

Research Article

The Influence of Emotional Intelligence on Student Learning Outcomes: A Study of Physical Education in Junior High School Students

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Abstract.

Excellent teachers will produce quality students who resemble their teachers. Teaching is a very challenging and stressful job that creates emotional stress for teachers and significantly impacts students. Studies of emotional intelligence with student learning outcomes at the junior high school level in physical education subjects still need to be completed. Therefore, a deeper exploration in this study was conducted to uncover it. This study analyzes the relationship between emotional intelligence and students' physical education learning outcomes in junior high school. The participants in this study were junior high school students in Southeast Maluku Regency. The sampling technique used was random sampling, namely sampling from population members in a simple random manner. The research instrument used emotional intelligence, namely, an assessment rubric developed by Daniel Goleman and a physical education learning outcomes test. The results showed that emotional intelligence significantly affected students' physical education learning outcomes. The correlation between study habits and students' physical education learning outcomes obtained in this study shows its meaningfulness. It provides a clue that study habits are one of the main factors contributing to student learning outcomes. From the results, improving study habits will significantly contribute to students' learning outcomes in physical education. Consequently, this study contributes to the body of knowledge on emotional intelligence by offering implications for teachers at primary to higher education levels.

Keywords: emotional intelligence, learning outcomes, physical education

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1. Introduction

The idea of emotional intelligence (EI) has attracted increasing attention in the field of education in recent years. According to research, those with high levels of emotional intelligence tend to succeed in various areas, including academic achievement [1]. Indeed, research has shown extensive evidence that students' emotional well-being impacts well-being, learning, and academic achievement [2]. Emotional intelligence is the ability to recognize and regulate one's emotions, namely the ability to influence the emotions of others, self-motivation, and the ability to form effective long-term

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relationships with others [3] Those with high emotional intelligence also can gauge the extent to which others are interested in what they have to say [4]. EI is a growing concept in education because of the emotional connection between teachers and students, which is an integral part of teaching [5]. EI can help people build and maintain positive and healthy relationships, cope with stress and challenges, and improve their well-being and performance in various areas of life [6]. In addition, EI describes how well a person can understand, control, and express their own emotions and the emotions of others. It also involves how people use emotions to interact effectively and constructively with others [7].

People with high EI are self-aware, confident, adaptable, resilient, and optimistic. They also have intense curiosity and empathy towards others. Developing EI can help individuals achieve success and happiness, reduce stress, improve relationships, and foster harmony [8]. Furthermore, EI is the ability to understand, regulate, and communicate oneself and others' emotions. It affects the performance and commitment of instructors in their organization [9]. Instructors with higher EI are more independent and competent [10]. Recent research proves that EI increases employee accountability, trust, and performance in the workplace [11]. Similarly, EI is the ability to perceive, express, understand, and manage emotions effectively in oneself and others [12]. EI also benefits academic life, as it can improve learning, achievement, teaching, and pro-social behavior among teachers and students. [13], [14]. Emotionally intelligent students are happier and more cooperative and learn more effectively [15].

The results of studies on university students from several countries, such as Spain, found a positive relationship between EI components and learning strategies (critical thinking, seeking help, and peer learning). Thus, EI is a predictor of improving one's academic performance [16] In addition, another study in Iran also found that EI is significantly correlated with language learning strategies [17]. The authors concluded that students who are more emotionally intelligent use more strategies than students who have less emotional intelligence [18]. Positive emotions facilitate creative and flexible learning strategies such as organization, elaboration, critical evaluation, and metacognitive monitoring [19]. EI refers to an individual's ability to process emotional information accurately and effectively, including recognizing, understanding, expressing, managing, and using emotions [20]. A study in China recruited 500 school-age children from three elementary schools in Guizhou Province, China. 468 (93.6%) school-aged children (250 boys and 238 girls) were aged 8-11 years. The results showed that the student-teacher relationship positively and directly predicted empathy in girls but

not boys. In addition, we also found that emotional intelligence mediated the student-teacher relationship and children's empathy relationship among boys and girls [21].

Good student-teacher relationships can encourage the development of a sense of empathy for developing emotional intelligence in school-age children. According to Goleman (1998), children learn early on from the reactions of adults and, hence, can manage their emotions and internalize them into their unique emotional processing patterns. School-age and communication with teachers in the school environment, school-age children can learn to correctly express and effectively manage their emotions through teacher feedback, which can enhance their emotional intelligence development. In addition, school-age children with positive relationships with their teachers are more likely to receive the guidance and support they need for emotional development, including ways to identify and understand their emotions and skills to effectively deal with their negative emotions, which can contribute to developing their EI.

In addition, previous research found that positive and supportive student-teacher relationships can improve education quality and children's emotional intelligence [22], [23]. In addition, individuals who can effectively identify, understand, and manage their own emotions may also be better able to identify and understand the emotions of others, namely the emotions of emotionally intelligent individuals, which can encourage the development of their empathy abilities. According to Mayer & Salovey (1997), an individual with optimal EI can better perceive, understand, and manage his or her own emotions and is more likely to expertly generalize and migrate to the ability to perceive, understand, and manage the emotions of others. Similarly, subsequent researchers have shown that individuals with high levels of emotional intelligence tend to understand the reasons behind others' emotions and behaviors in interpersonal interactions and respond appropriately to others' negative emotions and behaviors. Children who can accurately understand their own emotions and experience more negative emotions are sensitive to the changing emotions of peers, teachers, and parents when interacting with others and can respond appropriately to the current social context. In addition, previous research has shown that individuals' emotional intelligence can encourage them to exhibit more empathetic behaviors [24]. Therefore, school-age children's EI may mediate the relationship between student-teacher relationships and empathy.

Education plays a vital role in the success and well-being of individuals. Student achievement is critical to success in the workplace. Achievement is multidimensional and can include students' physical, social, cognitive, emotional, and spiritual growth [25]. The construct of intelligence is one of the most critical factors in predicting achievement. Moreover, intelligence itself cannot be measured, and instead, its traces can only be

evaluated [26], [27]. EI and spirituality can boost academic performance in universities and students in schools [28]. It is possible to improve academic performance and the quality of education. Hence, students can conduct workshops to improve various inventions and their applications. Academic achievement in students represents the education system's success in schools [29]. EI is significantly correlated with academic success. This is because students with higher EI have better communication skills, self-control, perseverance, and self-motivation [30]. Studies at various colleges in India, the United States, Spain, China, and Iran suggest EI includes a variety of skills that contribute to the ability of ordinary individuals to accept reality, solve emotional problems, achieve better mental and physical health levels, and help people to cope with stress and crisis [31]. Therefore, it is seen that EI can be a part of positive psychology [32].

Three factors influence physical education learning outcomes: internal, external, and student learning approaches [33]. Ordinary people still think that to obtain high learning outcomes must be accompanied by high intelligence (IQ). Therefore, this term is labeled to someone with high learning achievement and a high IQ. It aligns with Goleman's (2000) opinion that IQ is not the only determinant of a person's success. The IQ factor only contributes 20%, while 80% determines a person's success. There is the contribution of other factors, including emotional quotient (EQ), which is a person's ability to recognize, control, and regulate emotions and feelings, both their feelings and the feelings of others. The results of studies in Indonesia provide information that emotional intelligence can make several valuable contributions to students' lives, such as making them excited about learning and managing emotions to achieve learning goals [34]. Emotional intelligence is closely related to learning outcomes and an essential aspect of adolescent growth (Banos et al., 2023). Emotional intelligence and discipline are essential factors that influence students' academic effectiveness. Students who have high scores on emotional intelligence also have high self-discipline. Disciplined students will be able to manage their emotions to improve the quality of their learning and impact academic achievement [36]. Thus, the study aimed to determine the effect of emotional intelligence on student learning outcomes in physical education learning through an empirical study of junior high school students in Southeast Maluku Regency, Indonesia.

2. Methods

The method used in this research is a survey method with correlational techniques. This method describes the research variables while investigating the influence between variables. Therefore, this method reveals factual data based on the information found.

Meanwhile, the correlational technique determines the relationship between pairs: emotional intelligence and learning outcomes. Population is the set of all individuals who can provide data and information for a study. This research population has specific characteristics and qualities determined by the researcher's study. The target population is a population that is much larger or much wider than the sample population, and the affordable population is measurable because it is limited by place and time. The target population in this study was junior high school students in Southeast Maluku Regency. The sampling technique in this study used random sampling, namely sampling from population members in a simple random manner. The number of samples used in this study was based on the Slovin formula, which was $e=0.05$ (5%), and N was the total population. Thus, the number of samples used in the study were junior high school students in Southeast Maluku Regency, as many as 200 samples.

Research instruments were used to measure emotional intelligence, and tests were to measure physical education learning outcomes. Before being used, the research instruments were tested through expert tests and empirical tests using the product moment correlation formula. The research data were analyzed using linear regression inferential statistics using SPSS 26.00 for Windows software. Before testing the hypothesis, several prerequisite tests were carried out according to the research interests. In general, the steps of this research will be shown in Figure 1.

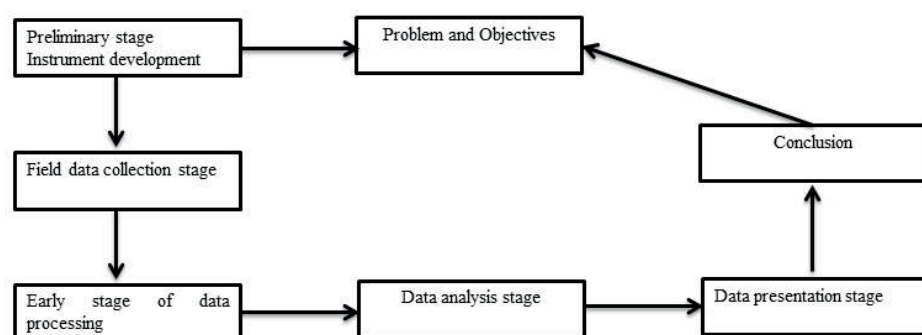


Figure 1: Research Flow Chart.

3. Results

The research results section describes the research results related to the statistical analysis test results. This study examines the relationship between emotional intelligence and cognitive learning outcomes in physical education subjects. The research was conducted by giving full authority to physical education teachers to conduct learning

for students. Data from the test results on the effect of emotional intelligence on learning outcomes can be shown in Table 1.

TABLE 1: ANOVA Analysis Results of the effect of emotional intelligence on learning outcomes.

ANOVA ^a						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	250,709	1	250,709	8,100	,005b
	Residuals	6128,686	198	30,953		
	Total	6379,395	199			
a. Dependent Variable: Learning Outcome						
b. Predictors: (Constant), Emotional Intelligence						

Based on these results, it can be seen that for simple regression, $F_{count} (8.100) > F_{table} (3.888)$ with a significance value of $0.000 < \alpha = 0.05$. Thus, the equation $\hat{Y} = 73.934 + 0.080X_1$ is highly significant. Based on the results of the analysis, the simple regression equation $\hat{Y} = 73.934 + 0.080X_1$ can be interpreted that if emotional intelligence and learning outcomes are measured using the instrument used in this study, then any increase in the score on learning outcomes by one unit will be followed by an increase in emotional intelligence score by 0.080 units in the same direction with a constant (*intercept*) of 73.934.

4. Discussion

Based on the results of testing the first hypothesis, it is found that emotional intelligence has a significant impact on a saint's physical education learning outcomes. This finding shows that the higher the students' emotional intelligence, the higher the students' physical education learning outcomes. Building good habits is fundamental to human life because our behavior is thus primarily influenced by our habits. To a certain extent, our habits define who we are. Many philosophers, psychologists, and educators emphasize the importance of habits. Good study habits are a good asset for learners as they help students master areas of specialization and, consequently, superior performance. In contrast, the opposite is an obstacle to learning and achievement, leading to failure [37]. Study habits determine not only students' academic performance but also their future success. Student achievement due to good habits has a cumulative effect on their future success. Therefore, students who have developed good study habits earlier maintain and improve learning gains. In contrast, students with good study habits will find it easier to catch up. The stronger will be more robust, while the weaker will be

weaker due to study habits. This is in line with research findings showing that the performance of prior learning experiences is a good predictor of future learning [38].

The above opinion illustrates that learning habits do not come by themselves because innate or inherited but are formed actions and treatments that are developed in a planned manner and carried out continuously and consistently. Once a student's emotional intelligence is formed and managed well, it will give the student the power to perform learning actions in the same way, accurately, with or without attention. Habits are undoubtedly essential and play an essential role in shaping the personality of individuals, increasing their commitment and motivation to learn in any situation. [39], [40]. The correlation between study habits and students' PE learning outcomes obtained in this study shows its meaningfulness. It provides a clue that study habits are one of the main factors contributing to students' sociology learning outcomes. From the results, improving study habits will significantly contribute to the learning outcomes of students' physical education [41].

The results of previous studies found that EI has a 36% relationship to learning outcomes in physical fitness material. In addition, there is a 46% relationship between interest and emotional intelligence on learning outcomes of fitness activity material in physical education, sports, and health subjects [42]. Individuals with high emotional intelligence are thought to have a higher capacity to perceive, use, understand, and manage their emotions, facilitating a greater sense of subjective well-being [43]. EI refers to a person's ability to effectively understand and manage their own and others' emotions. Managing one's emotions as a leader significantly influences how one manages employees' demands, inspires them, and influences how they "feel" at work. The study revealed that emotional intelligence is an essential skill for academic leadership. The findings also show that relationship management, empathy, self-management, and self-awareness are essential. EI capabilities for academic leadership, thus resulting in more staff engagement [44].

Experts argue that EI leaders are more adept at navigating their environment, motivating others, and evoking good emotions in people to drive engagement and creativity in the workplace . Emotional intelligence and employee engagement are the two factors that have the most impact on organizational success. Knowing one's own emotions and controlling them can help leaders operate more effectively and efficiently, resulting in high staff engagement and productivity. Several studies (e.g., George et al., 2022; Quang et al., 2015; Veshne & Munshi, 2020) have shown that in leadership, managing emotions responsibly can positively impact how one responds to the needs of others, motivate staff members, and influence how they feel and engage at work. Other research

(e.g., George et al., 2022; Goleman, 2001) also documents that relationships with managers play the most influential role in predicting employee creativity and engagement. Leaders who can better understand and manage themselves and other people's emotions make employees more satisfied and engaged. Organizations with engaged employees enjoy a range of essential benefits, including higher motivation among staff, decreased absenteeism, reduced staff turnover, higher customer satisfaction, and increased productivity [45]. This scientific evidence demonstrates the potential use of leaders' emotional intelligence in driving employee engagement in the workplace.

Emotions are complex states of mind and body, consisting of physiological, behavioral, and cognitive reactions to situations that can be managed and directed. Events may be interpreted as distressing, dangerous, or exhilarating, and physically, a distressing situation may produce tears, or a dangerous situation may result in an increased heart rate. Realizing that emotions, thoughts, and actions are intricately interwoven and connected is essential. Emotional maturity, social skills, and intelligence bring adjustment and success. An emotionally intelligent person can better manage his or her feelings and cope with stress, effectively solving problems. An emotionally intelligent person can adjust well and be more successful in various fields of education and other professional fields. In this assignment, the author explores the impact of emotional intelligence on student learning. Emotional intelligence is critical to student learning. EI enables individuals to communicate, lead, and negotiate with others. A person with EI can understand their own emotions and those of others. Emotional intelligence allows one to gain more in an educational setting as individuals can integrate socially and academically well. A person with emotional intelligence is a team player and benefits significantly from positive interactions with lecturers and other students [46].

5. Conclusion

Based on the findings, emotional intelligence significantly influences students' physical education learning outcomes. The correlation between study habits and students' physical education learning outcomes obtained in this study shows its meaningfulness. It indicates that study habits are a primary factor contributing to student learning outcomes. From the results, improving study habits will contribute significantly to student learning outcomes. Consequently, this study contributes to the body of knowledge on emotional intelligence by offering implications for teachers at primary to higher education levels.

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