

Relation of Emotional Intelligence to Mastery of Manipulative Basic Movement Skills on High School Students

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Abstract: This study aims to determine whether there is a significant relation between emotional intelligence and the mastery of manipulative basic movement skills on high school students class XI. Emotional intelligence is the ability of a person to recognize emotions, manage self-emotions, motivate oneself, identify other people's emotions and ability to foster relationships with others. Meanwhile, manipulative movement is the movement of manipulating or playing certain object using hands, feet and other limbs. Population in this research was the students of class XI SMA Negeri 1 Rancah. The samples were 30 students, using saturated sampling method. In the data collection process, to measure the mastery of manipulative basic motion capability, a ball-to-wall throwing test was performed based on a test compiled by Nurhasan and a scaling method for emotional intelligence based on Goleman's theory. The results of processing and analysis of research data showed the correlation coefficient value of 0.442 with the value of sig. of 0.014 (<0.05) thus H_a was accepted and H_o was rejected. The conclusion of this research is that there is a significant relation between emotional intelligence and the mastery of manipulative basic movement skills on students of class XI SMA Negeri 1 Rancah.

1 INTRODUCTION

Education is an attempt or activity that is taken deliberately, orderly and in planned manner in order to change or develop desired behavior. From the undertaken learning process, teachers attempt to change students who do not have knowledge of something, to become students who have knowledge, students who have not been educated, to become students who are educated, students who have not been trained to become students who are trained to do something.

All this time, many argue that, to achieve high learning achievement, there must be a high intellectual intelligence. However, according to the latest research results in the field of psychology, it is proven that intellectual intelligence is not the only factor that affects a person's learning achievement, but there are many other weighing factors, one of them is emotional intelligence. So far, researches have shown that emotional intelligence scores more points in explaining leadership effectiveness than intellectual intelligence. Emotional intelligence is

the ability to recognize emotions and others to manage others. For an educator, it is important to be able to identify the characteristics of students. By looking at the characteristics of students, this is an attempt to improve its ability in learning.

Many argue that to achieve the expected success, one must have or prioritize high intellectual intelligence, because intelligence is a capital that will facilitate in learning which in the end will produce achievement to the peak of success. In reality, intellectual intelligence is only a minimum requirement for success, and emotional intelligence is the real factor that leads someone to the top of achievement. Ability in mastering a good intellectual intelligence without a balance to emotional intelligence will not achieve the peak of success, unlike people who have good emotional intelligence. The quality of this emotional intelligence is proven to evolve over the long term, and it must also be proving that the quality of this intelligence can be learned.

In a learning process, intellectual intelligence and emotional intelligence are indispensable. A study mentions about the relation between emotional

intelligence (EI) and the achievement of success in various contexts in the field of education which actually shows a strong relation. Intellectual intelligence cannot function properly without the participation of emotional appreciation of subjects delivered at school. However, usually, the two intelligences are complementary. The balance between intellectual intelligence and emotional intelligence is the key to a student's learning success in school. In addition, the fundamental role for physical education teachers is to develop competence. This is usually done by providing clear motivation, appreciation, support, support and feedback.

Therefore, physical education in schools is expected to play a role in stimulating the development of emotional intelligence, not only concerned with the development of knowledge of courses through physical activity instructed by physical education teacher. The growth of emotional intelligence is also expected to make it easier for students to master basic movement skills in sports, such as manipulative basic movement. Based on the things that have been mentioned above, the researchers are interested to know the relationship of emotional intelligence with the mastery of manipulative basic motion skills on learning physical education in high school class XI.

1.1 Emotional Intelligence

The term "emotional intelligence" was first raised in 1990 by psychologist of Harvard University and University of New Hampshire, Salovey and Mayer (1990) to describe the emotional qualities that seem important to success. Regarding this, Salovey and Mayer (1990) define that, in essence, emotional intelligence is a subset of social intelligence which involves the ability to monitor feelings and emotions both to oneself and to others, to sort them all out and to use this information to guide the mind and actions. Coleman's opinion in Mahyuddi et al. (2009) states that emotional intelligence is the ability of a teacher to manage his emotional life, maintaining emotional harmony and disclosure through self-awareness, self-control, self-motivation, empathy and social consciousness.

Emotional intelligence is not based on the intelligence of a child, but on something called personal characteristics. Intelligence is one of the most heritable traits of behavior (Antonio, 2012). In his book titled *Teaching Emotional Intelligence in Children*, Shapiro (1998) points out that "EQ skills are not opposed to IQ skills or cognitive skills, but

they interact dynamically both at the conceptual and real-world levels." The genetic and environment influences around the child will cause the interaction between genes and environment, such as interaction (moderation) and correlation (mediation) in the development of complex nature.

Gardner has other limits on this emotional intelligence. Gardner in Salovey and Mayer (1990), argued that emotional intelligence like social intelligence, the personal intelligences (divide into inter- and intra-personal intelligence) include knowledge about the self and about others. According to Gardner and Thomas (1989), what belongs to personal intelligence are two, namely: interpersonal intelligence and intra personal intelligence. Interpersonal intelligence is the ability to understand others, what motivates them, how they work and how to work hand in hand with intelligence. Meanwhile, intra personal intelligence is a correlative ability, refers to the self and the ability to travel effectively.

In addition to personal intelligence, Gardner and Thomas (1989) also put forward on multiple intelligence. This theory of plural intelligences was developed by Gardner and Thomas (1989) on the basis that earlier intelligence was seen only in terms of linguistics and logic. Gardner in Salovey and Mayer (1990) points out that "multiple intelligences including linguistic, musical, bodily kinesthetic and personal intelligence." Not only one kind of intelligence is essential for success in life, but there is a wide spectrum of intelligences with seven major varieties: linguistics, mathematics / logic, spatial, kinesthetic, music, interpersonal and intrapersonal. Intelligence is important scientifically and socially, because intelligence represents individual differences in how to solve a problem.

Based on the intelligence expressed by Gardner, Salovey in Goleman (2015) argues that "emotional intelligence is the ability of a person to recognize emotions, manage emotions, motivate oneself, recognize the emotions of others (empathy) and ability to foster relationships) with other people."

1.2 Manipulative Basic Movement Skill

Movement (motor) as a general term for various forms of human movement behavior. Meanwhile, psychomotor is specifically used in the domain of human development, which refers to movements called electrical vibrations of large muscle centers. The basic movement in this movement pattern is formed by combining the reflex movements which are the basis for complex skilled movements.

As stated by Harrow (1972) manipulative skills are defined as skills involving the control or control of a particular object, especially by the use of the hands or feet. There are two classifications of manipulative skills: receptive skill and propulsive skills (propulsive skill). The receptive skill is to receive an object, such as catching and propulsive skills, which have the characteristic traits of force or force against an object, such as hitting, throwing, bouncing or kicking.

According to Harrow (1976), manipulative movements are usually combined with visual modality and sometimes with tactile modalities. Manipulative movement usually requires good coordination skills because, in practice, these skills involve the act of controlling an object especially with the coordination of the eyes, hands, feet and other limbs.

2 METHODS

2.1 Participants

Population in this research is students of class XI in SMAN 1 Rancah with total population as many as 30 students. The samples in this study were equal to the total population of 30 students who study in class XI.

2.2 Procedures

The use of methods in research tailored to the problems and objectives that will be studied. Referring to this research, the research method that the authors selected and set was the descriptive method.

2.3 Instruments

The test instruments used questionnaire to measure the level of emotional intelligence, and tests to determine the mastery level of basic manipulative movement skills.

3 RESULTS AND DISCUSSION

The purpose of data analysis is to test the hypothesis proposed in this research, to see whether there is a significant relation between emotional intelligence and the mastery of manipulative basic movement

skills on students of class XI SMA Negeri 1 Rancah or not.

Based on the data that has been collected from the research result, the next step is to process and analyse the data.

3.1 Correlation Test

To know the correlation value of both data, there was analysis that used product moment correlation formula from Pearson with help program SPSS version 17 for windows. Data from the acquired manipulative basic movement were then correlated with the value from the questionnaire results. Calculation results can be seen in the following table 1:

Table 1: Pearson Product Moment Correlation Test.

Variable	Emotional Intelligence	Manipulative Basic Motion
Emotional Intelligence	Pearson Correlation	.442*
	Sig. (2-tailed)	.014
	N	30
Manipulative Basic Movement	Pearson Correlation	.442*
	Sig. (2-tailed)	.014
	N	30

Based on the results of data analysis, the correlation coefficient (r) was 0.442. This indicates a correlation between emotional intelligence with the mastery of manipulative basic movement skills with positive relation tendency. That means, if emotional intelligence is high, then the mastery of manipulative basic movement skill is high and vice versa. Both variables are in the category of a moderate relation. Sig value = 0,014 at significant level 0,05, because sig value <0,05. By that, it can be concluded that, in the relation of emotional intelligence to the mastery of manipulative basic movement skill, there is significant correlation.

3.2 Regression Test

This test was conducted to find out how much influence of emotional intelligence factor to manipulative basic movement skills and predict the dependent variable by using the independent variable. The results of the calculation with SPSS can be seen in the following table 2:

Table 2: Regression Test.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.442 ^a	.195	.143	3.051

a. Predictors: (Constant), emotional intelligence

Through this table, it was obtained that the value of R Square or coefficient of determination (KD) was 0.195 which shows how good the regression model formed by the interaction of independent variables and dependent variables. The obtained value of KD was 19.50% which can be interpreted that the independent variable (emotional intelligence) has a contribution influence of 19.50% to the dependent variable (manipulative basic movement) and 80.50% is influenced by other factors outside the variable X.

Such role of emotional intelligence on a moderate level to the mastery of manipulative basic movement skills is caused by the many factors that affect the mastery of skills itself. The mastery of manipulative basic movement skills is also influenced by other factors such as students 'motivation, students 'behavior, diligence and skills or certain attitudes that the student has.

4 CONCLUSIONS

Based on the results of processing and analysis the data on emotional intelligence and the mastery of manipulative basic movement skills, the conclusion is that there is a significant relation between emotional intelligence and the mastery of manipulative basic movement skills on students of SMA Negeri 1 Rancah. This means that the better the level of students' emotional intelligence, the better the form of mastery on the learning of manipulative basic movement skills.

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