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Perbedaan Mahasiswa Yang Tidak Mengikuti UKM Olahraga Dengan Mahasiswa Aktif Dalam UKM Olahraga Dilihat Dari Kecerdasan Emosional Di STOK Bina Guna

The difference between students who do not participate in sports UKM and students who are active in sports UKM is seen from emotional intelligence At Bina Guna STOCK

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Abstract. This research aims to determine the differences in emotional intelligence between students who are active in Sports Student Activity Unit (UKM) activities and students who do not participate in Sports UKM Physical Education and Health Study Program STOK Bina Guna. The type of research in this research is comparative research. The subjects of this research were 40 students who took part in Sports UKM and 40 students who did not take part in Sports UKM. Data collection in this research used an emotional intelligence questionnaire which had been tested for validity and reliability on non-sample students. Data calculations use SPSS 20 with Sig values. (2-tailed) $0.225 > \alpha$ 0.05. The results of this research state that there is no difference in emotional intelligence between students who are active in Sports UKM activities and students who do not take part in Sports UKM Physical Education and Health Study Program STOK Bina Guna.

Keywords: Emissional Intelligence, Student Activity Unit, Sports

1 Introduction

Nowadays sports have developed so rapidly. Sport is not only a physical activity but also a means to develop other aspects. This is because sport contains many positive values. Sport is an important pillar because the spirit of fair play, sportsmanship, team work and nationalism can be built through sport. Aspects that can be developed through sport include cognitive, social and emotional intelligence. Goleman (2002) believes that emotional intelligence is a person's ability to manage their emotional life with intelligence (to manage our emotional life with intelligence), maintain emotional harmony and express it (the appropriateness of emotional expression) through the skills of self-awareness, self-control, self-motivation, empathy and social skills. Basically, emotional intelligence can be sharpened by participating in positive activities. According to Hapsari (2010), activities during adolescence often only revolve around school activities and efforts to complete matters at home, apart from these matters, teenagers have a lot of free time. One of them is taking part in extracurricular activities which in universities are usually called Student Activity Units (UKM).

According to Brooks (2000) students who take part in extracurricular sports can not only develop skills, but they also learn to respect authority, learn to face new challenges, and enjoy being with friends. Sports activities are not only good for the physical but also improve students' emotions. Exercising can reduce anxiety and depression, improve blood circulation, and increase self-esteem. Children who play sports have more self-confidence, have fewer absences from school, and usually get better grades. The results of Blomfield's (2010) research conducted on students in Australia showed that involvement in extracurricular sports activities reduced levels of alcohol use, reduced school absences, and increased their sense of belonging to their school. Ashron's research results (2009) added that students who were involved in extracurricular sports activities had a good competitive spirit. Based on the background above, it is assumed that students who are active in sports activities have good emotional intelligence. So this research aims to determine the differences in emotional intelligence between students who are active in Sports UKM activities and students who do not participate in Sports UKM Physical Education and Health Study Program STOK Bina Guna.

Kecerdasan Emosional berkembang sejak bayi lahir (Ulutas dan Omeroglu, 2007). Then it continues to develop in line with the development of the human brain, which is shaped by experience, especially experiences that occur in early childhood. According to Goleman (2001), until around the age of sixteen to eighteen years, the emotional part of the brain still develops quite rapidly. In adulthood, brain development still takes place, but not as rapidly as that which occurs during childhood and adolescence. Definition of Emotional Intelligence According to Experts - Salovey and Mayer define emotional intelligence or what is often called EQ as "a collection of parts of social intelligence that involve the ability to monitor social feelings that involve abilities in other people, sort them all out and use this information to guide thinking and action" (Shapiro, 1998: 8). Emotional intelligence is strongly influenced by the environment, is not permanent, can change at any time. For this reason, the role of the environment, especially parents, during childhood greatly influences the formation of emotional intelligence. The development of emotional intelligence is influenced by several factors such as the following, temperament (Kagan in Shapiro, 2003), family (Gottman & DeClaire, 1998), peers (Asher in Salovey & Sluyter, 1997), school (Salovey & Sluyter, 1997), arts (Mandler in Strongman, 2003), print and electronic media (Gottman & DeClaire, 1998), gender (Petrides & Sangareau, 2006) as well as special education (Ulutas & Omeroglu 2007). Gardner (Goleman, 2009: 51-53) suggests 8 intelligences in humans (multiple intelligences). According to Goleman

(2009:50), the multiple intelligences proposed by Gardner are a manifestation of the rejection of the intellectual quotient (IQ) view.

Salovey (Goleman, 2009:57), places Gardner's personal intelligence as the basic definition of emotional intelligence. The intelligence in question is interpersonal intelligence and intrapersonal intelligence. Emotional intelligence can put individual emotions in the right portion, sort out satisfaction and regulate mood. Mood coordination is at the heart of good social relationships. Goleman (2009: 45) states that "emotional intelligence is emotional ability which includes the ability to control oneself, having endurance when facing a problem, being able to control impulses, motivating oneself, being able to regulate mood, the ability to empathize and build relationships with other people. " Emotional intelligence can put a person's emotions in the right portion, sort out satisfaction and regulate mood. Mood coordination is at the heart of good social relationships. If someone is good at adapting to the moods of other individuals or can empathize, that person will have a good level of emotionality and will more easily adapt to social interactions and their environment.

Mayer and Salovey (Mubayidh, 2006) define "emotional intelligence as social intelligence which is related to an individual's ability to monitor both his own emotions and the emotions of others, and also his ability to differentiate his own emotions from the emotions of other people, where this ability is used to direct patterns of thought and behavior". In line with this, Robert and Cooper (Agustian, 2001) stated that emotional intelligence is the ability to feel, understand and effectively apply emotional power and sensitivity as a source of human energy, emotion, connection and influence. Individuals who are able to understand the emotions of other individuals can act and make appropriate decisions without causing detrimental impacts to both parties. Emotions can arise every time an individual receives stimulation that can affect their mental condition and cause turmoil from within. Emotions that are well managed can be used to support success in various fields because when emotions arise, individuals have more energy and are able to influence other individuals. Everything that these emotions produce, if utilized properly, can be applied as a source of energy needed to complete tasks, influence other people and create new things.

According to Shapiro (2001), emotional intelligence is defined as a set of mental functions that involve the ability to monitor the intensity of feelings or emotions, both in oneself and in others. Individuals with high emotional intelligence are confident about themselves, full of enthusiasm, good at sorting things out and using information so that it can guide thoughts and actions. Based on the opinions of the experts above, it can be concluded that what is meant by emotional intelligence is the ability to feel and understand more effectively the power of emotional sensitivity which includes the ability to motivate oneself or others, self-control, being able to understand other people's feelings effectively, and being able to manage emotions. which can be used to guide the mind to make the best decisions. Aspects of Emotional Intelligence Until now there is no measuring tool that can be used to measure a person's emotional intelligence. However, there are several characteristics that indicate someone has emotional intelligence. Goleman (2009) states that in general the characteristics of someone who has emotional intelligence are being able to motivate themselves, withstanding frustration, controlling impulses and not exaggerating pleasure, regulating mood and keeping stress from paralyzing the ability to think and empathize and pray. Goleman (2009) further details the aspects of emotional intelligence specifically as follows:

1. Recognizing one's emotions, namely the individual's ability to monitor feelings from time to time, paying close attention to the feelings that arise. The inability to discern true feelings

- indicates that people are at the mercy of emotions. The ability to recognize oneself includes self-awareness.
2. Managing emotions, namely the ability to entertain oneself, let go of anxiety, depression or offense and the consequences that arise due to failure of basic emotional skills. People who are bad at this skill will constantly struggle with feelings of depression, while those who are smart will be able to bounce back much more quickly. The ability to manage emotions includes the ability to control oneself and the ability to calm down.
 3. Motivating yourself, namely the ability to regulate emotions is a tool to achieve goals and is very important for motivating and controlling yourself. People who have these skills tend to be much more productive and effective in whatever endeavor they undertake. This ability is based on the ability to control emotions, namely restraining oneself from satisfaction and controlling impulses. These abilities include: controlling impulses, the power of positive and optimistic thinking.
 4. Recognizing other people's emotions, this ability is called empathy, which is an ability that depends on emotional self-awareness, this ability is a basic social skill. Empathic people are better able to pick up on hidden social signals that signal what other people need or want.
 5. Build relationships. The art of building social relationships is the skill of managing other people's emotions, including social skills that support popularity, leadership and successful interpersonal relationships.
 6. Based on the description above, this research uses aspects of Goleman's emotional intelligence which include: recognizing one's emotions, managing emotions, motivating oneself, recognizing other people's emotions, and building relationships because the aspects according to Goleman cover the whole and are more detailed. .

2 Method

The type of research in this research is comparative research. The subjects of this research were 25 students who took part in Sports UKM and 25 students who did not take part in Sports UKM. Data collection in this research used an emotional intelligence questionnaire which had been tested for validity and reliability on non-sample students. The results of the emotional intelligence scale trial were carried out on 68 non-sample students of the STOK Bina Guna Physical Education Study Program and then obtained a reliability value of $\alpha = .938$. The data in the research were analyzed using the SPSS 20 program.

3 Result

The data that will be presented is data obtained from the results of emotional intelligence tests between students who are active in UKM Sports activities and students who do not take part in UKM Sports. Next, the results of the emotional intelligence test will be described. Description of Emotional Intelligence Test Results.

Table 1. Description of Emotional Intelligence Test Results

Group	N	Mean	Std. Deviation	Std. Error Mean
UKM	40	81,84	5,706	1,141
Non UKM	40	79,92	5,330	1,066

Table 2. Difference Test Results

		Levene's Test for Equality of		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
							Lower	Upper
Test Intelligence	Equal variances assumed	,094	,760	1,229	48	,225	-1,220	5,060
Emotional	Equal variances not assumed			1,229	47,779	,225	-1,220	5,060

4 Discussion

Based on the results of the independent sample test analysis shown in table 2, it shows that H_0 is accepted and H_a is rejected, which states that there is no difference in emotional intelligence between students who actively participate in Sports UKM and students who do not participate in Sports UKM. This can be seen from the Sig value. (2-tailed) $0.225 > \alpha 0.05$. The results of data analysis show that there is no difference in the average emotional intelligence test results between students who actively participate in Sports UKM and students who do not participate in Sports UKM as shown in table 1. This is not in accordance with what Brooks (2000) stated that students who participate Extracurricular sports can not only develop skills, but they also learn to respect authority, learn to face new challenges, and enjoy the company of friends. Sports activities are not only good for the physical but also improve students' emotions. Exercise can reduce anxiety and depression, reduce blood pressure, and improve self-esteem. Mahoney (2005) in his research assessed the influence of a student's perception of taking extracurricular activities on his emotional response and influencing emotional intelligence in this case, such as motivation. A student who has a perception that leads to a positive emotional response (enjoyment) or a negative emotional response (stress) and can change his motivation.

5 Conclusion

Based on the opinions of several figures and research results, it is stated that there is no difference in emotional intelligence between students who actively participate in Sports UKM and who do not participate in Sports UKM. Students' negative perception of sports, which considers sports to be just a series of physical movements that will only make them tired, reduces

their motivation to exercise. So students are lazy to know, practice and internalize the values contained in sports. Apart from that, it can be influenced by several factors, including environmental influences that do not reflect emotional values. Sports activities only provide physical development without touching the realm of students' emotional intelligence. This is in line with what Goleman (2002) stated that the factors consist of a person's internal factors and external factors. Internal factors include the structure of the human brain. Meanwhile, external factors include family and non-family factors. Family factors are closely related to parental traits which are identified and then internalized by the child, so that emotional intelligence is also influenced by this. Non-family factors consist of the community environment, educational environment, and could also be due to previous experience, namely previous assertiveness training.

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