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Analysis of Emotional Quotient (EQ) Ability in U-17 Athletes of Terang Bangsa Football School

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Abstract

This study aims to analyze the Emotional Quotient (EQ) abilities of athletes from the Terang Bangsa U-17 Football School (SSB), focusing on three main aspects: emotional stability, emotional strength, and emotional satisfaction. These components play a crucial role in supporting athletes' performance under competitive pressure. A quantitative descriptive method was used, involving 26 athletes selected through purposive sampling. The research instrument was an EQ test consisting of 75 items with a completion time of 45 minutes. The results showed that 53.8% of athletes were categorized as highly stable in terms of emotional stability, 65.4% demonstrated strong emotional strength, and 80.8% were highly satisfied emotionally. These findings indicate that, in general, the athletes of SSB Terang Bangsa U-17 possess a good level of EQ, contributing positively to their motivation, emotional resilience, and psychological well-being. However, the study highlights the need for continuous mental training, especially for athletes who fall into the lower categories in one or more EQ dimensions. In conclusion, the development of emotional intelligence is an essential component of psychological coaching in sports.

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INTRODUCTION

Sports are divided into two types of games: big ball games such as soccer, volleyball, and basketball, and small ball games such as badminton, tennis, and table tennis. One of the big ball games discussed in this paper is soccer (Farda Kurniawan et al., 2020). Soccer is a team sport played by two teams, each consisting of eleven players. In addition to the main players, each team also has substitute players. The main objective of the game is to score as many goals as possible against the opposing team's goal while preventing goals from being conceded. A match cannot begin if one of the teams has fewer than seven players (IFAB, 2024).

In competition, even though physical and technical abilities have been prepared, mental factors become the main determinant of success. Many athletes perform well during training but fail to show their maximum performance during matches due to psychological pressure. This pressure may come from public expectations, the crowd's cheers, personal drive to win, or unpleasant past experiences, which eventually trigger mistakes and lower performance.

Such conditions demand a champion's mentality, which is a form of psychological strength that is not innate, but developed through motivation and a supportive environment (A Maksum, 2022). Sports psychology plays an important role in helping athletes cope

with pressure and perform optimally, including in the sport of football.

Psychology is the science that studies human behavior and its relationship with the environment (Kurniawan et al., 2021). The growth and development of athletes do not always progress smoothly, as they are influenced by various factors, and each athlete has a different environment (Ajhuri, 2019). The study of growth and development serves as a reference for assessing general physical, intellectual, social, and emotional changes (Suryana et al., 2022).

Athletes are the main actors who make their own efforts in dealing with pressures, such as pressure from opponents and spectators, the possibility of failure, and the pursuit of achievement (Assegaf & Akhiruyanto, 2021). Psychological skills that influence an athlete's success or performance include motivation, self-confidence, anxiety control, mental preparation, team pressure, and concentration (Nopiyanto et al., 2021). These influences can be measured through the Emotional Quotient (EQ) (Mamangkey et al., 2018).

EQ is an individual's ability to recognize, manage, and express emotions appropriately. Key elements of EQ include self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 2024). In the field of education, EQ is often overlooked, even though according to Goleman, IQ only contributes 20% to success, while the

remaining 80% is determined by other factors, including emotional intelligence.

A resilient mentality can drive the body to perform beyond its limits, whereas excellent physical condition is of little value if accompanied by a weak mental state. Therefore, it is essential to assess the extent to which U-17 athletes of Terang Bangsa Football School possess strong emotional intelligence in coping with competitive pressure. As noted by (NT Cahyani, 2020), football athletes with high emotional intelligence (EQ) are generally more capable of managing their emotions and performing optimally during matches.

METHODS

In this study, the researcher used a descriptive quantitative research method by employing a numerical data approach collected through test or questionnaire instruments, which was then statistically analyzed to describe the conditions or characteristics of the respondents in the study.

According to (Sugiyono, 2019a), the descriptive quantitative research method aims to describe a phenomenon, event, symptom, or occurrence in a factual, systematic, and accurate manner. The phenomenon may take the form of activities, relationships, characteristics, as well as similarities or differences between phenomena, which are presented statistically or in the form of numerical data.

The focus of this study is to analyze the Emotional Quotient (EQ) abilities of the U-17 athletes from the Terang Bangsa Football School. This research aims to determine the extent of emotional intelligence possessed by these young athletes in dealing with pressure, managing emotions, and maintaining performance during training and competition. The main focus is on three aspects of EQ: Emotional Stability, Emotional Strength, and Emotional Satisfaction. Using a descriptive quantitative method, this study seeks to statistically illustrate the EQ profile of the U-17 athletes at the Terang Bangsa Football School.

1.Independent Variable (X)

The independent variable is the variable that influences other variables or becomes the cause of the emergence of the dependent variable. In the context of this study, the independent variable used is Emotional Quotient (EQ) ability, which consists of three components: emotional stability, emotional strength, and emotional satisfaction. The independent variable plays a crucial role in research, as it serves as a stimulus or treatment that can influence the final outcome. Selecting the appropriate independent variable enables researchers to obtain the desired results. Therefore, the chosen independent variable must be relevant and have an impact on the research objectives (Adijaya, 2017).

2.Dependent Variable (Y)

The dependent variable is the variable that is influenced by the presence or

changes in the independent variable (Sugiyono, 2019). The dependent variable, also referred to as the bound, endogenous, or consequent variable, is the main variable that becomes the focus of research due to its role as the result or outcome influenced by other variables being studied (Dr. Ratna Wijayanti dkk., 2016). In this study, the dependent variable is the athletes' psychological ability in facing matches, including managing pressure, maintaining focus during the game, and emotional stability during competition.

Participants

The population refers to the entire group of subjects that possess specific characteristics and serve as the target for generalizing the research results (Sugiyono, 2019a). In this study, the population consists of 26 U-17 athletes from the Terang Bangsa Football School who meet the criteria relevant to the research objectives.

This research was conducted at the Terang Bangsa Football School using purposive sampling, a sampling technique based on specific criteria relevant to the research objectives (Sugiyono, 2019a). A total of 26 athletes were selected as respondents because they met the criteria established by the researcher. The criteria used in this study include: (1) athletes under the age of 17 (U-17), (2) registered as active members of the Terang Bangsa Football School, and (3) actively participating in training

and competitions organized by the school.

Materials and Apparatus

The research instrument used in this study is an Emotional Quotient (EQ) ability test. The emotion recognition test consists of three components: emotional stability test, emotional strength test, and emotional satisfaction test. Each component contains 25 questions, with a total of 75 questions to be completed within 45 minutes (Fauji, 2020). To determine the validity and reliability of the Emotional Quotient (EQ) test instrument, the researcher conducted tests on each component: 25 questions for the emotional stability test, 25 questions for the emotional strength test, and 25 questions for the emotional satisfaction test.

Tabel 1. Validity of EQ Ability

Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	N of items
.463	.404	25
.506	.404	25
.502	.404	25

Tabel 2. Reliability of EQ Ability

Cronbach's Alpha	N
.845	25
.878	25
.864	25

Procedures

The researcher conducted a preliminary study to identify the problems to be investigated and to directly observe the field conditions and the activities of the athletes at Terang Bangsa Football School. The purpose of this observation was to assess the feasibility of the location as a research site and to gain a comprehensive overview of the athletes' activities. After conducting the observation, the researcher proceeded with obtaining permission by submitting an official request letter to the school authorities and the head coach. This request letter was addressed to the coaching management as a form of formality and research ethics.

At this stage, the researcher distributed questionnaires directly to the respondents by visiting the training location at JL. Grand Marina, Tawangsari, West Semarang District, Semarang City, Central Java, using test sheets.

The researcher drew conclusions based on the results of data analysis. Subsequently, the research findings were compiled into a final thesis report and prepared for presentation. The collected data were analyzed using descriptive statistical techniques in the form of percentage calculations to determine the EQ level of each respondent. The results were presented in tables and narrative form to provide a comprehensive overview of the condition. The researcher drew conclusions based on the results of data analysis. Subsequently, the research findings were compiled into a final project report and prepared for presentation.

Design or Data Analysis

This study uses a one-shot or single-measurement design. The researcher distributes the questionnaire for the first and only time, and the results from this single distribution will be used for the actual research subjects. The questionnaire is administered to the respondents through direct face-to-face interaction using an Emotional Quotient (EQ) ability test sheet. The data will then be processed by the researcher using descriptive percentage techniques.

Tabel 3. Percentage of EQ Establishment Value

Presentase %	Kategori
80-100	Very Established
48-79	Established
0-47	Not enough

Tabel 4. Percentage of EQ Strength Values

Presentase %	Kategori
80-100	Strong
48-79	Balance
0-47	weak

Tabel 5. Percentage of EQ Establishment Values

Presentase %	Kategori
80-100	Very satisfied
48-79	satisfied
0-47	Disappointed

RESULT

This study primarily aims to determine the level of Emotional

Quotient (EQ) possessed by the athletes, considering that Emotional Intelligence (EQ) is a crucial aspect within the field of psychology that plays a significant role in the world of sports—particularly in football—which demands emotional stability, the ability to manage pressure, and strong interpersonal skills. To achieve this objective, the study employed a data collection method involving the direct administration of an Emotional Quotient (EQ) test to 26 athletes from the Terang Bangsa Football School (SSB) in the U-17 age group. The testing was conducted at their official training ground to obtain accurate data and provide a comprehensive depiction of the athletes' emotional condition in the context of their daily training and sporting activities.

Tabel 6. Descriptive EQ Capabilities

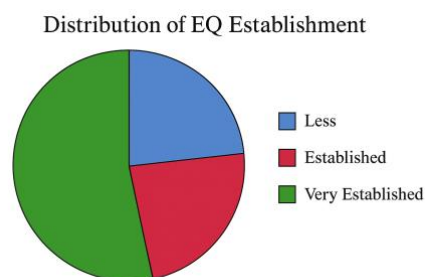
	N	Min	Max	Mean	Std Deviation
Ability	26	10	46	30.46	10.648
Strength	26	26	47	35.04	9.889
Satisfaction	26	12	48	39.46	9.096
Valid N (listwise)	26				

Based on the descriptive analysis of 26 samples, information was obtained regarding the minimum, maximum, mean, and standard deviation values of the three main aspects of Emotional Quotient (EQ) ability. The Emotional Stability Test showed a minimum score of 10 and a maximum of 46, with a mean of 30.46 and a standard deviation of 10.648. The Emotional Strength Test indicated a minimum score of 16 and a maximum of 47, with a mean of 35.04 and a standard deviation of 9.889. The Emotional Satisfaction Test ranged from 12 to 48, with a mean of 39.46 and a

standard deviation of 9.096. These three mean values indicate that, in general, the respondents fall within the moderate to high category in the measured EQ aspects.

Tabel 7. Distribution of EQ Establishment

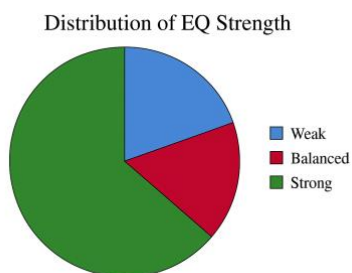
	Frequency	Percent %
Very Established	14	53,8
Established	6	23.1
Less	6	23.1
Total	26	100.0



Based on the results of the distribution test analysis of 26 respondents, the emotional stability of the respondents showed that 14 respondents (53.8%) fell into the Very Established category, indicating a high level of emotional maturity; 6 respondents (23.1%) were in the Established category, reflecting a moderate level of emotional stability; and the remaining 6 respondents (23.1%) were in the Less category, indicating a lack of emotional maturity in managing emotions. In conclusion, the majority of respondents demonstrated a high level of emotional maturity. This is crucial for self-control in activities that require mental pressure management, such as sports or other competitive activities.

Table 8. Distribution of EQ Strength

	Frequency	Percent %
Strong	17	65,4
Balanced	4	15,4
Weak	5	19.2
Total	26	100.0

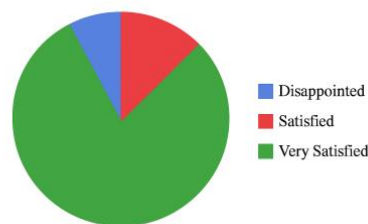


The results of the frequency distribution analysis on emotional strength showed that 17 respondents (65.4%) were categorized as *Strong*, indicating that the majority possessed excellent emotional strength; 4 respondents (15.4%) fell into the *Balanced* category, reflecting a moderate level of emotional stability; and 5 respondents (19.2%) were classified as *Weak*, suggesting that their emotional strength was still lacking. These findings indicate that most respondents already have strong emotional resilience, which is an important asset in facing emotional challenges and pressure.

Table 9. Distribution of EQ Satisfaction

	Frequency	Percent %
Very satisfied	21	80,8
satisfied	3	11.5
Disappointed	2	7.7
Total	26	100.0

Distribution of EQ Satisfaction



The frequency distribution results from 26 research samples showed that 21 respondents (80.8%) fell into the Very Satisfied category, indicating a very high level of emotional satisfaction; 3 respondents (11.5%) were in the Satisfied category, reflecting a moderate level of satisfaction; and only 2 respondents (7.7%) were categorized as Disappointed, indicating emotional dissatisfaction. Based on these findings, it can be inferred that, in general, the respondents felt emotionally satisfied, which positively impacts their motivation and overall psychological well-being.

DISCUSSION

An individual's ability to recognize, understand, and manage their own emotions as well as the emotions of others is known as emotional intelligence (Pradnyaswari & Budisetyani, 2018). The psychological aspect is an essential part of the athlete's training process. Emotional Intelligence (EQ) is a mental factor that greatly influences an athlete's performance. The ability to manage emotions is a key factor that influences an individual's success (Chintya & Sit, 2024). Therefore, athletes are expected to have the ability to quickly overcome all mental challenges so that emerging problems do not interfere with their

performance

quality.

The process of achieving optimal performance is carried out through well-programmed, structured, and systematically planned training in order to reach the desired performance targets. This optimal achievement is supported by the factor of emotional (Fitria et al., 2023).

Emotional Intelligence (EQ) consists of five main components: self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 2024). In this study, these five components are summarized into three forms of EQ measurement: sustainability, strength, and satisfaction. Each form of measurement contains statements that reflect the five EQ components, and each response is categorized into three levels.

The stability of Emotional Intelligence (EQ) can be classified into three levels: very stable, stable, and less stable. Athletes with a high level of emotional stability generally exhibit strong self-confidence, cautious attitudes, and resilience. They are able to maintain composure and confidence even under pressure or in tense situations. Feelings of anxiety do not easily affect their mental or physical condition. Such athletes also possess empathy and sympathy toward those around them and can serve as role models in their social environment.

Meanwhile, athletes with moderate emotional stability demonstrate a fairly balanced emotional state. Although they occasionally feel

pressured or confused, they are able to control themselves, remain patient, and stay calm when facing emotional stress. They are also quite good at building social relationships and show empathy and care for their surroundings.

Conversely, athletes with low emotional stability tend to exhibit emotional instability, temperamental behavior, irritability, impatience, excessive emotionality, excessive anxiety, and indecisiveness. This condition makes them more vulnerable to stress and difficult to adapt to pressure. The inability to control emotions can lead to a decline in athletic performance, disrupt concentration, cause excessive anxiety, and trigger impulsive behavior (Yusuf, 2024). Additionally, they often face difficulties in social interactions due to their inability to control emotions during communication.

Emotional strength is categorized into three levels: strong, balanced, and weak. Athletes with high emotional strength generally exhibit strong emotions, possess great optimism, and have strong determination. They are able to make decisions accurately without easily losing enthusiasm. Emotionally, they are not easily frustrated and always have alternative solutions when facing challenges. Meanwhile, athletes with balanced emotional strength tend to be stable, but under certain conditions may experience doubt, uncertainty, and lack confidence in making decisions.

Emotional satisfaction is divided into three levels: very satisfied, satisfied, and disappointed. Athletes who are at a high level of emotional satisfaction generally feel happy and enjoy life through the various experiences they undergo. They rarely act against their conscience and feel calm and joyful. This feeling of happiness also positively influences the people around them. Athletes in the satisfied category tend to feel reasonably content with their lives. They generally feel self-satisfied, but unknowingly, this tendency can hinder their personal development. They tend to hold back their ambitions without realizing that these ambitions are part of their potential, which may eventually lead to frustration due to the choices they have made. Athletes with a level of emotional satisfaction categorized as disappointed generally feel that life is not on their side, making it difficult for them to feel content with anything they experience. In such conditions, these athletes often show resistance to existing pressures, which can ultimately trigger stress, frustration, and a view that life is too short and does not provide enough time for growth.

One of the major factors that plays a significant role in determining victory in sports competitions is the level of intelligence (Fazari et al., 2017). Athletes possess two main types of intelligence, namely Intelligence Quotient (IQ) and Emotional Quotient (EQ) (Minarni et al., 2019). EQ is an important component for athletes to effectively manage their emotions. During competition, the

emergence of emotions within a person can cause anxiety, emotional instability, and confusion in decision-making, which ultimately can lead to a decline in the athlete's performance (Swidinata, S., Kristina, P. C., & Putri & R., 2023).

Psychological aspects play a crucial role in the development of athletes. Emotional intelligence (EQ) and achievement motivation are significant mental factors that greatly influence an athlete's performance (Ilmawati, H., Suherman, A., Lasrina & Stephani, S., & Friskawati, 2018). Mental preparation in martial arts is an integral part of the readiness process for competitions, beginning from the start of the match, maintaining optimal performance throughout the game, and continuing into the post-match phase (Dongoran et al., 2019). Therefore, a mental training approach is necessary to help athletes manage their emotions. Through such training, athletes can regulate their psychological state by minimizing negative aspects such as stress and anxiety, and enhancing positive aspects such as self-confidence (Irwanto, & Romas, 2019).

CONCLUSION

Based on the results of the study conducted on 26 athletes from the Terang Bangsa U-17 Football School, it can be concluded that, in general, the athletes possess moderate to high levels of Emotional Quotient (EQ). In the aspect of emotional stability, the majority of athletes (53.8%) fall into the "very stable" category, indicating their ability to

maintain emotional balance under the pressure of competition. Meanwhile, in the aspect of emotional strength, 65.4% of the athletes are classified as strong, suggesting that most of them have high emotional resilience, strong optimism, and the ability to make sound decisions in critical situations. Furthermore, in the aspect of emotional satisfaction, 80.8% of the athletes show a very high level of satisfaction, meaning they feel happy, emotionally fulfilled, and enjoy good psychological well-being. These findings indicate that the emotional intelligence of the Terang Bangsa U-17 athletes is in a relatively good condition and can support their optimal performance in both training and matches. Nevertheless, continuous mental training is still necessary, particularly for athletes who fall into the low category in one or more aspects of EQ.

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