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## The Relationship Between Interest and Emotional Intelligence to Learning Outcomes in Fitness Activities in Physical Education

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### ABSTRACT

**Introduction:** Intellectual intelligence (IQ) is needed in achieving learning achievement, but in some research studies, IQ is not the main factor in attaining learning achievement. Instead, there are other factors, namely emotional intelligence (EQ). **Purpose:** This study aims to find out information about the relationship between interest and emotional intelligence on learning outcomes. **Methods:** This research is descriptive quantitative with survey method. The population of this research is high school in tasikmalaya by taking a sample of class X using a proportional random sampling technique. From the secondary data that has been obtained in the form of the results of the assessment of fitness activity material by the teacher in which there is an assessment of cognitive, affective, and psychomotor then the author makes a questionnaire to be filled in by students. **Results:** Based on the interpretation table of the correlation value above, it can be seen that interest has a significant relationship with learning outcomes where the correlation value is 0.69 and is included in the moderate or sufficient category. **Conclusions:** Based on data processing using statistical tests, it turns out that empirically there is a relationship between interest and emotional intelligence on student learning outcomes.

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## 1. INTRODUCTION

Education is a long-term plan for the Indonesian government to improve the quality of quality human data sources. Education is an essential part of developing quality human resources in a country (Sidik, 2016). Education is a learning process that can increase knowledge, skills and shape personality. Therefore, education is expected to bring good changes in a person to achieve national education goals. Education is something significant, as explained in the National Education System Law number 20 of 2003, efforts to develop students to become human beings who believe and fear God Almighty, have good morals, knowledgeable, healthy, creative, independent, and become a responsible citizen.

Education is the need of every individual in his life. Individual growth and development are the results of the educational process. Studying physical education, sports and health provide opportunities to develop character. The teaching of ethics is usually by example or behavior. In addition, students must have an interest as a motivating factor for learning. With interest in the goals of physical education, sports and health will be achieved. Curiosity is related to the style of motion that encourages a person to face or face people, objects, activities, and experiences stimulated by the activity itself (Supriyadi, 2016). Apart from learning interest, another driving factor is emotional intelligence. Emotional intelligence, or what is often called EQ, is a subset of social intelligence that involves other people, sorting everything out and using this information to guide thoughts and actions (Mayer & Salovey, 1993). The environment strongly influences emotional intelligence, is not permanent, and can change at any time. For this reason, the role of the environment, especially from parents during childhood, greatly influences emotional formation.

Learning outcomes achieved after students do the learning result in individuals changing their attitudes and behavior. Learning outcomes are a culmination of the learning process. These learning outcomes occur mainly thanks to teacher evaluations. Learning outcomes can be in the form of teaching impact and accompaniment impact. Both effects are beneficial for teachers and students (Kusuma, 2020). In this case, the researcher will look at the learning outcomes of physical education, sports, and health that students achieve, whether there is an influence from learning interest and emotional intelligence. Based on the results of observations that have been made previously at SMA KHZ Mustafa Sukamanah, Tasikmalaya Regency, researchers obtained data on student learning outcomes in fitness activity material which then wanted to prove the theory that children who achieve an achievement are the result of intelligence and interest (Deary et al., 2007; Jansen et al., 2016). This is what underlies the author to determine the relationship between students' learning interest and emotional intelligence on learning outcomes of fitness activities in physical education, sports, and healthy subjects.

Moreover, emotional intelligence can be applied to educational contexts to play an important role in improving students' learning processes. The ability of students to become aware of their feelings and to regulate them includes the development of the ability to control emotions and, subsequently, to direct attention to the learning process. This aspect is especially important during physical education and sport classes since it helps individuals control their emotions and cooperate in groups. (Nopembri et al., 2016). In addition, emotional intelligence may further enable students to get along with others better; hence, there will be a more harmonious and supportive learning environment. Once the feelings of others are known and respected, the social bonds grow stronger, and so does the sense of community required for growth and good academic standing.

Education moulds individuals into capable and responsible citizens. The integration of physical education, sports, and health into the curriculum helps develop character and emotional intelligence along with physical fitness. Educators will be able to provide a fit environment that encourages holistic development if the curiosity and interest in learning are triggered by emotional awareness. The research conducted at SMA KHZ Mustafa Sukamanah thus provided a justification for the study on the relationships of learning interest and emotional intelligence to the learning outcome. The present study brings out the necessity for educators to put these factors into consideration in teaching practices for maximum effects to be wrought in their instruction towards an end of achieving better learning outcomes.

## 2. METHODS

The success of research depends on the method used. This study aims to examine the level of correlation between one variable and another, which is called correlational research. Correlational research seeks to investigate the linkage status between variations of a factor with variations of other factors based on the correlation coefficient. In this study, researchers wanted to know the relationship between students' learning interest and emotional intelligence with fitness activity material for physical education, sports, and healthy subjects. Research variables can make it easier for researchers to see which forms influence and which are influenced, as it is known that there are independent variables (X) and dependent variables (Y). In this study, the independent and dependent variables were used. The independent variable (X1) is learning interest (X2) emotional intelligence, while the dependent variable (Y) is learning outcomes for fitness activities.

### *Participants*

The population has a real meaning that in this study, the population means class X students of SMA KHZ Musthafa Sukamanah, Tasikmalaya Regency. The population in this study amounted to 166 students, with 94 male students and 72 female students. In addition to the people of this study also requires a sample. This sample is part of the population. The sampling technique used in this study is proportional random sampling. This technique is also a development of stratified random sampling, where the number of samples in each stratum is proportional to the number of population members in each population stratum. To determine the number of samples to be taken in this study, the researcher used the Slovin formula. Because the population in this study were students of class XI, which were divided into five classes with many students in each category being different, in determining the size of the sample taken in this study, probability sampling was used using the proportionate random sampling technique.

### *Instruments*

The research instrument can be broadly defined as a tool used by researchers to systematically measure, observe, and quantify natural or social phenomena. Its primary function is to ensure that the data collected is both accurate and relevant to the research objectives. A reliable and valid instrument is essential, as erroneous or invalid data will inevitably lead to flawed analyses and misguided conclusions. In this study, the instruments employed include standardized questionnaires designed to assess two independent variables: students' learning interest (X1) and emotional intelligence (X2). These instruments were structured to capture individual differences in affective engagement and emotional regulation within academic contexts. Furthermore, the dependent variable, namely students'

learning outcomes in fitness-related activities (Y), was measured using secondary data, which provides an objective record of students' performance outcomes. The integration of primary and secondary instruments allows for a comprehensive analysis of the relationships among affective factors and academic achievement in physical education.

**Table 1.** Likert Scale

Alternative Answer	Value Weight	
	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Neither agree	3	3
Disagree	2	4
Strongly disagree	1	5

This research was conducted at high school in tasikmalaya, West Java, with the participants being tenth-grade students who completed the questionnaire from their respective residences. Due to contextual considerations and the ongoing implementation of remote learning modalities, the data collection process was carried out online using a structured Google Form. This approach ensured accessibility, minimized researcher interference, and maintained the standardization of data input procedures across all respondents.

#### *Statistical analysis*

To analyze the collected data, a combination of Microsoft Excel and IBM SPSS Statistics version 25 was utilized. Prior to conducting inferential statistical tests, preliminary assumption tests were performed, including normality and linearity tests, to determine whether the data met the parametric requirements. Based on the results of these assumption tests, decisions were made regarding the appropriate statistical methods to apply—either parametric or non-parametric analyses—depending on the distribution and characteristics of the data. This multi-stage analytical approach ensured that the statistical interpretations drawn from the data were robust, accurate, and aligned with the underlying assumptions of the chosen tests.

### **3. RESULTS**

**Table 2.** Calculation Results of the Average (Mean) and Standard Deviation of Each Test

No.	Test Items	Mean	Standard Deviation
1	Interest	217.95	8.58
2	Emotional Intelligence	196.14	25.20
3	Learning outcomes	67.43	7.23

**Table 3.** Correlation Calculation Results of the three Test Items

No	Test Items	Value R	Category	Tcount	Fcount	Results
1	Interests (X1) with Learning Outcomes (Y)	0.69	Currently	32.83	1.65821	Significant
2	Emotional Intelligence (X2) with learning	0.6	Currently	29.61	1.65821	Significant

Based on the interpretation table of the correlation value above, it can be seen that interest has a significant relationship with learning outcomes where the correlation value is 0.69 and is included in the moderate or sufficient category. There is a significant relationship between emotional intelligence and learning outcomes with a correlation value of 0.60 and appropriate or adequate variety. Between interest and emotional intelligence has a significant correlation value of 0.49 and is included in the moderate or adequate category. Furthermore, to find out which one has the most relationship between the two test items on learning outcomes, the authors carry out data processing and analysis using the multiple correlation formula with the formula. The calculation of the correlation of the three test items is 0.74. Therefore, based on the analysis of the correlation of the three test items, it can be concluded that Interest and Emotional Intelligence have a solid relationship to Learning Outcomes.

#### 4. DISCUSSION

The results of this study explain that other factors have a relationship or influence. According to research (Indrawathi et al., 2021), three factors affect physical education learning outcomes: internal factors, external factors, and student learning approaches (approach). To learn). Internal factors have two sub-factors, namely physiological and psychological factors. Physiological factors are something related to the physical state (health). Health is a factor that significantly affects a person's learning process. If in a healthy condition, he will be able to follow the learning process well. Psychological factors are related to students' mental, talents, interests, and cognitive abilities. Students must have calm and reasonable spiritual readiness to understand learning well in dealing with the learning process. External factors have two sub-factors: the social environment and the non-social environment, affecting learning achievement, namely family, teachers, friends, and society. The non-social (physical) environment includes physical conditions and materials such as home and school equipment to support the learning process. The last factor is the student learning approach, namely the strategies students use to achieve ease and effectiveness in the learning process. This is by other research (Juniardi, Arifto, Martiani, 2018) several factors have a relationship or influence learning achievement, including internal factors including physiological and psychological, external factors including social, environmental factors and non- social factors and the last factor is the learning approach that explains students' strategies in learning the material. Research supports this (Lee & Shute, 2010; Trigwell, 2011) that emotional intelligence (EQ) is not the main factor affecting student achievement. High emotional intelligence (EQ) is not necessarily fully helpful in improving academic achievement but is needed for success in life. Success in the outside world. Research (Johnson, 2016) also explains that emotional intelligence is essential in social life and beyond academic achievement.

The study results (Newsome et al., 2000; O'Connor & Little, 2003) explain that emotional intelligence (EQ) has no relationship to learning achievement. Other factors affect learning achievement, namely external and internal factors. Internal factors include physical, psychological and physical, and psychological maturity. Students who have high emotional intelligence (EQ) do not guarantee that these students get high physical education learning achievements and vice versa. If students have low emotional intelligence (EQ), it does not ensure that students will get low learning achievement results. This explains that other factors affect learning achievement besides emotional intelligence (EQ). However, the research results on emotional intelligence (EQ) do not affect learning outcomes for physical education, and educators must continue to provide scientific insight about the importance of emotional intelligence to control students from things that are not wanted. Teachers must be given the ability of emotional intelligence (EQ) to function effectively as an education (Safina et al., 2020). The assessment carried out in determining learning outcomes is intellectual intelligence, such as understanding and speaking (Fischbach et al., 2013). Emotional abilities such as recognizing emotions and controlling oneself tend never to be taught by the school. This is very important for the development of human resources in terms of good character and attitude. It should be noted that someone who has good intellectual intelligence but has low emotional intelligence will have a bad feeling.

Understanding these factors and their influence on learning is crucial for creating effective physical education programs. Teachers can tailor their instruction to address individual needs and learning styles. For example, students with lower physical fitness levels might require modified activities, while those with strong social skills can be encouraged to lead group exercises. Additionally, fostering a positive and supportive learning environment can significantly boost student motivation and engagement. This can be achieved by incorporating elements of play and fun into lessons, celebrating individual and team achievements, and providing opportunities for students to take ownership of their learning.

Furthermore, by recognizing the limitations of emotional intelligence (EQ) as the sole determinant of physical education achievement, educators can focus on developing a well-rounded curriculum that addresses both physical and emotional components. This might involve incorporating activities that promote emotional regulation, such as mindfulness exercises or collaborative games that require teamwork and communication. Additionally, teachers can model appropriate emotional responses during physical activity, such as handling frustration or celebrating success in a healthy way. physical education offers a unique opportunity to nurture not only physical well-being but also emotional intelligence and social skills. By acknowledging the multifaceted nature of learning outcomes and integrating a holistic approach, educators can empower students to thrive in physical education and beyond.

## 5. CONCLUSION

Based on the results of data processing and analysis of research results, which were obtained through measuring interest and emotional intelligence on learning outcomes of fitness activity materials for physical education, sports, and health subjects, the authors can conclude that there is a 47% relationship of interest in learning outcomes of eye fitness activity materials: physical education, sports and health lessons for class X students of high school. Emotional intelligence is related by 36% to the learning outcomes of fitness activity material for physical education, sports, and health subjects in class X. There is a relationship between interest and emotional intelligence by 46% to the learning outcomes of the material



fitness activities in physical education, sports, and health subjects in class X high school in tasikmalaya. Still, interest has more to do with learning outcomes for fitness activity materials. Based on the research results that the authors got, the authors suggest that every teacher of physical education, sports, and health encourage interest and increase emotional intelligence together so that learning achievement can be achieved well.

## 6. AUTHORS' NOTE

In this article, the author declares no potential conflicts of interest concerning copyright, publication, and research.

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