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Emotional Intelligence and Pre-Competition Anxiety in Elementary-Level Pencak Silat Athletes: A study at Perguruan Pamur, Banten Branch

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ABSTRACT

This study aims to examine the relationship between emotional intelligence and pre-competition anxiety among elementary school athletes in the PAMUR (Pencak Silat Angkatan Muda Rasio) martial arts organization, Banten Branch. The hypothesis proposed a significant correlation between emotional intelligence and anxiety levels before a match. The research employed a quantitative correlational design using a survey method. The sample consisted of 20 athletes (12 female, 8 male) from Permata Insani Islamic School, selected through total sampling. Data were collected using validated questionnaires for emotional intelligence and pre-competition anxiety. Statistical analysis was conducted using Pearson's Product-Moment correlation through SPSS. The results showed a significant negative correlation ($r = -0.676$; $p < 0.05$), indicating that higher emotional intelligence is associated with lower levels of anxiety. The coefficient of determination ($r^2 = 0.457$) suggested that emotional intelligence accounted for 45.7% of the variance in anxiety levels. These findings imply the importance of emotional development programs in early athletic training to foster mental preparedness and resilience in young athletes. Future research is recommended to explore additional psychological or environmental variables influencing performance anxiety. The article includes 24 references, 2 tables, and 1 questionnaire instrument used as a research appendix.

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INTRODUCTION

Pre-competition anxiety is one of the most common psychological challenges experienced by athletes at all levels, including those in early developmental stages. Athletes at the elementary school level often face high expectations from coaches, parents, and peers during competitions, despite having limited emotional maturity to process such pressure. This condition becomes a serious concern as excessive anxiety can negatively affect performance, concentration, confidence, and even long-term motivation in sports. Managing anxiety effectively is thus essential in forming mentally resilient athletes from a young age.

Recent studies in sports psychology have emphasized the role of emotional intelligence as a protective factor in regulating anxiety and enhancing athletic

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performance. Research by Lane et al. (2010) and Arribas-Galarraga et al. (2017) has shown that emotional intelligence can influence how athletes respond to stressors before and during competitions. These findings are supported by studies in educational and youth sports contexts that link emotional competence with reduced psychological distress and improved coping mechanisms. However, many of these studies have focused on adolescent or adult athletes, leaving a knowledge gap concerning younger populations, such as elementary school athletes in martial arts settings.

The theoretical framework surrounding emotional intelligence, introduced by Mayer and Salovey (1997), emphasizes self-awareness, self-regulation, motivation, empathy, and social skills as components that contribute to an individual's emotional functioning. While this framework has been widely applied in workplace and education research, its specific application to pre-competition anxiety in combat sports, particularly pencak silat among children, remains underexplored. This indicates a need for focused research to understand how emotional intelligence interacts with anxiety within the unique physical and psychological demands of silat tournaments.

Based on this gap, the present study aims to examine the correlation between emotional intelligence and pre-competition anxiety in elementary school athletes who actively participate in pencak silat competitions. The research seeks to provide empirical data to support the implementation of emotional development strategies in early athletic training. The novelty of this study lies in its focus on the primary school age group within a traditional martial arts context, offering insights that may inform future training models, coaching approaches, and psychological readiness programs tailored for young athletes in Indonesia.

METHODS

This study employed a quantitative correlational design aimed at determining the relationship between emotional intelligence and pre-competition anxiety in elementary school pencak silat athletes. The research design was considered appropriate to test the formulated hypothesis regarding the statistical association between the two psychological variables.

The population in this study consisted of all elementary-level pencak silat athletes from the PAMUR (Pencak Silat Angkatan Muda Rasio) organization, Banten Branch, who were preparing for competition. Using total sampling, the sample included 20 athletes (12 female and 8 male), all from Permata Insani Islamic School. The criteria for inclusion were athletes who actively participated in pencak silat competitions and were enrolled in regular training sessions.

Data were collected through two standardized instruments: an emotional intelligence questionnaire adapted from Goleman's framework, and a pre-competition anxiety questionnaire based on the Sport Competition Anxiety Test (SCAT). Both instruments underwent content validation by expert judgment and were subjected to reliability testing before use. Each questionnaire used a Likert-type scale to quantify the responses.

The data collection procedure was carried out in a classroom setting with the supervision of the researcher and coaching staff to ensure the athletes understood the

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items and responded truthfully. Ethical considerations, including informed consent from coaches and guardians, were observed throughout the data-gathering process.

After collection, the data were analyzed using Pearson Product-Moment correlation with the aid of SPSS software version 26. This statistical method was selected for its suitability in testing the linear relationship between two continuous variables. The correlation coefficient and significance level were used to interpret the strength and direction of the relationship. All analysis steps followed standard statistical procedures to ensure replicability and validity of the findings.

RESULTS AND DISCUSSION

Results

This study was conducted on elementary-level pencak silat athletes from Perguruan PAMUR (Pencak Silat Angkatan Muda Rasio), Banten Branch, who train at SD Permata Insani Islamic School. A total of 20 athletes participated, consisting of 12 females and 8 males. These athletes have varying levels of experience, ranging from less than 6 months to more than 2 years. The research focused on examining the influence of emotional intelligence on the pre-competition anxiety experienced by young athletes.

Table 1.
Instrument Validity Test

Variabel	Indikator	Sig.	R Hitung	R Tabel	Keterangan
Kecerdasan Emosi	KE_1	0,000	0,783	0,444	Valid
	KE_2	0,002	0,654	0,444	Valid
	KE_3	0,029	0,488	0,444	Valid
	KE_4	0,002	0,641	0,444	Valid
	KE_5	0,001	0,699	0,444	Valid
	KE_6	0,024	0,503	0,444	Valid
	KE_7	0,046	0,445	0,444	Valid
	KE_8	0,007	0,585	0,444	Valid
	KE_9	0,046	0,451	0,444	Valid
	KE_10	0,000	0,739	0,444	Valid
	KE_11	0,000	0,825	0,444	Valid
	KE_12	0,044	0,455	0,444	Valid
	KE_13	0,012	0,551	0,444	Valid
	KE_14	0,002	0,642	0,444	Valid
	KE_15	0,047	0,514	0,444	Valid
	KE_16	0,016	0,533	0,444	Valid
	KE_17	0,049	0,479	0,444	Valid
	KE_18	0,023	0,456	0,444	Valid
	KE_19	0,047	0,501	0,444	Valid
	KE_20	0,043	0,531	0,444	Valid
Kecemasan	K_1	0,034	0,450	0,444	Valid
	K_2	0,048	0,465	0,444	Valid
	K_3	0,003	0,625	0,444	Valid
	K_4	0,048	0,450	0,444	Valid
	K_5	0,035	0,473	0,444	Valid
	K_6	0,045	0,507	0,444	Valid
	K_7	0,000	0,884	0,444	Valid
	K_8	0,026	0,495	0,444	Valid
	K_9	0,015	0,538	0,444	Valid
	K_10	0,009	0,567	0,444	Valid

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Variabel	Indikator	Sig.	R Hitung	R Tabel	Keterangan
	K_11	0,000	0,709	0,444	Valid
	K_12	0,000	0,751	0,444	Valid
	K_13	0,040	0,464	0,444	Valid
	K_14	0,033	0,477	0,444	Valid
	K_15	0,018	0,524	0,444	Valid

The instrument validity test used the Pearson correlation formula, comparing the item-total correlation (r-count) with the critical value (r-table = 0.444) at a 5% significance level and 18 degrees of freedom (df = 20 – 2). All items in both variables — emotional intelligence and pre-competition anxiety — were found to be valid as their r-count exceeded r-table, with p-values < 0.05.

Table 2.
Instrument Reliability Test

Variabel	Cronbach's Alpha	Rule of Thumb	Keterangan
Kecerdesan Emosi	0,850	0,70	Reliabel
Kecemasan	0,761	0,70	Reliabel

Reliability was measured using Cronbach's Alpha. The emotional intelligence scale achieved an alpha value of 0.850, while the anxiety scale obtained 0.761, both of which exceed the minimum reliability threshold of 0.70, indicating strong internal consistency.

Table 3.
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
X	20	28	68	44.15	9.842
Y	20	23	49	33.05	6.629
TD	20	90.83	113.67	100.2167	6.89247
Valid N (listwise)	**20**				

Descriptive statistics showed that emotional intelligence scores ranged from 28 to 68, with a mean of 44.15 and a standard deviation of 9.842. Pre-competition anxiety scores ranged from 23 to 49, with a mean of 33.05 and a standard deviation of 6.629. Blood pressure (as additional physiological data) had a mean of 100.22 mmHg, with a minimum of 90.83 and a maximum of 113.67.

Table 4.
PAN Classification for Emotional Intelligence and Anxiety

Variable	Category	Score Range
Emotional intelligence	Very High	$X > 58.91$
	High	$49.07 < X \leq 58.91$
	Moderate	$39.23 < X \leq 49.07$
	Low	$34.39 < X \leq 32.93$
	Very Low	$X \leq 34.39$
Anxiety	Very High	$Y > 42.99$
	High	$36.37 < Y \leq 42.99$
	Moderate	$29.74 < Y \leq 36.37$
	Low	$23.11 < Y \leq 29.74$
	Very Low	$Y \leq 23$

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Norm-referenced assessment (PAN) was used to categorize both emotional intelligence and anxiety levels into five groups: very high, high, moderate, low, and very low, using the formula:

X > M + 1.5SD = Very High
M + 0.5SD < X ≤ M + 1.5SD = High
M - 0.5SD ≤ X ≤ M + 0.5SD = Moderate
M - 1.5SD < X < M - 0.5SD = Low
X ≤ M - 1.5SD = Very Low

Most athletes were classified in the "moderate" to "high" category for both variables.

Table 5.
Blood Pressure Mean by Anxiety Category

TD Kategor Y	Mean	N	Std. Deviation
Sangat Rendah	91.0000	1	
Rendah	94.1250	4	2.37415
Cukup	100.3148	9	6.99129
Tinggi	103.8333	4	2.46080
Sangat Tinggi	109.3333	2	4.94975
Total	**100.2167**	**20**	**6.89247**

Additional analysis showed that higher anxiety categories corresponded with higher average blood pressure. For example, athletes in the "very high" anxiety group had the highest mean blood pressure (109.33 mmHg), while those in the "very low" anxiety group had the lowest (91.00 mmHg). This physiological response supports the hypothesis that anxiety triggers physical stress.

Table 6.
Normality Test Results

	Komogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Unstandardized Residual	0.145	20	0.200*	0.940	20	0.238

Normality testing using Kolmogorov–Smirnov and Shapiro–Wilk indicated the residuals were normally distributed, with significance values of 0.200 and 0.238, respectively (> 0.05).

Table 7.
Linearity Test Results

			Sum of Squares	Df	Mean Square	F	Sig
Y*X	Between Groups	(Combined)	663.700	12	55.308	2.261	.143
		Linearity	3.820	1	3.820	.156	.004
		Deviation from Linearity	659.880	11	59.989	2.452	0.122
	Within Groups		171.250	7	24.464		
	Total		**834.950**	**19**			

Linearity between emotional intelligence and anxiety was confirmed with a Linearity p-value = 0.004 (< 0.05), and Deviation from Linearity p-value = 0.122 (> 0.05), indicating a valid linear relationship for correlation analysis.

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Table 8.
Pearson Correlation Result

		X	Y
X	Pearson Correlation	1	-.676
	Sig. (2-tailed)		.047
	N	20	20
Y	Pearson Correlation	-.676	1
	Sig. (2-tailed)	.047	
	N	20	20

The hypothesis testing using Pearson correlation yielded r = –0.676 with p = 0.047, which is < 0.05. This suggests a statistically significant negative relationship between emotional intelligence and pre-competition anxiety. The coefficient of determination (r^2) was 0.457, meaning 45.7% of anxiety variation can be explained by emotional intelligence.

Discussion

The results strongly support the hypothesis that emotional intelligence plays a critical role in reducing anxiety before a competition. Athletes who possess greater emotional awareness, self-control, empathy, and social skills appear better equipped to handle psychological stress.

This finding is consistent with Daniel Goleman's theory and several prior studies, which highlight emotional intelligence as a factor that enhances mental preparedness in athletes. Furthermore, the physiological data — blood pressure — complemented the psychological findings, strengthening the argument for emotional regulation training in early sports education.

Although emotional intelligence explained 45.7% of the variance, the remaining 54.3% may be attributed to factors such as competition experience, coaching methods, parental pressure, or self-confidence. Future research could explore these variables to provide a more comprehensive view of what influences youth athletes' anxiety.

CONCLUSION

Based on the results of the data analysis, it can be concluded that there is a significant negative relationship between emotional intelligence and pre-competition anxiety among elementary school pencak silat athletes. The correlation coefficient of r = -0.676 with a significance value of p = 0.047 indicates that higher emotional intelligence is associated with lower levels of anxiety. The coefficient of determination (r^2) of 0.457 shows that emotional intelligence accounts for 45.7% of the variation in anxiety, while the remaining 54.3% is influenced by other factors not examined in this study. These findings support the notion that emotional competence plays a critical role in psychological preparedness in youth athletes, particularly in high-pressure sports environments.

Despite its contributions, this study has several limitations. The relatively small sample size (n = 20) and the focus on a single school and martial arts organization may limit the generalizability of the results. Additionally, the study relied solely on self-report

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questionnaires, which may be influenced by social desirability bias or misunderstanding of item content by young respondents.

Future research is recommended to expand the sample across multiple schools and age groups to enhance generalizability. Incorporating qualitative methods such as interviews or observational techniques may also provide deeper insight into emotional regulation processes. It is also advised to explore additional psychological and environmental variables—such as self-efficacy, motivation, and parental support—that may interact with emotional intelligence in shaping pre-competition anxiety. This study has contributed to the body of knowledge by highlighting the importance of emotional development in early sports training and offering a foundation for integrating emotional intelligence into athlete education programs.

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