

# Emotional Intelligence Level on First Grade Students of Elementary School in Physical Education Learning Process

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**Abstract---**Emotional intelligence is still lacks attention in its development in the fields of physical education and sports. Therefore, research seeks to determine the level of emotional intelligence of first grade students of elementary school in physical education. This survey study involved 103 first-grade elementary school students in the Bantul Regency of Yogyakarta. The five items of Emotional Intelligence Assessment Scale were used to observe students during physical activity. Descriptive Analysis used to describe emotional intelligence level of children. The results showed that the emotional intelligence of first grade elementary students were as many as 4.9% in the low, 28.2% in the medium, and 67% in the high categories. It concluded that most of the first grade elementary students have a high level of emotional intelligence. It shows that some students need to develop their emotional intelligence through participation in various physical activities in physical education and sports learning.

**Keywords:** *intelligence, emotional, physical education*

## I. INTRODUCTION

Emotional intelligence is important in human life especially for children. Emotional intelligence is individual's ability to motivate himself/ herself, endurance in facing of failures, emotional control, delayed gratification, and regulate the state of the soul. Motivation, confidence, passion and activation, concentration, attention control, regulatory stress, and overcoming difficulties are psychological skills associated with emotional intelligence [1]. Some experts emphasize the importance of emotional intelligence internally and externally. The ability to understand and self-control will make it easier for someone to adjust when conducting social interactions [2], [3], [4]. Besides, emotional intelligence potentially affects human performance, relationships and welfare [5]. Someone with emotional intelligence is psychologically profitable

because it can make right decision, be able to create positive personality, and have controlled social status.

The development of multiple intelligences is closely related to physical education and sport. This can be seen from some research results done by some previous researchers. Tekin Research [6] found that sportsmen have both interpersonal and intrapersonal intelligence. In addition, Kutz, Dyer, and Campbell [7] found that physical education and sport subject can improve visual-spatial intelligence. Similarly, the study conducted by found significant difference in academic achievement between students conducting regular sport and students who did not [7].

Physical education and sport are closely related to the emotional intelligence of elementary school children. This is in accordance with the opinion that physical activity related to the handling of stress and important level of emotional intelligence in the daily life to interact [8]. Some researchers claim that emotional intelligence can improve leadership performance, team cohesiveness, cope with pressure, success, active behavior in sports [1], [5], [10]. In addition, better emotional intelligence is seen in the players in physical activity/sports performed by group (team) as compared to individual physical activities/sports [3]. It can be concluded that emotional intelligence can be developed through physical education and sport to help the laying on of motor skills and the child's spiritual development to have readiness in entering to higher education. It related to the study that the level of emotional intelligence will be developed when learning physical education and sport needs to be known as a parameter to the change of intelligence. Therefore, this study aims to explore the level of emotional intelligence of first grade students to prepare physical activity design in physical education and sport instruction. In the future, the study will make students ready to live in

their daily life in society.

II. METHODS

This research was a survey study by conducting emotional intelligence assessment of first grade students in elementary school after the studying of physical education and sport. Physical education and sport teachers who conducted the study of the class performed observations. The subjects of this research were students in first grade of SD N Manding Tengah, SD N Bantul Timur, SD Muhammadiyah Pepe, and SD Muhammadiyah Bantul Kota with total amount 103 students.

The Emotional Intelligence Observation Assessment sheet was the instrument of assessment of the behavior of children's emotional intelligence as seen from aspects of feeling, feedback, pleasure, interaction, and decision-making. This assessment sheet consists of 5 assessment items by viewing the appearance (yes) and (no) to the behaviour of the student during the implementation of the learning model. Based on the results of the assessment of 103 students, the observation assessment sheet has alpha-reliability rate of Cronbach 0.717. By default, all items are considered valid with part-total correlation ranging from 0.611 to 0.780. The analysis was used by descriptive statistics analysis with a percentage based on three categories.

III. RESULTS AND DISCUSSION

Table 1. Level of Emotional Intelligence on Student

Categories	Frequency	Percentage (%)
Low	5	4.9
Medium	29	28.2
High	69	67.0
Total	103	100

Table 1 shows that students' emotional intelligence levels are sequentially included in the low category of 5 students (4.9%), medium category 29 students (28.2%), and high category 69 students (67.0%). The data show that the students' emotional intelligence rate is still various from low to high percentage and more clearly the percentage of students who have high level of intelligences are bigger. More clearly, explanation can be seen in the figure 1.

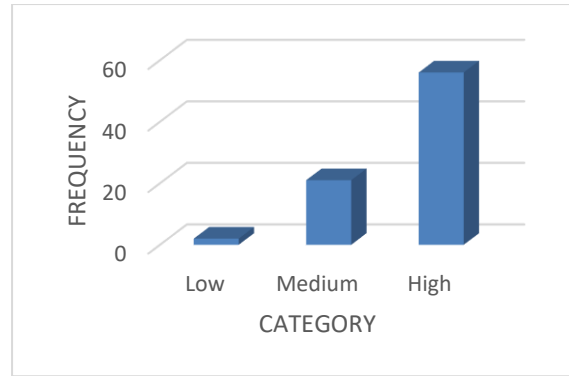


Figure 1. Children's emotional intelligence dissemination based on their level

Emotional intelligence into 4 (four) important abilities, they are; perceiving, utilizing, regulating, and managing emotion known as ability models. Reveals personality model with five famous constructs that become widely known by community, namely: self-awareness, managing personal emotions, self-motivation, empathy, and handling. Emotional intelligence has the potential to affect human performance, relationship and authenticity [5]. A person who has psychologically emotional intelligence gets benefit because he/ she can make right decision, able to create positive personality, controlled social status because he/ she can negotiate the needs/interests with social environmental demands. If emotional intelligence is associated with compound intelligence, it is a combination of interpersonal and intrapersonal intelligence.

One of the components in emotional intelligence is interpersonal intelligence that is defined by the ability to precisely distinguish and respond to mood, temperament, motivation, and desires of others. These people learn through interactions. They have a lot of friends and empathy for others. Teachers can encourage the growth of interpersonal intelligence by designing lessons/ subject that include group activities, seminars, and dialogue. The equipment includes telephone, audio conferencing, time and attention from teachers, video conferencing, and email [11]. Several indicators can be used to measure one's interpersonal intelligence. Firstly, the skill of starting talks with others even strangers. Secondly, ability can interact with different types of people's personality. Third, the skill of building relationships with other friends. Fourth, the ability to negotiate in the group includes creating a consensus. The proposed interpersonal learning form Armstrong [12] can be done by several methods. One-minute reflection period gives the students an opportunity to understand lessons by means of giving teachers

multiple times of pause during lectures, discussions, work projects etc. Personal connection, this strategy is used so that students can relate feelings, experiences and personal impressions to a topic through teacher inquiries. Choice time is a form of learning so that students can choose their own learning experience. Feeling-toned moments, this way suggests that educators are responsible for creating moments in teaching where students laugh, feel angry, express strong opinions, be passionate about a topic, or feel a variety of emotions. Other. Goal-oriented session is that educators help students set short-term goals as practice to determine life objectives.

Another dimension of emotional intelligence is the intrapersonal intelligence that is defined as the ability to understand oneself and the feelings and minds of a person, and use this knowledge to plan and manage someone's life. This is not only involved by self-appreciation, but also the human condition at the same time. Philosophers, psychologists, and spiritual leaders are the examples of people with this type of intelligence [13]. Some of the following characters characterize intrapersonal intelligence. First, affective awareness includes knowledge of specific feelings and attitudes that human beings possess. Secondly, ethical awareness is a situation where one's principle concerns the values it believes. Thirdly, self-arrangement is interpreted as the ability to supervise the mind, attitudes and actions of others. Fourth, metacognition is awareness about the process of thinking of others [13]. One of the best methods used for intrapersonal learning is through writing. It is an effective activity to establish communication with oneself so that students can recognize their own character, purpose, motivation and expectation. Amstrong [12] provides several examples of writing activities such as: journal writing/Diary, self-assessment essays, picture list and activity, self-reflection sports, filling personality questionnaires, writing interview objectives and self-plans, Create a list of interests, describing hobbies and outdoor activities that have been done, creating charts of student progress, noting self-reflection of the work themselves.

Emotional intelligence can evolve automatically when a person performs a physical activity. This is in accordance with the findings of the study that participation in physical activity relates to the handling of stress and better levels of emotional intelligence that are important in daily life [9]. Other studies reveal that sportsmen who are accustomed to

running game plans, using physical skills and performance improvements have a positive attitude towards goal-setting [10]. Research in healthcare finds that a person who has high emotional intelligence is the less likely to perform chronic disease-causing actions such as tobacco use, less physical activity, dietary unhealthy behaviours, and excessive drinking [14]. In addition, emotional intelligence contributes greatly to academic achievement and social life through positive experiences such as enjoyment, hope, and pride so that it is able to overcome the obstacles or academic challenges faced in school levels to universities [15]. Emotional intelligence also encourages a person to have a social connection so that they are able to work in a group and tolerate the differences in character of the people. This is because of emotional intelligence have a sensitivity to understand the sound and behavior of others and have high empathy [4]. In the Indonesian context, study found that the harmony physical education developed the emotional intelligence of elementary school students, which includes intrapersonal, interpersonal, self-adjustment, stress management, and positive attitudes significantly [16].

#### IV. CONCLUSION

Research results indicate that most elementary school students in the first grade have medium and high emotional intelligence levels. This shows that the learning of physical education and sport has contributed to the children's emotional intelligence. The level of emotional intelligence is expected to be higher for elementary school in first grade students to follow the next level of education.

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