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The Contribution Of Emotional Intelligence To Students' Basketball Playing Skills

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Abstract

This research aims to discover the correlation between emotional intelligence and basketball-playing skills in physical education students at the University of Muhammadiyah Palopo. This quantitative research with a correlational design with 29 students who programmed the basketball teaching as the sample. This sample was determined by using the total sampling technique. The Data were collected using an emotional intelligence questionnaire via Google form, while the researcher measured the playing skill using a test. The collected data were analyzed by using SPSS 25.0 for windows. The Correlation test results show that the significant value is smaller than 0.05 ($0.000 \leq 0.05$), and T- arithmetic is bigger than T-table ($5.126 \geq 2.055$). Thus, it can be concluded that emotional intelligence correlates with basketball playing skills.

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INTRODUCTION

Education in Indonesia has developed. However, there are still some people who think that education in Indonesia needs to be better developed. It is not the result of education that has decreased but the standardization of education which is constantly increasing every year (Lengkana & Sofa, 2017; Iskadar, Ramadan, Indarto, 2018). The demands of the times require change and development. Moreover, through education, students can learn new things and develop themselves to face the challenges of changing times (Rusticana & Soegiyanto, 2012). Education aims to develop self-potential, active learning, self-control, personality, intelligence, noble character, and skills needed by individuals (Bandi, 2011; Iskandar & Ramadan, 2019).

Physical education is integral to systematically planned education that focuses on introducing a clean and healthy environment through physical activity to achieve national education goals (Putra, 2014). Physical education is also a learning process through physical activities that aim to improve fitness through motoric skill development, knowledge and healthy and active living behaviour in carrying out an activity, as well as sportsmanship and emotional intelligence. Athletes or students are fostered and formed through a series of physical activities, games and sports (Mubarok & Afrinaldi, 2021).

There are many types of sports in the world, and one of them is Basketball. Basketball is of a giant ball game type played

by two teams, each team consisting of five people; this sport is top-rated and favoured by many people; the game of Basketball has developed into a popular sport with all levels of society, ranging from children to adults, men and women, urban communities to rural communities because this sport provides many benefits, especially in terms of reasonable physical, mental and social growth (Fatahillah, 2018).

Basketball came to Indonesia after World War II was brought by Chinese immigrants and developed rapidly so that at the 1st National Sports Week (PON) in 1948 in Surakarta, Basketball could be included in the official event of the Basketball Association throughout Indonesia (Gunawan, 2019; Ramadan & Iskandar, 2018). The existence of the Basketball Association throughout Indonesia (PERBASI) is a breath of fresh air for Basketball in Indonesia because there is already a place that is overshadowing and mastering the sport of Basketball.

The game of Basketball is currently developing in schools and universities in Indonesia, and many clubs in Indonesia have established professional and amateur teams (Harun et al., 2017). This shows that Basketball is very popular and can become a sport that makes the Indonesian nation proud in the international arena. However, in previous studies, it was found that there were still many students who had not mastered the technique of playing Basketball well even though students had practised for at least one semester (Perdima, 2017).

The playing skills of athletes are undoubtedly different, some athletes study well, and some do not. It depends on how the coach approaches the learning process and how well the athlete pays attention to and understands the information presented by the coach (Putu Ria Tejasari & Suhandana, 2013). Educate athletes to excel. It needs to be done gradually, consistently, integrated and supervised. Previous research revealed that several factors support Indonesian basketball achievements, including the availability of several prospective athletes (talented athletes). These professional coaches can utilize science and technology and have access to the proper sports facilities and equipment (Santoso et al., 2022).

The achievement of basketball athletes cannot be separated from the support of several very influential factors, both endogenous and exogenous. These factors are biological, psychological, environmental and other supporting aspects (Mardiana & Hastuti, 2014). This paper discusses one of these factors, namely psychological factors, especially emotional intelligence. Emotional intelligence is the ability to understand the emotions of oneself and others and how to express one's emotions to maximize personal strengths. Good mastery of dribble, passing and shooting techniques by athletes must, of course, be supported by the athlete's psychological condition.

Basketball is a game played by a team and, of course, relies on the cooperation of everyone in the team. Therefore the success of Basketball depends on how team members can

work well together. One factor determining the teamwork pattern is the team member's emotional intelligence (Zulfikar et al., 2014). Emotional intelligence is an internal factor that significantly influences a person's negative and positive behaviour.

This study aims to prove whether there is a relationship between emotional intelligence and skills in basketball games (dribbling, passing and shooting). In the basic basketball technique above, the athlete can push himself to try the proper technique, develop good chemistry in his team when playing on the field and can control himself while doing (dribbling, passing and shooting).

METHODS

This study uses a quantitative approach with a descriptive correlational design (Ramadan, & Juniarti, 2020) to determine the relationship between emotional intelligence and basketball playing skills (dribbling, passing and shooting) for the students who programmed the basketball course at the Physical Education study program. This research was conducted at the basketball Court of Muhammadiyah Palopo University with 29 students who took part in the 3rd semester A1 basketball class, who were selected using a total sampling technique. Data on basketball playing skills were collected using dribbling, passing and shooting tests, while emotional intelligence used a questionnaire distributed via Google form.

The data on dribbling, passing and shooting skills are carried out with several procedures: explaining to the participants and

directing them in their position. For the dribbling test using a zig zag-shaped track and a stopwatch, the participants dribble by alternating hands beyond the provided track. For passing, it is assessed by the participants throwing the ball towards the wall as a target

with a chest pass, the ball that reflects off the wall is caught and reflected as much as possible for 30 seconds. As for shooting, it is done by shooting the ball into the ring as much as possible within one minute.

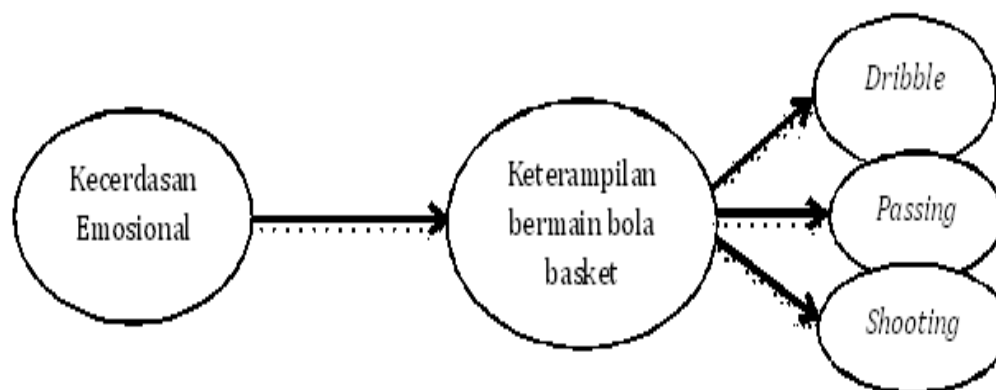


Figure 1. Research design

After all the data were collected, the researchers conducted descriptive analysis, normality test, and regression test. The T-Score test was first carried out for data on basketball playing skills. Data were analyzed using SPSS for windows 25.0.

FINDINGS AND DISCUSSION

Findings

Based on the table above, the level of emotional intelligence in basketball players at Muhammadiyah Palopo University is mainly in the excellent category, which is 35%. For

the outstanding emotional intelligence category, only 4%, the Fairly Good category is 31%, the Bad category is 28%, and the Very Bad 3%.

The table above explains that the playing skills of basketball athletes at Muhammadiyah Palopo University are mainly in the Fairly Good category, which is 34%; in the excellent category is 27%. For the outstanding category, only 4%, in the Bad category is 24%, and very Bad is 11%.

Table 1. Overview of sample emotional intelligence

No	Interval	F	%	Classification
1	>126	1	4	Very good
2	115 – 125	10	35	Good
3	105 – 114	9	31	Fairly Good
4	95 – 104	8	28	Bad
6	< 94	1	3	Very Bad
Total		29	100	

Before testing the hypothesis in this study, a normality test was conducted to determine whether the data were normally distributed. The data on all variables in this study are typically distributed. It is based on decision-making, in which the significant value is 0.05, and then the data is usually distributed.

The table above explains that the significance value is less than 0.05 ($0.000 \leq 0.05$), and the T-arithmetic value is more significant than T-table ($5.126 \geq 2.055$), which means there is a significant correlation between emotional intelligence and basketball playing skills.

Table 2 The results of the emotional intelligence regression test on basketball playing skills

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.702a	.493	.474	8.81934

a. Predictors: (Constant), Emotional Intelligence

From this table, it can be seen that the contribution of emotional intelligence to basketball playing skills is 49.3%, meaning that the contribution of emotional intelligence to athletes' playing skills is only 49% and is still influenced by other factors.

Discussion

Based on the study above, which involves a sample of 29 students of the A1 class Physical Education study program, it was discovered that the majority of the samples had good emotional intelligence, and the majority of basketball playing skills were in the Fairly Good category. The results also show a correlation between emotional intelligence and basketball playing skills, with a variable contribution of 43.9%.

Increasing athletes' achievement, especially in Basketball, cannot be separated from mastering the form of exercise, technique and tactics in Basketball since technique and tactics are two unique parts that basketball

players must process to be able to play Basketball well individually (Arrias et al., 2019). The basic technique of Basketball combines the three basic techniques: passing, dribbling and shooting. Thus, if the athlete can fully master the essential technical skills, it will be easier to achieve maximum performance.

Dribbling is bringing the ball forward by bouncing the ball to the floor using one hand or alternately, either by walking or running. The most important thing that must be considered in dribbling is protecting the ball so that the opponent does not easily possess the ball. Physical and technical factors must be considered by athletes (Kosanke, 2019; Aziz, 2016). Every basketball player must do good, agile dribbling without losing balance when passing each opponent.

Dribbling is essential in a basketball game to support other basic techniques, such as shooting and passing. Good dribbling skills in basketball games can make the game more

varied, and the athlete's spirit will be more visible; besides that, good dribbling skills can also support shooting and passing in an empty opponent's area without a tight guard from the opponent so that they can shoot to the ground—the opponent's ring and produce points. Apart from dribbling, basketball athletes must also have the skill to pass accurately.

Passing is a technique of moving or passing the ball from one player to another. Passing requires many techniques that are very important in order to stay in control of the ball. At the time of passing, The hands will form like a big bowl. At the same time, the ball will be between the palms, with the position of the palms attached to the side of the ball slightly backward (Darani, 2021). It was passing aims to move the ball to a friend and towards a position approaching the opponent's ring so it can shoot quickly and precisely.

Shooting is the movement of shooting the ball towards the opponent's ring using both hands, where the purpose of shooting is to put the ball into the opponent's ring to score as many points as possible and win a match. In competition, athletes must try to shoot as often as possible to train automatic movements properly and train their speed and focus (Utomo & Kartiko, 2015). One of the basic skills of Basketball that is most often used and is considered to be able to cover deficiencies in other essential skills is shooting skills because the goal of playing Basketball is to make the right shot at the opponent's ring to score as many points as possible.

The results of this study indicate that the students' basketball playing skills are in the Fairly Good category; this means that it is still necessary to have regular practice using varied training methods by paying attention to several elements or training focus, such as speed, target, timing, and tricks—communication among the team members, body position and players' physical condition. A previous study that focused on the supporting factors of basketball learning found that physical factors contributed 18.57%, psychological 35.66%, teachers 24.20%, infrastructure suggestions 17.31% and the environment 4.26% (Ferdian, 2016). In addition, it was also found that the psychological factors of players can also be an obstacle in the game (Jamili, 2017). These findings provide information that in sports games, especially Basketball, we cannot ignore the psychological factors of players; in this case, emotional intelligence is one of them.

Emotional intelligence is the ability possessed by a person to control himself, have mental resilience in dealing with problems, able to deal with pressure, have high motivation and be able to cooperate with other people. Emotional intelligence (emotional quotient) is a form of intelligence that involves the ability to monitor the feelings and emotions of oneself or others, distinguish between them, and use this information to guide one's thoughts and actions (Setya & Cahyo Kartiko, 2012).

From this definition, it can be understood that emotional intelligence is needed in games or sports played in teams or

groups, such as Basketball. Everyone must have the high emotional intelligence to be able to control their stress levels and manage their emotions effectively in order to have joy, moderate improvement, healthy friendships, and the ability to get the most out of them because their inability to manage emotions effectively can experience difficulties during the process. Training in social situations with the coach and his team (Riska Anzeli, Rais Firlando, 2021).

Emotional intelligence is vital in sports, so improving athletes' emotional intelligence is necessary. One effort that can be made is the application of appropriate learning models, such as the Personalized System Instruction learning model and the Inquiry learning model, as well as other learning models that aim to improve the athlete's social skills (Praja, 2017).

CONCLUSION

Based on the study results, it was discovered that the level of emotional intelligence in basketball players at Muhammadiyah Palopo University is in a suitable category and the basketball playing skills are in the Fairly Good category. In addition, it was also found that there is a correlation between emotional intelligence and basketball playing skills, so it can be concluded that basketball players need to pay attention to psychological aspects, one of them is emotional intelligence so that they can control themselves, have motivation, and cooperate with the team in play.

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