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Analysis of the Relationship Between Emotional Intelligence and the Motivation of Extracurricular Futsal Students to Middle School

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ABSTRACT

Psychological factors like emotional intelligence influence kids' willingness to exercise, especially in extracurricular sports like futsal. Schools must understand the non-technical aspects that affect student involvement and exercise quality to build more successful and sustainable coaching programs. This study aims to analyze the relationship between emotional intelligence and exercise motivation in futsal extracurricular students at middle school. The study used a quantitative approach with a correlational design. The study population was all 50 extracurricular participants, with a sample of 25 boys and 25 girls selected through a purposive sampling technique at Middle School 27 Makassar. Emotional intelligence data were collected using a questionnaire structured based on indicators of self-awareness, self-regulation, motivation, empathy, and social skills, while exercise motivation data were obtained through a questionnaire based on intrinsic and extrinsic motivation aspects. The data collection technique was carried out through a structured survey, and all instruments have undergone validity and reliability tests. Data analysis used Pearson Product Moment correlation to test the relationship between the two variables. The results of the study showed a positive and significant relationship between emotional intelligence and students' motivation to practice, meaning that the higher a student's emotional intelligence, the higher their motivation to participate in futsal training. This finding indicates the need for a coaching program that focuses not only on technical skills but also on strengthening students' emotional aspects. The study's conclusion confirms that emotional intelligence is an important predictor in increasing students' motivation to practice in extracurricular futsal activities.

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1. INTRODUCTION

Emotional intelligence (EQ), the ability to recognize, understand, manage, and utilize one's own and others' emotions, has been identified as a key psychological factor influencing individual behavior, adaptation, and performance in various contexts, including education and sports (De Geofroy & Evans, 2017; Ingram et al., 2019). In the

context of extracurricular activities, particularly team sports such as futsal, emotional competence has the potential to determine the quality of training motivation (Castro-Sánchez et al., 2019; Purwanto et al., 2025), the ability to cope with competitive pressure, and the sustainability of student participation. An international study by Castro-Sánchez et al. (2019) demonstrated the complex relationship between emotional intelligence, motivational climate, and other psychological indicators in adolescent athletes, thus clarifying the role of EQ as a crucial construct in the development of human resources in school-age sports.

Based on the literature review and initial observations, several research questions emerged: (1) to what extent does the emotional intelligence of futsal extracurricular students at middle school 27 Makassar correlate with their training motivation; (2) which dimensions of EC (e.g., emotional regulation, empathy, emotion recognition) contribute most to training motivation; and (3) which school/coach contextual factors moderate this relationship? These questions are important because most previous research in Indonesia has tended to examine extracurricular motivation descriptively without systematically linking it to specific emotional variables.

Initial field observations conducted by the researchers at middle school 27 Makassar (weekly training sessions and coach-player interactions) indicated heterogeneity in motivation among team members: some students consistently attended and were motivated by technical/competitive achievement, while others exhibited fluctuating motivation related to academic pressure, family support, and emotional reactions to coach corrections. Furthermore, variations in emotional regulation abilities were observed when faced with failure or team conflict, which is suspected to be related to decreased training intensity in some participants. These initial findings confirm the need for empirical research linking KE and training motivation in the context of junior high school futsal.

The urgency of this research is both theoretical and practical. Theoretically, the study will fill a gap in the literature that specifically links the construct of EQ to exercise motivation, as well as examining coach climate and institutional support—a relatively underexplored area, particularly among Indonesian adolescents participating in team sports. Practically, clear findings on the relationship between EQ and motivation can help coaches, physical education teachers, and school policymakers design psychosocial interventions (e.g., emotion regulation training, motivational counseling) to improve the engagement and retention of extracurricular participants, as well as the effectiveness of achievement coaching programs. Research González-Valero et al. (2019); Yu et al. (2024) emphasizes the role of EQ in facilitating achievement motivation and physical activity participation, making local context confirmation crucial.

The novelty of this research lies in several aspects: (1) the empirical focus on the specific relationship between dimensions of emotional intelligence and indicators of exercise motivation (intrinsic vs. extrinsic) among junior high school futsal extracurricular members in Makassar; (2) mapping the influence of school contextual variables and coach communication patterns as moderators of the EQ-motivation relationship; and (3) integrating local findings with international evidence to formulate

contextual and evidence-based intervention recommendations. At the national level, most previous studies have analyzed extracurricular motivation or emotional intelligence separately; this study attempts to integrate the two constructs to generate more applicable knowledge.

Theoretically, this study aims to enhance the scientific literature on school-age sport psychology by offering empirical evidence concerning the influence of EC on training motivation. Practically, the research results will provide recommendations for coaches and school administrators regarding coaching strategies (e.g., emotional regulation training modules, coaches' communicative approaches) that can improve the quality of motivation and training consistency. Furthermore, the findings can inform school policies in designing more inclusive extracurricular programs that support students' emotional well-being, an important contribution to the development of educational sport at the secondary level.

International research demonstrates a strong relationship between emotional intelligence (EQ), motivational climate, and competitive anxiety in adolescent athletes (Castro-Sánchez et al., 2019; Rubio et al., 2022; Yue et al., 2025). A study by Zeidner and Matthews (2016) confirmed that EQ can reduce competitive anxiety while increasing psychological resilience in young athletes, thus providing a theoretical basis for EQ being an important predictor of motivation and psychological adaptation in sport. These findings are reinforced by Pan and Sui (2025), who showed that adolescent soccer athletes with adequate emotional regulation have more stable intrinsic motivation and consistent training performance.

Furthermore, a recent quantitative study by Menditto et al. (2021) confirmed that EQ contributes to physical activity participation through achievement motivation, particularly in the context of school sports. Another international paper, by Rubio et al. (2022), revealed that EQ plays a significant role in the quality of relationships among team members and enhances social motivation in team sports training, including futsal. Furthermore, a meta-analysis by Levillain et al. (2025) concluded that EQ is significantly associated with sustained motivation and training persistence in school-aged athletes.

At the national level, various studies in the context of extracurricular futsal and physical education indicate variations in student motivation influenced by emotional and social factors, as well as coaches' communication patterns (Perdana et al., 2023; Sulistiyo et al., 2024; Widiyatmoko et al., 2025). These studies, although providing initial indications of a relationship between EC and learning outcomes/participation, are still limited by small sample sizes and descriptive research designs and have not yet integrated psychological variables comprehensively. Therefore, further research with a more systematic approach is urgently needed to strengthen empirical evidence and make a significant contribution to the development of youth sports coaching in Indonesia. With this theoretical background and initial evidence, this study is important and relevant to bridging the academic needs and practice of school-age sports coaching in Indonesia.

2. METHOD

This study used a quantitative approach with a correlational design to analyze the relationship between emotional intelligence and motivation to practice in students participating in extracurricular futsal activities at Middle School 27 Makassar. The correlational approach was chosen because it can measure the level of relationship between two variables without manipulating the independent or dependent variables. Furthermore, this design is relevant for describing psychological phenomena in the context of physical education, particularly those related to the affective and motivational aspects of students. The following is a correlational design in Figure 1.

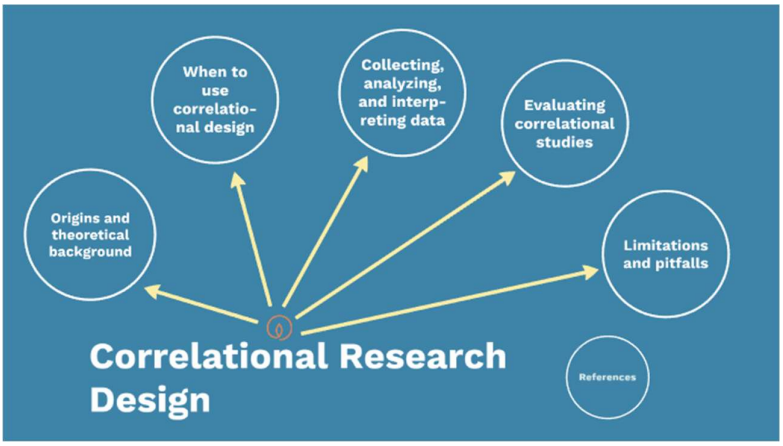

Figure 1. Quantitative Approach with a Correlational Design

The population in this study consisted of all students who were actively participating in extracurricular futsal at Middle School 27 Makassar. Based on coach data, the population size was 50 students. The sampling technique used was total sampling, as the population was relatively small and allowed for a comprehensive sample, thus increasing the accuracy of estimating the relationships between variables.

Data collection was conducted using two main instruments. First, an emotional intelligence questionnaire adapted from Goleman's model with indicators of self-awareness, emotional management, self-motivation, empathy, and social skills. Second, the exercise motivation questionnaire was developed based on Self-Determination Theory (SDT), which encompasses intrinsic, extrinsic, and amotivational motivation. Both instruments underwent content validity testing by three experts in sports psychology and reliability testing using Cronbach's Alpha, ensuring they met internal consistency criteria.

Data were analyzed using inferential statistics in the form of a Pearson product-moment correlation test to determine the linear relationship between emotional intelligence and exercise motivation. Prior to analysis, the data were tested using the Kolmogorov–Smirnov normality test and a linearity test to ensure the feasibility of the correlation test. The analysis was conducted using the latest version of SPSS software, ensuring more accurate and scientifically sound results.

3. RESULTS AND DISCUSSION

Results

The results of this study provide an empirical overview of the relationship between emotional intelligence and student motivation to practice in extracurricular futsal activities at Middle School 27 Makassar. The findings confirm that students' abilities to manage emotions, understand self-dynamics, and build positive social relationships contribute significantly to increasing internal motivation to practice consistently and be achievement-oriented, as stated below.

Descriptive data results

The results of the descriptive analysis regarding the relationship between emotional intelligence and student motivation to practice in extracurricular futsal activities at Middle School 27 Makassar indicate that the researcher subsequently conducted an in-depth study of each question item included in the research instrument. The results of the data processing are presented in Table 1.

Table 1. Descriptive Results of Emotional Intelligence and Motivation Training

Statistics	Emotional Intelligence	Motivation Exercise
N	50	50
Mean	71,58	51,96
Std. Deviation	7,25	3,03
Range	39	14
Minimum	48	44
Maximum	87	58
Sum	3579	2598

The descriptive table shows that 50 students responded to emotional intelligence and exercise motivation measurements. The average emotional intelligence score was 71.58 with a standard deviation of 7.25, indicating relatively moderate variation in emotional management skills between individuals. The relatively wide range of scores (48–87) indicates disparities in the ability to understand and control emotions during exercise activities. Meanwhile, exercise motivation had an average of 51.96 with a standard deviation of 3.03, indicating that students' motivation levels tended to be stable and did not vary significantly. The score range of 44–58 shows that students are consistently motivated to play futsal.

Overall, this data profile provides initial indications that students' emotional intelligence tends to be more diverse than their exercise motivation. This variation has the potential to influence the strength of the relationship between the two variables, making further correlative analysis crucial to determine the extent to which emotional skills contribute to increased exercise motivation in the context of extracurricular futsal.

Data Normality Results

Data normality testing is a crucial step in ensuring that the distribution of research variables meets the assumptions of parametric statistics. In this study, examining the relationship between emotional intelligence and the motivation of students to practice extracurricular futsal at Middle School 27 Makassar, a normality test is necessary to

determine the appropriateness of the correlational analysis technique. This ensures that the analysis results can be interpreted validly and reliably, reflecting the true patterns in the population. The analysis results for each indicator are presented in detail in the following Table 2.

Table 2. Results of Data Normality Test

One-Sample Kolmogorov-Smirnov Test	Emotional Intelligence	Training Motivation
N	50	50
Test Statistic	0,114	0,115
Asymp. Sig. (2-tailed)	0,120	0,98

The results of the normality test using the Kolmogorov–Smirnov method showed that the two variables, namely emotional intelligence and exercise motivation, had significance values of 0.120 and 0.098, respectively. Both values exceed the limit of α = 0.05, so the data is declared to be normally distributed. These findings strengthen the validity of the use of parametric analysis techniques at the testing stage of intervariable relationships. The normal distribution also indicated that the students' response patterns tended to be consistent and did not show extreme deviations in both constructs studied.

Hypothesis Test Results

The results of the hypothesis test in this study are presented to test the extent to which emotional intelligence is related to the motivation of students who participate in futsal extracurricular activities at Middle school 27 Makassar. This analysis aims to provide an empirical basis regarding the strength and direction of the relationship between the two variables so that it can strengthen theoretical understanding and practical implications in the context of student sports coaching. The results of the hypothesis test are presented in detail in the following Table 3:

Table 3. Summary of the Results of the Correlation Analysis of Emotional Intelligence to Training Motivation

Variable	r-count	Rsquare (R2)	$t_{-hitung}$	P	Information
The relationship between emotional intelligence (X) and the motivation of students practicing futsal extracurricular participants at Middle school 27 Makassar (Y)	0,500	0,250	3,999	0,000	Significant

The findings of hypothesis testing indicated that emotional intelligence significantly correlates with students' motivation to engage in practice. The correlation coefficient r = 0.500 signifies a moderate positive association, indicating that as pupils' emotional intelligence increases, so does their motivation to practice. The extent of variable X's

contribution to Y is indicated by $R^2 = 0.250$, implying that 25% of the variance in exercise motivation is attributable to emotional intelligence.

The significance test indicates a t-count of 3.999 and a p-value of 0.000 (< 0.05), confirming that the association is statistically significant. Consequently, the hypothesis positing an impact of emotional intelligence on exercise motivation is affirmed. The findings affirm that students' capacity to regulate emotions, self-motivate, and cultivate self-discipline is a crucial determinant in enhancing their dedication and consistency in effective futsal training.

Discussion

The study results concerning futsal extracurricular students at Middle School 27 Makassar revealed a moderate positive correlation between emotional intelligence and training motivation (r = 0.500), with emotional intelligence contributing 25% to the variation in motivation. These findings align with existing literature that identifies emotional intelligence as a crucial psychological factor for engagement and persistence in training (Zhoc et al., 2023). Numerous empirical studies have demonstrated a direct and significant correlation between emotional intelligence (EI) and physical engagement or achievement motivation among students, indicating that individuals with emotion regulation skills are more adept at sustaining exercise objectives and enduring exercise-related frustrations (Yu et al., 2024).

Recent meta-analyses and systematic reviews validate the significance of emotional intelligence (EI) in sports; systematic reviews indicate that EI affects cognitive and regulatory processes that determine exercise performance and behavior; however, the effects are contingent upon research methodology and sample size. This elucidates why the variance explained in your study (25%) is logical. Emotional intelligence is one of the psychological and environmental elements influencing exercise motivation (Conde-Pipó et al., 2021; Montenegro-Bonilla et al., 2024; Vaquero-Solís et al., 2022).

Besides direct links, certain research indicates mediating and chain mechanisms that elucidate the impact of emotional intelligence on exercise motivation (An et al., 2024; Zhang et al., 2025). Research investigating the influence of achievement motivation and self-efficacy revealed that emotional intelligence (EI) can enhance motivation by fostering self-confidence and facilitating the attainment of minor objectives during physical activity (Jiang et al., 2025). Additionally, the chain-mediation model demonstrated the EI pathway concerning self-efficacy in exercise attachment training. The findings pertain to the R^2 0.25 interpretation of your study: certain effects of emotional intelligence may operate through psychological mediators such as self-efficacy, success anticipation, or interpersonal support (An et al., 2024).

Comparative analyses with national studies reveal analogous findings in extracurricular settings and local sports: investigations of young athletes and extracurricular participants in Indonesia indicate a positive correlation between emotional intelligence (EQ/EI) and motivation or training outcomes, although the effect size varies based on sample characteristics (age, gender, level of competition) and measurement tools (Wahid et al., 2023). This affirms that secondary school settings, shown as Middle School 27 Makassar, align with national studies indicating that

emotional intelligence fosters engagement and consistency in practice (Sutisyana et al., 2025).

Nonetheless, literature is not entirely uniform: certain studies have identified weak or negligible correlations between emotional intelligence (EQ) and physical participation in particular groups, suggesting that the relationship may be affected by moderators such as coaching quality, team climate, participation objectives (recreational versus competitive), or socio-cultural influences. Consequently, despite the significance and relevance of your findings, it is crucial to acknowledge that 75% of the variance in exercise motivation is attributed to external factors such as coach or parent support, training conditions, facilities, and the intrinsic value or culture of the sport, as indicated in prior research (Wijerathne et al., 2023). Additional study on the context of physical education has indicated analogous correlations: investigations in secondary schools and studies involving physical education students demonstrate that educational programs fostering emotional skills enhance learning motivation and active engagement (Kasmad et al., 2024). In the Indonesian context, much local research (e.g., on volleyball, football, and physical education programs) has indicated associations between psychological variables, such as KE, and learning skills or motivational outcomes, but the strength of these relationships differed between study environments. The disparity in the extent of this association may be affected by variations in assessment tools, sample attributes (age, competition level), and differing intervention or training scenarios (Anzeli et al., 2021).

International studies investigating adolescent and college student populations also confirm the influence of mediators (achievement motivation, interpersonal relationships) and moderators (gender, age, exercise intensity). Therefore, practical recommendations from your study should encompass interventions that enhance both individual emotional intelligence and the exercise context. (Jariono, 2021; Jariono et al., 2023; Jariono & Subekti, 2020), together with training for coaches to deliver constructive feedback. This multilevel strategy has demonstrated favorable outcomes in enhancing motivation and adherence to exercise programs (Yu et al., 2024).

From a methodological standpoint, the result $R^2 = 0.250$ indicates that subsequent research should incorporate additional factors, including self-efficacy in sports, social support, goal orientation, and coaching quality, into regression or pathway models to elucidate the roles of mediators and moderators. International research has validated the significance of these characteristics; Rhodes et al. (2017) underscore the impact of self-efficacy in sustaining physical activity engagement, while Ka et al. (2022) demonstrate that social support substantially enhances teenage sports motivation. Williamson et al. (2022) discovered a high correlation between goal orientation and perseverance in competitive sports training. Furthermore, experimental research by Cleary et al. (2018) demonstrated that programs designed to enhance emotional intelligence can augment motivation and exercise engagement, while interventions grounded in mindfulness, as evidenced by Salem et al. (2025), have been shown to enhance emotional regulation and exercise consistency. These findings underscore the necessity for a quasi-experimental approach to augment the correlational evidence of this investigation.

The practical implications of this study for educational institutions and futsal coaches encompass (1) incorporating the acquisition of emotional competencies and emotion regulation techniques into training regimens, (2) establishing quantifiable short-term training objectives to enhance performance motivation, and (3) involving parents and fostering a supportive social environment that can amplify the beneficial effects of emotional intelligence on motivation. These guidelines align with data from numerous worldwide research studies indicating that emotion-focused therapies and external support significantly enhance teenage participation in sports.

Emotional intelligence significantly contributes to exercise motivation in adolescents, highlighting the necessity for a more comprehensive model that incorporates contextual mediators and moderators. The subsequent recommendation is to conduct pathway testing and mediation, alongside interventions aimed at enhancing emotional intelligence, to elucidate and leverage influence mechanisms for increasing student engagement in practice.

4. CONCLUSION

Emotional intelligence has an important role in shaping the motivation of futsal extracurricular students. A moderately positive correlation (r = 0.500) showed that students' ability to recognize and manage emotions was associated with increased internal drive to practice consistently, with a 25% contribution to variation in exercise motivation. These findings are in line with the theory of self-regulation, which places the emotional aspect as the basis for the formation of perseverance, focus, and readiness to face pressure during training. Compared to national and international research, these results confirm that emotional intelligence is one of the main determinants of successful youth sports participation. However, its moderate influence suggests the role of other factors such as coach support, self-efficacy, group dynamics, and the quality of the training program.

Therefore, the development of emotional intelligence needs to be combined with a more comprehensive coaching strategy. Overall, this study confirms that increasing training motivation does not only depend on physical and technical abilities but also on strengthening the emotional aspects of students, so the integration of emotional intelligence training in futsal programs can be an effective approach to build more stable and sustainable motivation.

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