



The Influence of Emotional Intelligence on The Performance Strategy of Playing Soccer Athletes Aged 14 - 17 Years

Mihdan Arpandi¹, Herman Subarjah², Sandey Tantra Paramitha³

^{1,2,3}Ilmu Keolahragaan/Fakultas Pendidikan Olahraga dan Kesehatan, Universitas Pendidikan Indonesia, Jl. Dr. Setiabudi No.229, Isola, Kec. Sukasari, Kota Bandung, Jawa Barat 40154, Indonesia

Abstract

Athletes often experience high emotional fluctuations both in and out of competition, which are related to their performance. This study aims to determine the effect of emotional intelligence on the performance strategy of playing soccer athletes aged 14-17 years. This type of research is descriptive quantitative with questionnaire tools. This research was conducted at SSB Prahara and SSB BBS. The sampling technique in this study was non probability sampling, with purposive sampling method. The sample used in this study amounted to 60 people. The data analysis technique in this study used simple linear regression analysis techniques. Based on the results obtained from the research, the results of simple linear regression analysis and the coefficient of determination between emotional intelligence on the performance strategy of playing soccer athletes aged 14-17 years show a small but significant influence, with a significance value of 0.000 which means $P < 0.05$ and R Square of 21.7%. Coaching emotional intelligence in athletes aged 14-17 years can be a key factor in improving performance. Emphasis on this aspect should be an integral part of the sports training approach at this age.

Keywords: *Emotional Intelligence, Performance Strategy, Soccer Athlete*

Correspondence author: Mihdan Arpandi, Universitas Pendidikan Indonesia, Jawa Barat, Indonesia.
Email: mihdan@upi.edu



Jurnal Pendidikan Jasmani (JPJ) is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

INTRODUCTION

In a team sport match like soccer, many phenomena occur, one of which is emotional phenomena. Zinedine Zidane's famous head collision with Materazzi, got him sent off in the 2006 FIFA Football World Cup finals, it could happen because Zidane's emotions were not controlled after being provoked by Materazzi (Laborde et al., 2018). Another phenomenon such as violations, players who often commit violations cause these players to get a hard warning and even punishment from the referee (Cahyani & Siswati, 2020). In another example, an athlete or player who has excellent physical skills, perfect technical skills, and has experience with many tactics cannot show their performance well in a match and ultimately loses (Ferdy Irawan & Limanto, 2021). And it turns out that the above phenomenon indicates that the athlete's emotional condition is not very stable (Tangkudung & Mylsidayu, 2017).

Emotional stability has an important impact on athlete performance (Laborde, 2016). When athletes assess their failed performance, they usually lose emotional stability so that they experience excessive muscle tension, lose concentration, and cannot make decisions (Tangkudung & Mylsidayu, 2017). Emotions affect perception, cognition, neurobiology, motivation, behavior, motor expression, feelings, and subjective thought processes, so emotions can increase or decrease athlete performance (Acebes-Sánchez et al., 2021). Constraints in managing emotional distress during competition can affect athletes' abilities (Apriliano et al., 2021).

Negative emotions were found when the athlete felt stress when he had to master perfect sports techniques (intrapersonal), when participating in a competition (situational) and when hearing negative judgments from his mentors (significant others) (Riyadi, 2015). Athletes often experience high emotional fluctuations so that athletes are constantly experiencing various types of stress and emotional pressure both in and out of competition, which are related to their performance (Jekauc & Brand, 2017). Sport psychology should focus on the emotional preparation of athletes so that they are able to manage and control the athlete's own emotions which will be able to improve the athlete's performance (Rubio et al., 2022).

One of the factors carried out by an athlete to perform his best performance in competition by controlling the emotions of the athlete himself (Kardiawan et al., 2023). An athlete must be able to recognize the emotions of self, group friends, and emotions of opponents in order to display maximum performance in the game (Syaukani et al., 2020). Other factors such as motivation, stress levels, and emotional adaptability can also affect athlete performance (Rinanda & Haryanta, 2019).

The sport of soccer, as a form of intense physical and mental activity, not only requires high technical skills, but also involves complex psychological aspects (Wati & Jannah, 2021). Emotional intelligence, which involves understanding, managing, and utilizing emotions wisely, is becoming increasingly essential in the context of athlete performance, including soccer athletes (Kurniawan & Komaini, 2019). The phenomenon of emotional intelligence in soccer athletes is part of a holistic understanding of the factors that influence their performance on the field (Irwanto & Romas, 2019).

Young athletes are experiencing a critical development phase in their careers, and will experience various emotional changes or pressures and demands, both from coaches, teammates, and their own expectations (Thaller et al., 2018). Changes in self-emotion are triggered by circumstances, both from internal and external sources, emotional mastery needs to be honed in order to be able to control oneself in responding to every incoming stimulus, so that it is easy to master emotions (Nursasih, 2023). Research results (Fazlan et al., 2021; Martínez et al., 2023) show that emotional intelligence can affect a person's performance, improve self-regulation skills and foster self-assessment, the importance of good emotional athletes to deal with negative actions that suddenly occur.

Emotional intelligence can make the difference between winning or losing a sporting event, illustrating its dominant influence on sports performance (Laborde et al., 2018). Low emotional intelligence can limit their capacity to optimize positive emotions that support better playing performance strategies (Arribas-Galarraga et al., 2020). Meanwhile, according to (Castro-Sánchez et al., 2019) good emotional intelligence can create a favorable environment for the development of collaborative performance strategies on the field.

Emotions are an important part of the competition experience, based on the findings from (Kopp & Jekauc, 2018) the measurement of emotional intelligence on performance is quite varied. This is due to the large amount of heterogeneity in sport performance variables, sport type, and sport performance level. Researchers should be encouraged to conduct and publish future studies. Therefore, based on the explanation in the article above, the researcher is interested in conducting further research on the effect of emotional intelligence in soccer athletes aged 14-17 years on playing performance strategies.

METHOD

This type of research is descriptive quantitative with scale tools to reveal psychological aspects in individuals. In the book Hardani, et al., (2020) in the article (Fazlan et al., 2021) quantitative descriptive is research with a quantitative approach emphasizing analysis on numerical data (numbers) which are then analyzed by appropriate statistical methods.

This research was conducted at 2 SSBs located in Bogor, consisting of: SSB Prahara and SSB BBS. The sampling technique that will be carried out in this study is non probability

sampling. The sampling method used in this study is purposive sampling, where the sample is selected based on certain criteria, which are considered suitable for the characteristics of the sample to be used. The sample used in this study amounted to 60 people who met the criteria, namely male, U-14, U-15, U16, and U-17 category soccer athletes who were participating in the competition.

Data collection in this study uses a questionnaire tool that has been tested for validity and reliability. There are two questionnaires in this study, namely, Schutte Emotional Intelligence Scale (SEIS) and Test of Strategic Performance (TOPS). The questionnaire was chosen as the research instrument because it is easier to get a significant number of respondents. The Schutte Emotional Intelligence Scale (SEIS) questionnaire has been translated into Indonesian by (Fikry & Khairani, 2017) and has been tested for theoretically correlated construct validity with an alpha (α) reliability value of 0.879 (Apriani & Listiyandini, 2019). On the Test of Performance Strategic (TOPS) questionnaire created by Thomas, conducted a language test process involving two translators. The validity test results with a calculated r value of 0.266 - 0.597 and reliability results with Cronchbach alpha of 0.749.

The data analysis technique in this study uses simple linear regression analysis techniques with the help of the SPSS version 25 for windows program. Before determining the data analysis technique, a normality test and linearity test are needed, to determine whether the data are normally distributed and linear with each other. Simple linear regression is used when the research data is normally distributed and linear.

Simple linear regression aims to determine whether there is an influence between emotional intelligence on playing performance strategies in soccer athletes aged 14-17 years and how much influence emotional intelligence has on playing performance strategies in soccer athletes aged 14-17 years.

RESULTS AND DISCUSSION

Result

Table 1. Descriptive Statistics of Research Results

Variable	N	Mean	Std. Dev	Max	Min
Emotional Intelligence	60	117.32	10.935	139	94
Performance Strategy	60	119.00	12.351	149	96

The statistics above show that the average value of the emotional intelligence variable from $N = 60$ is 117.32 with a standard deviation = 10.935, while the average value of the performance strategy variable is 119.00 with a standard deviation = 12.351. The maximum value in the emotional intelligence variable data is 139, while the minimum value is 94. Then the performance strategy variable is 149 and the minimum value is 96.

This study involved subjects in adolescence with an age range of 14-17 years, the number and percentage of subjects based on age in this study are described in table 2 below.

Table 2. Characteristics of 60 respondents based on age

No	Age	Frequency	Percentage (%)
1	14 Years	16	26,7 %
2	15 Years	10	16,7%
3	16 Years	20	33,3%
4	17 Years	14	23,3%
Total		60	100%

Based on the table above, the age distribution of the sample ranged from 14-17 years old with the highest age in the sample being 16 years old (33.3%) while the lowest was 15 years old (16.7%). Then the rest, the percentage at the age of 14 years and 17 years is (26.7%) and (23.3%).

Researchers conducted a normality test on the emotional intelligence and performance strategy variables using the Kolmogorov-Smirnov technique to determine whether or not the data contained in the emotional intelligence and performance strategy variables were normal. The results of the normality test can be seen in table 3.

Table 3. Normality Test

Variable	Sig.	α	Interpretation
Emotional Intelligence	0.200	0.05	Normal
Performance Strategy			

Based on the table above, it shows that the results of the normality test show that the significance value of the variable (X) emotional intelligence is $0.200 > 0.05$ and the variable (Y) performance strategy is $0.200 > 0.05$, it can be concluded that variables X and Y are normally distributed.

Furthermore, researchers conducted a linearity test to determine whether the regression model was linear or non-linear in the emotional intelligence and performance strategy variables which can be seen in table 4.

Table 4. Linearity Test

Variable	Sig.	α	Interpretation
Emotional Intelligence Performance Strategy	0.723	0.05	Linear

Based on the table above, it shows that the results of the linearity test show that the significance value of the deviation is $0.723 > 0.05$, it can be concluded that the variable (X) emotional intelligence and the variable (Y) performance strategy are linear with each other.

After the normality test and linearity test, researchers conducted a simple linear regression analysis to determine whether there was an influence or not on the emotional intelligence variable (X) on the performance strategy variable (Y). The following are the results of the simple linear regression test which can be seen in table 5.

Table 5. Simple Linear Regression Analysis Test

Model	Sig.	B	Interpretation
(Constant)	0.001	55.727	Influenced
Emotional Intelligence	0.000	0.539	

a. Dependent Variable: Performance Strategy

Based on the table above, the significance value is 0.000. This hypothesis can be interpreted that there is an influence of emotional intelligence on the performance strategy of soccer athletes aged 14-17 years. Proof for this hypothesis can be seen from the significance value obtained is smaller than the probability value of 0.05 ($0.000 < 0.05$). Therefore, regression can be used to predict emotional intelligence variables, in other words, the hypothesis that there is an influence of emotional intelligence variables (X) on performance strategy variables (Y) is accepted.

The table above also shows the results of the linear regression equation is $Y = 55.727 + 0.539X$. This equation shows that if there is no emotional intelligence, the consistent value of the performance strategy of football athletes aged 14-17 years is 55.727. The coefficient of influence of 0.539 indicates that adding one level of emotional intelligence, the performance strategy of football athletes will increase by 0.539. The magnitude of the influence of emotional intelligence

variables on performance strategies can be seen from the coefficient of determination (R²), which can be seen in table 6 below.

Table 6. Coefficient of Determination

Model	R	R Square
1	0.466	0.217

Based on the table above, it explains the value of (R) which is 0.466 and the coefficient of determination (R Square) of 0.217, which implies that the effect of the independent variable (Emotional Intelligence) on the dependent variable (Performance Strategy) is 21.7%. While 78.3% is influenced by other factors outside of emotional intelligence.

Discussion

This study aims to determine whether there is an influence of emotional intelligence on the performance strategy of playing soccer athletes aged 14-17 years. In this study, the hypothesis is formulated that emotional intelligence affects the performance strategy of soccer athletes aged 14-17 years. Based on the results obtained from the research, researchers get results that are in accordance with these expectations. Although the results of simple linear regression analysis and the coefficient of determination between emotional intelligence on the performance strategy of playing soccer athletes aged 14-17 years show a small but significant influence, it can be seen from the significance value of 0.000 which means $P < 0.05$ and R² of 21.7%. These results are consistent with the findings obtained from previous research on emotional intelligence on sports performance (Arribas-Galarraga et al., 2020; Kopp & Jekauc, 2018).

Although the effect was small, the overall analysis showed that good emotional intelligence was associated with better levels of athlete performance as well. Improved emotional intelligence can be beneficial for athletes participating in competitive sports. This reinforces the idea that emotional intelligence is a weak factor in athlete performance and also contributes to systematic learning (Laborde et al., 2018).

Competitive sports excellence can result from higher emotional intelligence scores for many reasons. Competitive sports are now considered to be highly emotional sports. In sports, there are many different and difficult standards to meet, and the expectation to be the best will be higher (Birwatkar, 2014). To achieve a high level of performance in sport, it is essential to: control stress before and during competition, maintain the correct level of concentration, turn

negative thoughts into positive ones and prevent emotions that interfere with performance. Athletes who have good emotional intelligence will be able to understand their emotions during the match, if these emotions interfere with their performance during the match then the athlete can manage these emotions according to the situation they face (Kasyfillah & Utami, 2023).

Emotional intelligence is the ability to understand one's own emotions and distinguish the emotions of others and use information to direct one's thoughts and actions (Illahi et al., 2018). In line with research conducted (Cahyani & Siswati, 2020) regarding the relationship between emotional intelligence and self-control in adolescent male soccer athletes in Pati City. shows a significant positive relationship. The results of this study found that high emotional intelligence can be used as information to guide thoughts and actions so that it affects the atmosphere during matches or competitions. Finally, it was observed that the emotional intelligence of soccer athletes aged 14 - 17 years is a key element in athlete performance, although the effect is small but has a positive impact on the condition of athletes who are participating in competitions, so it must be trained in a systematic way.

CONCLUSION

Based on the results of this study, it can be concluded that there is a small and significant influence between emotional intelligence on the performance strategies of soccer athletes aged 14-17 years. Emotional intelligence also plays an important role in the development of athletes' performance strategies. Athletes who have the ability to recognize and manage their emotions may be better able to cope with the pressures of competition, overcome failure, and stay focused on their goals. They may also be more effective in adjusting their strategies during the course of a match, adapting to changing situations and capitalizing on opportunities as they arise.

Thus, fostering emotional intelligence in athletes aged 14-17 years can be a key factor in improving their performance in sport. Training programs that include the development of emotional intelligence skills can provide long-term benefits for athletes, both in the context of sport and in everyday life. Emphasizing this aspect should therefore be an integral part of the sports training approach at this age. This can help improve athletes' overall performance.

Researcher suggestions that can be put forward in this study, it is hoped that players, coaches and administrators who are engaged in sports, especially soccer, are aware of the

importance of psychological skills, one of which is emotional intelligence in adolescents aged 14-17 years to support athlete performance and athlete achievement. For future research, it is hoped that it can conduct research in different age categories or compare it to soccer athletes in age categories.

ACKNOWLEDGMENT

Thank you to the coaches of SSB Prahara and SSB BBS in Bogor who have allowed us to collect data so that this research can run well.

REFERENCES

- Acebes-Sánchez, J., Blanco-García, C., Diez-Vega, I., Mon-López, D., & Rodriguez-Romo, G. (2021). Emotional intelligence in physical activity, sports and judo: A global approach. *International Journal of Environmental Research and Public Health*, 18(16). <https://doi.org/10.3390/ijerph18168695>
- Apriani, F., & Listiyandini, R. A. (2019). Kecerdasan emosi sebagai prediktor resiliensi psikologis pada remaja di panti asuhan. *Persona: Jurnal Psikologi Indonesia*, 8(2), 325–339. <https://doi.org/10.30996/persona.v8i2.2248>
- Apriliano, J., Putra, D., Wijaya, S., Psikologi, J., Pendidikan, F. I., Jannah, M., Psikologi, J., & Pendidikan, F. I. (2021). Perbedaan Strategi Regulasi Emosi Pada Mahasiswa Atlet Dan Non Atlet. *Character : Jurnal Penelitian Psikologi*, 83–89.
- Arribas-Galarraga, S., Luis-De-Cos, I., Cecchini, J. A., Saies, E., & Cos, G. L. De. (2020). Influence of emotional intelligence on sport performance in elite canoeist. *Journal of Human Sport and Exercise*, 15(4), 772–782. <https://doi.org/10.14198/jhse.2020.154.05>
- Birwatkar, V. P. (2014). Emotional Intelligence: The Invisible Phenomenon in Sports. *European Journal of Sports and Exercise Science*, 3(3), 19–31. <http://scholarsresearchlibrary.com/archive.html>
- Cahyani, N. T., & Siswati, S. (2020). Hubungan Antara Kecerdasan Emosional Dengan Kontrol Diri Pada Remaja Pria Atlet Sepak Bola Di Kota Pati. *Jurnal EMPATI*, 9(5), 423–430. <https://doi.org/10.14710/empati.2020.29267>
- Castro-Sánchez, M., Zurita-Ortega, F., Ubago-Jiménez, J. L., González-Valero, G., García-Mármol, E., & Chacón-Cuberos, R. (2019). Relationships between anxiety, emotional intelligence, and motivational climate among adolescent football players. *Sports*, 7(2). <https://doi.org/10.3390/sports7020034>
- Fazlan, M., Ali, M., & Saputra, A. (2021). Analisis Kecerdasan Emosi pada Atlet Bulutangkis Junior PB. Prakasa Badminton Club Jambi. *Jurnal Pion*, 1(1), 34–43.

- Ferdy Irawan, Y., & Limanto, D. (2021). Pengaruh Kecerdasan Emosi dan Kesiapan Diri Terhadap Pertandingan Pada Pemain Walet Muda Futsal Academy Kebumen Tahun 2020. *JUMORA: Jurnal Moderasi Olahraga*, 1(01), 18–26. <https://doi.org/10.53863/mor.v1i01.130>
- Fikry, T. R., & Khairani, M. (2017). *Kecerdasan Emosi - Kecemasan Mahasiswa*. 1, 108–115.
- Illahi, U., Neviyarni, N., Said, A., & Ardi, Z. (2018). Hubungan antara kecerdasan emosi dengan perilaku agresif remaja dan implikasinya dalam bimbingan dan konseling. *JRTI (Jurnal Riset Tindakan Indonesia)*, 3(2), 68. <https://doi.org/10.29210/3003244000>
- Irwanto, & Romas, M. Z. (2019). Profil Peran Psikologi Olahraga Dalam Meningkatkan Prestasi Atlet di Serang-Banten Menuju Juara. *Prosiding Seminar Nasional IPTEK Olahraga*, 2(1), 1–14. <https://ejournal.unibabwi.ac.id/index.php/semnassenalog/article/view/610>
- Jekauc, D., & Brand, R. (2017). Editorial: How do emotions and feelings regulate physical activity? *Frontiers in Psychology*, 8(JUL), 1–3. <https://doi.org/10.3389/fpsyg.2017.01145>
- Kardiawan, I. K. H., Nitiasih, P. K., & Riastini, P. N. (2023). *Kecerdasan Emosi Atlet Tenis Lapangan: Faktor-Faktor Yang Mempengaruhi dan Cara Mengembangkannya*. 11(3), 240–244.
- Kasyfillah, M. H., & Utami, L. H. (2023). Kecerdasan Emosional, Dukungan Sosial, dan Kecemasan Berkompetisi: Studi Korelasional pada Atlet Pencak Silat. *Indonesian Psychological Research*, 5(2), 102–111.
- Kopp, A., & Jekauc, D. (2018). The influence of emotional intelligence on performance in competitive sports: A meta-analytical investigation. *Sports*, 6(4). <https://doi.org/10.3390/sports6040175>
- Kurniawan, G., & Komaini, A. (2019). Tinjauan kecerdasan emosi pemain sepakbola di sekolah sepakbola putra wijaya u-17 kota padang. *Jurnal Stamina*, 2, 1–7.
- Laborde, S. (2016). Bridging the Gap between Emotion and Cognition: An Overview. *Performance Psychology: Perception, Action, Cognition, and Emotion, October 2015*, 275–289. <https://doi.org/10.1016/B978-0-12-803377-7.00017-X>
- Laborde, S., Mosley, E., Ackermann, S., Mrsic, A., & Dosseville, F. (2018). *Emotional Intelligence in Sports and Physical Activity: An Intervention Focus*. https://doi.org/10.1007/978-3-319-90633-1_11
- Martínez, B. M. T., Pérez-Fuentes, M. D. C., & Jurado, M. D. M. M. (2023). Mediating Role of Emotional Intelligence in the Relationship Between Resilience and Academic Engagement in Adolescents: Differences Between Men and Women. *Psychology Research and Behavior Management*, 16(July), 2721–2733. <https://doi.org/10.2147/PRBM.S421622>
- Nursasih, I. D. (2023). Analisis Kecerdasan Emosional Siswa Sekolah Menengah Atas. *Jurnal Keolahragaan*, 9(2), 129. <https://doi.org/10.25157/jkor.v9i2.10981>

- Rinanda, F. Z., & Haryanta. (2019). Hubungan Antara Kecerdasan Emosi dengan Agresivitas pada Atlet Futsal. *Gajah Mada Journal of Psychology (GamaJoP)*, 3(1), 37. <https://doi.org/10.22146/gamajop.42398>
- Riyadi, I. (2015). Integrasi Nilai-Nilai Kecerdasan Emosional Dalam Kurikulum Pendidikan Agama Islam Di Sma: Perspektif Daniel Goleman. *HUNAFa: Jurnal Studia Islamika*, 12(1), 141. <https://doi.org/10.24239/jsi.v12i1.376.141-163>
- Rubio, I. M., Ángel, N. G., Esteban, M. D. P., & Ruiz, N. F. O. (2022). Emotional Intelligence as a Predictor of Motivation, Anxiety and Leadership in Athletes. *International Journal of Environmental Research and Public Health*, 19(12), 4–9. <https://doi.org/10.3390/ijerph19127521>
- Syaukani, A. A., Subekti, N., & Fatoni, M. (2020). Analisis tingkat motivasi belajar dan berlatih pada atlet-pelajar PPLOP Jawa Tengah tahun 2020. *Jurnal Keolahragaan*, 8(2), 117–125. <https://doi.org/10.21831/jk.v8i2.32553>
- Tangkudung, J., & Mylsidayu, A. (2017). Mental Training Aspek-Aspek Psikologi Dalam Olahraga. In *Экономика Региона*.
- Thaller, P. H., Fürmetz, J., Chen, F., Degen, N., Manz, K. M., & Wolf, F. (2018). Bowlegs and Intensive Football Training in Children and Adolescents. *Deutsches Ärzteblatt International*, 401–408. <https://doi.org/10.3238/arztebl.2018.0408>
- Wati, K. A., & Jannah, M. (2021). Hubungan Antara Kejenuhan dengan Motivasi Berprestasi Pada Atlet Sepak Bola. *Jurnal Psikologi*, 08(03), 126–136. <https://ejournal.unesa.ac.id/index.php/character/article/view/41205>