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DEVELOPMENT OF EMOTIONAL INTELLIGENCE (EMOTIONAL INTELLIGENCE) IN SPORTS LEARNING ACTIVITIES AT SCHOOL

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Abstract

This study aims to determine the results of the development of Emotional Intelligence (Emotional Intelligence) on school sports learning activities. The research method used is development research from Borg and Gall (2017) which has been varied, namely (1) conducting preliminary studies, (2) model development plans, (3) initial model development, (4) revision of validation results (5) small group field trials, (6) revision of test results (final product). The instrument used in this study used a questionnaire to measure Emotional Intelligence (emotional intelligence) made by Goleman (2016), which was then adapted by researchers according to research needs. Data was collected using a questionnaire obtained from expert evaluation, small group trial of 20 junior high school students in the city of Cirebon. The data are the results of an assessment of product quality, suggestions for product improvement, and the results of filling out questionnaires by students. The data analysis technique used is descriptive percentage to reveal student assessments using a product developed with the help of the Statistical Package for Social Science (SPSS). Based on the results of the explanation above, it is hoped that the development of Emotional Intelligence (emotional intelligence) will help students in their daily lives, to be able to increase positive interactions with their environment, and be able to use emotions and emotional knowledge in improving thinking. Physical education teachers in junior high schools are expected to use products for developing Emotional Intelligence (emotional intelligence) for learning activities in schools.

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INTRODUCTION

One of the important parameters of school life, especially in physical education, is student behavior and the way they deal with conflict. In addition, effective conflict resolution strategies are associated with communicative skills, emotional management and stressful situations as well as general conflict (A. Sadri 2015) Sports activities are social activities from school lessons (Laker, 2000), and sports activities involve many varied emotions and intensity. Children's character and personality can be tested in competitive play, and the regulation of positive feelings can be governed by special abilities (Tugade, Fredrickson, 2001). For this reason, the development of skills that are directly or indirectly related to self-regulation, such as team spirit, collaboration, self-control, patience, adherence to goals, fair play, acceptance of defeat and respect from opponents (Greek, 2003).

The literature review shows that between sport activity and demographic, social, psychological and cognitive factors have been positively assigned. Among these factors, the relationship between sport and psychology has received much attention (Schneider, Dunn, Cooper, 2009). Emotional and social competence is currently seen in the domain (EI) of emotional intelligence as a differentiator from cognitive intelligence and personality traits. Scientists became very interested in emotional intelligence, a concept first defined by (Salovey & Mayer, 1990) and later popularized by (Goleman, 1995). Emotional intelligence is a construct related to the recognition, regulation, understanding, expression, and use of emotions by oneself and others (Salovey, Mayer, 1990; Mayer, Salovey, 1997; Goleman, 1995; Bar-On R. The Bar-On. Emotional Quotient Inventory, 1997).

A study conducted by Fortin (2003), shows that delinquent students do not have self-control. This causes them to react negatively to criticism and makes them incapable of accepting other people's opinions. In addition, not being able to control their emotions and moods will bring them into conflict with others. Furthermore, the positive impact of implementing (EI) several studies have found evidence that (EI) can have a significant impact on a person's life. It was found that a higher (EI) is predictive of life satisfaction. In addition, people who are high (EI) are also more likely to use an adaptive defense style against deviant behavior and thus show healthier psychological adaptations (Mayer, 2000). Furthermore, according to (D. Amado 2019) Children who have good emotional development will have an impact in communicating their emotions and feelings, this will have an impact on situations faced in everyday life.

Therefore, high individuals (EI) are more effective than others in resources, coping with adversity, and maintaining hope in sporting activities. In other words because adhering to a physically active lifestyle requires self-regulation, managing frustration, and maintaining motivation, emotionally intelligent individuals are, almost by definition, maintaining such patterns of behavior than individuals lower in (EI).

Thus, the main objective of this study is to investigate the implementation outcomes (EI) in junior secondary schools. It was anticipated that this would provide stronger evidence to ascertain the effect of exercise in terms of the benefits of exercise activity on (EI).

The number of studies that support and based on the observations that have been made and the discovery of a problem can motivate researchers to conduct research, in addition it is hoped that through the development of (EI) in sports activities

can improve and refine movement skills, improve (EI), and be motivated to maintain health, have knowledge about exercise or physical activity, and instill a positive attitude.

METHODS

The research and development method used in this research refers to the stages developed by Borg and Gall (2007). The research stages used are limited to 6 stages. The stages of the research that will be carried out are as follows:

1. Research and information collection

Overall there are four things that the author wants to reveal through preliminary research analysis, namely wanting to obtain about: (1) Source books used by students and teachers in learning volleyball games in junior high schools, (2) The process of learning volleyball games in junior high schools, (3) facilities and infrastructure for learning volleyball games in junior high schools, (4) the importance of developing a volleyball game learning model in junior high schools.

2. Model Development Planning

Based on the results of the research and gathering information, the next step is to design an initial model for learning volleyball games. At this stage, the researcher conducted a literature review from the results of previous studies and produced the stages of learning model activities.

3. Development of the initial model The initial

Stages of the volleyball game learning model are presented in the form of a lesson plan (RPP). At this stage a validation test is carried out by expert judgment using a questionnaire instrument. Aspects that are validated are activities at each stage of learning. The resulting product is in the form of lesson

plans with the model in Emotional Intelligence volleyball games.

4. Revision of validation results

From the results of the validation, the researcher received input and suggestions that were used to improve the model that had been developed.

5. Small Group Field Trial

At this stage, the revised product from the expert evaluation results was then tested on 20 SMPN students. After completing the test, students fill out a questionnaire about the learning that has been done. The purpose of this small-scale trial is to find out the initial response of the product being developed

6. Revise the results of the trial/final product

After analyzing the product results from the expert evaluation that has been tested on a small scale of 20 people, then revisions are made as an improvement of the product that has been developed. has been tested (produced a final product).

Participants

The participants in this study were 20 students of SMPN 9 Cirebon City.

Sampling Procedures

There are 20 junior high school students.

Materials and Apparatus

In this study, the instrument that the researcher used was the questionnaire scale test Emotional Intelligence (Goleman 2006). The questionnaire used in this study adapts and modifies the emotional intelligence questionnaire from Global Star Enterprises, an institution that aims to provide consultation and training in the field of psychology. This questionnaire is basically used to reveal emotional intelligence.

According to psychologist Daniel Goleman consists of five indicators based on such as self-awareness (self-

awareness), self-regulation self- (control), motivation (motivation), empathy (empathy), and social skills (social skills) and expert validation (curriculum, field teachers, and expert lecturers) related to lesson plans. Aspects of the validation of activities at each stage of the implementation of learning. The resulting product is in the form of RPP. From the results of learning development with the implementation of EI.

Procedures

The first stage the researchers did were:

1. Collecting information related to the theme to be studied.
2. design Model development
3. Initial model development
4. Content validation
5. Revised validation results
6. Small group field trial
7. Revised Results test group small of
8. final products.

Design or Data Analysis The data analysis

technique in this research is using quantitative descriptive analysis in the form of percentages, while the data in the form of suggestions and reasons for choosing answers are analyzed using qualitative analysis techniques. Scores of assessment results from experts and students will then be categorized by the percentage formula. (Sugiyono, 2017) The data analysis technique in this study was carried out in 2 stages. The steps in data analysis are as follows:

1. Change the value category and then convert it into an assessment score. Change the category value into an assessment score with the following criteria:

Table 1. Quality assessment score of expert validation tools

No	Category	Score
1	Very Poor (SK)	1
2	Less (K)	2
3	Fairly Good (CK)	3
4	Good (B)	4
5	Very good (SB)	5

2. Analyze the score by calculating the score obtained from the study divided by the ideal score for all items multiplied by 100%.

Table 2. Categories of RPP Quality Assessment and Teacher and Expert Responses

NO	CATEGORIES	SCORE
1	0% - 20%	Very Poor
2	20.1% - 40%	Less
3	40.1% - 60%	Enough
4	60.1% - 80%	Good
5	80.1% - 100%	Very Good

RESULT

Description of Research Results
 The results of this research and development are in the form of RPP (Learning Implementation Plan) Physical Education, Sports and health with the insertion of Emotional Intelligence (Emotional Intelligence), in learning the big ball game (volleyball) with Passing down material for students class VIII. This study uses the method developed by Borg & Gall (2007) which has been modified, because in terms of the research steps it is very suitable for creating a lesson plan product. The procedures for these steps are: (1) research and information gathering, (2) module development planning, (3) initial model development, (4) final validation revision, (5) small group field trial (6)

revision of trial results / the final product. This study aims to produce a product, namely lesson plans that are of high quality and can be used for teachers when learning physical education, sports and health. The descriptions of Research and Development Results are: 1. Initial model development At the initial development stage the resulting product is a Learning Implementation Plan (RPP) product with emotional intelligence (Emotional Intelligence) inserted. Then the Initial Product was subject to expert judgment, both with experts in the field of lesson plans and with physical education teachers at the school. After expert judgment, the lesson plan (RPP) was declared eligible for small-scale field trials. Based on input from experts, the lesson plan material is improved by clarifying each point in the lesson plan so that the lesson plan can help and be a guide for teachers in the learning process. 2. Expert Validation In making the initial product of the RPP (Learning Implementation Plan) there were several inputs from curriculum experts and material experts for improvement. Input from curriculum experts provides suggestions for improvement, namely: 1. Paying closer attention to the indicators with adjusted learning objectives, so that they can be used as a benchmark for learning achievement for each meeting 2. The learning materials are further clarified by giving detailed information so that the learning materials are easy to understand, 3 There must be sources of learning from other books related to emotional intelligence (Emotional Intelligence), 4. The division of the duration of time in the core activities is adjusted to their respective portions, There are also material experts who provide suggestions for improvement, namely: 1. Before being tested replace the game with an easy level to a more difficult one, 2. Explanation in core

activities with the insertion of emotional intelligence (Emotional Intelligence) is further explained, 3. pay more attention to writing syllables, Some suggestions and input from curriculum experts and material experts. make repairs according to what is please tell the following is the improvement of the initial product evaluation of the curriculum expert; 1. adjust the indicators to the learning objectives, 2. provide a detailed explanation of the learning material, 3. provide other sources from books on emotional intelligence (emotional intelligence) 4. adjust the duration of time according to their respective portions (core activity 60 minutes divided : practicing teaching materials: 15 minutes, determining learning problems: 15 minutes, solving tactical problems through the insertion of the application of emotional intelligence, 5) given pictures and descriptions to make it clearer. Then for the material expert, the following improvements are made to the initial product evaluation from the material expert, namely;

1. changing the game with an easy level to a more difficult one,
2. explanations in the core activities with the insertion of emotional intelligence (emotional intelligence) are further explained,
3. more careful in writing syllables.

The percentage of assessments from the overall validation of the feasibility of the RPP include Expert 1 88.5% Very Good, Expert 2 88% Very Good, Expert 3 79.5 Good 84.33% Based on the assessment given by curriculum experts and material experts, it shows that the RPP (Plan Implementation of Learning) is feasible for small-scale trials. Furthermore, the researchers distributed student questionnaires on the volleyball game by inserting emotional intelligence (Emotional

Intelligence), to determine the success of development by inserting emotional intelligence (Emotional Intelligence) in the volleyball game. From the results of the student questionnaire totaling 20 respondents who have processed the data showing the percentage: The results of the recap of the student questionnaire totaling 20 respondents can be presented in the following table. Intelligence) value of 99 with a percentage of 73.33% which means "good", the percentage of the Highest Average value after carrying out the learning process activities of the big ball game (volleyball) with the insertion of emotional intelligence (Emotional Intelligence) Getting a value of 127 with a presentation of 94.07% which means "very good", and the overall average value of 20 respondents shows a value of 116.1 with a percentage of 86.05% which means "very good" so that it can be concluded from the questionnaire data after students carry out volleyball game learning activities by inserting emotional intelligence (Emotional Intelligence) "Excellent"

Furthermore, the researchers distributed student questionnaires on the volleyball game by inserting emotional intelligence (Emotional Intelligence), to determine the success of development by inserting emotional intelligence (Emotional Intelligence) in the volleyball game. From the results of the student questionnaire totaling 20 respondents who have processed the data showing a percentage:

The results of the recap of the student questionnaire totaling 20 respondents can be presented in the following table

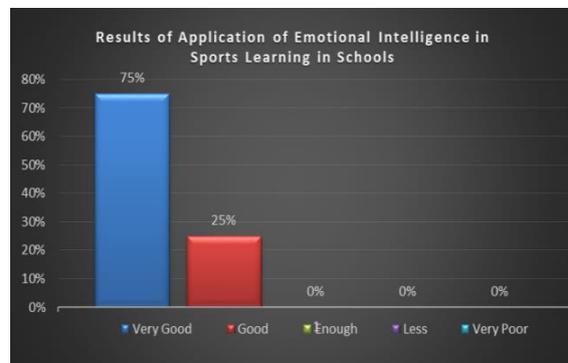


Figure 1. Development Results Emotional Intelligence On Learning Sports in Schools

Tables & Figures

Percentage Rate of overall feasibility validation of RPP including

No	Validator	Percentage Of	Category
1	Expert 1	885.5%	Very Good
2	Expert 2	88%	Very Good
3	Expert 3	79.5	Neither
the average		84.33%	

Based Assessment provided by curriculum experts and material experts indicate that the RPP (Learning Implementation Plan) is **feasible** for small-scale trials.

CONCLUSION

Development of lesson plans by inserting the development of emotional intelligence (Emotional Intelligence) in the volleyball game at SMPN 9 Cirebon City is declared suitable for use . This lesson plan implements learning that is more student-centered so that they can mentally prepare for the future, considering developing emotional (Emotional Intelligence) activities sports at school with the aim of preparing young people who have good character, attitude, and emotional intelligence for themselves. students with good quality human resources. With the RPP will make it easier for teachers to carry out the learning

process. Therefore, it is hoped that the Development of Learning Implementation Plans with the Development of Emotional Intelligence (Emotional Intelligence) In activities sports learning in schools can be a reference for teachers to be able to develop new learning models in the Learning Implementation Plan (RPP). The final product of this research is a Learning Implementation Plan (RPP) product with an Emotional Intelligence Development approach in activities and sports learning in schools.

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