

Original Article

The Relationship Between Interest and Emotional Intelligence to Learning Outcomes in Fitness Activities in Physical Education

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Abstract

Introduction: Intellectual intelligence (IQ) is needed in achieving learning achievement, but in some research studies, IQ is not the main factor in attaining learning achievement. Instead, there are other factors, namely emotional intelligence (EQ). **Purpose:** This study aims to find out information about the relationship between interest and emotional intelligence on learning outcomes. **Methods:** This research is descriptive quantitative with survey method. The population of this research is SMA KHZ Musthafa Sukamanah by taking a sample of class X using a proportional random sampling technique. From the secondary data that has been obtained in the form of the results of the assessment of fitness activity material by the teacher in which there is an assessment of cognitive, affective, and psychomotor then the author makes a questionnaire to be filled in by students. **Results:** Based on the interpretation table of the correlation value above, it can be seen that interest has a significant relationship with learning outcomes where the correlation value is 0.69 and is included in the moderate or sufficient category. **Conclusions:** Based on data processing using statistical tests, it turns out that empirically there is a relationship between interest and emotional intelligence on student learning outcomes.

KeyWords: emotional intelligence, EQ, Learning Outcomes, Activity, Fitness

Introduction

Education is a long-term plan for the Indonesian government to improve the quality of quality human data sources. Education is an essential part of developing quality human resources in a country (Sudarsana, 2016). Education is a learning process that can increase knowledge, skills and shape personality. Therefore, education is expected to bring good changes in a person to achieve national education goals. Education is something significant, as explained in (Noor, 2018) concerning the National Education System Law number 20 of 2003, efforts to develop students to become human beings who believe and fear God Almighty, have good morals, knowledgeable, healthy, creative, independent, and become a responsible citizen.

Education is the need of every individual in his life. Individual growth and development are the results of the educational process. Studying physical education, sports and health provide opportunities to develop character. The teaching of ethics is usually by example or behavior. In addition, students must have an interest as a motivating factor for learning. With interest in the goals of physical education, sports and health will be achieved. Curiosity is related to the style of motion that encourages a person to face or face people, objects, activities, and experiences stimulated by the activity itself (Djaali in Syahputra, 2020, p. 13). Apart from learning interest, another driving factor is emotional intelligence. Emotional intelligence, or what is often called EQ, is a subset of social intelligence that involves other people, sorting everything out and using this information to guide thoughts and actions (Salovey and Mayer in Dartija, 2014, p. 15). The environment strongly influences emotional intelligence, is not permanent, and can change at any time. For this reason, the role of the environment, especially from parents during childhood, greatly influences emotional formation.

Learning outcomes achieved after students do the learning result in individuals changing their attitudes and behavior. Learning outcomes are a culmination of the learning process. These learning outcomes occur

mainly thanks to teacher evaluations. Learning outcomes can be in the form of teaching impact and accompaniment impact. Both effects are beneficial for teachers and students (Dimiyati and Mudjiono in Arifto 2014, p. 9). In this case, the researcher will look at the learning outcomes of physical education, sports, and health that students achieve, whether there is an influence from learning interest and emotional intelligence. Based on the results of observations that have been made previously at SMA KHZ Mustafa Sukamanah, Tasikmalaya Regency, researchers obtained data on student learning outcomes in fitness activity material which then wanted to prove the theory that children who achieve an achievement are the result of intelligence and interest (Sardiman in Purnama, 2016). p. 241). This is what underlies the author to determine the relationship between students' learning interest and emotional intelligence on learning outcomes of fitness activities in physical education, sports, and healthy subjects.

Material & methods

The success of research depends on the method used. This study aims to examine the level of correlation between one variable and another, which is called correlational research. Correlational research seeks to investigate the linkage status between variations of a factor with variations of other factors based on the correlation coefficient (Surya Darma in Dartija, 2014, p. 35). In this study, researchers wanted to know the relationship between students' learning interest and emotional intelligence with fitness activity material for physical education, sports, and healthy subjects. Research variables can make it easier for researchers to see which forms influence and which are influenced, as it is known that there are independent variables (X) and dependent variables (Y). The research variable is an attribute, nature or value of a person, object or desire that has a particular variation to be determined by researchers to be studied and then drawn conclusions” (Sugiyono, 2017, p. 38). In this study, the independent and dependent variables were used. The independent variable (X₁) is learning interest (X₂) emotional intelligence, while the dependent variable (Y) is learning outcomes for fitness activities.

Participants

The population has a real meaning that in this study, the population means class X students of SMA KHZ Musthafa Sukamanah, Tasikmalaya Regency. The population is a generalization area consisting of: objects/subjects with specific qualities and characteristics determined by the researcher to be studied and then concluded (Sugiyono, 2017, p. 80). Based on this opinion, the population in this study amounted to 166 students, with 94 male students and 72 female students. In addition to the people of this study also requires a sample. This sample is part of the population. The selection is part of the number and characteristics possessed by the people (Sudiyono, 2017, p. 81). The sampling technique used in this study is proportional random sampling. This technique is also a development of stratified random sampling, where the number of samples in each stratum is proportional to the number of population members in each population stratum (Yusuf, 2014, p. 162). To determine the number of samples to be taken in this study, the researcher used the Slovin formula. Because the population in this study were students of class XI, which were divided into five classes with many students in each category being different, in determining the size of the sample taken in this study, probability sampling was used using the proportionate random sampling technique.

Instruments

The research instrument can briefly be interpreted as a research measuring tool. A research instrument is used to measure the observed natural and social phenomena (Sugiyono, 2017, p. 102). If the data obtained is inaccurate (invalid), then the decisions taken will be incorrect. The type of instrument used in this study is a questionnaire of interest in learning (X₁) and emotional intelligence (X₂), as well as learning outcomes for fitness activities (Y) using secondary data.

Table 1. Likert Scale

Alternative Answer	Value Weight	
	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Neither agree	3	3

Disagree	2	4
Strongly disagree	1	5

This research was conducted at SMA KHZ Musthafa Sukamanah, Tasikmalaya Regency with class X objects in their respective residences because filling out the questionnaire was done online.

Statistical analysis

Data were analyzed using Microsoft Excel and SPSS 25 software. Before testing the significance, first tried for normality and linearity test. After getting the results, the next step is to determine the parametric or non-parametric test.

Results

Table 2. Calculation Results of the Average (Mean) and Standard Deviation of Each Test

No.	Test Items	Mean	Standard Deviation
1	Interest	217.95	8.58
2	Emotional Intelligence	196.14	25.20
3	Learning outcomes	67.43	7.23

Table 3. Correlation Calculation Results of the three Test Items

No.	Test Items	Value R	Category	T _{count}	F _{count}	Results
1	Interests (X1) with Learning Outcomes (Y)	0.69	Currently	32.83	1.65821	Significant
2	Emotional Intelligence (X2) with learning outcomes (Y)	0.60	Currently	29.61	1.65821	Significant

Based on the interpretation table of the correlation value above, it can be seen that interest has a significant relationship with learning outcomes where the correlation value is 0.69 and is included in the moderate or sufficient category. There is a significant relationship between emotional intelligence and learning outcomes with a correlation value of 0.60 and appropriate or adequate variety. Between interest and emotional intelligence has a significant correlation value of 0.49 and is included in the moderate or adequate category. Furthermore, to find out which one has the most relationship between the two test items on learning outcomes, the authors carry out data processing and analysis using the multiple correlation formula with the formula. The calculation of the correlation of the three test items is 0.74. Therefore, based on the analysis of the correlation of the three test items, it can be concluded that Interest and Emotional Intelligence have a solid relationship to Learning Outcomes.

Dicussion

The results of this study explain that other factors have a relationship or influence. According to research (Luh et al., 2021), three factors affect physical education learning outcomes: internal factors, external factors, and student learning approaches (approach). To learn). Internal factors have two sub-factors, namely physiological and psychological factors. Physiological factors are something related to the physical state (health). Health is a factor that significantly affects a person's learning process. If in a healthy condition, he will be able to follow the learning process well. Psychological factors are related to students' mental, talents, interests, and cognitive abilities. Students must have calm and reasonable spiritual readiness to understand learning well in dealing with the learning process. External factors have two sub-factors: the social environment and the non-social environment, affecting learning achievement, namely family, teachers, friends, and society. The non-social (physical) environment includes physical conditions and materials such as home and school equipment to support the learning process. The last factor is the student learning approach, namely the strategies students use to achieve ease and effectiveness in the learning process. This is by other research (Juniardi, Arifto,

Martiani, 2018) several factors have a relationship or influence learning achievement, including internal factors including physiological and psychological, external factors including social, environmental factors and non-social factors and the last factor is the learning approach that explains students' strategies in learning the material. Research supports this (Seng et al., 2016) that emotional intelligence (EQ) is not the main factor affecting student achievement. High emotional intelligence (EQ) is not necessarily fully helpful in improving academic achievement but is needed for success in life. Success in the outside world. Research (Preeti, 2013) also explains that emotional intelligence is essential in social life and beyond academic achievement.

The study results (Siti Nur Ainy, 2016) explain that emotional intelligence (EQ) has no relationship to learning achievement. Other factors affect learning achievement, namely external and internal factors. Internal factors include physical, psychological and physical, and psychological maturity. Students who have high emotional intelligence (EQ) do not guarantee that these students get high physical education learning achievements and vice versa. If students have low emotional intelligence (EQ), it does not ensure that students will get low learning achievement results. This explains that other factors affect learning achievement besides emotional intelligence (EQ). However, the research results on emotional intelligence (EQ) do not affect learning outcomes for physical education, and educators must continue to provide scientific insight about the importance of emotional intelligence to control students from things that are not wanted. Teachers must be given the ability of emotional intelligence (EQ) to function effectively as an education (Mohzan et al., 2013). The assessment carried out in determining learning outcomes is intellectual intelligence, such as understanding and speaking (Munirah & Ahmad Putri, 2018). Emotional abilities such as recognizing emotions and controlling oneself tend never to be taught by the school. This is very important for the development of human resources in terms of good character and attitude. It should be noted that someone who has good intellectual intelligence but has low emotional intelligence will have a bad feeling.

Conclusions

Based on the results of data processing and analysis of research results, which were obtained through measuring interest and emotional intelligence on learning outcomes of fitness activity materials for physical education, sports, and health subjects, the authors can conclude that there is a 47% relationship of interest in learning outcomes of eye fitness activity materials: physical education, sports and health lessons for class X students of SMA KHZ Musthafa Sukamanah. Emotional intelligence is related by 36% to the learning outcomes of fitness activity material for physical education, sports, and health subjects in class X SMA KHZ Musthafa Sukamanah students. There is a relationship between interest and emotional intelligence by 46% to the learning outcomes of the material fitness activities in physical education, sports, and health subjects in class X SMA KHZ Musthafa Sukamanah. Still, interest has more to do with learning outcomes for fitness activity materials. Based on the research results that the authors got, the authors suggest that every teacher of physical education, sports, and health encourage interest and increase emotional intelligence together so that learning achievement can be achieved well.

Conflicts of interest

In this article, the author declares no potential conflicts of interest concerning copyright, publication, and research.

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