



Literature Review: Physical Education Learning, Emotional Intelligence as a Predictor of 21st Century Skills Domain

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Abstract

Challenges in the era of disruption require individuals to possess not only intellectual intelligence but also emotional intelligence to navigate problems and challenges effectively. Emotionally intelligent individuals can handle difficulties in learning processes and manage stress when facing real-life problems. Physical Education serves as a medium to develop students' social and emotional skills through its curriculum. This review aims to understand how Physical Education in Indonesia contributes to the development of students' emotional intelligence over the past ten years. The study employs a literature review method, collecting articles through search engines such as Google Scholar. The selection criteria include articles published from 2013 to 2022. The findings indicate a positive correlation between Physical Education and emotional intelligence in developing essential 21st-century skills. This study emphasizes that emotional intelligence can be fostered through affective learning in Physical Education, explicitly designed to build students' character and emotional intelligence in facing 21st-century challenges. Furthermore, emotional intelligence predicts students' ability to develop 21st-century skills, such as teamwork, effective communication, problem-solving, and creative thinking.



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INTRODUCTION

Physical education is an integral part of the education process that utilizes systematically planned physical activities to develop individuals organically, neuromuscularly, perceptually, cognitively, and emotionally within the framework of the national education system. The objectives of physical education go beyond merely developing physical domains; they also aim to enhance health, fitness, critical and logical thinking, emotional stability, social skills, and the internalization of moral values through physical activities (Karisman, 2020). Well-directed physical education enables students to develop useful skills for leisure activities, engage in activities conducive to a healthy lifestyle, grow socially, and improve their physical and mental health (Ikhwani & Boihaqi, 2019).

In the era of globalization and rapid technological disruptions, intellectual intelligence alone is no longer sufficient; emotional intelligence is also essential to navigate challenges successfully. Individuals with high emotional intelligence are better equipped to overcome difficulties in the learning process and adapt to societal changes. Interest in emotional intelligence as a factor influencing academic success has gained significant attention over the past decade, with debates frequently discussed in academic journals and popular media (Humphrey et al., 2007). Expanding research on emotional intelligence and academic

achievement among high school students, Parker et al. (2004) found that academically successful students tend to have better adaptability and stress management skills.

However, in reality, many students fail to achieve learning outcomes that align with their intellectual abilities. Some students with high intellectual intelligence perform poorly, while others with lower intellectual intelligence achieve high academic success. Research suggests that intellectual intelligence contributes only about 20% to success, whereas the remaining 80% is influenced by other factors, particularly emotional intelligence. Emotional intelligence includes the ability to self-motivate, manage frustration, control impulses, regulate mood, empathize, and collaborate with others (Masaong, 2012). Thus, intellectual intelligence alone is not the sole determinant of success, as other factors, such as emotional intelligence, play a significant role (Karisman, 2020).

Students who possess various components of emotional intelligence—such as empathy, social relationship skills, resilience to stress, optimism, problem-solving abilities, independence, and self-motivation—are considered to have high emotional intelligence. This ability is expected to help them regulate and manage their emotions effectively as they transition into adulthood (Riyanto & Mudian, 2019a). However, as individuals transition into adulthood, their focus generally shifts towards

career preparation and family responsibilities. While social relationships remain important in early adulthood, they become more work-oriented and less centered around peer interactions (Hartup & Stevens, 1997). These socio-emotional aspects highlight the necessity of a curriculum that equips students with emotional intelligence. Emotional intelligence is a crucial psychological skill that supports academic achievement (Nanda, 2019) and serves as a foundation for building effective communication and relationships within families, schools, and communities.

Emotional intelligence is essential for students and plays a critical role in academic performance. The higher a student's emotional intelligence, the greater their learning achievements (Ardian et al., 2019). Beyond influencing academic performance, emotional intelligence also enhances personal qualities, enabling individuals to face real-life challenges effectively. A person with high emotional intelligence can understand and recognize their own emotions, making them capable of responding appropriately to different situations based on social norms without making mistakes, either verbally or behaviorally.

In the context of physical education, good learning outcomes should contribute to shaping high-quality students—individuals who think critically, creatively, logically, and proactively in responding to various social and technological changes in

today's globalized world (Mardius & Fuadi, 2022a). Through physical activities within the physical education curriculum, students should develop holistic and harmonious character and personality traits.

Hogan et al. (2010) emphasized the need for further research on emotional intelligence and academic achievement among adolescents. Future studies should replicate and expand research efforts by increasing sample sizes that include students from elementary to high school levels, allowing for a broader analysis of emotional intelligence subscales.

Therefore, this study aims to analyze and describe research findings on physical education, emotional intelligence, and academic achievement in Indonesia, highlighting its urgency as a predictor of 21st-century skills—namely critical thinking, creativity, collaboration, and communication. The research focuses on students from elementary to high school levels in Indonesia. This study is crucial in illustrating the importance of emotional intelligence for the younger generation and serves as self-evaluation for physical education teachers to assess how effectively they incorporate emotional intelligence development into their teaching..

METHODS

The method used in this study is a literature review. A literature review is an evaluation of one or more sources

related to a specific research question. It helps researchers gain insights from previous studies conducted by others who have explored similar research questions. Through key research findings and theories, a literature review allows researchers to examine related studies, assess their relevance, and determine their significance in addressing the research question of interest (Fraenkel et al., 2023).

Materials and Apparatus

Data access and collection in this study were conducted using the Publish or Perish software. Articles for review were sourced from Google Scholar by using standardized keywords that align with the most commonly used terminology found in the filtered articles, such as "emotional intelligence" and "physical education learning." Additionally, further searches were conducted on international websites, such as Taylor & Francis Online (<https://www.tandfonline.com/>), to obtain relevant literature.

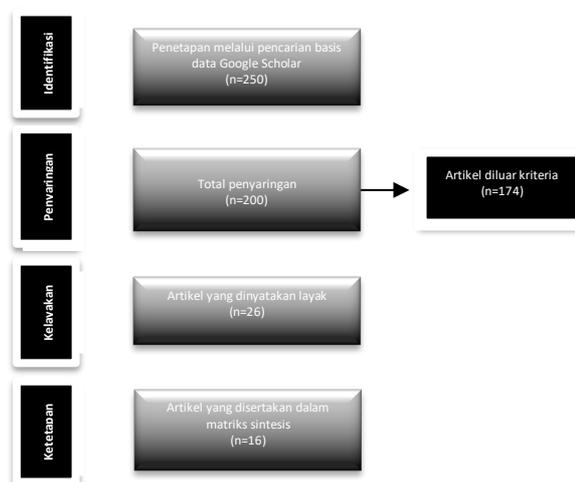
Procedures

The range of articles collected for this study spans from 2013 to 2023. All retrieved articles were then imported into Mendeley software in RIS format. After eliminating duplicates and excluding articles that were outside the research context, the remaining articles underwent a screening process based on titles, abstracts, and research findings.

The initial identification process resulted in 250 articles sourced from Google Scholar. After screening, this

number was reduced to 200 articles. From these, 26 national journal articles were deemed relevant to the research topic, but only 16 national journal articles were ultimately selected as the most suitable for analysis.

The technique and instrument used to synthesize the articles in this literature review was the synthetic matrix (synthesis matrix). The synthesis matrix is a research tool used in literature reviews to systematically and organize, identify gaps, and analyze information from multiple sources in a structured manner (Subakti et al., 2021). The synthesis matrix typically consists of tables or columns that categorize key themes or topics, authors, publication dates, research methods, and other relevant information. Below is the article screening diagram based on the database search.



Gambar 1. Diagram penyaringan artikel

RESULT

Several articles that passed the screening process and were deemed eligible for inclusion in the synthesis

matrix are presented in the following table. These articles include details on the author(s), research title, research method, and key findings related to physical education learning, emotional intelligence, academic achievement, and learning outcomes in physical education.

The selected articles for this study focus on the relationship between physical education, emotional intelligence, and academic achievement. The findings from various studies highlight how physical education plays a significant role in enhancing students' emotional intelligence, which in turn positively impacts their learning outcomes.

Karisman & Pasundan (2020) found a positive correlation between emotional intelligence and physical education learning outcomes among elementary school students in Bandung. The study suggests that students with higher emotional intelligence tend to perform better in physical education, reinforcing the idea that emotional intelligence contributes to academic success.

Similarly, Rustiana (2013) explored efforts to improve students' emotional intelligence through harmonious physical education. The study concluded that this approach effectively enhanced various emotional intelligence components, including intrapersonal and interpersonal skills, self-regulation, and stress management. The study also emphasized that students' gender and school accreditation did not

significantly impact their emotional intelligence development.

The role of outdoor education in emotional intelligence development was investigated by Purbangkara & Nasution (2019). Their study confirmed that outdoor learning experiences in physical education positively influenced students' emotional intelligence by allowing them to engage in more natural and social interactions outside the classroom. This aligns with findings from Boihaqi (2019), which also showed a significant relationship between emotional intelligence and physical education learning outcomes.

The influence of physical activity on emotional intelligence was examined by Riyanto & Mudian (2019b). They concluded that regular physical activity enhances emotional intelligence by improving self-regulation, emotional control, and resilience. These findings suggest that students who engage in physical activity develop better emotional coping mechanisms, which contribute to their overall academic and personal success.

Utari & Rustika (2021) investigated the relationship between self-concept, emotional intelligence, and prosocial behavior among high school students. Their findings indicate that emotional intelligence has a more significant impact on prosocial behavior than self-concept. Students with high emotional intelligence exhibited better conflict resolution skills, empathy, and emotional regulation.

A broader perspective on emotional intelligence was provided by Rudy Saputra & Amalia Barikah (2021), who examined the relationship between emotional intelligence, spiritual intelligence, and academic achievement in physical education. Their study found a strong connection between these factors, emphasizing that emotional intelligence is a fundamental skill that helps students develop self-control, perseverance, motivation, and empathy, all of which contribute to better academic performance.

Further supporting these findings, Komarudin (2014) highlighted that adolescents' emotions play a crucial role in shaping their daily behavior. The study emphasized that physical education helps students develop emotional maturity, adaptability, and resilience, which are crucial for academic success and personal growth.

Febrianti et al. (2022) explored the impact of table tennis learning on emotional intelligence in elementary school students. By modifying equipment and teaching methods, they found that students' emotional intelligence improved significantly, particularly in bodily-kinesthetic and interpersonal skills.

The effectiveness of game-based physical education in developing students' interpersonal intelligence was demonstrated by Satria Widhi et al. (2019). Their findings showed that students who participated in game-based physical education displayed better

teamwork, communication, and collaboration skills.

A similar approach was taken by Yoga Pratama et al. (2020), who studied the effects of outbound circuit games on students' emotional and spiritual maturity. The study revealed a significant improvement in students' emotional and spiritual development, with emotional maturity increasing from 67.13% (low) in Cycle I to 85.54% (moderate) in Cycle II, showing a 16.41% improvement.

In an experimental study, Syafruddin (2020) found that the cooperative learning model TGT (Team Group Tournament) was more effective than conventional learning methods in improving students' emotional intelligence. This suggests that collaborative and interactive learning approaches in physical education can significantly enhance students' emotional regulation and social skills.

The broader influence of physical education on emotional and social intelligence was also highlighted by Lenti Fatmawati (2020), who found a significant positive relationship between these factors. Ali Mardius, Enjoni, & Al Busyra Fuadi (2022) further supported this claim by demonstrating that students with higher emotional intelligence achieved better physical education learning outcomes, particularly during the pandemic.

The impact of physical activity intensity on emotional intelligence was explored by Evi Tri Wahyuni, Yeni Koto, & Indri Sarwili (2021). Their

study concluded that students who engaged in high-intensity physical activities such as running, cycling, and aerobics exhibited better emotional regulation, empathy, and adaptability, whereas those with low levels of physical activity struggled with social interaction and emotional control.

Lastly, Marjohan (2013) examined how different learning strategies interact with emotional intelligence to influence motor skill development in elementary students. The study found that students with high emotional intelligence performed better with exploration-based learning strategies, whereas students with lower emotional intelligence benefited more from command-based learning.

Overall, these studies provide strong evidence that physical education plays a crucial role in shaping students' emotional intelligence, which directly contributes to their academic achievement, social skills, and personal development. These findings highlight the importance of integrating emotional intelligence development into physical education curricula to enhance students' cognitive, social, and emotional well-being.

DISCUSSION

Research on the relationship between physical education (PE), emotional intelligence, and academic achievement has been conducted by many researchers worldwide. These studies indicate that PE can have a positive impact on students' emotional

intelligence and academic performance. In these studies, emotional intelligence is measured using validated and reliable assessment tools such as the Emotional Quotient Inventory (EQ-i) or the Social and Emotional Intelligence (SEI). Academic achievement is measured using students' grades in specific subjects or their overall grade point average (GPA).

Several findings from these studies suggest that PE can enhance students' emotional intelligence, which in turn can improve their academic performance. PE fosters emotional intelligence because its activities involve social interaction, emotional management, and self-awareness development. According to Mardius & Fuadi (2022b), improving academic performance requires an understanding of emotional intelligence, as internal factors directly related to learning outcomes include students' emotional intelligence.

Furthermore, emotional intelligence can predict students' ability to develop 21st-century skills such as teamwork, effective communication, problem-solving, and creative thinking. Studies show that PE, when focused on developing emotional intelligence, can help students cope with stress, enhance interpersonal skills, and optimize their academic potential. As emotional intelligence improves, students can better manage their emotions and social relationships, leading to increased learning motivation and academic success. This perspective aligns with

Abdulla XXX et al. (2022), who stated that individuals with high emotional intelligence tend to be more successful in most of their endeavors and find solutions more quickly than those who are easily angered or upset.

However, some studies reveal that while PE is generally considered beneficial for students' emotional intelligence and academic performance, in some cases, it has negative effects, such as physical injuries, bullying, overtraining, and separation from academic environments. Therefore, it is crucial for teachers and coaches to ensure that PE is conducted safely and responsibly while implementing preventive measures to minimize any adverse effects on students' emotional intelligence and academic achievements.

Adolescence is a transitional phase between childhood and adulthood, characterized by significant physical, psychological, and social changes. Development and growth are intense processes during adolescence, influenced by both environmental and genetic factors. In this context, adolescent development is affected by gender differences. National and international studies have found statistically significant gender disparities in leading an active and healthy lifestyle. Males are more likely to engage in weekly physical activities during adolescence, whereas females exhibit higher levels of sedentary behavior. Conversely, males demonstrate higher emotional competence and greater adherence to healthy eating patterns.

Intelligence refers to an individual's ability to perform tasks, and emotional competence plays a fundamental role in human life. It equips individuals with the necessary skills to navigate various situations and enhance psychological well-being regardless of age. Emotional competence also improves concentration, stress management, and self-motivation, contributing positively to mental health. Emotional intelligence stems from emotional competence, which encompasses psychological aspects of emotion development, including attention to emotions, clarity of understanding, and regulation of negative emotions for better emotional control. Emotional intelligence is defined as a set of social and emotional competencies and cognitive abilities such as attention, memory, problem-solving, decision-making, empathy, adherence to rules, and prosocial behavior (Maxim, 2021). Emotional intelligence consists of five key aspects influencing interpersonal quality: self-awareness, motivation, empathy, and social skills (Goleman, 2005).

Generally, human capabilities are often measured only in cognitive terms, such as numerical scores. For example, when children receive their report cards, many assume that high grades indicate intelligence, while lower grades suggest the opposite. In early childhood, intelligence is frequently assessed based on reading, speaking, and arithmetic fluency. However, human intelligence is diverse, and well-managed emotions can

contribute to success across different domains. When emotions arise, individuals gain additional energy and influence others. If harnessed correctly, emotions can serve as a vital energy source for accomplishing tasks, influencing people, and fostering creativity.

Based on expert opinions, emotional intelligence is defined as the ability to perceive and understand emotions effectively, encompassing self-motivation, self-control, the ability to understand others' feelings, and emotional management for better decision-making. Emotional intelligence significantly impacts human life, as emotions often play a crucial role in decision-making. Rarely are decisions made purely through rational thought, as emotions always play a role in shaping choices. Emotional intelligence is measured by an individual's ability to control emotions and demonstrate restraint, often referred to as patience. Emotionally intelligent individuals are typically resilient, diligent in learning, highly empathetic, socially responsive, disciplined, responsible, and capable of overcoming distractions while maintaining self-control.

The learning process is crucial for individuals, as it enables them to understand and adapt to their environment. Learning involves transformation over a specific period, allowing students to achieve their aspirations. Therefore, learning leads to changes in an individual, necessitating assessment to measure progress. Student

assessments evaluate learning achievements, which are reflected in report cards. Through academic performance, students can track their progress in education.

The school learning process is complex and multifaceted. Many believe that achieving high academic performance requires high intellectual intelligence, as intelligence facilitates learning and leads to optimal academic outcomes. Intelligence is essentially the ability to set and maintain goals, adjust to achieve them, and critically and objectively assess one's condition. However, in reality, some students struggle to match their academic performance with their intelligence levels. Some students with high intelligence perform poorly academically, while others with lower intelligence achieve high academic success. This suggests that intelligence is not the sole determinant of success—emotional intelligence, including self-motivation, frustration management, impulse control, mood regulation, empathy, and teamwork, also plays a vital role (Mardius & Fuadi, 2022b).

Additionally, Article 45, Paragraph (1) states that all formal and non-formal educational institutions must provide facilities and infrastructure that support students' physical, intellectual, social, emotional, and psychological development. Emotional intelligence is crucial in education because it helps develop students into both highly intellectual and emotionally intelligent individuals. Emotional intelligence can

be enhanced through professional guidance (Hakan Yoney, 2001) or through continuous exposure to education, experience, and emotional development (Balyan et al., 2021). Well-developed emotional intelligence contributes to educational success, effective leadership, and students' physical well-being. Balancing intellectual and emotional intelligence is necessary to nurture individuals who are intelligent, creative, empathetic, self-motivated, and self-aware.

Many people assume that individuals with high intellectual intelligence have a greater chance of success. However, intellectual intelligence alone does not guarantee success. Emotional intelligence plays a more significant role in determining success (Goleman, 2005). Well-developed emotional intelligence positively impacts academic achievement (Humphrey et al., 2007b). Unlike intellectual intelligence, which remains static throughout life, emotional intelligence can be developed through continuous learning and practice. Emotional intelligence evolves from birth to death.

Today's generation faces more emotional difficulties than previous generations, exhibiting increased loneliness, moodiness, impulsivity, anxiety, and aggression. Emotional decline is evident in rising issues such as social withdrawal, secrecy, sadness, lack of enthusiasm, unhappiness, dependence, anxiety, and depression. Preparing children for life requires teaching

fundamental human skills such as self-awareness, self-control, empathy, active listening, conflict resolution, and teamwork. Despite social control mechanisms, emotions often override reasoning. Balancing rational and emotional intelligence is essential. Proper training in expressing negative emotions (anger, frustration, disappointment, depression, anxiety) is critical. Suppressing emotions incorrectly intensifies them rather than alleviating them. Since thought processes influence emotions, positive thinking is necessary.

Persistence, impulse control, delayed gratification, empathy, and self-management are learnable skills. Teaching children to solve problems by exploring solutions and making informed decisions equips them with strategic thinking abilities. Encouraging decision-making, brainstorming, and metacognition (thinking about thinking) enhances emotional intelligence. In efforts to balance intellectual and emotional abilities, spiritual intelligence serves as a control function. Ultimately, multiple intelligences, including intellectual and emotional intelligence, must work together to foster holistic student development, both academically and in preparing for their future..

CONCLUSION

From several discussions in the literature review findings, it is revealed that well-designed physical education (PE) learning that focuses on developing

emotional intelligence can be an effective strategy for fostering students' character and academic achievement. This indicates that PE learning is not only essential for improving students' health and fitness but also helps them develop the social and emotional skills necessary for success in their careers and lives. In line with Hartanto et al. (2021), physical activity has a significant and positive impact on children's social skill levels. Therefore, there is an urgency to integrate PE learning and emotional intelligence into the education curriculum to develop students' 21st-century skills.

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