

## Comparison of Team Sports and Individual Sports on Health Status and Emotional Intelligence of Children Aged 13-16 Years

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### Abstract

*This study aims to determine the comparison of team sports and individual sports on the health status and emotional intelligence of children aged 13-16 years. In this study, the research method used is a quantitative approach with experimental research methods. The data analysis technique used MANOVA. The data collection process was carried out using a questionnaire instrument, namely the KIDSCREEN-27 questionnaire to measure health status and the Trait Emotional Intelligence Questionnaire-Adolescent Short Form was used to measure emotional intelligence. Then the data is processed using the SPSS version 22.0 application. The results showed: (1) There was a significant difference between team sports and individual sports on the health status of children aged 13-16 years with a significant value of  $0.007 < 0.05$ ; (2) There is no difference in the effect of team sports and individual sports on the emotional intelligence of children aged 13-16 years with a significant value of  $0.918 > 0.05$ .*

### Keywords

team sports; individual sports; health status; emotional intelligence



## I. Introduction

Adolescence is also a period of transition from children to adults where at that time the pattern of thinking is still unstable and requires excessive attention from parents. There are those who go through their adolescence to the maximum, namely improving their physical and psychological abilities such as exercising and resting regularly, eating healthy and nutritious food, participating in learning activities at school, to socializing and having good social interactions with friends, and the community. In addition, there are also those who go through their teenage years unnaturally, such as lazing at home when there is no activity, always playing games or cellphones, consuming fast or non-nutritious food, and the most fatal thing is following friends who can influence them to a safe environment. not good, for example, brawls between friends, choosing friends in socializing, to drinking liquor. Hardinoto et al., (2017) said that the phenomenon of attitude like this if not anticipated, would allegedly damage and destroy the life of society and the state, as well as weakening national values, especially among teenagers.

Through sports activities are expected to be able to form a better character. In addition, it is expected to be able to maintain and improve the health status of adolescents to be even better. According to Hardinoto et al., (2017) sport has the potential to shape character because the perpetrators must prepare themselves with hard work and full of struggle to achieve the best performance which is very useful in later life in society.

There are so many sports that can be introduced to children, one of which is team sports and individual sports. Team sports are games played with two or more people. While individual sports are games that are played with no more than one individual. Kajbafnezhad et al., (2011) say that success and improvement in sports depends on

physical and psychological factors with characteristics (motivation, mental skills and emotional intelligence) having an influence on sports behavior.

According to Michael., et al (2017) team games can improve a person's psychological health and quality of life. In addition, team play appears to be motivating, due to its interactive and social nature which is the main driving factor absent in individual physical activity. Meanwhile, if you are interested in participating in individual sports, the positive effects in real life are being independent in dealing with situations and conditions that are being felt, not depending on one person or another if you want to do something, being a conscientious person and having better preparedness. . According to Kajbafnezhad et al., (2011) individual sports have good independence characteristics according to their abilities. In some individual sports, athletes have more time to improve their physical and mental skills.

Based on the explanation of the background and theory above, the researchers wanted to conduct a study with the title, "Comparison of Team Sports and Individual Sports on Health Status and Emotional Intelligence of Children Age 13-16 Years".

## **II. Research Methods**

### **2.1 Research Type**

The research design used is comparative causal research or also known as ex post facto research which was chosen to find out the comparison between individual sports and group sports on the health status and emotional intelligence of children aged 13-16 years.

### **2.2 Research Variables**

- a. The independent variables in this study are Team Sports and Individual Sports
- b. The dependent variable in this study is Health Status and Emotional Intelligence

### **2.3 Population and Sample**

#### **a. Population**

The population in this study was 22 respondents from team sports and 32 respondents from individual sports.

#### **b. Sample**

Sampling in this study used an accidental sampling technique, which is a sampling technique from the population that will be taken based on what it is, without taking into account the degree of the sample to be taken, and making it easier to obtain data.

Based on the explanation above, the samples that will be used by researchers are Floorball 7 respondents, Volleyball 15 respondents, Woodball Single Stroke 9 respondents, Pencak Silat 5 respondents, Swimming 10 respondents, and Taekwondo 8 respondents.

### **2.4 Place and Time of Research**

#### **a. Research Place**

The place of this research was carried out in the training ground of the six clubs, namely:

1. Floorball Surabaya Academy : Marvell City Mall, Jl. Ngagel No.123, Ngagel, Kec. Wonokromo, Surabaya City
2. Nanggala Volleyball Club : Jl. Pagesangan No. 4, district. Jambangan, Surabaya City
3. IWBA Mojokerto : City of Mojokerto, East Java Province

4. PSHT Lamongan Hunters : Sukodadi, Lamongan, East Java
5. Swim Class Surabaya : Wiyung, Surabaya City, East Java Province
6. Taekwondo ReadStallion : Nirwana Sport Club

b. Research time

The time for the research to be carried out is 6 months from the start of this proposal which has been tested and approved by the supervisor and examiner.

## 2.5 Data Collection Techniques

### a. KIDSCREEN-27 Kualitas Quality of Life Questionnaire

Health status was measured using the KIDSCREEN – 27 quality of life questionnaire which is a shortened version of the KIDSCREEN – 52 instrument. This questionnaire instrument consists of 27 questions with five domains, namely physical well-being or health, psychological well-being, parental relationships and autonomy, social support and peers , and social environment

**Table 1.** Grid KIDSCREEN-27

No	Indicator	Total Of Question	Question
1	Physical Well-Being	5	1,2,3,4,5
2	Psychological	7	6,7,8,9,10,11,12
3	Parents & Autonomy	7	13,14,15,16,17,18,19
4	social Support & Peers	4	20,21,22,23
5	Social Environment	4	24,25,26,27
Number of questions		27	

Assessment of the questionnaire KIDSCREEN-27 can be done in the following ways:

1. All questions contained in the KIDSCREEN-27 questionnaire consist of five answer indicators which include (never, rarely, sometimes, often, and always) to answer indicators (not at all, little, moderate, often, and very often ) which is assessed using a Likert scale from a value of 1 to 5.
2. The score leading to the number 1 is for the negative question, and the score leading to the number 5 is for the positive question.
3. Then make a category scale that shows the respondent's quality of life is good or the respondent's quality of life is bad by using the Rasch Score which the data is converted to a t-value with an average of 50 and a standard deviation of 10.
4. On average, respondents take 10-15 minutes to complete the KIDSCREEN-27 instrument.

### b. TEIQue-ASF (Trait Intelligence Questionnaire-Adolescence Short Form) Questionnaire

Emotional intelligence was measured using the TEIQue-ASF questionnaire adapted from Petrides., (2009). TEIQue-ASF contains 30 question items consisting of 4 components and 15 facets. Each question has the highest score of 7 and the lowest score of 1 in the form of a Likert scale. Respondents were asked to answer each question by choosing numbers 1 - 7. Choices approaching number 7 indicate that they agree with the questions given. And choices close to 1 indicate that they do not agree with the questions given. Here is the grid TEIQue-ASF .

**Tabel 2.** Grid TEIQue-ASF

<b>Component</b>	<b>Facet</b>	<b>Question Number</b>
<i>Emotionality</i>	<i>Emotion perception</i> (Persepsi terhadap emosi)	23, 8
	<i>Trait empathy</i> (Trait empati)	17, 2
	<i>Emotion expression</i> (Ekspresi emosi)	1, 16
	<i>Relationships</i> (Hubungan personal)	13, 28
<i>Self Control</i>	<i>Emotion regulation</i> (Regulasi emosi)	19, 4
	<i>Stress management</i> (Mengendalikan stres)	15, 30
	<i>Impulsiveness</i> (Impulsivitas)	7, 22
	<i>Adaptability</i> (Kemampuan beradaptasi)	29, 14
	<i>Self-motivation</i> (Motivasi diri)	3, 18
<i>Sociability</i>	<i>Assertiveness</i> (Asertivitas)	10, 25
	<i>Emotion management</i> (Mengendalikan emosi)	11, 26
	<i>Social awareness</i> (Kesadaran sosial)	21, 6
<i>Well being</i>	<i>Self-esteem</i> (Penghargaan terhadap diri)	9, 24
	<i>Trait happiness</i> (Trait kebahagiaan)	20, 5
	<i>Trait optimism</i> (trait optimis)	27, 12

## 2.6 Data Analysis Techniques

After the data from the research is obtained, the next step is to analyze the data with analytical techniques using Multivariate Analysis of Variance (MANOVA) with descriptive results, namely by describing or describing the data that has been collected.

## III. Results and Discussion

### 3.1 Results

#### a. Description of Research Locations and Samples

The location in this study was carried out by visiting the training ground of the sports club to be studied

So the number of samples in this study consisted of Volleyball as many as 15 respondents, Floorball as many as 7 respondents, Pencak Silat as many as 5 respondents, Woodball Single Stroke as many as 9 respondents, Taekwondo as many as 8 respondents, and Swimming as many as 10 respondents.

## b. Description of Research Results

### 1. Description of Team Sports and Individual Sports Data on Health Status

**Table 3.** Results of Team Sports Research on Health Status

<b>TEAM SPORT</b>			
Sports	Total of respondent	Age	Health Status
Volleyball	15		
Floorball	7		
TOTAL		310	2395
AVERAGE		14,1	108.8
STD. DEVIATION		1.1	9.7
MIN.		13	90
MAX.		16	124

**Table 4.** Results of Individual Sports Research Data on Health Status

<b>INDIVIDUAL SPORT</b>			
Sports	Total of respondent	Age	Health Status
Woodball Single Stroke	9		
Taekwondo	8		
Swim	10		
Martial Arts	5		
JUMLAH		490	3234
AVERAGE		15,3	101.1
STD. DEVIATION		0,8	10.3
MIN.		13	77
MAX.		16	120

Based on the results of the research data in table 3 and table 4, the health status value of team sports respondents has an average value of 108.8, greater than the health status value of individual sports respondents, which is 101.1. The lowest score in team sports respondents was 90 while the lowest score in individual sports respondents was 77, lower than the lowest score for team sports in terms of health status. The highest score for health status team sports respondents was 124, higher than the highest score for individual sports for health status sections, which was 120.

**Table 5.** Frequency of Team Sports Health Status Questionnaire Results Data

Question 1 - 27	Respondents Response				
	STB	KB	CB	B	SB
Total	2	8	157	229	198
Answer	9.2	36.3	714.0	1040.7	899.8
Average	1	1	6	9	8
Answer	0.3	1.3	26.4	38.5	33.3

Description: numbers top (F) and bottom (%)

Based on table 5 shows that respondents from team sports answered the questionnaire as many as 22 respondents for each question. And has an average answer of 0.3% for Very Bad answers. 1.3% answered Less Good. 26.4% answered Fairly Good. 38.5% answered Good. And 33.3% Very Good.

The results are then grouped according to the following categories:

**Table 6.** Distribution of Team Sports Health Status Category

Score	Category	Frequency	Percentage (%)
27 – 88	Bad	0	0%
88 – 99	Less	3	13.7%
99 – 110	Enough	9	40.9%
110 – 120	Good	5	22.7%
120 – 135	Very Good	5	22.7%
TOTAL		22	100%

Respondents who have a category of poor health status are 0 people (0%). 3 people (13.7%) less category. 9 people (40.9%) category enough. 5 people (22.7%) in good category. And 5 people (22.7%) very good category.

**Table 7.** Frequency of Individual Sports Health Status Questionnaire Data Results

Question 1 - 27	Respondents Response				
	STB	KB	CB	B	SB
Total	10	36	321	296	201
Answer	31.3	112.8	1002.6	925.0	628.3
Average	1	2	12	11	8
Answer	1.1	4.1	37.1	34.2	23.2

Description: numbers top (F) and bottom (%)

Based on table 7 shows that respondents from individual sports answered the questionnaire as many as 32 respondents for each question. And has an average answer of 1.1% for Very Bad answers. 4.1% answered Not Good. 37.1% answered Fairly Good. 34.2% g answered OK. And 23.2% answered Very Good.

The results are then grouped according to the following categories:

**Table 8.** Distribution of Individual Sports Health Status Category

Score	Category	Frequency	Percentage (%)
27 – 88	Bad	1	3.2%
88 – 99	Less	11	34.3%
99 – 110	Enough	13	40.6%
110 – 120	Good	5	15.7%
120 – 135	Very Good	2	6.2%
TOTAL		32	100%

Respondents who have the category of poor health status amounted to 1 person (3.2%). 11 people (34.3%) in the poor category. 13 people (40.6%) category enough. 5 people (15.7%) in good category. And 2 people (6.2%) very good category.

## 2. Description of Team Sports and Individual Sports Data on Emotional Intelligence

**Table 9.** Results of Team Sports Research on Emotional Intelligence

TEAM SPORT			
Sports	Respondent	Age	Emotional Intelligence
Volleyball	15		
Floorball	7		
TOTAL		310	3700
AVERAGE		14,1	168.1
STD. DEVIATION		1,1	12.9
MIN.		13	145
MAX.		16	190

**Table 10.** Results of Individual Sports Research Data on Emotional Intelligence

INDIVIDUAL SPORT			
Sports	Respondent	Age	Emotional Intelligence
<i>Woodball Single Stroke</i>	9		
<i>Taekwondo</i>	8		
Martial Arts	5		
TOTAL		413	5397
AVERAGE		15,2	168.6
STD. DEVIATION		0,8	18.6
MIN.		13	124
MAX.		16	199

Based on the results of the research data in table 9 and table 10 above, it shows that the emotional intelligence value of team sports respondents has an average value of 168.1, which is smaller than the emotional intelligence value of individual sports respondents, which is 168.6.

**Table 11.** Frequency of Team Sports Emotional Intelligence Questionnaire Results

Question	Respondents Response						
	STS	TS	KS	R	S	SS	ASS
Total	13	9	39	74	125	171	229
Answer	59.6	41.3	177.9	336.5	568.3	776.5	1039.9
Average	1	1	2	3	5	6	8
Answer	1.9	1.3	5.9	11.2	18.9	25.8	34.6

Description: top number (F) and bottom number (%)

Based on table 11 shows that respondents from team sports answered the questionnaire as many as 22 respondents for each question. And has an average answer of 1.9% for the answer Strongly Disagree. 1.3% answered Disagree. 5.9% answered Disagree. 11.2% answered Not sure. 18.9% answered Agree. 25.8% for respondents who answered Strongly Agree. And 34.6% answered Strongly Strongly Agree.

The results are then grouped according to the following categories:

**Table 12.** Distribution of Team Sports Emotional Intelligence Categories

Score	Category	Frequency	Percentage (%)
30 – 144	Bad	0	0%
144 – 160	Less	7	31.8%
160 – 177	Enough	9	40.9%
177 – 193	Good	6	27.3%
193 – 210	Very Good	0	0%
TOTAL		22	100%

Respondents who have poor emotional intelligence category are 0 people (0%). 7 people (31.8%) in the poor category. 9 people (40.9%) category enough. 6 people (27.3%) in good category. And 0 people (0%) very good category.

**Table 13.** Frequency of Individual Sports Emotional Intelligence Questionnaire Results

Question	Respondents Response						
	STS	TS	KS	R	S	SS	ASS
Total	18	31	85	99	111	201	415
Answer	57	97.7	266.1	309.1	364.8	627.2	1295.9
Average	1	2	3	4	4	7	14
Answer	2.0	3.2	8.8	10.3	11.5	20.9	43.1

Description: top number (F) and bottom number (%)



Based on table 13 shows that respondents from individual sports answered the questionnaire as many as 32 respondents for each question. And has an average answer of 2.0% for the answer Strongly Disagree. 3.2% answered Disagree. 8.8% answered Disagree. 10.3% answered Not sure. 11.5% answered Agree. 20.9% Strongly Agree. And 43.1% answered Strongly Strongly Agree.

The results are then grouped according to the following categories:

**Table 14.** Distribution of Individual Sports Emotional Intelligence Categories

Score	Category	Frequency	Percentage (%)
30 – 144	Bad	3	9.4%
144 – 160	Less	8	25.0%
160 – 177	Enough	7	21.8%
177 – 193	Good	13	40.6%
193 – 210	Very Good	1	3.2%
TOTAL		32	100%

Respondents who have the category of poor emotional intelligence are 3 people (9.4%). 8 people (25.0%) in the poor category. 7 people (21.8%) category enough. 13 people (40.6%) in good category. And 1 person (3.2%) in very good category.

### c. Hypothesis Test

#### 1. Normality test

**Table 15.** Normality Test Results Bound Variables

Variable	Groups	Sig.
Health Status	Team Sport	0.203
	Individual Sport	0.181
Emotional Intelligence	Team Sport	0.536
	Individual Sport	0.092

Based on table 15 shows that the acquisition of data from the dependent variable, namely health status and emotional intelligence all have sig values.  $> 0.05$ . With these results, the data taken from the research sample is normally distributed and can be continued to perform parametric analysis tests.

#### 2. Homogeneity Test

**Table 16.** Normality Test Results Bound Variable

Variable	Groups	Sig.
Health Status	Team Sport	0.563
	Individual Sport	0.563
Emotional Intelligence	Team Sport	0.055
	Individual Sport	0.055

Based on table 16 shows that the acquisition of data from the dependent variable, namely health status and emotional intelligence all have sig values.  $> 0.05$ . With these results, the data taken from the research sample is homogeneous.

#### **d. Hypothesis Test Results**

##### **1. Differences in Team Sports and Individual Sports on Health Status**

The average difference test is carried out using Multivariate Analysis of Variance (MANOVA) as shown below:

**Table 17.** Test Table MANOVA

	df	Mean Square	F	Sig.
Team Sport	1	1223.130	13.031	0.007
Individual Sport				

Based on the significance value of the average difference test above with a value of  $0.007 < 0.05$ . So it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. In other words, there is a significant difference between team sports and individual sports on the health status of children aged 13-16 years.

##### **b. Differences in Team Sports and Individual Sports on Emotional Intelligence**

The average difference test is carried out using Multivariate Analysis of Variance (MANOVA) as shown below:

**Table 18.** Test Table MANOVA

	df	Mean Square	F	Sig.
Team Sport	1	78.241	0.285	0.918
Individual Sport				

Based on the significance value of the MANOVA test above with a value of  $0.918 > 0.05$ . So it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. In other words, there is no significant difference between team sports and individual sports on the emotional intelligence of children aged 13-16 years.

### **3.2 Discussion**

#### **a. Team Sports and Individual Sports on Health Status**

The results of descriptive statistical analysis show that the average health status data is in a fairly good category for team sports and individual sports. The results of the study above are in line with a study conducted by Wang et al., (2019) which showed that the average quality of life score of the research respondents was in the moderate or fairly good category. The results of research conducted by Alipour et al, (2017) showed that the majority of research subjects had a moderate quality of life.

The results of the average difference test show a significance value of  $0.007 < 0.05$ , which means that there is a difference between team sports and individual sports on health status. However, based on the average results of the two variables, it shows that team sports are better than individual sports. This shows that sports activities with team or individual categories have different characters. So that in improving or maintaining the

health status of children and adolescents also have different levels of health status. Michael., et al (2017) say that team activities seem to be motivating, because of their interactive and social nature which is the main driving factor that is not present in individual physical activity. While individual sports, games that are played by one person and one person as opposed to playing make individual sports have a lot of time to do their physical activities. Because when playing individual sports, that person will contribute more to the course of the sport being played than team sports. According to Kajbafnezhad et al., (2011) said that in sports individuals have good independence traits according to their abilities. In some individual sports, athletes have more time to improve their physical and mental skills.

### **b. Team Sports and Individual Sports on Emotional Intelligence**

The results of descriptive statistical analysis show that the average emotional intelligence data for team sports and individual sports is quite good for both types of sports. These results are in line with the results of research from Bariyyah & Latifah., (2019) which shows that the level of emotional intelligence of state junior high school students in the city of Malang is in the medium category.

Based on the results of the average difference test, it shows that the significance value is  $0.918 > 0.05$ , which means that there is no significant difference between team sports and individual sports on the emotional intelligence of children aged 13-16 years. However, judging by the scores of the two sports, team sports are better than individual sports. The results of research from Kajbafnezhad et al., (2011) show that there is no significant difference between team sports and individual sports on emotional intelligence. One of the factors causing there is no difference between the two sports categories is the research sample in this study using the age of 13-16 years which is classified as a teenager.

Kusnaedi., (2018) explains that adolescence is also a period where development occurs in terms of physical and personality changes where during adolescence there is emotional stability with emotional levels up and down or unbalanced, so that in answering the questionnaire given there are some children who answer choose to hesitate. - undecided, can't confirm the answer indicators strongly agree or disagree with negative or positive questions.

In addition, team sports emotional intelligence is better than individual sports because team sports have different playing characters from individual sports. Team sports have the character of working together, they must be able to overcome and manage the emotions that exist in themselves and their team, encourage themselves and their teammates, be able to become leaders for their teammates, so that a victory is achieved in the match. In contrast to team sports, which are required to be able to control the emotions of themselves and their teammates, motivate themselves and their teammates which results in children who play or train in team category sports to have better emotional intelligence than children who play or practice in sports. individual sports.

### **c. Maintaining Health Status through Learning Activities at School**

Health status is indeed one of the influences for adolescents so that in adulthood they will have good health and are not susceptible to disease. These efforts can be done by doing physical activity every day, both low, moderate, to high physical activity. By exercising regularly, a person will be able to maintain and improve their health status. Gu and Chang., (2016) stated that by improving and maintaining physical fitness, children can get positive results including their quality of life or health status related to improving life.

This can be obtained in learning in schools, especially in learning physical education, sports and health. Kerr et al., (2018) explained that the involvement of students in participating in sports and health physical education lessons contributes to improving physical abilities which are very useful when done daily. Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018). Lleixa et al., (2016) said that the orientation of physical education is towards a healthy lifestyle, has the potential to increase social interactions and experiences that are characterized by making them very suitable for obtaining competency values that exist in physical education.

Pahliwandari., (2020) also explained that physical education is a medium for developing motor skills, physical abilities, knowledge and reasoning, appreciation of values such as attitudes, mental, emotional, spiritual and social as well as habituation of healthy lifestyles that aim to increase growth and development. balanced. In addition, being active every day coming to take part in learning at school on foot, to cycling can improve health status and become one of the physical activities that can be done every day. The results of the study (Lubans et al., 2011) explained that the relationship between trips to school, body composition, and physical activity reported strong evidence for a positive relationship between trips to school and overall physical activity levels. Yet little evidence can prove a trip to school with body composition

#### **d. Maintaining Emotional Intelligence through Learning Activities at School**

Adolescence is a period where teenagers are finding their identity and character within them so that in living their lives it is often difficult to predict, they need extra guidance from the people around them, especially parents. The results of research from Kong et al., (2012) show that individuals with high emotional intelligence tend to feel high social support from others, which can increase self-esteem and lead to higher life satisfaction. meaning that social support acts as a mediator between the nature of emotional intelligence and self-esteem. Meanwhile, self-esteem mediates the relationship between social support and life satisfaction. Batubara., (2016) states that junior high school students who are still in their teens have a lot of personality influenced by their environment and peers. Therefore, it is very important for teenagers to be in a good social environment, for example being in an educational environment.

Vantieghem et al., (2014) explain how gender identity theory can be useful for promoting gender in education. And how gender identity can be associated with certain behaviors in the classroom or learning methods in schools. By following learning at school, teenagers will learn a lot about how to regulate the right emotions, how to interact socially with friends, to learn how to communicate well with older people, especially teachers and parents.

Komarudin., (2014) explains that physical education is a process of interaction between students and the environment that is managed through systematic physical activity to form a complete human being, namely to develop physical, psychomotor, cognitive, and affective aspects. Yuliantini., (2013) also explained that a person's emotional intelligence has a significant positive influence on learning achievement. The higher the level of emotional intelligence, the greater the possibility of learning success and learning achievement achieved.

## IV. Conclusion

Based on the results of research and discussion in the previous chapter, it can be concluded that:

1. There is a significant difference between team sports and individual sports on the health status of children aged 13-16 years
2. There is no significant difference between team sports and individual sports on the emotional intelligence of children aged 13-16 years

## Suggestion

1. For parents, so that in guiding children at the age of teenagers, it is expected to be a serious concern because the character of a teenager is still unstable and is still looking for his identity so that he needs guidance from parents so that later the child grows up to become a person who has good character and have a good health status in the future.
2. Improved health status and emotional intelligence can also be obtained by children through learning at school, such as participating in sports and health physical education learning which in the material learns about various types of physical activity, sports, to about health which is packaged into a learning process design at school.
3. Regarding physical education subjects, sports and health in schools are expected to further improve the quality of the teaching and learning process, especially in shaping the character and physical fitness of children through sports activities.

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