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Comparison Of Emotional Intelligence of Students Who Are Active in Sports UKM And Those Who Are Not Active In Sports UKM

Muhammad Akbar Syafruddin¹, Agus Sutriawan²

{akbar.syafruddin@unm.ac.id¹, agus.sutriawan@unm.ac.id²}

Universitas Negeri Makassar, Jl. A. P. Pettarani, Tidung, Kec. Rappocini, Kota Makassar, Sulawesi Selatan 90222¹, Universitas Negeri Makassar, Jl. A. P. Pettarani, Tidung, Kec. Rappocini, Kota Makassar, Sulawesi Selatan 90222²

Abstract. This study is a comparative descriptive study that aims to compare the level of emotional intelligence of students who are active in Student Activity Units (UKM) and those who are not active in UKM. The subjects of the study were 50 students of the Faculty of Sport Science, Makassar State University, which were determined using the purposive sampling technique. Several criteria that were considered by the researcher in determining the sample were 1) students in semesters 3 to 5, 2) active in participating in the lecture process, 3) willing to participate in the research process, 4) in good health. The data collection technique was carried out using an emotional intelligence questionnaire consisting of aspects of self-awareness, self-regulation, motivation, empathy, and social skills. While the data analysis technique used was the independent sample t-test. The results of the data analysis showed that the emotional intelligence of UKM Olahraga students and non-UKM students had a Sig value of 0.001 or <0.05. So it can be said that there is a difference in data between the emotional intelligence of UKM Olahraga students and non-UKM students. Furthermore, the mean value of emotional intelligence data of UKM Olahraga students is 118.88 and the mean value of emotional intelligence of non-UKM students is 116.20 so that the mean difference is 2.68. Based on the results of these tests, it can be concluded that the emotional intelligence of UKM Olahraga students is better than the emotional intelligence of non-UKM students.

Keywords: Emotional Intelligence, UKM, Students.

1 Introduction

Emotional intelligence is one of the important aspects that plays a role in managing emotions, both in oneself and in social interactions with others (Syafruddin & Herman, 2020). In the context of higher education, this ability becomes increasingly significant because students are in a phase of life that demands holistic self-development. Emotional intelligence allows students to deal with academic pressure, manage stress, and interact with different groups (Alfalalah, n.d.). However, the level of emotional intelligence of students can be influenced by various factors.

Correspondence author: First Author/Second Author/Third Author, Medan State University, Indonesia.

Email:



Emotional intelligence encompasses several key aspects that are highly influential in daily life. According to the theory developed by Daniel Goleman, there are five main aspects of emotional intelligence, namely self-awareness, self-regulation, motivation, empathy, and social skills (Solihin, 2023). Self-awareness refers to the ability of individuals to recognize and understand their own feelings and emotions. Self-regulation is related to the ability to control emotions and adjust to the situation at hand. Motivation refers to the internal drive to achieve goals with passion and perseverance (Syafuruddin et al., 2022). Empathy reflects the ability to understand the emotions of others (Fadillah et al., 2021), while social skills involve the ability to build healthy and productive interpersonal relationships (Rahmadhea, 2024).

UKM is one of the forums provided by universities to develop students' interests, talents, and abilities in various fields, such as sports, arts, leadership, and social (Riza & others, 2020). Students who join UKM have the opportunity to interact with fellow students from different backgrounds, work together in teams, and hone social and emotional skills. This can play a role in improving their emotional intelligence because they are used to dealing with situations that demand emotional management, such as leading, working in a team, or facing conflict.

On the other hand, students who do not join UKM may not get the same opportunity to develop aspects of emotional intelligence through intensive social interaction. They tend to focus more on academic activities and may have more limited social experience compared to students who are active in UKM. This has the potential to affect their emotional intelligence because the development of emotional intelligence is closely related to the experience of interaction and the management of interpersonal relationships.

Research on the comparison of the emotional intelligence of students who join and do not join UKM is important to understand the extent to which activities outside of academia can contribute to the development of emotional intelligence. The findings of this research can be the basis for universities to encourage students to be more active in organizational activities or activity units that can improve their social and emotional abilities, in addition to academic achievement.

In addition, this research is also relevant in the context of character education development in higher education. Emotional intelligence is not only beneficial in everyday life, but it is also essential for success in the world of work. The ability to understand and manage one's own and others' emotions, to work with different types of people, and to adapt to a variety of social situations are highly valued competencies in professional settings.

With a comparison between students who joined and did not join UKM, this study is expected to provide new insights into the benefits of student organizations in the development of emotional intelligence. Universities can use the results of this research to formulate better strategies in encouraging student involvement in non-academic activities.

Overall, this study aims to analyze the difference in the level of emotional intelligence between students who are active in UKM and those who are not. Thus, this research is expected to make a meaningful contribution to the development of a more holistic higher education policy, integrating the academic and emotional development of students.

2 Method

This study is a comparative descriptive study that aims to compare the level of emotional intelligence of students who are active in the Student Activity Unit (UKM) and those who are not active in UKM. The research subjects amounted to 50 students of the Faculty of Sports Sciences, State University of Makassar, which was determined by purposive sampling techniques. Some of the criteria that the researcher considers in determining the sample are 1) students in semesters 3 to 5, 2) active in participating in the lecture process, 3) willing to participate in the research process, 4) being in good health. The data collection technique was carried out using an emotional intelligence questionnaire with a Cronbach's Alpha value of 0.993, which consisted of aspects expressed by Goleman such as self-awareness, self-regulation, motivation, empathy, and social skills (SYAFRUDDIN, 2016). Meanwhile, the data analysis technique used is to use the independent sample t test.

3 Result

The stages of data analysis in this study were carried out by descriptive test, normality test, homogeneity test, and hypothesis test with independent sample t test.

Table 1. Descriptive Test

Data	Mean	Median	Std. Deviation	Min.	Max.
Sports UKM Students	118,88	119	2,297	115	123
Non-UKM Students	116,20	116	2,082	113	120

Based on the results of the descriptive test, the emotional intelligence data of Sports and Non-UKM students were found to be as follows:

- Based on the results of the descriptive test of the emotional intelligence of Sports UKM students, it is known that the mean value is 118.88; the median value is 119; the standard deviation value of 2.297; a minimum score of 115; and a maximum score of 123.
- Based on the results of the descriptive test of emotional intelligence of Non-UKM Sports students, it is known that the mean value is 116.20; the median value is 116; the standard deviation value of 2.082; a minimum score of 113; and a maximum score of 120.

Table 2. Normality Test

Data	N	Sig.	α	Information
Sports UKM Students	25	0,492	> 0.05	Usual
Non-UKM Students	25	0,279		Usual

Based on the results of the normality test of emotional intelligence data of sports UKM students and non-UKM students, it is known that the Sig. values are 0.492 and 0.279 or > 0.05, respectively. So it can be concluded that the two data are normally distributed.

Table 3. Homogeneity Test

Data	Lavene's Test	Sig.	Information
Student Athletes and Non-Academic Students	0,681	> 0.05	Homogeneous

The results of the homogeneity test of emotional intelligence data of sports UKM students and non-UKM students were known to have a Lavene's Test score of 0.681 or > 0.05. So that it can be concluded that the data variants are the same or homogeneous

Table 3. Hypothesis Test

Data	N	Mean	Mean Difference	Sig.
Sports UKM Students	25	118,88	2,68	0,001
Non-UKM Students	25	116,20		

The results of the independent sample t test between the emotional intelligence data of sports UKM students and non-UKM students were found to have a Sig value of 0.001 or < 0.05. So it can be said that there is a difference in data between the emotional intelligence of Olaharag UKM students and non-UKM students. Furthermore, it is known that the mean value of the emotional intelligence data of Olahara UKM students is 118.88 and the mean value of the emotion intelligence of non-UKM students is 116.20, so that the mean difference is known to be 2.68. Based on the results of the test, it can be concluded that the emotional intelligence of sports UKM students is better than the emotional intelligence of non-UKM students.

4 Discussion

Emotional intelligence is one of the important aspects that plays a role in managing emotions, both in oneself and in social interactions with others (Fatchurrahmi et al., 2022). In the context of higher education, this ability becomes increasingly significant because students are in a phase of life that demands holistic self-development. Emotional intelligence allows students to deal with academic pressure, manage stress, and interact with various circles. However, the level of emotional intelligence of students can be influenced by various factors.

UKM is one of the forums provided by universities to develop students' interests, talents, and abilities in various fields, such as sports, arts, leadership, and social (Munthe et al., 2023). Students who join UKM have the opportunity to interact with fellow students from different backgrounds, work together in teams, and hone social and emotional skills (Ulaan et al., 2020). This can play a role in improving their emotional intelligence because they are used to dealing with situations that demand emotional management, such as leading, working in a team, or facing conflict.

Students who are active in sports UKM usually engage in regular physical exercise, which is known to improve mental and physical health (Azizah, 2022). Physical activity helps increase the production of endorphins in the body, hormones that reduce stress and improve mood (Rahayu et al., 2024). This contributes to their improved ability to manage emotions, withstand stress, and maintain emotional stability, which is an important component of emotional intelligence.

Activities in sports SMEs often require students to work together with team members, communicate effectively, and build trust between members. Involvement in a team improves interpersonal skills, such as empathy, cooperation, and the ability to read and respond to the emotions of others, which are important traits of emotional intelligence (Muhammad, 2024).

In sports activities, students are taught to manage their emotions, especially in competitive situations where emotions such as frustration or failure can arise (Markum, 2024). This encourages them to learn to control emotional responses, be positive, and stay calm under pressure. Students who are involved in sports tend to be better at self-regulation and restraint of emotional impulses than those who are not members of sports SMEs.

Emotional intelligence includes not only the ability to understand and manage one's own emotions, but also the ability to bounce back from failures or obstacles (Aryani & others, n.d.). Students who are active in sports tend to be more resilient because they are used to facing physical and emotional challenges during practice and matches. This allows them to recover more quickly from stress or difficult emotional situations, which can benefit their overall mental well-being.

A supportive sports SME environment and social support from teammates, coaches, and the sports community create a positive atmosphere. This support helps students feel more valued, accepted, and motivated to develop themselves. This is in contrast to students who are not members of UKM, who may not have this kind of interaction and social support opportunities, thus affecting the development of their emotional intelligence.

The level of emotional intelligence of students who are active in sports UKM is better due to their involvement in sporting activities that require high discipline, self-control, and the ability to handle pressure (Juhannis & Iskandar, 2024). In the sports environment, students not only train physically but also mentally. They must be able to withstand emotions when losing or facing challenging competitive situations. This ability improves aspects of emotion regulation and develops good self-control, two key components of emotional intelligence. On the other hand, non-UKM students may not get a similar experience firsthand, so their emotional intelligence may develop in different and not as intensive ways as students involved in sports.

In addition, intense social interaction in sports SMEs plays a major role in improving the interpersonal aspect of emotional intelligence (PRISTIA IKBAR, 2021), such as empathy, communication, and social understanding. Students on sports teams tend to be more adaptable to the different characters and backgrounds of other team members, which helps them learn to understand the emotions of others. For example, they must understand the team's feelings and needs, adjust their communication style, and resolve conflicts in a constructive way. Non-SME students, who may have more individual or non-sport-related social activities, tend to be less exposed to similar group dynamics. Therefore, the opportunity to develop empathy and social skills through hands-on interaction in a challenging environment may not be as great for a sports UKM student.

A supportive social environment in sports SMEs also provides greater opportunities to build mental resilience or resilience. In sports, students learn to recover from defeats, learn from mistakes, and rebuild motivation after facing challenges, which strengthens their capacity to manage stress and bounce back from difficult situations. This resilience is important for emotional intelligence because it helps individuals to remain stable and positive in the midst of emotional stress. Non-SME students may not experience similar mental stress on a regular basis and therefore do not have enough stimulus to develop resilience in the same way.

9 5 Conclusion

Based on the results of research and data analysis, it can be concluded that the level of emotional intelligence of students who are active in sports UKM is better than students who are not active or not included in UKM at the Faculty of Sports Sciences, State University of Makassar

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