

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE, SOCIAL SUPPORT, AND LEARNING MOTIVATION WITH PHYSICAL EDUCATION LEARNING OUTCOMES

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Abstract

Students with high levels of emotional intelligence will be better able to control themselves from the surrounding environment and motivation can be a driving force for students to keep active in relation to physical education learning activities so that good learning outcomes will be obtained. To improve student learning outcomes, there must be encouragement or good social support on the part of students so that students feel cared for by those closest to them, such as support from family/parents, teachers, friends.

This study aims to determine the direct and indirect relationship between emotional intelligence, social support, learning motivation and physical education learning outcomes. The method used in this research is descriptive using a path analysis approach. The data collection techniques used include questionnaires and the results of 1 (one) semester report cards. The measuring instruments used in this study are The Assessing Emotion Scale (AES) (Schutte, Malouff, & Bhullar, 2009), Multidimensional Scale of Perceived Social Support (MSPSS) (Zimet, Dahlem, & Farley, 1988), and Academic Motivation Scale from Vallerand (1993). Test the validity of the measuring instrument using Confirmatory Factor Analysis (CFA) technique and hypothesis testing is done by Path Analysis using AMOS.

The conclusion is students who have emotional intelligence, and good learning motivation are expected to achieve maximum performance so that it will affect their learning outcomes. Good social support is expected by students to feel Students will be motivated to learn if the family/parents care about the problems experienced by the child, and provide direction, then the child can learn well and improve his achievement in school.

Keyword : Emotional Intelligence, Social Support, Learning Motivation, Physical Education Learning Outcomes

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Introduction

Physical education is an integral part of overall education, aiming to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral action, aspects of a healthy lifestyle and the introduction of a clean environment through physical activity, sports and health. selected systematically planned in order to achieve the goals of national education. Richard Bailey, (2018) revealed that physical education taught in schools has a very important role, namely by fostering better physical growth and psychological development, as well as forming a healthy and fit lifestyle for life. Brown, (2007) says that the learning outcomes achieved by students are influenced by two factors, namely factors from within the student and external factors or environmental factors Yeung, (2009) states that emotional intelligence is the ability to define and manage emotions and atmosphere. heart, both to oneself and to others. Emotional intelligence is the ability possessed by a person to control himself against the surrounding environment. In the learning process, emotional intelligence is seen as an important thing that must be possessed by a student, in addition to the intellectual intelligence they have. Abigail, (2011) explains that learning motivation is an internal process that encourages oneself to achieve learning goals. Learning motivation is an impulse that exists within or from outside a person to learn which will later change behavior, where this change will affect the mindset of individuals in doing and acting. Learning motivation is one of the determining factors for student learning success, failure learning experienced by students because one of the causes of low learning motivation. Students who have high learning motivation will achieve the desired learning objectives. Based on observations, researchers suspect emotional intelligence and learning motivation as internal factors that affect student learning outcomes in physical education. Social support is support given by the people closest to the individual, including family, friends, and other closest people who are in a social environment. individual. (Zimet et al., 1988)

Furthermore, the external factor used in this study is social support, the researcher chose to use this variable because in addition to internal factors that influence learning outcomes, namely external factors. The presence of other people in personal life is very necessary, considering that every individual needs each other to provide support. Social support is a resource provided by others, which with social support has the potential to have negative and positive effects on the health and well-being of individuals, including physical, mental, and social well-being. Daniel Rhind, (2011) shows that social support has an important role in learning outcomes, that the optimal environment and social support will have a positive impact on student learning development.

Methods

This study aims to determine the direct and indirect relationship between emotional intelligence, social support, learning motivation and physical education learning outcomes. The method used in this research is a quantitative method using a path analysis approach

using the AMOS for windows version 20 program. Riduwan (2012) explains that path analysis techniques are used in testing the amount of contribution (contribution) indicated by the coefficient path in each path diagram of the causal relationship between variables X1, X2, and X3 to Y.

The concept of this research proves whether or not there is an influence of the causal variable (exogenous) with the dependent variable (endogenous) using the Path Analysis method, which uses a structural equation that looks at the causality of the dimensions of the relationship Emotional Intelligence (X1), Social Support (X2), learning motivation (X3) to see whether or not there is an effect of the causal variable on the effect variable through the use of the Path Analysis method.

The data collection techniques used include questionnaires and the results of 1 (one) semester report cards. The measuring instruments used in this study are (1) The Assessing Emotion Scale (AES) (Schutte, Malouff, & Bhullar, 2009) for Emotional Intelligence, (2) Multidimensional Scale of Perceived Social Support (MSPSS) (Zimet, Dahlem, & Farley, 1988) for Social Support, and (3) Academic Motivation Scale from Vallerand (1993) for learning motivation. Test the validity of the measuring instrument using Confirmatory Factor Analysis (CFA) technique and hypothesis testing is done by Path Analysis using AMOS.

Discussion

1. Direct Relationship of Emotional Intelligence with Physical Education Learning Outcomes.

Ilhan Adilogullari & Ender Senel, (2014) said that emotional intelligence needs to be developed in adapting physical education learning. Students with low levels of emotional intelligence are feared that they will eventually fail. Because in some cases, a student with a high level of intelligence without being accompanied by good emotional intelligence tends not to get satisfactory learning outcomes when compared to those who have high emotional intelligence. The learning outcomes obtained by students are the results obtained by students after undergoing the learning process, be it changes in attitudes or behavior and changes in abilities in the academic field. These learning outcomes are needed by students to see how far they have mastered the lessons given by the teacher in question, especially the PJOK teacher. Based on the description above, it is suspected that there is a direct relationship of emotional intelligence to the learning outcomes of PJOK obtained by students. Students who have good emotional intelligence are expected to be able to control themselves from things that can hinder the learning process which will have an impact on the learning outcomes that will result. On the other hand, students who have a high level of emotional intelligence will find it more difficult to control themselves from various things that can interfere with the learning process and will ultimately have an impact on unsatisfactory learning outcomes.



2. Direct Relationship of Social Support with Physical Education Learning Outcomes.

Haber, Cohen, Lucas and Baltes, (2007) that social support consists of two types, namely support that is actually received by individuals when they are given assistance (received social support) and support or assistance given to individuals but is not necessarily perceived as social support by the individual who receives it (perceived social support). To improve student achievement, there must be encouragement or good social support from students so that students feel cared for by those closest to them, such as support from family/parents, teachers, friends). The existence of the right source of social support is an important factor in the formation of self-adjustment that can increase a sense of optimism, while the absence of social support can cause feelings of loneliness and loss. Balance in social exchange will result in satisfying interpersonal relationships, students who are less optimistic in learning when receiving social support in the form of advice, suggestions, information and feedback from people who are meaningful to them can lead to and increase self-optimism so that students can perform better. Based on the description above, it is suspected that there is a relationship of social support to the learning outcomes of PJOK students. Students who have good social support have optimal learning outcomes, social support is a supporting factor in improving learning achievement. Students are motivated to study well if communication between teachers and students is well established and with the attention of parents, family, and friends, it is hoped that students who have a good level of social support are expected to achieve maximum performance so that it will affect their learning outcomes.

3. Direct Relationship between Learning Motivation and Physical Education Learning Outcomes.

Senlin Chen, Haichun Sun, Xihe Zhu & Ang Chen, (2014) that there is a relationship between students who have high motivation will have a positive impact on learning outcomes of physical education. Meanwhile, with low student motivation, it will certainly become an obstacle in implementing the PJOK learning program that has been given to students. With low motivation, of course, all physical activity will also be hampered because students are less than optimal in carrying out PJOK learning and will have poor learning outcomes. Based on the description above, it can be concluded that it is suspected that there is a direct relationship between learning motivation and PJOK learning outcomes for. Students who have high PJOK learning motivation have good learning outcomes, and vice versa students who have low PJOK learning motivation. low have poor learning outcomes.

4. Indirect Relationship of Emotional Intelligence through Learning Motivation with Physical Education Learning Outcomes.

Students with a high level of intelligence without being accompanied by good learning motivation tend not to get satisfactory learning outcomes when compared to those who have high emotional intelligence. Learning motivation is one of the determinants of student

learning success, learning failure experienced by students because they have low learning motivation. Students who have high learning motivation will achieve the desired learning objectives. With high learning motivation, and students' emotional intelligence, it encourages students to carry out certain activities in order to achieve a certain goal (highest possible achievement). Based on the description above, it can be concluded that there is an indirect relationship between emotional intelligence through learning motivation and PJOK learning outcomes. Students who have high learning motivation but have low emotional intelligence are thought to have poor PJOK learning outcomes or students who have low learning motivation and have low emotional intelligence are thought to have poor learning outcomes.

5. Indirect Relationship of Social Support through Learning Motivation with Learning Outcomes.

In the PJOK learning process, there are external factors from learning outcomes, namely social support, students are motivated to study well. The presence of the right sources of social support is an important factor in the formation of self-adjustment that can increase a sense of optimism, while the absence of social support can lead to a sense of loneliness and a sense of belonging. lost. Daniel Rhind, (2011) says that social support has an important role in learning outcomes, that the optimal environment and social support will have a positive impact on student learning development. To improve student achievement, there must be encouragement or good social support from students so that students feel cared for by those closest to them, such as support from family/parents, teachers, friends).Based on the description above, it can be concluded that there is an indirect relationship between social support through learning motivation and PJOK learning outcomes. Good social support increases optimal learning outcomes, but if students have low learning motivation, it is suspected that they will have less or not optimal learning outcomes.

6. Relationship between Emotional Intelligence, Social Support, and Simultaneous Learning Motivation with Physical Education Learning Outcomes.

In every learning process undertaken by students, of course he wants to get satisfactory learning outcomes. However, satisfactory learning outcomes as desired by these students, especially in PJOK learning cannot be obtained without having good emotional intelligence. Emotional intelligence is the ability possessed by a person to control himself against the surrounding environment. Usually students with a high level of emotional intelligence will be better able to control themselves from the surrounding environment. Chang, (2012) that students who have good emotional intelligence will correlate with academic learning outcomes, providing further support for the idea that students who are physically healthy and have better emotional intelligence are more likely to do well academically. Students who have social support, emotional intelligence, good learning motivation are expected to achieve maximum achievement so that it will affect their learning outcomes. From the description above, it can be concluded that it is suspected that there is a relationship between emotional

intelligence, social support and learning motivation on physical education learning outcomes. With the presence of emotional intelligence, social support, and learning motivation is expected to affect the learning outcomes of PJOK.

Conclusion

Students who have emotional intelligence, and good learning motivation are expected to achieve maximum performance so that it will affect their learning outcomes. Good social support is expected by students to feel Students will be motivated to learn if the family/parents care about the problems experienced by the child, and provide direction, then the child can learn well and improve his achievement in school.

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