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The Relationship between Emotional Intelligence, Kinesthetic Intelligence, and Learning Motivation and Physical Education Learning Outcomes

Dian Ananda Hidayat[1], Hedi Ardiyanto Hermawan[2]

[1,2] Department of Sport Science, Yogyakarta State University, Yogyakarta Indonesia

ABSTRACT: This study aims to (1) Find out the relationship between emotional intelligence and Physical Education learning outcomes of grade V students. (2) Knowing the relationship between kinesthetic intelligence and Physical Education learning outcomes of grade V students. (3) Knowing the relationship between learning motivation and Physical Education learning outcomes of grade V students. (4) Knowing the relationship between emotional intelligence, kinesthetic intelligence, and learning motivation to the learning outcomes of Physical Education grade V students in Kretek District State Elementary Schools in Bantul Regency. This research is a quantitative descriptive research with correlation. The study population was fifth grade students in Kretek District State Elementary School in Bantul Regency which amounted to 355 students. The sampling technique used the Slovin Formula with a cluster random sampling approach, totaling 188 students. Instruments of emotional intelligence, kinesthetic intelligence, and learning motivation using questionnaires, and Physical Education learning outcomes using report cards. Data analysis is multiple regression test. The results showed that (1) There is a significant relationship between emotional intelligence and Physical Education learning outcomes of grade V students, with a p-value of 0.000 <0.05 and a contribution of 16.51%. (2) There is a significant relationship between kinesthetic intelligence and Physical Education learning outcomes of grade V students, with a p-value of 0.002 <0.05 and a contribution of 13.94%. (3) There is a significant relationship between learning motivation and Physical Education learning outcomes of grade V students, with a p-value of 0.031 <0.05 and a contribution of 11.15%. (4) There is a significant relationship between emotional intelligence, kinesthetic intelligence, learning motivation to the physical education learning outcomes of grade V students in Kretek District State Elementary Schools in Bantul Regency, with a p-value of 0.000 <0.05 and a contribution of 41.60%.

KEYWORDS: emotional intelligence, kinesthetic intelligence, learning motivation, physical education learning outcomes

INTRODUCTION

School is a place for students to pursue education, one of which is Physical Education. Physical Education is an important subject, because it helps develop students as individuals and social beings to grow and develop naturally (Jeong & So, 2020). This is because its implementation prioritizes physical activity, especially sports and healthy living habits. One of the main objectives of Physical Education is to encourage motivation towards the subject to improve academic achievement or physical exercise training. The self-potential of a person will be able to develop with the existence of Physical Education (Fernandez-Rio, et al., 2020; Behzadnia, et al., 2018; Hinojo Lucena, et al., 2020). The learning success of each student is not the same as the others but each student has different abilities. There are some students who experience difficulties in learning, as a result the acquisition of learning outcomes achieved is less than optimal. One of the learning outcomes is influenced by intelligence. Intelligence can be broadly divided into seven types of intelligence, namely: linguistic intelligence, mathematical logical intelligence, spatial visual intelligence, musical intelligence, kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence (Ababneh, 2021; Maharani, et al., 2020). One of the multiple intelligences is emotional intelligence. Emotional intelligence can basically be formed and developed through education in the form of training and positive experiences. As stated by Amado-Alonso, et al. (2019) that the importance of shaping learners to better regulate and manage emotions by promoting sports training in school education. Therefore, Physical Education in schools is one of the efforts in shaping and developing students' emotional intelligence. Efforts to improve the quality of Physical

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Education learning, in this case concerning student learning outcomes, it is necessary for every Physical Education teacher to understand and master and be able to apply the concept of eight types of multiple intelligences (Dos Santos & Hudain, 2020).
One of the intelligence items included in multiple intelligences is kinesthetic intelligence. Kinesthetics is related to the coordination of movements of the whole body or in other words the ability to equalize the mind and body, so that what is contained in the mind can be poured in the form of movement by the limbs (Yurita, et al., 2023). Kinesthetic intelligence, if considered in depth, is closely related to Physical Education subjects in schools (Ishar, et al., 2023). Students by utilizing this kinesthetic intelligence, it is hoped that students can have high Physical Education scores.
In addition, efforts to obtain maximum Physical Education scores in students, of course, are not only looking at the intelligence side, but how students are motivated in the material provided. Learning motivation itself basically has an influence on student learning outcomes. Learning motivation becomes a driving factor from within and from outside in students who aim to change behavior and other supporting elements. Motivation is a physiological and psychological condition contained in a person that encourages him to carry out certain activities, in order to achieve a goal (need) (Filgona, et al., 2020).
Based on some previous research results, including research conducted by Suci, et al., (2022) shows that there is a significant relationship between emotional intelligence and Physical Education learning outcomes, learning motivation with Physical Education learning outcomes, and emotional intelligence and learning motivation with Physical Education learning outcomes. The results of Andiri & Sultoni (2017) show that the correlation of emotional intelligence and achievement is only 0.5% of emotional intelligence data providing a direct influence on academic achievement, the remaining 99.5% or (100%- 0.5 = 99.5%) is caused by other technical and non-technical factors. The results of Fernanda's research, et al., (2023) show that there is a significant relationship between learning motivation and Physical Education learning outcomes. The results of Ishar's research, et al., (2023) show that there is a positive relationship between kinesthetic intelligence and Physical Education grades. The above presentation is certainly interesting to be studied and researched more deeply, therefore, researchers need to conduct a more in-depth research on "The Relationship between Emotional Intelligence, Kinesthetic Intelligence, and Learning Motivation to Physical Education Learning Outcomes of Grade V Students in State Elementary Schools in Kretek Sub-district, Bantul Regency".

METHODS

The type of research used is descriptive quantitative with correlation. The population in the study were fifth grade students in public elementary schools in Kretek sub-district, Bantul Regency. Researchers used the Slovin formula as a sampling technique. The population was 355 students with a sampling error of 5%, found a sample of 188 students. Questionnaires are used to measure emotional intelligence, kinesthetic intelligence and student learning motivation, Physical Education learning outcomes instruments based on report cards. Data analysis techniques using partial t test and simultaneous F test. This calculation will be assisted by SPSS 23.0 for Microsoft Windows.

RESULTS

The correlation test was conducted to determine the relationship of each independent variable to the dependent variable. The complete correlation test analysis results are presented in Table 1 below.

Table 1. Correlation Test Analysis Results

Variables	r_{count}	t_{count}	r_{table}	*sig*
Emotional Intelligence (X1)	0.547	4.361	0.143	0.000
Kinesthetic Intelligence (X2)	0.546	3.201	0.143	0.002
Learning Motivation (X3)	0.576	2.169	0.143	0.031

Based on the analysis results in Table 1 above, it can be explained as follows.

1. Emotional intelligence variable on Physical Education learning outcomes obtained rcount value 0.547> rtable 0.143, sig. 0.000 <0.05, then H0 is rejected, meaning that the hypothesis that reads "There is a significant relationship between emotional intelligence and the learning outcomes of Physical Education for grade V students in Kretek District State Elementary Schools in Bantul Regency" is accepted. The correlation coefficient is positive, meaning that if emotional intelligence is getting better, then the learning outcomes of Physical Education in grade V students at State Elementary Schools in Kretek District Bantul Regency will be better.

2. The kinesthetic intelligence variable on Physical Education learning outcomes obtained a rcount value of 0.546> rtable 0.143, sig. 0.002 <0.05, then H0 is rejected, meaning that the hypothesis that reads "There is a significant relationship between kinesthetic intelligence and Physical Education learning outcomes of grade V students in Kretek District State Elementary Schools in Bantul Regency" is accepted. The correlation coefficient is positive, meaning that if kinesthetic intelligence is getting better, then the learning outcomes of PHYSICAL EDUCATION in grade V students at State Elementary Schools in Kretek District Bantul Regency will be better.
3. Learning motivation variable on Physical Education learning outcomes obtained rcount value 0.576> rtable 0.143, sig. 0.031 <0.05, then H0 is rejected, meaning that the hypothesis that reads "There is a significant relationship between learning motivation and physical education learning outcomes for grade V students in Kretek District State Elementary Schools in Bantul Regency" is accepted. The correlation coefficient is positive, meaning that if the learning motivation is getting better, then the learning outcomes of Physical Education in grade V students in Kretek District State Elementary Schools in Bantul Regency will be better.

The F (Simultaneous) test aims to determine the relationship between emotional intelligence, kinesthetic intelligence, learning motivation to the learning outcomes of Physical Education grade V students in Kretek District State Elementary Schools in Bantul Regency. Analysis using the ANOVA test. Analysis rules if F count> F table and sig. <0.05, then the alternative hypothesis is accepted and vice versa. The results of the analysis are described in Table 2:

Table 2. F Test Analysis Results (Simultan)

ANOVA[b]					
Model	*Sum of Squares*	*df*	*Mean Square*	*F*	*Sig.*
Regression	1760.562	3	586.854	45.321	.000[a]
Residual	2382.569	184	12.949		
Total	4143.131	187			

Based on the results of the analysis in Table 2, the relationship between emotional intelligence, kinesthetic intelligence, learning motivation to Physical Education learning outcomes obtained Fhitung value 45.321> Ftabel (3; 184) 2.65 and sig. 0,000 < 0,05. Thus the hypothesis that reads "There is a significant relationship between emotional intelligence, kinesthetic intelligence, learning motivation to the learning outcomes of Physical Education grade V students in Kretek District State Elementary Schools in Bantul Regency", is accepted. It can be concluded that the regression model chosen is feasible to test the data and the regression model can be used to predict that emotional intelligence, kinesthetic intelligence, learning motivation together are related to the learning outcomes of Physical Education grade V students in Kretek District State Elementary Schools in Bantul Regency.

The results of the analysis of the Coefficient of Determination (R2) of emotional intelligence, kinesthetic intelligence, learning motivation on the learning outcomes of Physical Education for grade V students in Kretek District State Elementary Schools in Bantul Regency are presented in Table 3:

Table 3. Coefficient of Determination Analysis Results

Model Summary			
R	*R Square*	*Adjusted R Square*	*Std, Error of the Estimate*
0,652[a]	0,425	0,416	3,59844

Based on the Coefficient of Determination (R2) in Table 3, it shows that the coefficient of determination R Square is 0.416. This means that the contribution of emotional intelligence variables, kinesthetic intelligence, learning motivation to the physical education learning outcomes of fifth grade students in Kretek District State Elementary Schools in Bantul Regency is 41.60%, while the remaining 58.40% is influenced by other factors outside this study. Other factors that affect Physical Education learning outcomes such as learning methods, teachers, learning environment, learning facilities and others.

DISCUSSION

Based on the results of the study, it shows that there is a significant relationship between emotional intelligence and Physical Education learning outcomes with a contribution of 16.51%. The results of this study underscore the key role of emotional intelligence in regulating and improving emotions and being emotionally efficient, which leads to greater emotional satisfaction

and results in a stronger sense of emotional well-being and a healthier mentality. The results of the study are supported by several studies including by Mardius & Enjoni (2022) showing that emotional intelligence variables have a significant effect on Physical Education learning outcomes. Ningtyas & Synthiawati's research (2022); Hasmara (2022) shows that there is a relationship between emotional intelligence and Physical Education learning outcomes. Monica & Prasetiyo (2019) hypothesis testing results show that the level of emotional intelligence (EQ) and the level of participation contribute to Physical Education learning outcomes, both individually and together. This means that the higher the emotional intelligence, the better the Physical Education learning outcomes. The results of the correlation analysis show that the amount of physical activity, self-efficacy, and emotional intelligence have a significant relationship in individuals (Wang, et al., 2020).

Méndez Giménez, et al. (2020) state that learners with high emotional intelligence have high levels of emotion recognition, control and regulation, and empathy. Learners with higher emotional intelligence tend to participate more in classroom activities, as emotional intelligence finds them fun and interesting, and these activities fit with their personal goals. According to various studies in education, positive emotions have been significantly associated with academic ability and well-being (Schonert-Reichl & Lawlor, 2018), intrinsic motivation (Pekrun, et al., 2017), participation (Mega, et al., 2019), and memory (Faith & Thayer, 2018). Trigueros, et al.'s (2019) study successfully demonstrated the importance of focusing on emotions in PE classes as emotions increase the propensity to get good grades and maintain active lifestyle habits. In this case, focusing on learners' emotions in sport proved to be quite beneficial. A review of the evidence suggests that the application of research-based trait theories of emotional intelligence in educational settings can result in tangible and lasting benefits for both individuals and schools (Petrides, et al., 2018). A meta-analysis found that physical activity is closely related to emotional intelligence, and individual psychological characteristics are more prominent after physical activity (Ubago-Jiménez, et al., 2019).

Emotional intelligence has been the focus of attention of many researchers. Emotional intelligence is understood as the ability to facilitate the recognition and regulation of emotions and the formation of adaptive behavior. The main theories on emotional intelligence are based on the trait model and the ability model, which share some common elements such as the fact that emotions are considered as predictors of positive adaptive behavior. The trait theory considers emotional intelligence as a construct that is associated with a set of stable traits related to personality, socio-emotional skills, motivational aspects and various cognitive abilities that are important for dealing with demands and stresses. The ability model views emotional intelligence as another type of intelligence that is based on the adaptive use of emotions and their application to thinking, enabling individuals to adapt to their environment and solve problems (Estrada, et al., 2018).

IQ and EQ play a very important and influential role in students' learning activities. Without the participation of EQ in the teaching and learning process, IQ will not function optimally. A good collaboration of IQ and EQ will produce learners who have high learning achievement. Emotional intelligence is the most important thing in determining the success of students because with loose emotions it can make smart students less able to decrease learning outcomes. Without emotional intelligence, learners will not be able to use their cognitive abilities according to their potential. It causes, that intellectual is not the only factor that can determine the success of students, but there are other factors that can influence it, namely emotional intelligence.

Emotional intelligence (EQ) has an important role for the process and development of students in achieving Physical Education learning achievement. Learners who have good emotional intelligence (EQ) are able to recognize themselves and are able to build good relationships with others. The higher the emotional intelligence of these students, the more self-control can be adjusted to the situation faced in Physical Education learning, so as to improve Physical Education learning achievement. Self-regulation by handling one's own emotions, so that it has a positive impact on the implementation of tasks, is sensitive to conscience and is able to delay enjoyment before achieving a goal and being able to recover from emotional pressure.

Based on the results of the study, it shows that there is a significant relationship between kinesthetic intelligence and Physical Education learning outcomes with a contribution of 13.94%. The results of the study were supported by several studies including by Irwansyah (2018); Ishar, et al., (2023); Aisyah, et al., (2024) showed that there was a significant relationship between kinesthetic intelligence and Physical Education learning outcomes. Koçak (2019) in his study stated that as the attitude towards sports increases positively, the physical kinesthetic intelligence also increases positively. Hatami & Seyfi's (2018) study showed that there was a moderate positive correlation between students' attitudes towards Physical Education lessons and the level of kinesthetic intelligence ($p<0.05$). In other words, the level of kinesthetic intelligence increases as the attitude of secondary school students towards Physical Education lessons increases, i.e. when the attitude of secondary school students towards Physical Education decreases, the level of kinesthetic intelligence also decreases.

Bodily-kinesthetic intelligence is the capacity to manipulate objects. It also requires better physical skills, will appreciate the extent to which athletes and sportsmen manipulate their bodies. If this intelligence is well developed; individuals will be able to shine as sportsmen, dancers, or surgeons (Suhadi, et al., 2020). Kinesthetic intelligence is a type of intelligence that is commonly possessed

by humans. Kinesthetic is related to the coordination of movements of the whole body or in other words, the ability to equalize the mind and body, so that what is contained in the mind can be poured in the form of movement by the limbs.

Kinesthetic intelligence or physical intelligence is the ability to use the whole body and its components to solve a problem, make something, or use some kind of product, and coordinate body and mind to perfect physical performance. Kinesthetic is physical intelligence. Physical intelligence is the ability to use the mind and body together to achieve a desired goal. Kinesthetic intelligence allows humans to establish an important link between the mind and body, allowing the body to manipulate objects and create movement. This intelligence includes talent in controlling body movements and skill in handling objects (Rodji, et al., 2022).

Kinesthetic intelligence includes elements of physical skills such as: coordination, agility, strength, flexibility, balance, endurance and power. In human physiology, kinesthetics (kinesthesia) means the sense of motion that is part of the movement of bones through joints. Children who have high kinesthetic intelligence will be able to integrate coordination between nerves and muscles simultaneously to achieve one goal. Neural development as a regulatory center and the basis of a person's intelligence, not to mention multiple intelligences (Rodji, et al., 2022).

Kinesthetic ability is also said to be the ability of the body to perform or practice brain commands in a series of movements. Kinesthetic intelligence, if considered in depth, is closely related to Physical Education subjects in schools (Ishar, et al., 2023). This is because Physical Education subjects involve a lot of body movements that are coordinated in such a way as to form a series of movements that have benefits for a person's body. Kinesthetic intelligence is needed in Physical Education learning, because the movement process requires coordination of the nervous and muscular systems and motion controllers so that they are able to display beauty and communicate messages through the beauty of motion. By utilizing this kinesthetic intelligence, students are expected to have high Physical Education scores. In this regard, good grades in Physical Education can affect the quality of learning of students in achieving their educational goals.

Based on the results of the study, it shows that there is a significant relationship between learning motivation and Physical Education learning outcomes with a contribution of 11.15%. The results of the study are supported by several studies including by Barus & Sinuraya (2021); Putra, et al., (2020) that there is a significant relationship between learning motivation and Physical Education learning outcomes. Learning motivation has a positive effect on student participation and learning outcomes (Law, et al., 2019). Filgona, et al. (2020) argue that motivation drives learners in achieving learning goals. Trigueros et al.'s (2019) study shows that self-motivation acts as a predictor of academic performance and regular participation in physical activity. Several studies have shown that learners who have high levels of self-motivation show greater engagement in class and make better decisions, resulting in high academic achievement (Ramos & Gómez, 2019).

Learning motivation is one of the important aspects that every learner must have in order to follow learning well. Learning motivation is something that is useful to support students to succeed in participating in learning activities at school. Learning motivation is essentially the overall driving force within students that gives rise to learning activities, which ensures the continuity of students to cause learning activities and provides direction for the learning activities themselves, so that the desired goals of students are achieved. Learning motivation is one of the physical potentials that everyone has to increase work productivity. For students, learning motivation is one of the factors that affect physical readiness before receiving lessons at school, so that later with good physical fitness, students can receive the learning provided by the school optimally.

Motivation can function as a driver of effort and achievement, the existence of good motivation in learning will show good results. In other words, with diligent effort and especially realizing motivation, someone who learns will be able to produce good learning results. The intensity of one's motivation will greatly determine the level of learning achievement. A student must have good learning motivation to get good learning results. a student who has motivation in learning can be seen from his seriousness in preparing for learning. Learning motivation also has a significant relationship in the form of a role to contribute stimuli while learning, students will appear eager to accept the learning provided by the teacher during learning, especially Physical Education.

Based on the results showed that there is a significant relationship between emotional intelligence, kinesthetic intelligence, learning motivation to Physical Education learning outcomes with a contribution of 41.60%, while the remaining 58.40% is influenced by other factors outside this study. Other factors that affect Physical Education learning outcomes such as learning methods, teachers, learning environment, learning facilities and others. Learners with Physical Education learning, individuals feel competent in their abilities in motor skills, in other words, it is possible to develop basic movements such as running, climbing, balancing, jumping, rolling. As a result, Physical Education through activity-related behavioral changes, enables body control, coordination and development of the muscular-nervous system and provides mental and psychological harmony (Hatami & Seyfi, 2018).

It is not only physical that is needed to learn Physical Education, but intelligence and cognitive abilities also do not escape the object of Physical Education, for example, in addition to mastering various basic techniques of certain sports practically, students

must also be able to master them conceptually or theoretically. Attitudes of sportsmanship and high discipline are also a reflection of Physical Education learning. Physical Education aims to develop knowledge, skills, confidence, and personality values related to physical activity, such as aesthetic development, and social development (Nurafiati, et al., 2021; Erianti, et al., 2022). This is caused by many factors that affect students' Physical Education learning outcomes, such as; motivation to learn, not only providing facilities to go to school, but closeness to children can help them learn and solve problems together (Rijaluddin & Mardius, 2022). Learning outcomes are the abilities that students have after receiving their learning experience. Good learning outcomes in Physical Education learning in particular are expected to be able to play a role in producing quality students, namely as humans who are able to think critically, creatively, logically and take the initiative in dealing with the symptoms of life both socially and technologically that develop in the midst of society in the current era of globalization. Learning achievement is influenced by several factors, including: factors of physical maturity or growth, intelligence (intelligence), training, motivation, and personal factors. External factors include family factors or the state of the parents' household, teachers, teaching methods, media used in the learning and teaching process, the environment and opportunities available, and motivation (Mulia, et al., 2021).

Emotional intelligence is an ability to motivate oneself, control feelings and impulses to keep stress from killing the ability to think, empathize and apply emotional intelligence effectively (Desai & Desai, 2018). Suleman, et al., (2019) stated that emotional intelligence accounts for 80% of individual learning success. Well-managed emotions can be utilized to support success in various fields because when emotions arise, individuals have more energy and are able to influence other individuals. Everything that these emotions produce if utilized properly can be applied as a source of energy needed to complete tasks, influence others and create new things.

Kinesthetic intelligence is a type of intelligence that is commonly possessed by humans. Kinesthetic is related to the coordination of movements of the whole body or in other words, the ability to equalize the mind and body, so that what is contained in the mind can be poured in the form of movement by the limbs. Kinesthetic ability is also said to be the ability of the body to perform or practice brain commands in a series of movements. Students by utilizing this kinesthetic intelligence, it is hoped that students can have high Physical Education scores (Ishar, et al., 2023).

Motivation becomes a growing spirit in every learner, and there is a sense of pleasure in the learning activities that are being carried out, so that if students have high motivation, there will also be a lot of energy ready to carry out the teaching and learning process (Kapti & Winarno, 2022). If someone has learning motivation, of course someone has an interest in themselves, is focused, serious and races against boredom to achieve achievement. The reality that occurs in these students, the learning provided by the teacher will indirectly be attached to the cognitive of students, and will be directly proportional to the learning outcomes obtained in the final semester exam.

CONCLUSIONS

Based on the results of data analysis, description, testing of research results, and discussion, it can be concluded that: (1) There is a significant relationship between emotional intelligence and Physical Education learning outcomes of grade V students in Kretek District State Elementary Schools in Bantul Regency, with a significance value of 0.000 <0.05 and a contribution of 16.51%. (2) There is a significant relationship between kinesthetic intelligence and the learning outcomes of Physical Education of grade V students in State Elementary Schools in Kretek Sub-district, Bantul Regency, with a significance value of 0.002 <0.05 and a contribution of 13.94%. (3) There is a significant relationship between learning motivation and Physical Education learning outcomes of grade V students in Kretek District State Elementary Schools in Bantul Regency, with a significance value of 0.031 <0.05 and a contribution of 11.15%. (4) There is a significant relationship between emotional intelligence, kinesthetic intelligence, learning motivation on the physical education learning outcomes of fifth grade students in Kretek District State Elementary School, Bantul Regency, with a significance value of 0.000 <0.05 and a contribution of 41.60%.

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