



Analysis of The Emotional Intelligence Level of PB Target Badminton Athletes in The Sports Development Process

Muhammad Farhan Aulya^{1*}, Ayu Dewi Setyawati²

¹Physical Education Study Program, Faculty of Teacher Training and Education, Bina Bangsa Getsempena University, Indonesia

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Corresponding author:

Muhammad Farhan Aulya

E-mail address:

farhanulya@bbg.ac.id

ABSTRACT

This study aims to analyze the level of emotional intelligence of PB Target badminton athletes in the sports development process, as well as to describe its main components, including intrapersonal, interpersonal, stress management, and adaptability aspects. This research employed a quantitative approach with a descriptive design. The subjects consisted of 15 badminton athletes of PB Target, selected using total sampling technique. Data were collected using an emotional intelligence questionnaire adapted from the Emotional Quotient Inventory (EQ-i) with a Likert scale. The data were analyzed using percentage techniques to classify the level of emotional intelligence. The results showed that 87% of athletes were in the very strong category and 13% were in the strong category, with no athletes categorized as moderate, weak, or very weak. All aspects of emotional intelligence demonstrated high levels, indicating that athletes have excellent abilities in recognizing, managing, and expressing emotions, maintaining social relationships, controlling stress, and adapting to various situations. In conclusion, the emotional intelligence level of PB Target badminton athletes is categorized as very strong and plays an important role in supporting athletes' performance. Therefore, emotional intelligence should be maintained and systematically integrated into sports coaching programs.

1. Introduction

Competitive sports require not only technical skills and physical fitness but also strong psychological readiness. In the context of sports performance, athletes' success is not solely determined by physical and technical abilities but is also influenced by psychological factors, including emotional control and mental toughness. Previous studies have emphasized that psychological conditions play a significant role in determining athletes' performance, particularly in high-pressure competitive situations. During competitions, athletes often face various forms of pressure, such as performance targets, opponents' strategies, and expectations from coaches and the environment. The inability to manage negative emotions such as anxiety, anger, and frustration can reduce concentration, disrupt decision-making, and negatively affect performance. Therefore, the ability to regulate emotions becomes a crucial component in achieving optimal performance.

Emotional intelligence is one of the key psychological factors that supports athletes in managing their emotions effectively. It refers to the ability to recognize, understand, and regulate one's own emotions as well as the emotions of others. In sports contexts, emotional intelligence is associated with self-motivation, emotional control under pressure, stress management, and the ability to maintain positive social relationships with coaches and teammates. In fast-paced sports such as badminton, where decisions must be made quickly, emotional intelligence plays a vital role in maintaining focus and

performance consistency. However, in many sports coaching practices, the development of emotional intelligence has not been systematically integrated into training programs, as greater emphasis is often placed on physical and technical aspects. In addition, previous studies have generally focused on the relationship between emotional intelligence and performance, while limited studies have specifically examined the level of emotional intelligence among athletes in local badminton clubs.

Therefore, this study aims to examine the level of emotional intelligence of PB Target badminton athletes and to identify the distribution of its key components, including intrapersonal, interpersonal, stress management, and adaptability. In addition, this study seeks to provide empirical evidence to support the integration of emotional intelligence development into more comprehensive and performance-oriented sports coaching programs.

2. Methods

This study uses a quantitative approach with a descriptive research design aimed at determining the level of emotional intelligence of badminton athletes. A descriptive quantitative approach is used to objectively describe phenomena through measurement using research instruments in the form of questionnaires (Yanti, 2023).

The research was conducted in January 2026 using online platforms, namely Google Forms for data collection and Zoom Meeting for coordination. The population in this study consisted of all 15 badminton athletes from PB Target. Due to the relatively small population size, a total sampling technique was applied, in which all members of the population were included as research samples (Wahyudi, 2023).

The instrument used in this study was an emotional intelligence questionnaire adapted from the Emotional Quotient Inventory (EQ-i) developed by Reuven Bar-On (Faadhilah, 2016). The questionnaire consisted of 30 items covering four aspects: intrapersonal, interpersonal, stress management, and adaptability. The instrument was designed using a Likert scale with four alternative responses, namely strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS), with a score range of 4 to 1.

Data analysis was carried out by calculating the scores of respondents' answers based on the Likert scale. The Likert scale is used to measure attitudes, opinions, and perceptions of individuals or groups toward social phenomena (Sugiyono, 2018). The obtained scores were then converted into percentages to determine the level of athletes' emotional intelligence. The percentage was calculated by dividing the total score by the ideal (maximum) score and multiplying by 100% (Riduwan, 2022). Furthermore, the percentage results were classified into predetermined categories to facilitate data interpretation.

Table 1. Percentage Limit Scale

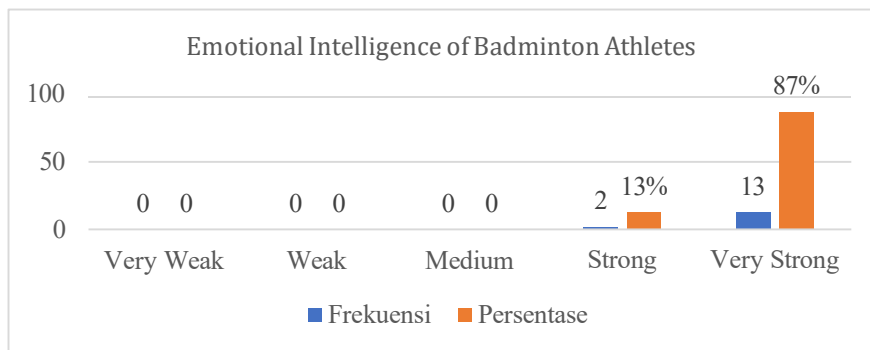
Kategori	Hasil
Very Weak	0% - 20%
Weak	21% - 40%
Medium	41% - 60%
Strong	61% - 80%
Very Strong	81% - 100%

3. Results

This study aims to determine the level of emotional intelligence of PB Target athletes. Data was obtained through 30 questions divided into 4 indicators of emotional intelligence tests, namely: (1) intrapersonal 8 questions, (2) interpersonal 6 questions, (3) stress management 4 questions, and (4) adaptability 12 questions. The percentage of sports injuries among athletes can be seen in Table 2:

Table 2. Percentage of Emotional Intelligence of PB Target Badminton Athletes

No	Interval	Frequency	Percentage	Category
1	0% - 20%	0	0%	Very Weak
2	21% - 40%	0	0%	Weak
3	41% - 60%	0	0%	Medium
4	61% - 80%	2	13%	Strong
5	81% - 100%	13	87%	Very Strong
Jumlah		100	100%	-

**Figure 1. Diagram of Emotional Intelligence of PB Target Badminton Athletes**

Based on Table 2 and Figure 1 above, it can be explained that the percentage of emotional intelligence of PB Target badminton athletes is divided into several categories. There are 13 athletes in the very strong category with a percentage of 87%, while there are 2 athletes in the strong category with a percentage of 13%. Meanwhile, there are no athletes in the moderate, weak, or very weak categories, each with a percentage of 0%. Based on these results, it can be seen that the majority of PB Target badminton athletes have a very strong emotional intelligence level, which is 87%. This finding shows that, in general, athletes have excellent abilities in recognizing, managing, and expressing emotions positively, both during training and when facing competition situations. This high level of emotional intelligence is an important factor in supporting the athletes' emotional stability, focus, and decision-making under competitive pressure, thereby contributing positively to their performance and the continuity of badminton coaching at PB Target.

4. Discussion

Based on the results of the study, the majority of PB Target badminton athletes were in the very strong (87%) and strong (13%) emotional intelligence categories, and there were no athletes in the moderate to very weak categories. These findings indicate that, in general, athletes have mature psychological capacities in terms of self-awareness, emotional control, motivation, empathy, and social skills. This condition is an indicator that the ongoing coaching process is not only oriented towards improving physical and technical abilities, but also indirectly contributes to the development of the athletes' psychological aspects.

Conceptually, emotional intelligence is understood as an individual's ability to recognize, understand, manage, and control their own emotions and those of others (Irawan, 2021). Emotional maturity allows individuals to express their feelings rationally and proportionally without losing control of the situation at hand (Ely, 2016). In the context of competitive sports such as badminton, this ability is crucial because the dynamics of the game are fraught with psychological pressure, uncertainty of results, and the demand for high concentration. Athletes' emotions can be influenced by various factors, including the quality of their opponents, court conditions, referee decisions, audience support, and the final result of the match. According to Yusuf (2022), victory generally evokes positive emotions, while defeat tends to evoke negative emotions. However, athletes with good emotional intelligence are able to interpret both conditions adaptively and not get caught up in destructive emotional responses.

Furthermore, emotional intelligence plays a role in improving the quality of decision-making, especially in situations that require calmness and self-control (Hidayati, 2020). In badminton, crucial moments such as tied scores or decisive points often determine the winner. In such situations, the ability to manage anxiety, maintain focus, and think clearly becomes a very decisive factor (Pelupessy & Dimiyati, 2019). Nurnadhira Nazri and Norlena Salamuddin (2019) emphasize that athletes with mature emotional intelligence do not panic easily and are able to maintain a positive mindset even under pressure. Thus, emotional intelligence serves as the foundation of mental toughness that supports consistent athletic performance.

From a coaching perspective, emotional intelligence does not develop instantly, but rather through a process of continuous training and repeated competitive experiences. Millán-Sánchez et al. (2023) explain that active involvement in training and competition contributes to athletes' emotional regulation abilities. In fact, Rodriguez-Romo et al. (2021) found that high-performing athletes have relatively higher levels of emotional intelligence compared to low-performing athletes. This indicates that success in sports is not solely determined by physical capacity and technique, but also by psychological maturity in managing pressure and expectations.

In addition to internal factors, emotional intelligence is also influenced by the external environment. Malinauskas and Malinauskiene (2020) argue that family and social environment are two major determinants in the formation of emotional intelligence. Positive parental support, supportive parenting, and consistent guidance play a role in building athletes' emotional stability. On the other hand, social environments such as coaches and teammates provide psychological support that strengthens self-confidence, motivation, and the ability to adapt to pressure (Izaguirre, 2021). Saragih and Herdajani (2023) add that factors such as health, the quality of social relationships, family atmosphere, and expectations for achievement also interact in shaping an individual's emotional maturity.

Overall, the high level of emotional intelligence among PB Target athletes shows that they have adequate psychological readiness to deal with the dynamics of competition. This finding is consistent with various theoretical studies that place emotional intelligence as a fundamental component in supporting athletic performance. Thus, emotional intelligence is not merely a supporting aspect, but rather a strategic factor that contributes to mental stability, quality of decision-making, ability to adapt to pressure, and optimal achievement in badminton.

However, these findings need to be interpreted with caution. The relatively small number of research subjects and the use of self-report questionnaires may potentially lead to response bias, where athletes tend to provide socially desirable answers rather than reflecting their actual emotional conditions. In addition, this study only focuses on athletes from one badminton club, so the results cannot be fully generalized to a broader population. Therefore, although the results indicate a high level of emotional intelligence, this does not necessarily guarantee consistent performance outcomes in all competitive situations. Emotional intelligence is only one of several factors influencing athlete performance, alongside physical condition, technical skills, and tactical abilities. Further research is recommended to involve a larger sample size and use more varied methods, such as direct observation or experimental approaches, to obtain a more comprehensive understanding of athletes' emotional intelligence in real competition contexts.

5. Conclusion

Based on the results of this study, it can be concluded that the emotional intelligence level of PB Target badminton athletes is generally categorized as very strong, indicating that athletes possess well-developed abilities in recognizing, managing, and regulating emotions, as well as adapting to various competitive situations. This finding highlights that emotional intelligence plays a significant role in supporting athletes' psychological readiness, particularly in maintaining emotional stability, concentration, and decision-making under pressure.

Practically, these results imply that coaches and sports practitioners should not only focus on physical and technical training but also systematically integrate emotional intelligence development into training programs. Structured psychological training, such as emotional regulation exercises, stress management strategies, and team-based social interaction activities, can be implemented to further enhance athletes' performance. Therefore, emotional intelligence should be considered a key component in designing comprehensive and performance-oriented sports coaching programs.

For future research, it is recommended to involve a larger and more diverse sample of athletes from different clubs or competition levels to improve the generalizability of the findings. In addition, further studies may explore the relationship between emotional intelligence and actual performance outcomes using more varied research methods, such as experimental or mixed-method approaches. This is important to obtain a deeper and more comprehensive understanding of how emotional intelligence influences athletes' performance in real competitive situations.

6. Author Contribution

M.F.A. coordinated with PB Target administrators and coaches regarding research permits, determining research subjects, and explaining the objectives and research process, while also leading the entire research process. M.F.A. and A.D.S. developed and finalized the research instrument in the form of an emotional intelligence questionnaire based on EQ-i indicators (Intrapersonal, Interpersonal, Stress Management, and Adaptation). M.F.A. and A.D.S. conducted research socialization to PB Target badminton athletes and provided technical guidance on filling out the questionnaire online via Zoom Meeting, with the support of L.H. and Z.Y. in technical aspects and activity documentation. M.F.A., A.D.S., M., and K.R. collected research data by distributing emotional intelligence questionnaires using Google Forms. M.F.A., A.D.S., M., and K.R. checked the completeness of the data and summarized the questionnaire results. M.F.A., A.D.S., and M. analyzed the data using a Likert scale and calculated the percentage of emotional intelligence overall and in each aspect. M.F.A. led the process of interpreting the data analysis results and discussing the athletes' emotional intelligence levels in the context of badminton coaching, involving all team members in the discussion of the results. M.F.A. compiled the research results report and drew conclusions in accordance with the research objectives, with the contribution and final approval of all team members.

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