Level of Emotional Intelligence in Pencak Silat Athletes

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ABSTRACT

Human psychology greatly influences life patterns, including the psychology of athletes which influences life performance and achievement results. In psychology, many feelings are felt, including managing emotional intelligence. But unfortunately, there are still many coaches who don't know the emotional intelligence of their athletes even though a percentage of the results are influenced by mental psychology. This research aims to determine how high emotional intelligence is in pencak silat athletes and the differences between male and female athletes. The descriptive method was used in this research using a survey design involving 18 athletes with details of 9 women and 9 men in the pencak silat sport from East Belitung Regency. The sample treatment will be given the Emotional Intelligence Scale (EI PcSc) questionnaire to measure emotional intelligence. After the data was obtained, it was analyzed using SPSS Version 26. The results showed that the average for male athletes was as high as 74%, for women 76% and the overall average for emotional intelligence was as high as 75% so it can be concluded that the average for emotional intelligence in athletes pencak silat is in a good category with a difference of 2% for male and female athletes. This research concludes that emotional intelligence is important for increased performance and good achievement results because emotional intelligence that can be managed well by athletes can help athletes perform optimally despite internal and external pressure.

Keywords: Emotional Intelligence; Martial Arts; Athlete

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INTRODUCTION

In the world of athletes, training, and competitions are normal things for them to do. Therefore, this requires preparation, one of which is that athletes need to prepare their mental psychology (Tur-Porcar & Ribeiro, 2020). Meanwhile, in the training process, we know that there are four aspects that must be considered to achieve athlete success, namely: technical, physical, tactical, and mental/psychological (Febrianty et al., 2021). Athletes' psychology is very important for their victory by influencing 80% of the process (Lailiyah & Jannah, 2022). But of course, every athlete has a different psychology, both positive and negative, negative psychology can include feelings of anxiety, fear, and even emotions that can affect the athlete's appearance in the competition (Nadira et al., 2021). If an individual cannot face these negative things psychologically then conflict can occur so the individual needs to remain mentally tough with good psychology (Komarudin et al., 2022). Psychology in the form of feelings that usually occur in the field, namely in the form of emotional instability due to internal and external pressure from oneself, opponents, or sportsmen, which will disrupt the process of maximum performance (Jannah et al., 2018). However, the pressure

experienced by an athlete can help them grow with confidence in their ability to manage the responsibilities related to their performance and achievements within normal limits (Simons & Bird, 2023). It is generally learned that the emotions felt must be managed by the athlete himself to have maximum performance which is used in the training process until it is carried over during the competition (Tamminen, 2022). Unstable emotional feelings will interfere with performance during competitions, therefore the importance of mental training and also knowing the level of emotional intelligence in athletes (Anuar, 2017). Emotions are also very important for an athlete's performance if they can be stable in a positive form that is managed by the athlete (Barker, 2024), However, when these emotions flare up, it will hurt the athlete's personality and performance (Tamminen & Bennett, 2017).

One's concentration refers to one's ability to exert deliberate mental effort on what is considered important in a given situation (Pratama et al., 2020). Therefore, emotional intelligence is really needed in matches that are formed during the training process, so coaches must be more concerned about the mental psychology of athletes and athletes must also be able to manage emotions in a positive form (Ezumah, 2022). A number of studies show that athletes with higher levels of competitiveness often show a greater ability to perform imagery exercises to train mental psychology in athletes compared to athletes at lower levels (Rhodes, 2022). Emotions that can be managed by athletes will certainly emerge during the training process and have the ability to understand and express their emotions, manage emotions in their minds, understand emotions, and regulate emotions in themselves and towards others which is defined as emotional intelligence (Prabowo et al., 2024). Emotional intelligence is a form of an athlete's own feelings about the atmosphere in a competition. High emotional intelligence helps to improve performance and increase positive emotional factors such as high self-confidence (Simonsmeier et al., 2020). In martial arts sports, of course, emotional intelligence is very necessary because athletes use body contact which is very easy for athletes to come into direct contact with so it will easily provoke emotional feelings (Nadira et al., 2021). Thus, athletes need good emotional intelligence in order to achieve high performance. Athletes must also be able to maintain their emotions both on and off the field because this affects the way they play on the field. In martial arts sports, of course, emotional intelligence is very necessary because athletes use body contact which is very easy for athletes to come into direct contact with so it will easily provoke emotional feelings (Martinus et al., 2019). If an athlete's emotional intelligence is poor then performance will decrease with performance not being optimal (Mulyadi et al., 2024).

If emotional intelligence is known and given tests to athletes from their teenage years, it will make it easier for coaches to provide mental training to athletes and athletes will easily develop good mental psychology (Dewi & Yusri, 2023). However, coaches rarely pay attention to athletes' mental health and provide training even though this can be effective in helping to develop positive emotions for athletes related to athletes' emotions and performance in competitions, such as feeling happy and enthusiastic when competing despite internal and external pressure (Barker, 2024). To determine emotional intelligence, previous researchers only used four indicators and mostly used sports other than martial arts (Sutisyana et al., 2023) Meanwhile, in this study, researchers used the pencak silat martial arts sport in the fighter category in adolescence because at this age it helps athletes to prepare themselves mentally and manage their emotional intelligence effectively, proving that athletes' emotional

intelligence can be controlled is also very important and is closely related to achievement results. That the athlete will achieve (Dewi & Yusri, 2023).

LITERATURE REVIEW
Emotional intelligence

Emotional intelligence is very important for every individual to have. Since childhood, the family environment plays an important role in shaping an individual's emotional intelligence, especially parents. Parents are expected to be able to train their children to learn to apply emotions in their lives appropriately and also teach them to control and mature emotions from an early age so that they do not have fatal consequences later (Rinanda, 2017). Emotional intelligence is the ability to motivate oneself and deal with frustration, control impulses and not be overly happy. Maintain your mood and keep the burden from becoming too heavy which causes stress. Aggression itself is a form of response to frustration. This shows the influence of emotional intelligence on aggressive behavior which often becomes a habit. Individuals who frequently fight or show aggressiveness are individuals who cannot control themselves (Octavianingrum & Ina Savira, 2022).

Emotional intelligence (EI) is an important aspect of human behavior that influences how people perceive, understand, and manage their own emotions and the emotions of others. For years, researchers have studied the factors that shape EI. This paper describes five main factors known to influence EI, based on findings from various studies. Understanding these factors can provide valuable knowledge for increasing emotional intelligence, which can lead to improved relationships, decision making, and overall well-being.

Martial Arts Athlete

Pencak silat is essentially a means and substance of education in terms of mental, spiritual and physical education to form humans who are able to appreciate and practice the teachings of the philosophy of noble character. The application of the essence of learning pencak silat must mean that:

a. Humans as creatures created by God must obey and implement consistently and consistently regarding divine and religious values, both vertically and horizontally.
b. Humans as individual creatures are obliged to improve and develop the quality of their personality to achieve a noble personality, namely a personality that has high quality values and is ideal according to the views of society and religious teachings.
c. Humans as social creatures are obliged to have noble thoughts, orientations, insights, views, motivations, attitudes and social actions, in the sense of high value and quality in the view of society.
d. Humans as creatures living in the universe are obliged to preserve the conditions and balance of the universe which provide progress, prosperity and happiness to humans as a gift from God (Kriswanto, 2015).

RESEARCH METHODOLOGY

The research method used in this research is a descriptive method because it only provides an overview of the characteristics of the variables being studied. Therefore, quantitative descriptive research can be defined as research that describes, examines, and explains a phenomenon with actual data (numbers) without the intention of testing

a particular hypothesis (Wahyudi, 2022). This research method uses a quantitative research design using a survey method. The population in this article will is 18 athletes with details of 9 female and 9 male teenagers with an average age of 15 years in the pencak silat sport in the Bangka Belitung Islands Province. The sample selection was based on the results of the researcher's observations where the researcher wanted to see the level of emotional intelligence in the sample. So the researcher used purposive sampling with the following special characteristics (Sugiyono, 2019): 1) Active athlete in the pencak silat sport, fighting category; 2) Aged 13-17 years in middle adolescence ; 3) With a minimum training age of 3 years; 4) And at least have participated in competitions at the provincial level for the last 1 year

This research was conducted at the East Belitung Pencak Silat Pendepokan using an instrument to measure emotional intelligence, namely the Emotional Intelligence Scale EI PcSc which was adopted from research entitled "The Influence of Emotional Intelligence and Digital Intelligence on the Performance of Members of Kodim 0734/Yogyakarta City" made by (Iskandar & Thontowi, 2023) With a validity value of 0.97 and reliability of 0.78 to 0.91. To clarify the analysis process, categorization was carried out. The categories consisted of five criteria, namely: (1) strongly disagree, (2) disagree, (3) disagree, (4), agree, and (5), strongly agree. The basis for determining this ability is to maintain a level of consistency in research. The categorization uses Mean and Standard Deviation. According to Slameto, to determine the score criteria using the Norm Reference Assessment (PAN).

Tabel 1. Overall Emotional Intelligence Norms

Interval	Category
100% - 85%	Very good
84% - 70%	Good
69% - 55%	Enough
54% - 40%	Not enough
<39%	Very less

RESULTS

The data obtained was processed and analyzed using SPSS Version 26, described in Table 2.

Tabel 2. Statistical Description of Male Athletes' Emotional Intelligence Levels Based on Each Category

	Personal Competence			Social Competence		
	Self-Awareness	Emotion Regulation	Self-Motivation	Social Awareness	Social Skills	Emotional Receptivity
Minimum	36	42	28	29	46	36
Maximum	47	57	39	41	59	52
Sum	379	442	303	309	455	379
Average	42.11	49.11	33.67	34.33	50.56	42.11
SD	3.219	4.755	3.317	3.317	4.035	4.512

Based on Table 2, it can be seen that in the category one personal competency test, self-awareness obtained the lowest score of 36, the highest score of 47, with an average score of 42.11, and a standard deviation of 3.219. Category two emotional regulation received the lowest score of 42, and the highest score of 57, with an average score of 49.11, and a standard deviation of 4.755. The third category of self-motivation received the lowest score of 28, the highest score of 39, with an average score of 33.67, and a standard deviation of 3.317. In the social competency test, the first category of social awareness obtained the lowest score of 29, and the highest score of 41, with an average score of 34.33, and a standard deviation of 3.317. Category two social skills received the lowest score of 46, and the highest score of 59, with an average score of 50.56, and a standard deviation of 4.035. The third category of emotional acceptance received the lowest score of 36, and the highest score of 52, with an average score of 42.11, and a standard deviation of 4.512. Next, the author carried out a description test of the level of emotional intelligence in women, which can be seen in Table 3.

Tabel 3. Statistical Description of Female Athletes' Emotional Intelligence Levels Based on Each Category

	Personal Competence			Social Competence		
	Self-Awareness	Emotion Regulation	Self-Motivation	Social Awareness	Social Skills	Emotional Receptivity
Minimum	41	45	29	26	46	33
Maximum	51	60	43	39	62	54
Sum	405	466	327	293	471	398
Average	45	51.78	36.33	32.56	52.33	44.22
Std Deviation	4.093	4.324	4.743	4.391	5.545	6.300

Table 3 shows the results of the descriptive test of the level of emotional intelligence in women in each category. It can be seen that in the personal competency test category, one self-awareness obtained the lowest score of 41, and the highest score of 51, with an average score of 45, and a standard deviation of 4.093. Category two emotional regulation received the lowest score of 45, and the highest score of 60, with an average score of 51.78, and a standard deviation of 4.324. The third category of self-motivation received the lowest score of 29, the highest score of 43, with an average score of 36.33, and a standard deviation of 4.743. In the social competency test, the first category of social awareness obtained the lowest score of 26, the highest score of 39, with an average score of 32.56, and a standard deviation of 4.391, the second category of social skills obtained the lowest score of 46, the highest score of 62, with an average score of 52.33, and the standard deviation is 5.545. The third category of emotional acceptance received the lowest score of 33, the highest score of 54, with an average score of 44.22, and a standard deviation of 6.300. Next, the author carried out percentages on the level of emotional intelligence in male athletes which can be seen in Table 4.

Table 4. Percentage of Emotional Intelligence Levels of Male Athletes Based on Each Category

	Personal Competence			**Social Competence**		
	Self-Awareness	Emotion Regulation	Self-Motivation	Social Awareness	Social Skills	Emotional Receptivity
Score	77%	65%	75%	76%	78%	70%

The percentage is needed to find out what percentage of the results of the level of emotional intelligence in male athletes in the pencak silat sport. Based on Table 3, the percentage scores obtained in the personal competency test in the self-awareness category were as high as 77%, emotional regulation 65%, and self-motivation 75%. For the social competency test percentage in the social awareness category is as high as 76%, social skills 78%, and emotional acceptance 70%. Furthermore, the author also carried out percentages on the level of emotional intelligence in female athletes which can be seen in Table 5.

Table 5. Percentage of Emotional Intelligence Levels of Female Athletes Based on Each Category

Levene Statistic	**df1**	**df2**	**Sig**	**Conclusion**
1.566	1	34	0.219	Homogeneou

Based on Table 4, the significance value is 0.219> 0.05, then Ho is rejected. So it can be concluded that the data has the same group variance (homogeneous). After conducting the homogeneity test, the next hypothesis test using the Paired Sample t-Test test can be seen in table 5.

Table 5. Paired Sample t-Test Results

	Personal Competence			**Social Competence**		
	Self-Awareness	Emotion Regulation	Self-Motivation	Social Awareness	Social Skills	Emotional Receptivity
Score	82%	69%	81%	72%	81%	74%

Based on Table 5, the percentage value of emotional intelligence for female athletes in the pencak silat sport in the personal competency test in the self-awareness category is as high as 82%, emotional regulation 69%, and self-motivation 81%. For the social competency test percentage in the social awareness category is as high as 72%, social skills 81%, and emotional acceptance 74%.
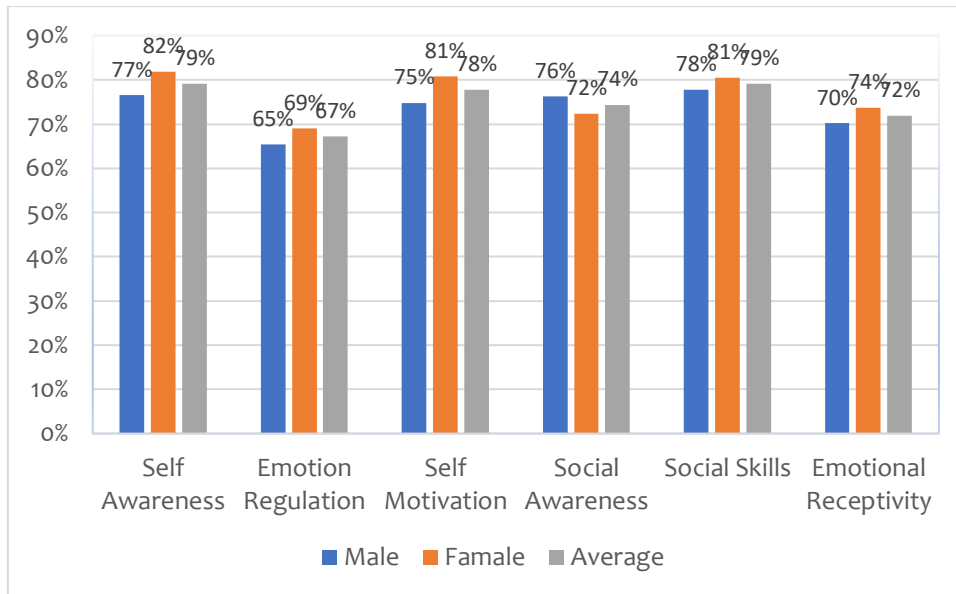
Figure 1. Figure 1. Emotional Intelligence Male, Famale And Average

Based on the graph above, the results of emotional intelligence for men, women and overall in each category for pencak silat athletes are obtained with an average personal competency test result in the self-awareness category as high as 79%, emotional regulation 67%, and self-motivation 78%. For the social competency test percentage in the social awareness category is as high as 74%, social skills 79%, and emotional acceptance 72%.
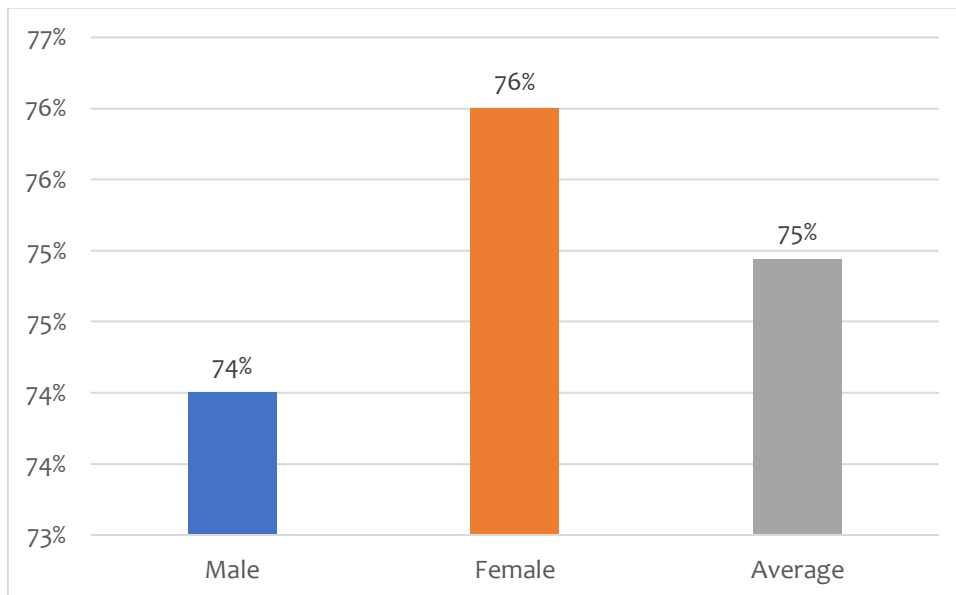

Figure 2. Overall Emotional Intelligence Male, Famale And Average

Based on the graph above, the overall results for emotional intelligence in men are as high as 74%, women 76% and the average emotional intelligence is 75%, so it can be concluded that the average emotional intelligence of pencak silat athletes is in the good category from the norm table above.

DISCUSSION

All athletes have different levels of emotion and emotional characteristics predict the use of imagery (Budnik, 2014), especially emotions as a negative predictor (Tarnowski et al., 2020). Because in sports, negative emotions such as depression, anxiety, and anger, can interfere with optimal performance. In combat sports in particular, research has identified several psychological variables associated with improved performance, such as concentration, relaxation, controlling anxiety, goal setting, self-confidence, and motivation (Costarelli & Stamou, 2009). Emotionality not only has an impact on reducing self-confidence, especially the negative impact of emotionality, but there is also a positive axis that supports imaging abilities in the population analyzed in team and individual disciplines, but this effect is limited by the type of sports discipline (Cumming & Schwienbacher, 2018). But anxiety and stress are also very important in sports because, under stressful conditions, athletes can learn to be able to control their energy levels to achieve optimal performance (Octavianingrum & Ina Savira, 2022). Studies (Quinton, 2018) Found that the ability to master positive and negative images mediated the relationship between self-confidence and challenge and threat appraisals but also the relationship between self-confidence and cognitive anxiety intensity.

Individuals who have good emotional intelligence will always think positively in the worst circumstances, and not easily panic when facing reality (Nazri & Salamuddin, 2019). Athletes who are able to control stress tend to make better decisions perform more consistently and focus during competitions (Aufa, 2019). It is important to emphasize that athletes must learn to identify their ideal performance states and develop skills to manage their emotions. Athletes who can control stress tend to make better decisions perform more consistently and focus during competitions (Ardian & Valentino, 2017). Emotional intelligence has many derivatives and definitions (Mulyadi et al., 2024).

Emotional intelligence to control one's own emotions, individual athletes' emotions play a major role in increasing performance by developing emotional awareness, athletes can manage pressure better, improve individual and team performance, and support long-term development (Mylsidayu, 2022). Emotional intelligence to process emotions can control emotions tends to show more consistent performance, good emotional management improves communication between players clearly and calmly, which is important for team coordination (Bryan & Loisa, 2024). Emotional intelligence in self-motivation plays a big role in determining how athletes face challenges, carry out training, and achieve good performance. Motivated players have the desire and willingness to face and overcome obstacles during competitions (Fadhli, 2023). Emotional intelligence controlling other people's emotions is an important emotional skill for athletes, who rely on their emotional awareness in socializing with a high level of empathy tend to be better able to build closeness and get attention from coaches compared to players who only excel in cognitive intelligence alone (Arafat et al., 2020). Emotional intelligence in building relationships is the result of the skill of managing one's own emotions and the emotions of others. This skill can more effectively interact and build relationships that support the athlete's life (Ardian & Valentino, 2017).

Meanwhile, every athlete of course has a different mentality, including emotional feelings, this is also supported by (Budnik, 2021) Meanwhile, without realizing it, athletes' failures are largely influenced by their psychology, one of which is not being

able to understand their own and other people's emotions, which is called the application of emotional intelligence which often occurs in the field (Sutisyana et al., 2023). One very important role in an athlete's performance is the role of their own psychology, so it is important to deepen knowledge of this mental area to use it in daily training performance (Suica et al., 2022). Therefore, the author is interested in knowing the psychological profile of emotional intelligence in martial arts athletes in the pencak silat sport to support good performance and increased achievement results (Martinus et al., 2019).

Many aspects mutually strengthen an athlete's performance in a competition (Faizin et al., 2024). One of them is an individual athlete whose emotional skills are well-developed means that he will most likely be successful in life and have the motivation to excel (Syambas et al., 2023). Meanwhile, individuals who cannot maintain control over their emotional lives will experience inner battles that damage their abilities (Andriani, 2014). Emotional intelligence also influences a person's ability to successfully cope with the demands and pressures of their environment (Alyadi & Fadhil, 2023).

CONCLUSION

Based on the results of research and data analysis related to the level of emotional intelligence, it can be concluded that the average level of emotional intelligence in pencak silat athletes is as high as 75% in the good category and emotional intelligence in male athletes as a whole is as high as 74% with details of personal competency tests in the awareness category. Self-esteem is as high as 77%, emotional regulation 65%, and self-motivation 75%. For the social competency test percentage in the social awareness category is as high as 76%, social skills 78%, and emotional acceptance 70%. Meanwhile, the overall level of emotional intelligence in female athletes is as high as 76%, with details of personal competency tests in the self-awareness category as high as 82%, emotional regulation at 69%, and self-motivation at 81%. For the social competency test percentage in the social awareness category is as high as 72%, social skills 81%, and emotional acceptance 74%. With a 2% difference between male and female athletes, it shows that emotional intelligence in female athletes is higher.

Therefore, the author suggests that pencak silat trainers apply emotional intelligence tests to athletes in training sessions because emotional intelligence is included in athlete psychology and influences the results of the athlete's performance and achievements.

AKCNKOWLWDGEMENT

CONFLICT OF INTEREST

The authors of this manuscript affirm that they have no competing interests with any entity.

FUNDING

This research received no external support.

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