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## The relation between emotional quotients (EQ) towards physical education performance in junior high school in Yogyakarta

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### Abstract

This research aims to know the relation between Emotional quotients toward the performance of physical education for Junior High schooler. The researcher used correlational method with regression approach. Based on Komasis, the regress equation that obtained is  $Y = 0,03 X1 + 2,708$  with coefficient of determination (R) 0,0745. It means that 7,45% physical education performances are affected by emotional quotient. Meanwhile, the other 92,55% affected by other factors that will not discussed in this research. Based on the research, the researcher concluded that emotional quotient has a significant role in physical education performance.

**Keywords:** Emotional Quotient (EQ), Study Performance

### Introduction

Generally, education is a helping process that given by adult to child in order make children to get their maturity. Moreover, education is an effort to develop personality and skills in or outside the school. It takes a lifetime to do this. Because of that, everybody can get education based on their capability. Therefore, the government and society have their own responsibility on how education process held. (Sri Rumini, 2015:58). According to Bobbi DePorter and Mike Hernacki (2018: 296-298) that thinking is basically a process of the left brain and right brain in responding to the outside world.

Evelyn Williams English (2015: 143) explains that: Intrapersonal intelligence is the ability to form a model of one's self that is accurate and uses that model to be used effectively in life. This intelligence is the ability to know oneself and take responsibility for one's life and learning process. Syamsu Yusuf, et al (2015: 240) explain that emotional intelligence determines our emotions to learn practical skills based on five elements, namely self-awareness, self-regulation, motivation, empathy and social skills. While Nana Syaodih Sukmadinata (2017: 98) said that people who have high emotional intelligence are those who are able to control themselves, emotional turmoil, maintain and stimulate motivation to keep trying and not easily give up, able to control stress, accept reality, can feel pleasure despite being in trouble.

Intellectual intelligence is the ability needed to do various mental activities of thinking, reasoning and problem solving. In fact, in the teaching and learning process at school, it is often found that students cannot achieve learning achievements that are equivalent to their intelligence abilities. There are students who have high intelligence but have relatively low learning achievement. But there are also students whose intelligence is low, can achieve relatively high learning achievement. That is why the level of

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intelligence is not the only factor that determines one's success, because there are other factors that influence. Based on Goleman (2015: 24), intellectual quotient (IQ) only give 20% to success while the other 80% are obtained from the other factors. One of them is Emotional Quotient (EQ). Cooper and Sawaf (2016: 32), said that humans from birth have good emotions (positive) and bad (negative). Emotion is a source of energy that serves to arouse intuition and curiosity, which will be able to anticipate an uncertain future and plan one's actions. Emotion is the organization of thoughts and actions that can not be separated from the mind and rational. Efendi (2015: 25) the ability to recognize our own feelings and the feelings of others, the ability to motivate ourselves and the ability to manage emotions well in ourselves and in relationships with others is called emotional intelligence.

As written in the Education Unit Level Curriculum Subjects Physical Education, Sports, and Health (2016: 158) states that physical education, sports, and health are an integral part of overall education, aiming to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral actions, aspects of a healthy lifestyle and the introduction of a clean environment through selected physical, sporting and health activities that are planned systematically in order to achieve national education goals.

Abdul Gafur (2018: 6) said that physical education is a process of education that consciously and systematically someone or people perform trough intensive physical activity in order to gain physical ability and skills, intelligence enhancement, and character development. Therefore, the essence of physical education is an education process that consciously done through intensive physical activity.

There are some definitions of physical education in United States. Nixon and Jewett (2016: 27) said that physical education is a step or an aspect from education that focus on development and the usage of self-movement ability that done by self-desire also beneficial for reaction or respond that directly relate with mental, emotion, and social. Many attempts were made by students to achieve learning achievements to be the best such as attending tutoring outside of school hours. This kind of effort is clearly positive, but there are still other factors that are no less important in achieving success besides intelligence and intellectual skills that factor is emotional intelligence. Because intellectual intelligence alone is not enough for students to face turmoil, opportunity, or difficulties and life. With emotional intelligence, individuals are able to know and respond to their own feelings well and are able to read and deal with the feelings of others' feelings effectively. Students with well-developed emotional intelligence skills are more likely to succeed in life and have the motivation to excel. Whereas students who cannot hold control of their emotional life will experience mental stress which will damage the ability to focus on their tasks and not have a clear mind.

Emotional intelligence (EQ) has an important role in the process and growth of students in achieving learning achievements in physical education, sports and health. Students who have good emotional intelligence (EQ) are able to recognize themselves and are able to build good relationships with others. Physical education, sports and health learning achievements are learning outcomes achieved by students with effective learning activities from school after students learn the physical, sports and health education materials provided by the teacher which are indicated by scores through testing or tests. Learning achievement of physical education, sports and health is influenced by several factors that originate from within students one of these factors is emotional intelligence (EQ). Thus emotional intelligence (EQ) is thought to be very influential on learning achievement of physical education, sports and health, because the higher the emotional

intelligence possessed by these students, then in their self-control can be adjusted to the situation encountered in physical education, sports and health learning, so that it can increase learning achievement in physical education, sports and health.

Student emotions on physical education, sports and health learning have a major effect on physical education, sports and health learning achievement. Because students who can control their emotions will easily accept the knowledge conveyed by the teacher in the learning process. Learners have the full right in regulating their emotional stability, while the external factors that affect the stability of their emotions are merely motivating factors that ultimately the full decision is in them. Students who are able to control emotional stability well, will get a good indication of learning, but conversely if students cannot control their emotions in learning physical education, sports, and health, they will get unsatisfactory results. From the above opinion, we can know that emotional intelligence influences the learning achievement of physical education, sports and health. Goleman (2015: 55) states that people who have enthusiasm, motivation, and perseverance are individuals who excel in emotions or in other words have emotional intelligence.

Based on observation result, there are some students that need attention and need more time on problem solving process that they face in teaching and learning process. It shows that there is student that has low intelligent quotient. The researcher expects that the student's emotional quotient has not on their best condition yet. This phenomena happen because the student's emotions are still unstable due to their teenager age. Lack of empathy to others, tend to be egoistic, and difficult to manage their feelings when teaching and learning process going.

One of Internal factors that are inside on the students' is discipline. When doing the observation, the researcher finds that the students' discipline are still low. The prove is happen when the start has started, some students still not ready to follow the class and sometime the teacher has to rebuke them.

The factorial problem that affect physical education performances that is important to observe are intellectual quotient (IQ) and emotional quotient (EQ). Those two factors are considered important to observe that the researcher takes it the problem of the observation that are physical education performance. The connection on internal factors (inside the student) or intellectual quotient and emotional quotient are very matter toward learning performances. Therefore, the researcher wants to observe "The Relation between Intellectual quotient and emotional quotient toward physical education performances on Junior High school in Yogyakarta".

## Methods

### 1. Approach of the study

This research is a correlational research with regression approach. The subjects are some students from state junior high school in Yogyakarta. The approach that the research use is regression approach by correlating independent variable and dependent variable. (Mardapi, Djemari 2017:47)

### 2. Population and Sample

This study uses state junior high schooler in Yogyakarta as the population and VII, VIII, IX grade in total 100 students as the sample. The researcher uses purposive sampling technique. Purposive sampling technique is a determining sample technique within consideration and has been determined by the researcher. (Suharsimi Arikunto, 2017:

138). The requirements that must be met in this sampling are: Based on students who have taken the final exam and obtained the final report card grades.

Based on the conditions stated above, what is meant by the sample in this study, male and female students of the Junior High School in Yogyakarta who have taken the test and obtained the final report card report score with the following details: Class VII with a total of 34 students, Class VIII with total 30 students, Class IX with a total of 36 students. The total number of samples was 100 students. Based on the table determining the number of samples developed from Isaac and Michael for an error rate of 5%, the sample size is 100 students.

### 3. Data Collection

The data is collected from documentation of the result of IQ test by the school. “Questioner is a data collecting technique that done by asking some question or written question to the respondent to answer” (Sugiyono, 2016: 199). This method is use to gather the data about emotional quotients (X2) in several questions to the students. Report book documentation is use to know the students’ physical study performance in one semester.

### 4. Data Analysis

Simple linear regression is use to know the relation between Emotional Quotient (X) and physical Education Performance (Y).

$$Y = aX + K$$

- Y = criterion
- X = predictor
- a = predictor coefficient
- K = constant

(Sutrisno Hadi, 2016: 5). This examination is helped by SPSS 20.0 for windows.

## Results

### 1. Description of the Result Emotional Quotient

The result is described by descriptive statistical analysis: minimum value 61; maximal value 113; mean 90,54; median 92; modus 93; standard deviation 11,24. Based on that level of emotional quotient, it can be explain on interval as follows:

**Table 1.** Emotional Quotient Categorization

Interval	Frequency	Percentage	Category
>107,4	6	6	Baik Sekali
96,2 – 107,4	28	28	Baik
84,9 - 96,2	39	39	Sedang
73,7 - 84,9	18	18	Kurang
<73,7	9	9	Kurang Sekali
Total	100	100%	

### 2. Description of Study Performance Result

The result from the study is described with descriptive statistical analysis as follow: minimum value 3,10; maximal value 3,80; mean 3,41; median 3,4; modus 3,4; and

standard deviation 0,16. Based on the level of study performance, it can be explain on interval:

**Table 2.** Study Performance Categorization

Interval	Frequency	Percentage	Category
< 3,70	2	2	Baik Sekali
3,50 – 3,70	21	21	Baik
3,30 – 3,50	53	53	Sedang
3,20 – 3,30	14	14	Kurang
> 3,20	10	10	Kurang Sekali
Total	100	100	

### 3. Prerequisite Test Analysis

#### a) Normality

**Table 3.** Normality Test Result

No	Variables	Asymp.Sig	Result
1	Emotional Quotient	0,600	Normal
2	Study Performance	0,258	Normal

Since the significance value is  $> 0.05$ , the data distributed normal. The normality test result done by SPSS 20.0 for windows.

#### b) Linearity

**Table 4.** Linearity Test Result

	Significance	Result
Emotional Quotient-Study performance	0,268	Linear

The criteria is if the significance value  $F < 0,05$  then the relation is nonlinear, while if the significance value is  $F \geq 0,05$  then the relation is linear. The test result done by SPSS 20.0 for windows (Ghozali Imam:2017).

### 4. Data Analysis

#### a) Hypothesis examination

The first hypohotesis says that there is emotional quotient with physical education study performance in junior high school in Yogyakarta. This test uses T-analyzation technique. The result is on the table below.

**Table 5.** The Second Hypothesis Analysis Result

Type of Correlation	t		P	Result
	Amount	Table (n=100, $\alpha=5\%$ )		
$X_1 - Y$	3,500	1,98	0,001	Significant

The coeffision T-test is 3,500 and bigger rather thab T-table = 1,98. It is means that there is a significant influence of emotional quotient and the physical education performance for state junior high schooler in Yogyakarta

$$Y = 0,03 X + 2,708$$

The result is:

- 1) Constanta 2,708, it shows the physical education performance value when emotional quotient is equals with zero.
- 2)  $b_2 = 0,03$ , means if the variable of intellectual quotient equals with zero, thus the increase of intellectual variable can moreover increase the physical education performance.

Hypothesis can be proven by coefficient multiple linear regression ( $R_y$ ). The result is 0.368, which means that the correlation is positive. The resume of the coefficient is on the table below:

**Table 6.** The Result of the significance of Multiple linear regression

$R_y$	Df	F		$p$	Result
		Amount	Table		
0,386	2 ; 97	8,515	3,09	0,000	Significant

The significance of Multiple Linear Regression were done by using the amount of F. based on multiple correlation analysis, the researcher finds that the amount of F is 8.515, subsequently, consulted by F-table on db 2 versus 97 with the level of significant 5%, the result is 3,09. The amount F (8,515) is bigger than F-table (3,09), it means that the multiple regression is significant. It may concluded that there is a significance influence of students' emotional quotient with physical education performances in state junior high school in Yogyakarta. The amount of R Square from emotional quotient ( $X_2$ ) is 7,4%.

## Discussion

This study aims to determine the effect of emotional intelligence of students with the level of learning achievement in physical education, sports and health in junior high schools in Yogyakarta. The results of this study reinforce the research conducted by Irman Firman conducted in 2018 titled "To what extent the level of Emotional Intelligence affects junior high school students" learning achievement, the results of the study indicate there is an influence but not a significant level of emotional intelligence on student achievement, emotional intelligence only affects of 2.3% with the same sample studied, 100 respondents. But his research was carried out in different cities with different cultures.

Based on the analysis of the influence of emotional quotient towards physical education performances for state junior high schooler in Yogyakarta, it shows that there is a significant influence. It means that emotional quotient has a significant role on students' performance in physical education, thus the better emotional quotient application then physical education performance will increase. The reason is emotional quotient demands to acknowledge and to respect their feelings and others and respond it correctly, apply it effectively emotional energy in daily life. Subsequently, emotional quotient can be measured by self-recognition, self-control, motivation, empathy, and social skills are factors that affect physical education performances.

The study about the influence of emotional quotient toward students' physical education performances may conclude that there is a significant influence toward physical education performance in state junior high school in Yogyakarta. So it is important for a

teacher to be able to improve other factors that support physical education learning achievement such as emotional intelligence.

## Conclusion

Based on the data on discussion section, it can be concluded Emotional Quotient (EQ) has a significant influence towards physical education performances. Emotional intelligence (EQ) has a significant effect on learning achievement in physical education, sports and health. The higher the emotional intelligence of a student the higher the level of learning achievement in physical education, sports and health, but if the emotional intelligence results of these students are low then the level of learning achievement in physical education, sports and health, students will be lower too. Students who are able to control emotional stability well, will get good indications in learning, but conversely if students cannot control their emotions in learning physical education, sports, and health, they will get unsatisfactory results. So it is important for a teacher to be able to improve other factors that support physical education learning achievement such as emotional intelligence. So that it will further maximize the potential of students.

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