

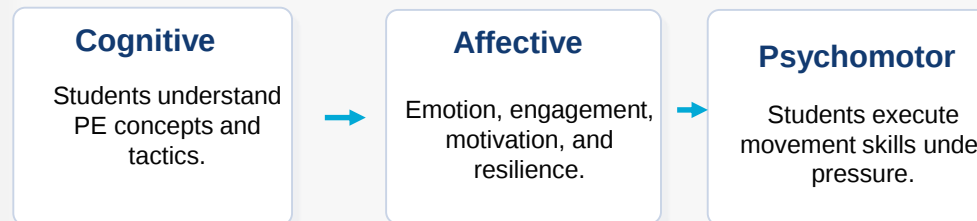
A SYSTEMATIC REVIEW OF THE CONTRIBUTION OF EMOTIONAL INTELLIGENCE TO PHYSICAL EDUCATION ACHIEVEMENT AMONG STUDENTS IN INDONESIA

Robby
Pendidikan Jasmani Kesehatan dan Rekreasi
Fakultas Pendidikan Olahraga dan Kesehatan
Universitas Pendidikan Indonesia

Introduction

Why emotional intelligence matters in Physical Education

Physical Education achievement is not determined only by physical fitness or motor skill. The article positions emotional intelligence as a key affective factor that supports cognition, motivation, and performance in dynamic PE contexts. Modern education today has undergone a paradigm shift toward the holistic development of students' potential, integrating cognitive, affective, and psychomotor dimensions. In the global academic community, Emotional Intelligence (EI) is now recognized as a key predictor of student success that goes beyond the limitations of pure intellectual intelligence (IQ). This phenomenon is particularly relevant in the context of Physical Education (PE), where the nature of the learning process exposes students to dynamic and competitive situations that demand a high level of psychological resilience



Holistic learning evaluation must connect all three domains, especially in competitive and interactive PE lessons.

Gap

Current practices in Physical Education (PE) assessment in Indonesia are often reductionist or limited in scope, as they focus solely on physical capacity and mechanistic motor skills. This situation has created a significant research gap, as there remains a scarcity of literature that integrates emotional intelligence (EI) as a primary variable in evaluating Physical Education (PE) learning achievement at the national level. In response, this study aims to synthesize the correlation patterns between emotional intelligence and PE learning achievement, identify the most dominant emotional dimensions, and formulate methodological implications for reconstructing the evaluation system to make it more comprehensive and holistic.

Research gap

- 01 Assessment reductionism**
PE evaluation is still dominated by physical capacity and mechanistic motor-skill scores, while EI is often ignored.
- 02 Fragmented Indonesian evidence**
Studies on EI and PE achievement exist, but they are rarely integrated into one synthesis.
- 03 Need for practical evaluation model**
Teachers need an instrument that captures the intersection of emotion, tactics, and movement.

Research Questions

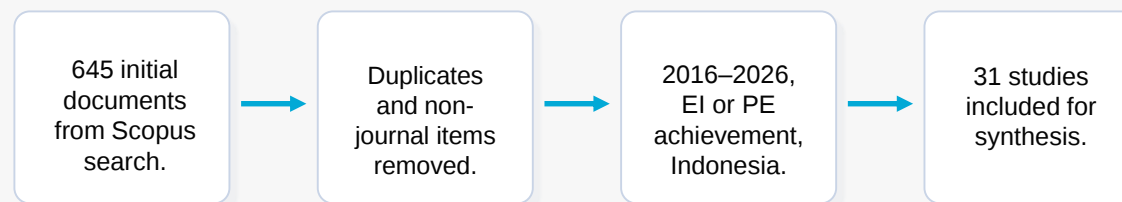
- 1) How is EI related to PE achievement?
- 2) Which EI dimension contributes most?
- 3) How should PE assessment be reconstructed?

Methods

This study employed a Systematic Literature Review (SLR) design, systematically structured according to the PRISMA protocol to ensure transparency and reproducibility of the process. Data collection was conducted using the Scopus database, with inclusion criteria that encompassed original (peer-reviewed) journal articles published between 2016 and 2026 and set in Indonesia. Through a rigorous screening process, a final sample of 31 articles was obtained, consisting of 9 articles focusing on emotional intelligence (EQ) and 22 articles focusing on academic achievement in Physical Education (PE) in Indonesia.

Design and database

This study used a Systematic Literature Review (SLR) design with Scopus as the primary database. The procedure followed PRISMA to strengthen transparency, replicability, and selection quality.



Analysis procedure

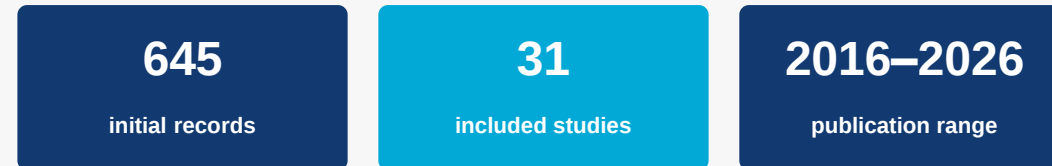
Data extraction matrix → thematic categorization → synthesis of consistent and contrasting findings → quality assessment and literature triangulation.

Results

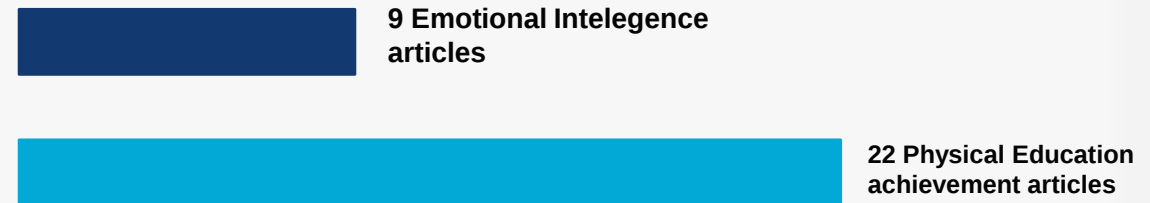
The results of the study confirm the existence of a positive, linear, and significant relationship between emotional intelligence (EI) and students' academic achievement and psychomotor performance in physical education (Armiati et al., 2026; Wekke et al., 2023; Samodro et al., 2024). In this relationship, emotional intelligence functions as a psychological buffer that effectively reduces competition anxiety or somatic anxiety (Ibda et al., 2023. Maintaining this emotional stability is crucial because it prevents "choking under pressure" (performance failure due to pressure), ensuring that neuromuscular coordination remains at an optimal level to support the successful execution of various technical skills on the field (Usán Supervía et al., 2025).

Literature search results and study characteristics

Final evidence base



The included studies were organized into two strategic clusters for thematic synthesis.



Discussion

How emotional intelligence contributes to PE achievement

The thematic analysis identified three main dimensions of emotional intelligence that significantly contribute to students' success on the field. First, self-regulation enables impulse control and keeps arousal levels within the optimal zone throughout the competition (Ibda et al., 2023; Aliriad et al., 2024). Second, interpersonal intelligence and assertiveness serve as a crucial new psychological strategy for building team cohesion and maintaining the stability of students' academic performance (Blegur et al., 2023; Mardiyah et al., 2024; Ridwan et al., 2023). Third, perceived self competence, or self-confidence, acts as a mediator that transforms objective physical capacity into the actual courage for students to take various tactical risks on the field (Tanimoto et al., 2026; Utomo et al., 2022; Hermita et al., 2023). Collectively, these three dominant dimensions serve as the primary predictors of students' motor performance and academic achievement

Main synthesis finding

Emotional intelligence shows a positive, linear, and significant relationship with Physical Education achievement. It operates as both a direct contributor and a psychological buffer.

Self-regulation

Manages anxiety, impulse, stress, and pressure during competition.

Assertiveness

Supports tactical communication and team cohesion in PE activities.

Self-efficacy

Transforms physical capacity into confidence to act and perform.

Lower competition anxiety → better focus → more optimal motor coordination

Conclusion

Main takeaways and methodological implications. This study concludes that achievement in physical education cannot be viewed merely as the result of mechanistic physical fitness, but rather as a holistic manifestation of the synergy between students' physical readiness and emotional maturity on the field. Therefore, there is an urgent need to reconstruct the Physical Education evaluation system in Indonesia so that it becomes more holistic and is no longer confined to purely physical assessments that are reductionist in nature.

1. EI is a substantial predictor

EI is positively related to PE achievement and helps students maintain performance in pressure-filled learning situations.

2. Three dimensions dominate

Self-regulation, interpersonal assertiveness, and self-efficacy consistently appear as key mechanisms behind PE success.

3. PE assessment must be reconstructed

Evaluation should not focus solely on fitness scores; it should also capture affective and tactical performance indicators.

Practical recommendation

Modify PE rubrics or GPAI-based instruments by adding observable EI indicators: emotion regulation, frustration management, assertive communication, cooperation, and confidence during motor tasks.

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