

# The Effect of Training Motivation and Emotional Intelligence on the Performance of Badminton Players

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**Abstract.** The study aims to examine the effect of exercise motivation and emotional intelligence on the performance of beginner badminton athletes at SGS Bandung Badminton Association. The study was done to beginner man athletes who are the members of SGS Bandung Badminton Association in Bandung City of West Java. This study used post facto method with correlational techniques and employed simple random sampling. The results of the test and data analysis can be concluded as follows; 1) Training motivation has a positive effect on the performance of beginner badminton players in PB SGS PLN Bandung. 2) Emotional intelligence has a positive effect on the performance of beginner badminton players in PB SGS PLN Bandung. 3) There is a significant difference between training motivation and emotional intelligence on the performance of badminton players, where emotional intelligence has a greater impact compared to the training motivation towards the performance of beginner badminton players in PB SGS PLN Bandung.

**Keywords:** performance of badminton players, training motivation, emotional intelligence

## 1. Introduction

Badminton coaching at a young age is the starting point of its development. Through well planned, organized, programmed, systematic, and continuous training at their "Golden Age", the athletes are expected to achieve optimal performance. For this reason, it should not only be focused on fostering the current athletes, but it is also important to foster and develop talented athletes as early age as possible so that at the time of their golden age, the athlete can perform as optimal as possible.

At present some psychological aspects of athletes have been studied by many Badminton training experts, but until now there has been no one that can be used as a guide on how to get talented and potential athletes to become high quality performance athletes. Therefore, the author tries to study this psychological aspect by examining some psychological aspects that are expected to influence the performance of athletes, which in turn can improve the performance of badminton players. For this reason, the writer tries to examine the aspects of exercise motivation and emotional intelligence which are thought to be strong enough to affect the performance of beginner badminton players.

In sports activities the interactions that occur between athletes and coaches, and other members will cause certain psychological effects. Sports psychologists study in sports situations including Goal setting, exercise motivation, self-confidence, emotional intelligence, boredom, stress, anxiety, top

performance, and so on. Motivation is one of the topics most widely used as the object of sports psychology studies. Besides that, there are still many other symptoms of social psychology that need to be examined. Thus, this study focused on the effect of exercise motivation and emotional intelligence on the performance of beginner badminton players at "SGS Bandung Badminton Association."

Based on the description that has been presented in the background of the problem, the authors propose several research questions that can be identified as follows: 1) Does exercise motivation have a positive effect on the performance of beginner badminton players in PB SGS PLN Bandung? 2) Does emotional intelligence have a positive effect on the performance of beginner badminton players in PB SGS PLN Bandung? 3) Is there a significant difference in influence between training motivation and emotional intelligence on the performance of beginner badminton players in PB SGS PLN Bandung.

Although there is a diversity of opinions of experts on the notion of performance, but in general it can be said that performance is the result achieved by someone who is shown through the work or product displayed. To discuss the performance of badminton players, of course, can not be separated from skills appearance in doing badminton movements. The basic skills needed in badminton games include; how to hold a racket, standing position, leg movements, and hitting skills. Davis explained that, "Badminton games are games that use a lot of physical abilities with fast movements and hard punches that are carried out within a few seconds between long rallies. Furthermore, Grice stated that the basic skills of badminton include; forehand grip, backhand grip, some basic punches, service, and footwork consisting of; ready position, receiving service, movement in the field. The term skill is used to describe the level of a person's ability to complete a task. Singer defines skills as the degree of success in achieving goals effectively and efficiently. According to Anderson, the term skill is also interpreted as a procedural ability about how to display a particular motion task stretching from the simplest to the most complex level. Skills in this sense implicitly refer to a particular task or action and become an indicator of a level of proficiency in relation to achieving goals. In its function as an indicator of a level of proficiency, there are three main characteristics to understand the practice of motion skills, namely: First, the practice of motion skills is a set of internal processes related to the activity of giving practice or experience. The performance of badminton players can also be interpreted as a result of training that can be measured based on differences in behavior before and after doing the exercise. In other words, the performance of a badminton player is all the appearance of the skills of a badminton athlete as a result of the training process that he takes in covering all the training processes that take place that are shown during badminton games. From some of these opinions it can be concluded that the player's performance is the result of training athletes who have taken a measured training process, displayed at the time of badminton games. In this study the training process includes at least three main characteristics, namely: (1) training is characterized by a change in behavior in the form of skills, (2) changes that occur are relatively permanent, (3) change is obtained through a process of training or experience.

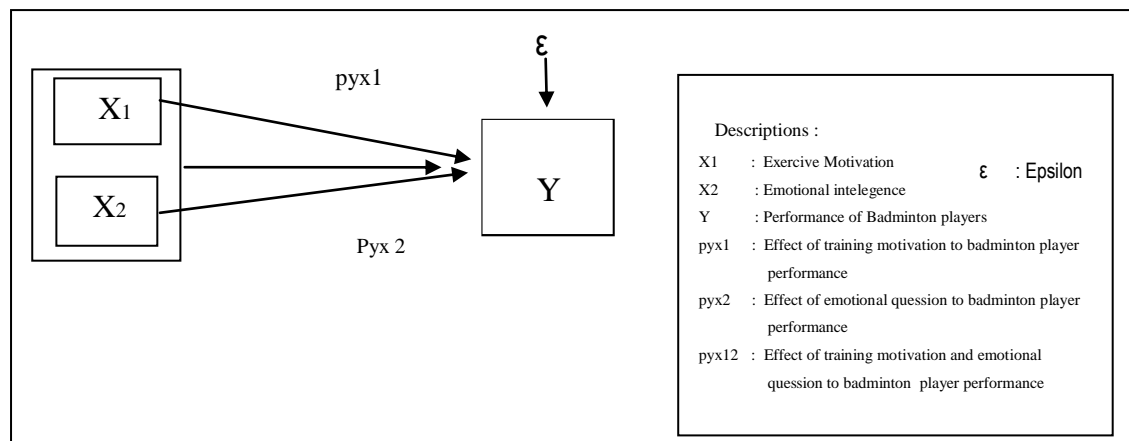
Motivation is an encouragement from within the person to increase self-actualization. To respond to the desired destination or to fulfill life's needs. Furthermore, according to Mitchel (2001) the context of motivation represents the psychological process that causes direction, and the motivation of persistence of voluntary activities aimed at achieving certain goals. Motivation shows encouragement or effort to fulfill or satisfy a need or to achieve a goal. Performance can be said as a skill plus motivation. Although athletes have good skills but there is no desire to be good players, usually the athlete will experience a failure. Similarly, if the athletes have high desire but do not have skills, their performance will remain poor. Gay et al (2001) revealed that motivation is the result of a number of processes that are internal or external to an individual, which causes an attitude of enthusiasm and persistence in carrying out certain activities. It is an encouragement from individuals to improve

personal abilities to achieve the desired expectations. It can be concluded that training motivation is a mental impulse that makes a person motivated to take productive actions, both exercise-oriented and for making money or not. The indicators are as follows: 1) the desire to practice, 2) training growth, 3) the establishment of conducive training situations and conditions, 4) benefits availability, 5) recognition, 6) the need for power, 7) the need for affiliation, and 8) innovative and creative. Motivation refers to a symptom contained in the stimulation of action towards a particular goal where previously there was no movement towards that goal. Motivation can be basic or internal and intensive impulses within the individual. Therefore, increasing training motivation is an important task for the coach. Thomas L. Good and Jere B. Brophy "defines motivation as a driving force, directing and strengthening behavior". Motivation to do something can come from self known as intrinsic motivation, and can also come from an environment known as extrinsic motivation. Intrinsic motivation can appear as a character or characteristic that has been existed since someone was born. Emotion is an impulse to act, a variety of emotional experiences by someone encourages the individual to act, giving a response to the existing stimulus. The stimulus can come within or outside the individual. Emotion is a force to act and is a reaction to stimuli from outside and within the individual. In line with what was expressed by Goleman (2007) emotion is ". . . a typical feeling and thoughts, a biological and psychological state, and a series of tendencies to act ". Emotion has an important role to guide someone in carrying out an action and resolving the various problems it faces. Emotion plays an important role regarding decision making and action. As stated by Goleman (2007) " High IQ only contributes about 20 percent to the factors that determine success in life, the 80 percent is filled with other forces". From this description, the EQ aspect is equally important and even more important than reason. Even if someone has a high IQ it will not mean anything - if the emotion is always taking control of him. So it can be concluded that emotional intelligence is really an important guideline for human beings. Goleman categorizes emotions: 1) Anger; violent, angry, hateful, angry, irritated, annoyed, disturbed, bitter, offended, hostile and perhaps the most intense, violent and pathological hatred. 2) Sadness; sad, gloomy, melancholic, self-loving, lonely, rejected, hopeless, and if it becomes pathological, severe depression. 3) Fear; anxious, afraid, nervous, worried, anxious, feeling scared, alert, sad, uneasy, horrified, frightened, wry, as a pathologist, phobia and panic. 4) Enjoyment: happy, light, satisfied, cheerful, very happy, and the limit is mania. 5) Love: acceptance, friendship, trust, kindness, feeling close, devotion, respect, love. 6) Surprised: shocked, gasped, amazed, stunned. 7) Irritation: contempt, disgust, nausea, hate, dislike, want to vomit. 8) Embarrassment: feeling wrong, embarrassed, upset, contrite, despicable, disgrace, and broken heart.

## 2. Research Method

This study aims to find information about the effect of training motivation and emotional intelligence on the performance of beginner badminton players of SGS Bandung Badminton Association. The method used in this study is post facto with correlational techniques. Kerlinger (2004) defines ex post facto research as empirical findings that are carried out systematically, researchers do not control independent variables because their manifestations have already taken place or they cannot be manipulated inherently. To obtain data in the field, this study used a questionnaire compiled based on indicators and performance tests of badminton players. The data needed in this study are data on exercise motivation (X1), emotional intelligence (X2), and the performance of badminton players (Y). Research instrument in the form of questionnaire designed and tested beforehand to other subjects, then aimed at assessing the level of research validity and reliability.

**Research Design.** Research Design is planned to use correlational techniques. The relationship between one variable and the other variables in this study are training motivation, emotional intelligence, and performance of badminton players.



**Figure 1.** Research Constellation between X1 and X2 Free Variables with Bound Variables, Y

Research includes three research variables i.e. two independent variables and one dependent variable. Therefore, in this study three types of instruments are needed to collect data i.e. training motivation instruments, emotional intelligence, and the performance of badminton players.

The performance of badminton players is the result achieved by athletes after doing the training activities shown during badminton games. Thus, to measure the performance of the badminton player is done by observing the athletes during the competition. Motivation to practice is a mental impulse that makes a person motivated to take productive actions, both practices oriented to produce skills and experience. Emotional intelligence is a person's ability to manage emotional life with intelligence, the appropriateness of emotion and its expression through self-awareness, self-control, self-motivation, empathy and social skills. In this study, the source of the data is all beginner of man athletes who become PB members of SGS PLN Bandung, aged between 12-14 years. By using a simple random sample, 20 athletes were taken.

From the calculation results obtained  $r\text{-count} = 0.86$  while the Product Moment  $r\text{-table}$  is known that with  $n = 18$  value  $r_{0.95} = 0.468$ . Thus, the  $r\text{-count}$  is greater than  $r\text{-table}$ , this shows that the instrument of this research is trusted or reliable. The results of the significance of correlation test show  $t\text{-count} = 7.15$  while the  $t\text{-table}$  at the 0.05 and  $dk (20) = n-2$  level is 1.73. Thus  $t\text{-count}$  is greater than  $t\text{-table}$ , this means that the correlation has significant reliability.

### 3. Research Results and Discussion

The description of the research data collected on each variable obtained is as follows:

#### 3.1 The effect of training motivation (X1) on the performance of badminton players (Y)

Based on the first hypothesis which stated there is a positive effect of training motivation (X1) on the performance of badminton players (Y) is as follows:

Table 1. Coefficient of Determinat of Motivation training (X1) on Badminton Player Performance (Y)

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.684 <sup>a</sup>	.468	.626	8.86192

a. Predictors: (Constant), X1

Based on the calculation results obtained the coefficient of determination R is 0.468. The functional relationship between the Performance variables of Badminton Players (Y) on motivation variable (X1) of R Square 0.468 means that 46.8% of the Y variables are influenced by the X1 variables and the remaining 53.2% is influenced by other unpredictable things. It means that any increase in the value of training motivation will cause an increase in the performance of badminton players by 46.8%. Based on the results of the testing of the first hypothesis, it can be concluded that Ho is rejected, means that H1 which states that there is an effect of training motivation (X1) on the Performance of Badminton Players (Y) is significantly acceptable.

### 3.2 The Effect of emotional intelligence (X2) on the performance of badminton players (Y)

Based on the second hypothesis which states that there is an influence of emotional intelligence (X2) on the performance of badminton players (Y), then testing the hypothesis is done by looking for the causal relationship of the two variables. The significance test of emotional intelligence regression (X2) on the performance of badminton players (Y) can be seen in table 6.

Table 6. Emotional Intelligence Regression Test (X2) on Player Performance

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Er of t Estimate
1	.837 <sup>a</sup>	.700	.814	6.24831

a. Predictors: (Constant), X2

Based on the calculation results obtained the coefficient of R determination is 0.837. The functional relationship between the emotional intelligence variable (X2) on the performance of badminton players (Y) is R Square 0.700. This means that 70% of the Y variable is influenced by the X1 variable and the remaining 30% is influenced by other things that cannot be predicted. It means that any increase in the value of emotional intelligence causes an increase in the performance of badminton players by 70%. The influence of emotional intelligence variable (X2) on the performance of badminton players (Y) is indicated by the coefficient of determination ( $R^2_1$ ) = 0.700. The coefficient of determination shows the contribution of emotional intelligence (X2) to the performance of badminton players (Y).

Based on the results of testing on the second hypothesis, it can be concluded that Ho is rejected. It means that H1 which states that there is an influence of emotional intelligence (X2) on the performance of badminton players (Y) is significantly acceptable.

3. Differences Effect of Exercise Motivation (X1), Emotional Intelligence (X2), on the Performance of Badminton Players (Y). Hypothesis testing through SPSS turns out that there are differences in the positive influence between Motivation training (X1) and Emotional Intelligence (X2) on the Performance of Badminton Players (Y), hence the significance test and linearity test for the regression equation are required by using the F test.

Table 9. Significance of multiple regression tests of the effect of training Motivation (X1) and emotional intelligence (X2) on the performance of badminton players (Y)

## ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	17,763	4	4,441	29,781	,000
Residual	2,237	15	,149		
Total	20,000	19			

Dependent Variable: Y

Predictors: X1 X2

Looking at the results of the calculation of regression significance tests as seen in the table, obtained  $F_{\text{count}}$  of 29.781 while  $F_{\text{tabel}} (\alpha=0,05)$  of 3.25 and  $F_{\text{tabel}} (\alpha=0,01)$  of 5.49. This shows that an effect of training motivation (X1) and emotional intelligence (X2) on the performance of badminton players (Y) is real. Based on the results of hypothesis testing, it can be concluded that the research hypothesis which states that there are differences in influence between exercise motivation (X1) and emotional intelligence (X2) on the performance of badminton players (Y) is acceptable. It means that the higher training motivation (X1) and emotional intelligence given (X2) the higher the increase in the performance of badminton players (Y). The coefficient of determination between exercise motivation (X1) and emotional intelligence (X2) together on the performance of badminton players (Y) is ( $R^2$ ) of 0.584. The coefficient of determination shows that 58.40% of the performance of badminton players (Y) can be explained by training motivation (X1) and emotional intelligence (X2).

The hypothesis that there are differences in the influence between training motivation (X1) and emotional intelligence (X2) on the performance of badminton players (Y) is real. Based on the results of the third hypothesis test, it can be concluded that  $H_0$  is rejected. It means that  $H_1$  which states that there is a significant influence between training motivation (X1) and emotional intelligence (X2) on the performance of badminton players (Y) is acceptable. Furthermore, if comparing the differences in the effect of exercise motivation (X1) of 0.468. and emotional intelligence (X2) of 0.700 towards the performance of badminton players (Y), the greater influence is emotional intelligence on the performance of badminton players.

#### (1) The effect of training motivation on the performance of badminton players

Based on the results of the data analysis test, it can be concluded that there is a positive influence between training motivation on the performance of badminton players. Paying attention to the percentage value of the effect of training motivation on the performance of badminton players by 68%. Exercise motivation can affect the performance of badminton players, especially in terms of; 1) the desire to practice strongly, 2) the growth of the spirit of practice, 3) the establishment of conducive training situations and conditions, 4) the benefits availability, 5) the recognition, 6) the need for power, 7) the need for affiliation, and 8) innovative and creative. With high motivation athletes will strive to do more active and enthusiastic exercises to do the exercises. The urge to exercise more with the intensity and frequency of high training and to do regular and programmed training activities will enhance and improve the skills to the needs of athletes in order to improve the performance of badminton players.

#### (2) Effect of emotional intelligence on the performance of badminton players

Based on the second hypothesis which states that there is an influence of emotional intelligence on the performance of badminton players. Based on the calculation results obtained the coefficient of determination means that any increase in the value of emotional intelligence causes an increase in the performance of badminton players by 70%. Athletes who have emotional intelligence will have the ability to motivate themselves and survive in facing frustration, controlling impulses and not exaggerating the pleasure, regulating moods and keeping the stress burden from stunning the ability to think, empathize and pray. Furthermore, athletes who have emotional intelligence will be able to

manage their emotional life intelligently, the appropriateness of emotion and its expression through self-awareness skills, self-control, self-motivation, empathy and social skills. Emotional intelligence includes self-control, enthusiasm, and perseverance, as well as the ability to motivate oneself and endure frustration, the ability to control impulses and emotions, not exaggerate pleasure, regulate moods and keep stress loads from stunning the thinking skills to read the innermost feelings of others or empathy and prayer, to maintain good relationships, the ability to resolve conflicts, and to lead. Therefore, the athletes who have emotional intelligence will have a good performance at the time of badminton players. By recognizing the emotions, the athlete himself will better the performance of his player. Recognizing one's own feelings is the basis of emotional intelligence. This guides us to understand our true feelings and our ever-changing emotional changes. A person who has his own emotional or emotional beliefs will be able to bring himself to good performance of badminton players.

(3) The differences of the influence between exercise motivation and emotional intelligence on the performance of badminton players. The calculation results show that there are differences in influence between training motivation and emotional intelligence on the performance of badminton players. From the results of data processing it turns out that emotional intelligence is greater in contributing to the performance of badminton players. Based on the relationship of independent variables individually with the dependent variable, when compared when the relationship between independent variables together on the dependent variable, as stated above, shows mutual reinforcing effects. These findings indicate that the performance of badminton players can increase in addition to the existence of high training motivation, also influenced by the emotional intelligence of athletes who can deliver athletes to achieve better performance of badminton players. With high training motivation, one can practice better, orderly and disciplined in training to get a good performance of badminton players. While having good emotional intelligence, an athlete will have the ability to deal with tensions and anxieties that often hits athletes during badminton games.

This research is far from being perfect, because even though this research has been carried out optimally by suppressing a minimum of error, human error factor still cannot be avoided. This imperfection can be seen from several things: Samples, where the number of samples used in this study only 20 respondents. Even though it has fulfilled the requirements in conducting research, but with a small number of samples it cannot provide a complete picture of the actual conditions. Respondents, where honesty, seriousness and openness in filling out questionnaires on variable motivation to exercise and emotional intelligence are unavoidable from bias and errors. This is because these variables involve the assessment of the respondent himself. of the Respondents Education, different educational backgrounds allow miss-communication between the answer and the purpose of the questionnaire and the answers or responses given.

#### **4. Conclusion**

Based on the data obtained, the results of hypothesis testing, and discussion of research results, it can be summarized that: 1) Training motivation has a positive effect on the performance of beginner badminton players in PB SGS PLN Bandung. 2) Emotional intelligence has a positive effect on the performance of beginner badminton players in PB SGS PLN Bandung. 3) There is a significant difference between training motivation and emotional intelligence on the performance of badminton players, where emotional intelligence has a greater impact compared to the training motivation towards the performance of beginner badminton players in PB SGS PLN Bandung.

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