

# Correlation between Emotional Quotient (EQ) and Achievement Motivation on Pencak Silat Achievement

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Abstract: The aim of this research is to find out the correlation between emotional quotient (EQ) and achievement motivation on West Java PPLP Pencak silat athlete's achievement. The sample of the research was 16 PPLP Pencak silat athletes of West Java which was taken as total sampling. The research uses a correlational descriptive method. Emotional quotient and achievement motivation measured by questionnaire with reliability 0,623 and 0,712. Data were analyzed and the result showed (1)  $t$  count = 3,68 and  $t$  table = 2,14,  $t$  count >  $t$  table which means  $H_0$  rejected. (2)  $t$  count = 2,40 and  $t$  table = 2,14. Which means  $H_0$  rejected. (3)  $F$  count = 8,636 and  $F$  table = 3,80, which means  $H_0$  rejected. The finding showed that (1) emotional quotient (EQ) has significant correlation with West Java PPLP athlete achievement, (2) achievement motivation has significant correlation with West Java PPLP athlete's achievement. (3) there was a positive and significant correlation between emotional quotient (EQ) and achievement motivation on West Java PPLP Athlete's achievement. Based on results, it can be concluded that mental training regarding emotional quotient and motivation should be implemented on athletes training phase to strengthen their emotional aspect in order to gain a better achievement.

## 1 INTRODUCTION

The psychological aspect is an important part of the athlete's training process. Emotional quotient (EQ) and achievement motivation are the mental aspects that are very influential on the achievement of athletes achievement. A long process of exercise will bring up many mental problems like saturation and problems. So the athlete is expected to have the ability to overcome all mental problems quickly so that problems that arise will not disturbing quality athletes practice. It has been known that mastery of emotional intelligence was manifested in the ability to control emotions, to empathize with the feelings of others, and to use emotions effectively in solving problems, to help children in confronting with the demands and challenges of real life, as well as to improve their learning results (Eisenberg, 2006). Emotional intelligence facilitates the thinking process, thus it contributes to the improvement of learning results. Emotional intelligence is more related to psychological and emotional factors, such as the absence of anxiety, so it does not interfere with a person's thinking process, and it brings benefits to learning (Leasa *et al*, 2017) Individual learn to finish

various tasks, obey the rules and have the responsibilities over the class, learn how to interact with others, receive commands from a teacher, as well as negotiate in the interaction within the social group (Misailidi and Hadjimatheou, 2014). The concept of emotional intelligence reflects the ability of a person to distinguish and manage his/her and others emotions in interpersonal relationships (Harahsheh, 2017). Emotional intelligence consists of the adaptive understanding of emotions and using them to enhance decision making and to regulate the emotions (Balogun *et al*, 2017). Approximately 90% of very successful individuals have a high degree of emotional intelligence (Dandona, 2016). People with high emotional abilities also have better social capabilities, longer relationships and improved competency in solving conflicts (Herianto, 2017). The direct relationship between emotional intelligence and a healthy life demonstrates that using emotional intelligence capabilities can bring success in life (Omid *et al*, 2012).

Achievement motivation examines why, or why not, people may be motivated to achieve success, improve performance, master tasks and be good at their sport (Mouloud and Elkader, 2016). Achievement

motivation associated with learning and represents a feeling of joy after the completion of a particular task by a distinctive manner, and its importance lies in a sustained effort to succeed in the study and the work and reflects the desire for performance superiorly (Harahsheh, 2017). A person who has the motivation to achieve high accomplishment and he/she is supported by cooperation among others will have the motivation to accomplish complex tasks (Herianto, 2017). Achievement motivation has been considered as an extended person- intrinsic motivation showing a pattern of actions, planning, and feelings connected with striving to achieve some internalized standards of excellence. Need for achievement has been regarded as an individual's personality affective person's behavior (Dandona, 2016). Individuals with high achievement motivation take reasonable risks, prefer tasks that are challenging, reach inner satisfaction stemming from their successes (Balogun, 2017). In sport achievement motivation, the immediate vicinity of the athletes usually plays a decisive role in his or her expectation level. The athlete who can pass on to the athletes who are shown competitor to him/her would not satisfied if he could not choose the standards of his/her success and could not put them because she/he can not develop a feeling beyond whose vicinity wants (Yalcin, *et al*, 2017).

## 2 METHODS

The sample of the research was 16 PPLP Pencak Silat athletes of West Java which was taken as total sampling. This study was a descriptive study. The clear mapping about the design can be seen in figure 1.

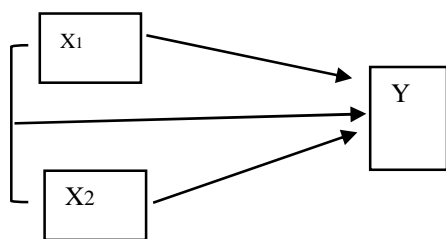


Figure 1: research design

Annotation:

X1: Emotional Quotient (EQ)

X2: Achievement Motivation

Y: West Java PPLP Pencak Silat Achievement

## 3 RESULT AND DISCUSSION

Table 1: Calculation of Correaltion Coefficient.

Variabel emotinal	Correlation Coefficient (r)
Emotional Quotient with Athlete's Achievement (X1Y)	0,70
Achievement Motivation with Athlete's Achievement (X2Y)	0,54
Emotional Quotient and Achievement Motivation towards Athlete's Achievement (X1X2Y)	0,40

Based on the calculation in Table 1, it can be seen that there is the correlation between emotional quotient and athlete's achievement, achievement motivation and athlete's achievement and emotional quotient and achievement motivation towards athlete's achievement. Furthermore, the correlation coefficient will be used in the significance test of correlation.

Table 2: Calculation of Significance Correlation

Correl ation Result	t- count	t-table (0,975: 14)	Ho	Conclusion
rX1Y	3,68	2,14	Rejected	Significant
rX2Y	2,40	2,14	Rejected	Significant

Based on table 2. It can be concluded that emotional quotient and athlete's achievement (X1Y) and Achievement and athlete's achievement (X2Y) has significant correlation towards athlete's achievement of West Java PPLP.

Table 3: Multiple Correlation significance calculation of XIX2Y

Multiple Correlation (R)	F- count	F- table	Ho	Conclusion
0,755	8,636	3,80	Rejected	Significant

Based on the result, it is known that F-count is higher than F-table, so Ho rejected. From the data, it can be concluded that emotional quotient and achievement motivation has string significance towards athlete's achievement.

Hypothesis test results showed that: 1. emotional quotient (EQ) has significant correlation toward

athlete's achievement. An athlete who has high emotional EQ able to tackle mentally problems during a training period. Hence, to strengthen the achievement, a coach must be focused on emotional quotient aspect. 2. Achievement motivation has significant correlation toward athlete's achievement. Besides EQ, achievement motivation also gives a strong impact to the athlete in order to strengthen their motivation during a training period. An athlete who has high motivation will able to work harder, impose a strong routine to discipline, creative and responsible to the training program.

## 4 CONCLUSIONS

Based on calculation result and data analysis it can be concluded that: 1. Emotional quotient (EQ) has a significant correlation to the West Java PPLP Pencak Silat athlete's achievement. 2 Achievement motivation has a strong correlation to the West Java PPLP Pencak Silat athlete's achievement. And 3. Emotional quotient (EQ) and Achievement Motivation has also a significant correlation to the West Java PPLP Pencak Silat athlete's achievement.

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