



## **Emotional Intelligence Positively Affects Student's Social Skills in Physical Education**

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### **Abstract**

The social skills of teenagers, especially those of high school age, are very concerning. Numerous pieces of evidence point to the existence of social issues that manifest themselves not only in the context of the educational institution but also in the wider society. Lack or low emotional intelligence is considered the presence of disturbances in emotional and social functioning. Social skills and managing emotions are essential to blocking problematic behaviors. But empirical evidence of emotional intelligence and its influence on social skills is minimal. This study aims to prove the influence of emotional intelligence on students' social skills at the High School level. This research uses a descriptive method with a correlational type of research. The population used in this study was all high school students in the Tasikmalaya area, and as many as 173 students were sampled in this study by random cluster sampling. The data analysis was a simple linear regression test using IBM SPSS 26. The result of this study is the relationship between variables of 0.503 in a positive direction, with a coefficient of determination (R Square) of 0.253, which means that free variables have an influence of 25.3% on bound variables. Referring to the calculated F value = 57.967 with a Sig. rate of  $0.000 < 0.05$  means that the null hypothesis is rejected, and the research hypothesis is accepted. In conclusion, emotional intelligence positively affects students' social skills in Physical Education.



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## INTRODUCTION

Emotional intelligence is closely related to human feelings. According to Salovey and Mayer (1997), it is the "capacity to recognize, value, and express emotions appropriately; to access and generate feelings that support thinking; to comprehend emotion and emotional knowledge; and to manage emotions to foster emotional and intellectual progress." Since this strategy promotes emotional growth, emotional intelligence refers to abilities that enable people to address challenges adaptively (Rosado et al., 2022). Emotional intelligence is the capacity of a person to manage and control their own and other people's feelings and use emotion and feeling as a guiding principle for their thoughts and actions (Goleman, 1995). Zeidner et al. (2017) stated that emotional intelligence is a field of behavioral investigation that refers to the competence to identify and express emotions, understand emotions, assimilate emotions in the mind, and regulate positive and negative emotions in oneself and others. Emotion is a situational, multimodal, and dynamic manifestation fundamental to human functioning, according to Hanin's Individual Zones of Optimal Functioning (IZOF) paradigm (Trigueros et al., 2020). Therefore, emotions are an evaluation of an external event that causes the organism to become psychologically and physiologically active and that directs our behavior. This model provides a functional explanation of the dynamics of the relationships between emotions and performance based on the thorough description of people's subjective experiences. Emotional intelligence is essential in an educational environment because it is considered that emotions can affect students' ability to organize themselves by increasing their motivation

to learn, study, and work hard (Hanin, 2012).

It is assumed that a person who has high emotional intelligence will be able to face every problem, both in learning and in social life. Intellectual abilities partly determine the path to success in everyday life. Still, many other contributing factors include social competence, emotional adjustment, emotional sensitivity, practical intelligence, and motivation. Emotional intelligence also focuses attention on character and aspects of self-control, such as the ability to postpone satisfaction, tolerate frustration, and regulate impulses (ego powers). Further, emotional intelligence, in general, is claimed to play an important role in modern society by determining real-life results above and beyond the contribution of general intellectual abilities and personality factors. The assumption is that the higher a person's emotional intelligence, the more likely it is to support the achievement of educational goals in forming and instilling the expected competencies (Goleman, 1995; Hanson, 2004). However, the fact is that the field of attention to this emotional intelligence in the world of education is still lacking. Teachers or schools look at students who have emotional problems or social relationships and the child does have an unkind disposition or character from their family. In addition, the lack of research that examines emotional intelligence, specifically social skills, is a major highlight among adolescents. However, several studies examine the role or influence of this emotional intelligence on various aspects. One aspect that is very closely related is social skills. Lack or low emotional intelligence is considered the presence of disturbances in emotional and social functioning. Goleman also agrees that social skills and managing emotions are essential to deter

problematic behavior (Goleman, 1995). To succeed in school, students must have confidence, intentionality, self-control, communication ability, and the ability to work together. It is important to delve deeper into this emotional intelligence related to social skills. The social skills of teenagers, especially those of high school age, are very concerning. There is a lot of evidence of social problems that arise both in the school environment and in the community, such as bullying by their schoolmates, the rise of reckless motorcycle gangs, teenagers who circulate the drug, mobbing teenagers against other teenagers, brawls between students, and teenagers who are arrested for committing immoral acts. If people do not have social skills, they cannot claim themselves in their environment. Children who lack social skills will negatively influence their social lives and have less social engagement in their surroundings, leading to social isolation (Arzu Ozyurek et al., 2015). On the contrary, people with high skills can work with others. In addition, a person with high social skills has empathy for others and can find a way (solution) to the problem he faces. A study carried out by Fortin (2003) showed that mischievous students do not have the ability to self-control. So, they react negatively to criticism which makes them unable to accept the opinions of others. In addition, being unable to control their emotions and moods will lead them into conflict with other students or adults. Thus, these emotions can affect the quality of learners' social skills.

Further, it was presented by Chong et al. (2015) stating that adolescents who have better emotional intelligence will have lower rates of delinquency. Therefore, these mischievous students need to be guided and allowed to build these competencies through meaningful learning.

Researchers assume that emotional intelligence has a fairly clear influence on social skills (Dako, 2012; Krishnakumar et al., 2019), but there is no specific empirical evidence yet. Yeung (2009) said that there are three main dimensions of emotional intelligence. Self-awareness. The first step towards being emotionally intelligent is identifying our emotions and feelings and understanding their impact on others. Many people close their eyes to their real influence on others. We always think about strengths and weaknesses in one way or another, but others have different points of view on the way they describe us.

Self-regulation. How to identify one's own emotions and influence others is a start. Still, another thing to be emotionally intelligent is the ability to change those emotions and set goals for an advantage. Often distinguishing between winning and losing is the state of their minds. Knowing how we feel angry or tired and unhappy doesn't help. However, changing our emotions to be calmer or enthusiastic is a very important skill. Interpersonal intelligence. The third step to becoming an EQ specialist is to identify and manage the emotions of others. In today's world, people don't have to do something just because you're telling them to do something. They may slow down or reduce their energy even if we are the boss. Therefore, interpersonal intelligence is the art of discovering things that interest others so that we can influence and convince them.

## METHODS

This research is quantitative research with a descriptive method with a correlational type of research. This study used the target population of all high schools in Tasikmalaya Regency and City. Some of the reasons for choosing a high school population in the

Tasikmalaya area are as follows: as follows, a) students who have social problems such as quarrels between groups, motorcycle gangs, and bullying, b) strategic demographic groups can be reached that will make it easier for researchers, respondents, and participants in this study to communicate and coordinate more intensively. The sampling method that researchers use is random cluster sampling. The number of respondents was 173 willing and selected people in the entire Tasikmalaya area, including SMAN 1 and SMAN 5 Tasikmalaya City for the Tasikmalaya City area and SMAN 1 Ciawi and SMAN 1 Cineam for the Tasikmalaya Regency area.

The instrument for emotional intelligence uses an existing questionnaire from other people's research, namely using the Schutte Self-Report Emotional Intelligence Scale (SREIS) (Jonker & Vosloo, 2008; Schutte et al., 1998, 2001) many as 33 items of statements with five alternative responses ranging from "Strongly Disagree" with point 1 to "Strongly Agree" with point 5. Previously, linguists converted it first and tested it on non-respondents to obtain it into 31 valid and reliable statements. Social skills instruments use the Social Skills Rating System (SSRS)(Elliott & Gresham, 2013; Gresham, 2001). The questionnaire used specifically for students was 39 items; each item on the SSRS was graded on a 3-point scale ("0-Never," "1-Sometimes," "2-Very Often") based on the frequency the appraiser felt from a particular behavior. From the results of language transfer and trials to non-respondents, 37 valid and reliable items were obtained. The data were analyzed using a normality test (Kolmogorov Smirnov) and a linearity test, then continued to analyze simple linear regression.

## RESULT

The following tables provide an explanation of the findings of the researchers after they analyzed the data from the study they conducted.

**Table 1.** Normality Test

Variable	Sig. (2-tailed)	Information
Unstandardized Residual	0,200	Normal

The table shows the value of Asymp. Sig. (2-tailed) 0.200, and this is greater than 0.05. It is, therefore, evident that the data is normally distributed. In correlational research, in addition to testing the normality of data, it is also necessary to test the linearity of a relationship so that it will affect the analysis that will be used next. The results of the data linearity test in this study are shown in the table below.

**Table 2.** Linearity Test

Variable	Sig.	Information
Deviation from Linearity	0,946	Linear

It refers to the basis of the decision in the linearity test that is the value of Sig. Deviation from linearity > 0.05, it is stated that the relationship between the two variables is linear. Based on the table, the value of Sig. Deviation from linearity is 0.946, which is greater than 0.05, so it is proved that there is a linear relationship between the two variables. After the simple linear regression requirement test is met, namely normal distributed data and linear relationships, the analysis is continued by testing simple regression with ANOVA, as shown in the table below.

**Table 3.** Simple Linear Regression Test

Model	R	R Square	F	Sig.
1	0,503	0,253	57,967	0,000

Based on the table, it is known that the relationship between variables is 0.503 in a positive direction, with a coefficient of determination (R Square) of 0.253, which means that free variables have an influence of 25.3% on bound variables. Referring to the calculated F value = 57.967 with a Sig. Level of 0.000 < 0.05, then this means that this regression model can be used to predict participation variables, or in other words, the research hypothesis is accepted that there is an influence of emotional intelligence variables on social skills. The equation means that 13.823 signifies a positive constant value indicating the free variable's positive influence (emotional intelligence). For the regression coefficient X of 0.291, it is stated that if emotional intelligence increases by one unit, social skills will increase by 0.291 or 29.1%.

## DISCUSSION

The acceptance of this research hypothesis is because People who have developed their social skills are better able to communicate, learn, seek assistance, adequately satisfy their needs, get along with others, make friends, cultivate healthy relationships, defend themselves, and overall be able to participate with society harmoniously. Children's social skills are an important aspect of their growth and development. (Hartanto et al., 2021). Children's social skills will enable them to interact and socialize with their social surroundings, fostering a healthy self-concept (Stork & Sanders, 2008). In solving problems in groups, individuals must be able to understand each other and be able to support each other for the success of

teamwork. Yun and Lee (2017) demonstrated the moderating influence of social skills in predicting knowledge sharing and collaborative performance in innovation work, demonstrating its impact in professional settings. These studies are based on the assumption that group work or taking the initiative to communicate with diverse individuals (external community, company, students from other courses) are components that assist learning and improve interaction skills (Lopes et al., 2021). It is closely related to the emotional intelligence that every individual should have. A high level of emotional intelligence is associated with key traits, such as the ability to empathize and care for the feelings of others, take responsibility for one's actions, have a strong sense of ethics, and show responsibility and responsibility in one's interactions with the world. According to Salovey and Mayer(1990), intellectual individuals have higher emotional intelligence, better lives, and positive social interactions. Establishing positive, healthy relationships with students and promoting their continued attendance are characteristics of educational institutions that emphasize helping students develop their emotional intelligence (Alsharari & Alshurideh, 2021; Luna et al., 2019; Riyanto & Betaubun, 2019; Rosado et al., 2022). As a result, it is generally accepted that emotional intelligence has a discernible impact on students' social skills development. A person's emotional intelligence plays a key role in creating balance in their lives and supporting ways to positive thinking, problem-solving, and taking into account environmental influences. As a result, it has a considerable impact on disclosing the person's existing abilities in terms of self-conscience, success-focused news, problem-solving abilities, and building successful contact with others (Trigueros

et al., 2020; Yücel & Özdayi, 2019). Goleman said that if a person has a high level of emotional intelligence, he will have a calm, friendly and cheerful social attitude and not easily afraid or worried. As a result, this can help strengthen one's capacity to interact with others in a way that promotes mutual understanding and respect, as well as the ability to learn from and teach others, to identify and effectively express one's own needs, to establish and maintain positive relationships, to feel safe in one's skin, and to feel secure in (Andres, 2021; Dowd & Tierney, 2005; Goleman, 1995; Soliveres et al., 2021).

## CONCLUSION

In light of the findings from the analysis of the data and the subsequent discussion, researchers concluded that emotional intelligence positively affects students' social skills in physical education. Emotional intelligence provides a great opportunity to be continuously developed to improve the quality of social skills of learners. To form better social skills, teachers can develop students' emotional intelligence. Schools can consider the level of emotional intelligence of students to get prospective students who have good social skills so that in the future, they will become graduates who have self-quality that can be accounted for in higher education or society. If subsequent researchers conduct the same research to pay more attention to a more representative sample target, they can use elementary or junior high school students. The scope is wider, for example, throughout Indonesia.

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