Siswa 7	1	1	1	1	1	1	1	1	1	1	100	**100**	V	
8	Siswa 8	1	1	1	1	1	1	1	1	1	1	100	**100**	V	
9	Siswa 9	1	1	1	1	1	1	1	1	1	1	100	**100**	V	
10	Siswa 10	1	1	0	0	1	0	1	1	0	0	50	**50**		V
11	Siswa 11	1	1	0	0	1	0	1	1	1	0	60	**60**		V
Average Score															**78,1818182**

Figure 3. Learning Outcomes of the Control Class

Based on the data presented in the tables on figure 2 and figure 3, it is evident that in the control class, 4 out of 11 students did not reach the minimum score required by the Minimum Mastery Criteria, which is 75. In contrast, all students in the experimental class successfully achieved scores above the Minimum Mastery Criteria, thereby all being declared as having passed. The analysis of the mean scores shows that the control class attained an average score of 78, while the experimental class achieved a higher average score of 91. Based on this comparison, it can be concluded that the learning outcomes of students in the experimental class were higher than those in the control class. These findings indicate that the implementation of instruction tailored to students' learning styles through the STIFIn approach is more effective in enhancing student learning outcomes.

Classical Assumption Test

1. Normality Test

Normality testing is a crucial step in regression analysis to ensure that the residuals of the regression model follow a normal distribution. This assumption must be met so that parameter estimation, significance testing, and model prediction can be interpreted validly (Reksoatmodjo, 2009).

In this study, the normality test was conducted using the Shapiro-Wilk method, which is known for its sensitivity and is appropriate for small to medium sample sizes (Sugiyono, 2010). The decision-making criteria are as follows: 1) If the significance value (p-value) is greater than 0.05, the residuals are considered to be normally distributed. 2) If the significance value is less than 0.05, it indicates that the residuals are not normally distributed, and thus the normality assumption is not fulfilled.

Table 2. Shapiro-Wilk Normality Test Results

Tests of Normality

	Shapiro-Wilk		
	Statistic	**df**	**Sig.**
Post-test Experiment	.903	11	.200
Post-test Control	.867	11	.070

According to the criteria, if the significance value (Sig.) or probability is less than 0.05, the distribution is considered not normal; whereas, if the significance value is greater than 0.05, the data are normally distributed. Based on the table above, it can be concluded that the significance value of the Shapiro-Wilk test for the experimental class is 0.200 and for the control class is 0.070, both of which are greater than 0.05. This indicates that the data are normally distributed and suitable for further analysis.

2. Homogeneity Test

The homogeneity test aims to determine whether two or more groups of data have equal variances (homogeneous) (Sugiyono, 2010). This test is essential in experimental research, especially prior to conducting comparative analyses such as the t-test, as one of its fundamental assumptions is the equality of variances across groups. In the context of this study, the homogeneity test was used to ensure that the control and experimental groups were in equivalent initial conditions in terms of data dispersion (Reksoatmodjo, 2009). Consequently, any differences observed in the outcomes after the intervention can be more confidently attributed to the effect of the treatment itself rather than underlying variance differences.

Table 3. Homogeneity Test Results

Levene Statistic	df1	df2	Sig.
.840	4	16	.520

Based on the results in table 3, the significance value (Sig.) of 0.520 is greater than the predetermined significance threshold ($\alpha = 0.05$). This indicates that there is no significant difference in variances between the groups, meaning that the data are considered homogeneous. Therefore, it can be concluded that the homogeneity assumption is fulfilled, and the Fiqh learning outcome data from each group are suitable for further analysis using parametric statistical tests.

3. Hypothesis Testing

Hypothesis testing was conducted to determine whether there is a significant difference between the two data groups, particularly between the experimental group and the control group after a specific treatment was applied.(Sugiyono, 2010) In this study, the testing employed the independent samples t-test, as the data were obtained from two independent groups and had satisfied both the normality and homogeneity assumptions. The t-test aims to test the null hypothesis (H_0), which states that there is no significant difference between the average learning outcomes of the two groups, against the alternative hypothesis (H_1), which states that there is a significant difference. The decision-making is based on comparing the significance value (Sig.) with the significance level ($\alpha = 0.05$).

Table 4. Mean Scores of Experimental and Control Classes

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	Learning Outcome (Experimental Class)	11	90.91	9.439	2.846
	Learning Outcome (Control Class)	11	78.18	19.909	6.003

Table 5. Mean Scores of Experimental and Control Classes

Independent Samples Test

		t-test for Equality of Means			
		t	df	Significance	
				One-Sided p	Two-Sided p
Result	Equal variances assumed	2.237	20	.018	.037
	Equal variances not assumed	2.237	10.878	.024	.047

Since the significance value is less than 0.05, it can be concluded that there is a significant difference in learning outcomes between the two groups. Therefore, the null hypothesis (H_0), which states that there is no difference in learning outcomes between the experimental and control groups, is rejected, and the alternative hypothesis (H_1) is accepted. This indicates that the learning approach based on cognitive psychology using the STIFIN method has a more positive effect compared to conventional teaching methods (lecturing and memorization).

Thus, the research hypotheses can be stated as follows:

H_0: The STIFIN approach is not effective in improving students' learning outcomes.

H_1: The STIFIN approach is effective in improving students' learning outcomes.

Based on the test statistic output, the two-tailed significance value is 0.037, which is less than 0.05. Therefore, the hypothesis is accepted. It can thus be concluded that *"the learning model based on the cognitive psychology approach through STIFIN is effective in improving the learning outcomes of Grade 1 students at MI Syihabuddin Malang."*

The findings of this study are consistent with those of previous research conducted at SDIT Al Fauzi Medan, which employed a scientific approach-based e-learning model in English language instruction.(Siregar & Harahap, 2021) That study demonstrated a significant effect on student learning outcomes through instructional strategies that aligned with students' cognitive characteristics. Similarly, the present study confirms that the implementation of a differentiated learning model based on the STIFIn test significantly enhances students' Fiqh learning outcomes compared to the control group taught through conventional methods.

In addition to improved academic performance, the study at SDIT Al Fauzi also revealed that students' attitudes, responses, and responsibilities during the learning process varied according to their Intelligence Machine (IM) types (Siregar & Harahap, 2021). Notably, students with the Thinking IM type displayed more positive attitudes and active engagement compared to other types (Jung & Read, 1977) This finding supports the foundational principle of STIFIn-based instruction, which posits that each intelligence type possesses distinct cognitive tendencies and preferences for processing information, thereby requiring tailored teaching approaches. Therefore, both studies affirm that instructional models aligned with students' dominant potential—whether through a scientific approach or the STIFIn-based differentiation—positively influence learning effectiveness (Mukhibat, 2023). Such approaches not only improve academic

outcomes but also foster greater student engagement by accommodating individual learning styles.

Similarly, the study conducted by Muharmina et al. (2023) at Rumah Tahfiz Sirojul Mukhlasin Bandar Klippa demonstrated that instructional strategies tailored to students' characteristics—specifically, the STIFIn strategy—have a significant impact on students' learning abilities, particularly in memorizing the Qur'an. The findings of the study confirmed that learning strategies that take into account students' dominant intelligence types, when combined with learning motivation, can make a substantial contribution to improving learning outcomes.

Likewise, the present study confirms that a differentiated learning approach based on the STIFIn test significantly enhances students' Fiqh learning outcomes compared to conventional teaching methods (Aisyah, 2023; Hadiyat et al., 2020; Yandri et al., 2021). These findings suggest that instructional strategies grounded in the mapping of individual potential and intelligence are not only effective in scientific or rote-based learning domains, but are also highly applicable in conceptual learning areas such as Fiqh (Agustina et al., 2022; Masykur, 2019). Therefore, both studies affirm that instructional strategies aligned with students' intelligence types and learning characteristics—such as the STIFIn approach—are highly effective in improving learning achievements across various subjects. The implications of aligning learning approaches with individual learner characteristics underscore the urgency of developing educational models that are rooted in individual uniqueness, in order to foster more optimal and meaningful learning experiences (D. H. Schunk, 2012).

CONCLUSION

This study demonstrates that the STIFIn-based instructional model significantly enhances the Fiqh learning outcomes of Grade I students at MI Syihabuddin Malang compared to conventional teaching methods. Differentiated instruction that aligns learning styles with students' dominant intelligence types has proven to be more effective and efficient. These findings underscore the importance of developing Islamic educational models that are both personalized and adaptive. In the praxis of Islamic education, this advocates for the integration of potential-based assessments such as STIFIn to support more optimal, meaningful, and individually tailored learning experiences.

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