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The Relationship Between The Level of Emotional Intelligence and The Learning Outcomes of Physical Education Sports and Health in Public Senior High School 4 Bandung City

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Abstract

This study aims to determine the relationship between emotional intelligence and learning outcomes of Physical Education, Sports, and Health (PESH) in high school students. Emotional intelligence is an individual's ability to recognize, understand, and manage their own emotions and those of others. In the context of PESH learning, emotional intelligence is thought to play an important role in supporting learning success, both in cognitive, psychomotor, and affective aspects. The research method used was a correlational survey with a quantitative approach. The sample consisted of grade X students who were selected randomly. The research instrument used an emotional intelligence questionnaire and documentation of PESH learning outcomes. The results of the analysis showed that there was a significant positive relationship between emotional intelligence and the three aspects of learning outcomes. Students with high levels of emotional intelligence tend to have a better understanding of the material, more optimal motor skills, and more positive attitudes and interests towards PESH activities. These findings indicate that strengthening emotional intelligence needs to be a concern in the learning process, especially in physical education which requires emotional involvement, social interaction, and active participation.

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INTRODUCTION

Education is the main foundation in forming quality, adaptive, and competent human resources in facing global challenges. In the context of Indonesian education, Physical Education, Sports, and Health (PESH) plays an important role in supporting the overall development of students. Not only developing physical aspects, PESH also facilitates the psychological and emotional growth of students through structured and systematic physical activities (Mahendra, 2022; Widodo et al., 2022). The PESH learning process requires students to be active motorically, think strategically, interact socially, and regulate emotions during activities. Therefore, the success of PESH learning is greatly influenced by psychological conditions, especially students' emotional intelligence.

Emotional intelligence (EI) is a person's ability to recognize, understand, manage, and express their own emotions and the emotions of others appropriately (Mayer et al., 2016). Emotional intelligence involves the ability to regulate feelings, show empathy, build interpersonal relationships, and deal with stress constructively. In the context of education, EI has been shown to contribute significantly to academic achievement, social adjustment, and increased student learning motivation (Amponsah et al., 2024; O'Connor et al., 2019). EI is not only relevant in cognitive processes, but is also very important in learning contexts that involve physical and social activities such as PESH.

As the concept of holistic education develops, various studies confirm that emotional intelligence has a greater contribution to a person's success than intellectual intelligence (IQ) alone. (Fernández-R\'\io et al., 2022) stated that IQ only contributes about 20% to an individual's success, while the rest is influenced by other factors, including EI. In the world of physical education, students who have high EI tend to be more cooperative, have good self-control, and are able to manage conflict and stress when interacting with peers and teachers. This shows that EI is a determining factor that is no less important than the aspect of physical ability.

In the practice of PESH learning, students are required to be able to understand instructions, respond to competitive situations, and work together in teams. This condition requires the ability to manage emotions, both intrapersonally and interpersonally. Research by (Hidayat et al., 2022) states that EI consists of five main components, namely intrapersonal, interpersonal, adaptability, stress management, and mood. These five components are relevant to the dynamics of PESH learning which involves physical and psychological pressure. Students with high EI are able to show calmness when competing, empathy for teammates, and consistent motivation in completing motor tasks.

Theoretically, learning outcomes in PESH include three domains, namely cognitive, affective, and psychomotor. The cognitive domain reflects students' conceptual understanding of the material, the affective domain refers to the attitudes and values demonstrated during learning, while the psychomotor domain reflects the motor skills possessed by students (Setiawan et al., 2020). These three domains are interrelated and influenced by students' ability to manage their emotions during learning. When students can calm themselves down, motivate themselves, and establish good relationships with others, they will be more optimal in understanding the material, showing positive attitudes, and performing physical movements well.

Several previous studies have confirmed that EI has a positive correlation with PESH learning outcomes. Ahmad Kari Public senior high school 4 Bandung City (Karisman & Pasundan, 2020), found that elementary school students with high EI levels showed better performance in PESH learning. Similar research by (Karisman & Pasundan, 2020) at the junior high school level also showed that EI contributed significantly to academic achievement in PESH subjects. However, similar studies at the high school level, especially in public schools, are still very limited. Therefore, further studies are needed to empirically determine how EI affects PESH learning outcomes in high school students.

It should be emphasized that emotional intelligence is not only related to general academic achievement, but also closely related to students' emotional well-being. Students with low EI tend to experience excessive stress, low motivation to learn, and even disturbances in social relationships (Nasution, 2023). In the context of PESH learning, this can have an impact on decreased physical performance, disengagement in group activities, and low achievement in the affective and psychomotor domains. Conversely, students who have the ability to manage emotions healthily will find it easier to adapt to the pressure of physical and social tasks during learning.

Based on the description, it can be concluded that emotional intelligence is one of the important factors that influence the effectiveness of PESH learning as a whole. Therefore, this study

aims to analyze the relationship between emotional intelligence and PESH learning outcomes that cover the three assessment domains cognitive, affective, and psychomotor at Public senior high school 4 Bandung City. This study is expected to provide theoretical and practical contributions in the development of PESH learning strategies based on an emotional approach, as well as provide recommendations for teachers in developing learning methods that not only emphasize the physical aspect, but also the psychological dimension of students.

METHODS

This study uses a quantitative approach with a correlational survey method to determine the relationship between emotional intelligence and students' PESH learning outcomes. The study was conducted naturally in a school environment without variable manipulation, with direct involvement of researchers in the data collection process. Data collection techniques were carried out by distributing closed questionnaires to students as respondents.

The population in this study were all students of class X of Public Senior High School 4 Bandung City. The sample used was 60 students, consisting of 30 males and 30 females, selected using simple random sampling technique. This selection was carried out so that each member of the population has an equal opportunity to become a respondent, so that the results of the study can be generalized more accurately.

The main instrument in this study was an emotional intelligence questionnaire adapted from the Trait Meta-Mood Scale (TMMS) developed by Salovey and modified by (Fernández-R\'\io et al., 2022). This instrument consists of three main dimensions: emotional attention, emotional clarity, and emotional repair, with a total of 24 items. Student responses were measured using a 5-point Likert scale, ranging from 1 (never) to 5 (always). Meanwhile, PESH learning outcomes were obtained from teacher evaluation scores covering three assessment domains, namely cognitive, affective, and psychomotor.

Data analysis was carried out through several stages, namely the normality test (Shapiro-Wilk), the homogeneity test (Levene), and the correlation test. Given that the data distribution on the learning outcome variables is not normally distributed, while emotional intelligence is normally distributed, the Spearman's rho nonparametric correlation test was used to measure the level of relationship between variables. Data processing was carried out using SPSS software version 29 with a significance level of 0.05 as the basis for decision making (Fadluloh et al., 2024).

RESULTS AND DISCUSSION

The analysis of the relationship between emotional intelligence and the learning outcomes of Cognitive, Affective and Psychomotor physical education at Public senior high school 4 Bandung City produced a series of data which were then processed using SPSS software version 29. Table 1 presents details of the results of the descriptive analysis that has been carried out.

Descriptive Statistics

Based on the results of the descriptive statistical analysis presented in Table 1, a description of the characteristics of the data from the four research variables involving 102 respondents can be obtained. This analysis provides important information regarding the distribution and tendency of data for each variable studied. The results of the descriptive statistical analysis of 102 respondents show that emotional intelligence has an average of 87.19 with the largest standard deviation (12.139) and the widest score range (72 points), indicating significant variation between respondents. In contrast, the third aspect of learning outcomes shows a more homogeneous distribution with affective learning outcomes having the highest average (88.53), followed by psychomotor (87.23), and cognitive (84.91), each with a relatively senior high schoolll standard deviation. This pattern shows that although the level of emotional intelligence varies quite widely between respondents, the achievement of educational learning outcomes tends to be consistent and is in the good category for all aspects, possibly due to the standardization of the assessment system or the characteristics of physical education learning that allows most students to achieve optimal results.

Tests of Normality

Based on the analysis results from Table 2 related to the results of the Kolmogorov-Smirnov normality test on four research variables, involving 102 respondents, different results were obtained for each variable. Emotional intelligence data has a normal distribution and meets the requirements for normality, with a significance value of 0.200 which is greater than the significance level of $\alpha = 0.05$. This indicates that the data is evenly distributed and follows the normal pattern required for parametric statistical analysis. On

the other hand, the third variable cognitive, psychomotor, and affective shows different results. The significance value for the cognitive variable is less than 0.001, the significance value for the psychomotor variable is also less than 0.001, and the significance value for the affective variable is less than 0.001. With a significance level below $\alpha = 0.05$, it can be concluded that the cognitive, psychomotor, and affective variables do not obey the normal distribution and violate the assumption of normality. This indicates the presence of significant state skewness and kurtosis in the data, causing its distribution not to conform to the normal curve.

Given that only one variable, namely emotional intelligence, follows a normal distribution, while the other three variables do not show a normal distribution pattern, the next step that will be taken by the researcher is to conduct a correlation analysis test using the Spearman's-rho Rank Test formula.

Correlations

Based on the analysis of Table 3, related to the correlation test using Rank SpearPublic senior high school 4 Bandung City's-rho, a very significant relationship was found between emotional intelligence and the three aspects of learning outcomes, namely cognitive, psychomotor, and affective. The results of the study showed that emotional intelligence has a significant relationship with cognitive learning outcomes, with a significance value below 0.001 ($p < 0.01$). This relationship is classified as very strong, as seen from the correlation coefficient value reaching 0.955. A similar thing is also seen in relation to psychomotor learning outcomes. The results of the study showed that emotional intelligence has a significant relationship with psychomotor learning outcomes, with a significance value below 0.001 ($p < 0.01$). Here there is also a very strong relationship, as seen from the correlation coefficient value of 0.969. Furthermore, the relationship between emotional intelligence and affective learning outcomes also shows a significant and very strong relationship. The results of the analysis show that emotional intelligence has a significant relationship with affective learning outcomes, with a significance value below 0.001 ($p < 0.01$). This relationship is also very strong, with a correlation coefficient of 0.966.

The results of the correlation test using Spearman's rho in this study indicate that there is a very significant relationship between emotional intelligence (EI) and the three aspects of learning outcomes: cognitive, psychomotor, and affective. The very low significance value ($p < 0.001$) and the very high correlation coefficient (0.955 for cognitive, 0.969 for psychomotor, and 0.966 for affective) indicate a very strong and consistent relationship between variables.

These results are further supported by the actual learning performance of students at Public Senior High School 4 Bandung City. Based on the descriptive statistics, students at this school achieved relatively high scores across all learning domains—cognitive ($M = 84.91$), psychomotor ($M = 87.23$), and affective ($M = 88.53$)—which fall into the high performance category. The narrow standard deviations in these domains indicate consistent academic performance among students. This consistency may be attributed to the structured curriculum, supportive learning environment, and the emphasis on emotional and social aspects during the Physical Education, Sports, and Health (PESH) learning process.

This finding reflects the typical academic and behavioral profile of students at Senior High School 4 Bandung, who demonstrate both academic competence and active involvement in physical activities. The pedagogical strategies implemented in this school appear to encourage balanced development across cognitive, psychomotor, and affective domains. Therefore, emotional intelligence becomes an essential internal factor that connects emotional readiness with learning outcomes. The strong correlation found in this study is thus not only statistically significant, but also contextually relevant to the actual learning environment of the school under investigation.

This finding is in line with the results of a meta-analysis conducted by(Sánchez-Álvarez et al., 2020), which concluded that EI has a significant effect on academic performance in secondary education, especially when EI is measured using the ability model. The meta-analysis noted that individuals with high EI are better able to manage academic stress, and thus tend to show higher academic achievement. Furthermore, a study by (Shengyao et al., 2024)showed that EI also significantly contributes to psychological well-being and academic achievement through mediating positive psychological characteristics such as motivation, resilience, and self-efficacy. This strengthens the relationship between EI and affective learning outcomes, as EI increases emotional awareness, self-confidence, and social interaction, all of which support students' affective achievement.

In the psychomotor domain, studies by (Eriani, 2024)confirmed that EI is significantly

correlated with physical education learning outcomes. Students who have high emotional awareness are better able to manage emotional impulses during physical activity, increase persistence, and contribute to optimal psychomotor outcomes. This suggests that EI is not only related to cognitive academic abilities, but also abilities in physical practice and motor skills. Further, the article by (Tea & Ovid, 2024)highlights the importance of EI in the context of affective learning and scientific identity development. In science education, neglecting emotional expression called emotional invalidation can lead to emotional suppression that leads to psychological disorders and decreased learning achievement. Conversely, strengthening EI can help students recognize, understand, and manage their emotions, which ultimately support social adaptation, healthy decision-making, and effective affective learning. However, it is important to note that according to the "Affective Learning" model adopted by Tea & Ovid, emotions are an important element in one's learning journey. Validated emotions will enhance learning engagement, while suppressed emotions will hinder cognitive function, memory, and problem-solving. This explains the high correlation found between EI and cognitive learning outcomes in this study.

CONCLUSION

This study proves that emotional intelligence plays an important role in determining students' learning success in Physical Education subjects, especially in the cognitive, psychomotor, and affective aspects. The evidence from students at Public Senior High School 4 Bandung City, as the research setting, shows that those with higher emotional intelligence consistently achieved better outcomes across all learning domains. These results confirm that emotional intelligence is not only statistically correlated with learning outcomes, but also directly observable in the real academic setting of Senior High School 4 Bandung, where students demonstrated high performance and active engagement in PESH learning.

Students who are able to recognize, understand, and manage their emotions effectively tend to have a better understanding of the material, demonstrate optimal motor skills, and have a positive attitude in participating in learning activities. This finding confirms that emotional intelligence not only supports general academic achievement, but is also very relevant in the context of learning that involves physical activity and social interaction. Thus, strengthening emotional intelligence is an important strategy in improving the quality of PESH learning holistically..

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