

Correlation Between Self-Confidence, Emotional Intelligence, And Interpersonal Intelligence Towards the Physical Education Learning Outcomes of Seventh Grade Students from SMP Aisyiyah

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ABSTRACT: This research aims to determine (1) the correlation between self-confidence and the Physical Education (PE) learning outcomes of seventh grade students of SMP Aisyiyah (Aisyiyah Junior High School), (2) the correlation between emotional intelligence and the Physical Education (PE) learning outcomes of seventh grade students of SMP Aisyiyah, (3) the correlation between interpersonal intelligence and the Physical Education (PE) learning outcomes of seventh grade students of SMP Aisyiyah, and (4) the correlation between self-confidence, emotional intelligence, and interpersonal intelligence towards the Physical Education (PE) learning outcomes of seventh grade students of SMP Aisyiyah. This research was a descriptive quantitative study with a correlation design. The method used survey method. The research population was for about 174 seventh grade students of SMP Aisyiyah, consisted of 91 male students and 83 female students. The sampling technique used total sampling. The instruments for self-confidence, emotional intelligence, and interpersonal intelligence used a Likert scale questionnaire, the instrument for Physical Education (PE) learning with used report card scores. The data analysis used multiple regression. The research findings reveal that (1) there is a significant correlation between self-confidence and the Physical Education learning outcomes of seventh grade students of SMP Aisyiyah, with r count at $0.488 > r$ table 0.148 , p -value $0.000 < 0.05$, and an effective contribution of 9.83% . (2) There is a significant correlation between emotional intelligence and the Physical Education (PE) learning outcomes of seventh grade students of SMP Aisyiyah, r count at $0.487 > r$ table at 0.148 , p -value $0.000 < 0.05$, and an effective contribution of 11.55% . (3) There is a significant correlation between interpersonal intelligence and the Physical Education (PE) learning outcomes of seventh grade students of SMP Aisyiyah, with r count at $0.461 > r$ table 0.148 , p -value $0.000 < 0.05$, and an effective contribution of 9.32% . (4) There is a significant correlation between selfconfidence, emotional intelligence, and interpersonal intelligence towards the Physical Education (PE) learning outcomes of seventh grade students of SMP Aisyiyah with F -test at $25.119 > F$ -table $(3; 170) 2.66$, sig. $0.000 < 0.05$, and an effective contribution of 30.70% .

KEYWORDS: self-confidence, responsibility, discipline, PJOK learning outcomes

I. INTRODUCTION

Education plays a strategic role in shaping the character and quality of Indonesia's human resources. The educational process is not merely concerned with the transfer of knowledge; it also fosters the development of students' personalities, moral values, and physical abilities. Formal education provided in schools is complemented by non-formal and informal education, which collectively nurture students' potential and personal development throughout their lives (Sutianah, 2022; Rasmitadila et al., 2020; Khaidir & Suud, 2020).

Character development constitutes an integral component of the national education system, including through the subject of Physical Education, Sports, and Health (PJOK). PJOK is designed to promote students' physical, mental, emotional, and social development. Structured physical activities encourage the adoption of healthy lifestyles and contribute to psychosocial wellbeing when supported by intrinsic motivation and enjoyable learning experiences (Brusseu et al., 2020; Lee & Lee, 2021; Wintle, 2022; Trigueros-Ramos et al., 2019).

Effective PJOK instruction requires teachers to possess the competence to adapt teaching strategies to students' developmental stages, provide constructive feedback, and create meaningful learning experiences. A conducive learning

Correlation Between Self-Confidence, Emotional Intelligence, And Interpersonal Intelligence Towards the Physical Education Learning Outcomes of Seventh Grade Students from SMP Aisiyah

environment is a fundamental prerequisite for ensuring that changes in behavior, knowledge, and skills can occur optimally (Loeng, 2020; Tabun et al., 2022).

Learning outcomes reflect students' mastery of subject matter and learning experiences, both of which are influenced by internal and external factors. Internal factors include motivation, interest, self-confidence, physical condition, emotional intelligence, and social competence, while external factors encompass the learning environment, classroom climate, school culture, and social support (Abduloh et al., 2022).

Self-confidence, emotional intelligence, and interpersonal intelligence are among the most significant internal factors influencing learning in PJOK. Self-confidence encourages active participation and the courage to make decisions (Upadhyay et al., 2020; O'Sullivan et al., 2018; Rohmat & Lesatri, 2019). Emotional intelligence enables individuals to manage their emotions adaptively, thereby enhancing engagement in the learning process (Sánchez-Álvarez et al., 2020; Quílez-Robres et al., 2023; Bereded et al., 2025; Zoghlami et al., 2023). Interpersonal intelligence plays a crucial role in teamwork and conflict resolution, particularly within group-based PJOK learning activities (Shao et al., 2024; Fenanlampir & Mutohir, 2021; Rumahlewang & Latar, 2024).

Observations conducted at SMP Aisiyah revealed an imbalance between the motor skills and psychosocial readiness of seventh-grade students. While some students demonstrated strong physical abilities, they experienced difficulties in emotional regulation and social interaction, which affected the consistency of their PJOK learning outcomes. These variations in academic performance suggest that success in PJOK is influenced not only by physical abilities and technical skills but also by selfconfidence, emotional intelligence, and interpersonal intelligence.

These conditions highlight the importance of investigating the relationship between these three internal factors and PJOK learning outcomes. Such research can serve as a foundation for developing a holistic and student-centered learning approach that promotes student well-being, particularly within the implementation of the Merdeka Curriculum.

II. METHODOLOGY

a. Research Design

This study employed a quantitative descriptive research design using a correlational approach. The purpose of this approach was to provide an empirical description and examine the relationships among the research variables objectively and systematically.

b. Time and Location of the Study

The study was conducted at SMP Aisiyah, located in Klaten, Central Java, Indonesia, specifically at Jl. Wedi–Bayat No. 10, Area Sawah, Pandes, Wedi District, Klaten Regency, Central Java 57461.

c. Research Participants

The population of this study consisted of 174 seventh-grade students of SMP Aisiyah, comprising 91 male students and 83 female students. The sampling technique employed was total sampling, whereby all members of the population were included as research participants.

d. Data Collection Techniques and Instruments

The primary instrument used in this study was a closed-ended questionnaire. Responses were scored using a Likert scale. The questionnaire was designed to measure the variables of self-confidence, emotional intelligence, and interpersonal intelligence. The instrument blueprint was developed based on the indicators of each variable to ensure the validity and reliability of the measurements.

Table 1. Self-Confidence Instrument Blueprint

Variable	Indicator	No Item
Self-Confidence	Has confidence in one's own abilities	1, 2, 3, 4, 5, 6
	Takes initiative in making decisions independently	7, 8, 9, 10, 11, 12
	Has a positive self-image	13, 14, 15, 16, 17
	Expresses opinions confidently	18, 19, 20, 21, 22
Total		22

Correlation Between Self-Confidence, Emotional Intelligence, And Interpersonal Intelligence Towards the Physical Education Learning Outcomes of Seventh Grade Students from SMP Aisyiyah

Table 2. Blueprint of the Interpersonal Intelligence Instrument

Factor	Indicator	No. Item	
		+	-
<i>Social Insight</i>	Empathy	1, 2, 3	4, 5
	Prosocial Behavior	6, 7	8, 9
<i>Social Sensitivity</i>	Self-Awareness	10, 11, 12, 16	13, 14, 15
	Understanding of Social Situations and Social Ethics	17, 18	19, 20
	Problem-Solving Skills	21, 22	23
<i>Social Communication</i>	Effective Communication	24, 25	26, 27
	Effective Listening Skills	28, 29	30
Total		30	

Table 3. Blueprint of the Emotional Intelligence Measurement Instrument

Factor	Indicator	No. Item	
		+	-
Self-Awareness of Emotions	Is aware of one's own emotions	44, 36	28
	Recognizes the causes of one's emotions	4	14, 17
Emotion Management	Is able to manage excessive feelings of anger, sadness, anxiety, and worry	9, 24	30, 39
	Is able to recover from negative emotions	8, 11	18
Self-Motivation	Is able to delay impulsive reactions	6	21, 37
	Maintains optimism and high expectations	3, 16	26, 38
	Is able to recover from failure and persevere	19, 25	10
Recognition of Others' Emotions	Is sensitive to others' reactions and emotions	12, 20	32, 23, 35
	Is able to understand and accept others' perspectives	13, 7	40
Relationship Management	Is able to manage and resolve conflicts effectively	5, 22	29
	Demonstrates good social skills and is pleasant in interactions	1, 15	27
	Prioritizes social interests over personal interests	2	31, 34
Total		40	

The instrument used to measure Physical Education, Sports, and Health (PJOK) learning outcomes in this study was obtained from the students' report card grades. Such an instrument falls under the documentation technique, as the data were collected from official academic records maintained by the school.

e. Data Analysis

The data were analyzed using both descriptive and inferential statistical methods. Descriptive analysis was employed to provide an overview of the characteristics of the data, whereas inferential analysis was conducted to test the proposed hypotheses.

Correlation Between Self-Confidence, Emotional Intelligence, And Interpersonal Intelligence Towards the Physical Education Learning Outcomes of Seventh Grade Students from SMP Aisiyiah

III. RESULTS AND DISCUSSION

A. Normality Test

Based on the results of the normality analysis using the Kolmogorov–Smirnov test, the Asymp. Sig. (2-tailed) value obtained was 0.200. Since this value is greater than the significance level of $\alpha = 0.05$ ($0.200 > 0.05$), it can be concluded that the data used in this study were normally distributed.

B. Linearity Test

The results of the linearity test indicated that the relationship between PJOK learning outcomes (Y) and self-confidence (X_1) yielded a p-value of 0.881, which is higher than the significance level of 0.05. Similarly, the relationship between PJOK learning outcomes (Y) and emotional intelligence (X_2) produced a p-value of 0.062, which also exceeded 0.05. Furthermore, the relationship between PJOK learning outcomes (Y) and interpersonal intelligence (X_3) yielded a p-value of 0.062.

C. Hypothesis Testing Result

A correlation test was conducted to determine the relationship between each independent variable and the dependent variable. The hypotheses proposed in this study are as follows:

H1: There is a significant relationship between self-confidence and the PJOK learning outcomes of seventh-grade students at Aisiyiah Junior High School (SMP Aisiyiah).

H2: There is a significant relationship between emotional intelligence and the PJOK learning outcomes of seventh-grade students at Aisiyiah Junior High School (SMP Aisiyiah).

H3: There is a significant relationship between interpersonal intelligence and the PJOK learning outcomes of seventh-grade students at Aisiyiah Junior High School (SMP Aisiyiah).

Table 4. Results of the Correlation Analysis

Variable	<i>rhitung</i>	<i>r table</i>	<i>sig</i>
Self-Confidence (X1)	0,488	0,148	0,000
Emotional Intelligence (X2)	0,487	0,148	0,000
Interpersonal Intelligence (X3)	0,461	0,148	0,000

Based on the results of the analysis presented in Table 4 above, the findings can be explained as follows:

1. The Relationship between Self-Confidence and PJOK Learning Outcomes

The self-confidence variable showed a correlation coefficient of $r = 0.488$, which is greater than the critical value ($r = 0.148$), with a p-value of $0.000 < 0.05$. Therefore, H_0 is rejected, indicating that the hypothesis stating “*There is a significant relationship between self-confidence and the PJOK learning outcomes of seventh-grade students at SMP Aisiyiah*” is accepted. The positive correlation coefficient indicates that higher levels of self-confidence are associated with better PJOK learning outcomes among seventh-grade students at SMP Aisiyiah.

2. The Relationship between Emotional Intelligence and PJOK Learning Outcomes

The emotional intelligence variable yielded a correlation coefficient of $r = 0.487$, which exceeds the critical value ($r = 0.148$), with a p-value of $0.000 < 0.05$. Therefore, H_0 is rejected, indicating that the hypothesis stating “*There is a significant relationship between emotional intelligence and the PJOK learning outcomes of seventh-grade students at SMP Aisiyiah*” is accepted. The positive correlation coefficient suggests that higher emotional intelligence is associated with better PJOK learning outcomes among seventh-grade students at SMP Aisiyiah.

3. The Relationship between Interpersonal Intelligence and PJOK Learning Outcomes

The interpersonal intelligence variable produced a correlation coefficient of $r = 0.461$, which is greater than the critical value ($r = 0.148$), with a p-value of $0.000 < 0.05$. Therefore, H_0 is rejected, indicating that the hypothesis stating “*There is a significant relationship between interpersonal intelligence and the PJOK learning outcomes of seventh-grade students at SMP Aisiyiah*” is accepted. The positive correlation coefficient indicates that higher levels of interpersonal intelligence are associated with better PJOK learning outcomes among seventh-grade students at SMP Aisiyiah.

Based on the results of the analysis, the combined relationship of self-confidence, emotional intelligence, and interpersonal intelligence with PJOK learning outcomes yielded an F-value of 25.119, which is greater than the F-table value ($(3,170) = 2.66$, with

Correlation Between Self-Confidence, Emotional Intelligence, And Interpersonal Intelligence Towards the Physical Education Learning Outcomes of Seventh Grade Students from SMP Aisiyiah

a significance value of $0.000 < 0.05$. Therefore, the hypothesis stating that “There is a significant relationship between self-confidence, emotional intelligence, and interpersonal intelligence and the PJOK learning outcomes of seventh-grade students at SMP Aisiyiah” is accepted. It can be concluded that the selected regression model is appropriate for analyzing the data and can be used to predict that self-confidence, emotional intelligence, and interpersonal intelligence collectively have a significant relationship with the PJOK learning outcomes of seventh-grade students at SMP Aisiyiah.

Based on the coefficient of determination (R^2), the R Square value obtained was 0.307. This indicates that self-confidence, emotional intelligence, and interpersonal intelligence together contribute 30.70% to the variation in PJOK learning outcomes among seventh-grade students at SMP Aisiyiah, while the remaining 69.30% is influenced by other factors not examined in this study.

D. The Relationship between Self-Confidence and PJOK Learning Outcomes

The findings of this study indicate that self-confidence has a significant relationship with PJOK learning outcomes. Statistically, students with higher levels of self-confidence tend to demonstrate more optimal learning performance, including mastery of motor skills, understanding of concepts, and positive attitudes during the learning process. This finding confirms that self-confidence is an important psychological asset that enables students to confidently attempt new movements, cope with failure, and recover from mistakes without losing motivation (Hasan et al., 2023; Yu et al., 2024). Bandura’s concept of self-efficacy emphasizes that individuals who believe in their abilities are more persistent, adaptive, and capable of maintaining motivation even when facing challenges (Hutasuhut et al., 2023).

In the context of PJOK learning, self-confidence not only influences the mastery of motor techniques but also determines students’ willingness to engage in challenging physical activities. Students with high self-confidence are more likely to participate actively, practice consistently, and respond constructively to feedback provided by their teachers.

Pedagogical Implications. PJOK teachers should implement instructional strategies that emphasize active participation, positive reinforcement, and recognition of individual effort. Learning approaches such as the Sport Education Model have been shown to be more effective in enhancing students’ self-confidence compared to traditional teaching methods (Shen & Shao, 2022). By strengthening self-confidence, students can not only improve their learning outcomes but also develop positive character traits and lifelong attitudes toward physical activity.

E. The Relationship between Emotional Intelligence and PJOK Learning Outcomes

Emotional intelligence is an important factor in supporting success in PJOK learning. Students who are able to recognize, manage, and express their emotions adaptively tend to be better prepared to cope with performance pressure, practical assessments, and group dynamics encountered in sports and physical education activities (Ningtyas & Synthiawati, 2022; Karisman, 2020). This ability enables students to maintain focus, perseverance, and motivation, even when facing failure or difficulties during practice sessions.

Numerous studies support this finding, highlighting the positive effects of emotional intelligence on learning engagement, intrinsic motivation, and academic achievement (Schonert-Reichl & Lawlor, 2018; Mega et al., 2019; Faith & Thayer, 2018). Furthermore, structured physical activity has been shown to contribute to the development of emotional intelligence, which in turn enhances the quality of PJOK learning outcomes (Wang et al., 2020; Méndez Giménez et al., 2020).

Pedagogical Implications. PJOK teachers should create a learning environment that promotes emotional regulation, empathy, and cooperation among students. Such an approach not only maximizes students’ physical skills but also strengthens their emotional and psychological well-being. As a result, PJOK learning outcomes can be improved in a more optimal and sustainable manner.

F. The Relationship between Interpersonal Intelligence and PJOK Learning Outcomes

The findings of this study indicate a significant relationship between interpersonal intelligence and PJOK learning outcomes. Interpersonal intelligence encompasses the ability to interact effectively with others, collaborate, understand the motivations and emotions of others, and resolve conflicts constructively (Irwansyah, 2018; Huerta et al., 2021; Agnesiana et al., 2023). In the context of PJOK learning, students with higher interpersonal intelligence are better able to adapt to group dynamics, communicate effectively with peers and teachers, and maintain sportsmanship during team-based activities and games.

Interpersonal intelligence supports the achievement of the holistic objectives of PJOK learning, which include the development of motor skills, cognitive understanding, and affective qualities such as discipline and cooperation (Sutarna, 2019). Students with strong social skills tend to follow instructions more effectively, understand learning tasks more easily, and participate actively in learning activities. In contrast, students with lower levels of interpersonal intelligence are more likely to be passive and experience difficulties adapting to social and learning environments.

Correlation Between Self-Confidence, Emotional Intelligence, And Interpersonal Intelligence Towards the Physical Education Learning Outcomes of Seventh Grade Students from SMP Aisyiyah

Pedagogical Implications. The development of interpersonal intelligence can be fostered through group-based learning, collaborative games, and activities that require effective communication. A learning environment that promotes positive social interaction can enhance students' active participation and improve their PJOK learning outcomes.

G. The Simultaneous Relationship of Self-Confidence, Emotional Intelligence, and Interpersonal Intelligence with PJOK Learning Outcomes

The simultaneous analysis revealed that these three psychological factors interact significantly in determining PJOK learning outcomes. Self-confidence encourages students to demonstrate courage and perseverance, emotional intelligence helps them manage stress and frustration, while interpersonal intelligence facilitates effective collaboration and harmonious communication (Yiming et al., 2025; Mayang, 2025; Kakarla, 2025). Together, these factors create an internal environment that supports optimal engagement in the learning process.

These findings emphasize that PJOK learning should not focus solely on the development of physical abilities or motor skills. The integration of psychological, social, and emotional development is essential for nurturing students who are competent, possess strong character, and are capable of facing both academic and social challenges.

Pedagogical Implications. PJOK teachers should design holistic learning strategies that integrate physical training with efforts to strengthen self-confidence, emotional regulation, and social competence. Such an approach enables students to achieve optimal learning outcomes while simultaneously fostering sportsmanship, cooperation, and psychological well-being.

IV. CONCLUSIONS

Based on the results of the data analysis, research findings, and discussion, the following conclusions can be drawn:

1. There is a significant relationship between self-confidence and the PJOK learning outcomes of seventh-grade students at SMP Aisyiyah, with a correlation coefficient of $r = 0.488$, which is greater than the critical value ($r = 0.148$), and a pvalue of $0.000 < 0.05$. The effective contribution of self-confidence to PJOK learning outcomes was 9.83%.
2. There is a significant relationship between emotional intelligence and the PJOK learning outcomes of seventh-grade students at SMP Aisyiyah, with a correlation coefficient of $r = 0.487$, which is greater than the critical value ($r = 0.148$), and a p-value of $0.000 < 0.05$. The effective contribution of emotional intelligence to PJOK learning outcomes was 11.55%.
3. There is a significant relationship between interpersonal intelligence and the PJOK learning outcomes of seventh-grade students at SMP Aisyiyah, with a correlation coefficient of $r = 0.461$, which is greater than the critical value ($r = 0.148$), and a p-value of $0.000 < 0.05$. The effective contribution of interpersonal intelligence to PJOK learning outcomes was 9.32%.
4. There is a significant simultaneous relationship between self-confidence, emotional intelligence, and interpersonal intelligence and the PJOK learning outcomes of seventh-grade students at SMP Aisyiyah, with an F-value of 25.119, which is greater than the F-table value (3,170) = 2.66, and a significance value of $0.000 < 0.05$. Together, these three variables contributed 30.70% to the variance in PJOK learning outcomes.

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Correlation Between Self-Confidence, Emotional Intelligence, And Interpersonal Intelligence Towards the Physical Education Learning Outcomes of Seventh Grade Students from SMP Aisyiyah

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Correlation Between Self-Confidence, Emotional Intelligence, And Interpersonal Intelligence Towards the Physical Education Learning Outcomes of Seventh Grade Students from SMP Aisyiyah

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