



The Role of Pencak Silat Pagar Nusa Hizbullah in Developing Adolescents Emotional Intelligence

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Abstract

The phenomenon of declining emotional regulation among adolescents amidst increasingly complex social developments necessitates targeted and sustainable character-building efforts. One such form of development can be achieved through Pencak Silat, which focuses not only on physical skills but also on the mental, spiritual, and social cultivation of youth. This study aims to analyze the role of Pencak Silat Pagar Nusa Hizbullah in developing adolescents' emotional intelligence and to identify the supporting and inhibiting factors within the coaching process. This research employs a qualitative approach with a phenomenological design, conducted at the Padepokan Pagar Nusa Hizbullah in Lawangan Daya, Pamekasan. Data collection techniques were carried out through observation, interviews, and documentation. Meanwhile, data analysis employed the Miles and Huberman model, encompassing data reduction, data display, and conclusion drawing, with data validity ensured through triangulation. The research findings indicate that Pencak Silat Pagar Nusa Hizbullah plays a significant role in developing adolescents' emotional intelligence by strengthening the five core aspects defined by Daniel Goleman: self-awareness, self-regulation, motivation, empathy, and social skills. This developmental process is cultivated through routine training, spiritual guidance, the instilling of discipline, and the social interactions inherent in the training activities. Supporting factors in the development of emotional intelligence include adolescents' internal motivation, parental support, and adequate activity facilities; conversely, inhibiting factors include external environmental influences, gadget addiction, and peer pressure. The findings of this study indicate that religious value-based Pencak Silat activities serve not only as a means of self-defense but also as a medium for the comprehensive development of adolescents' emotional intelligence. The implications of this research emphasize that coaching through Pencak Silat can be a strategic alternative in supporting emotional development by integrating physical, spiritual, and social cultivation.

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1. Introduction

Emotional intelligence is the ability to understand, recognize, manage, and express emotions effectively in daily life. This concept was first introduced by Daniel Goleman, who emphasized that emotional intelligence plays a crucial role in determining an individual's success, both personally and socially. It encompasses several key aspects, namely self-awareness, self-regulation, motivation, empathy, and social skills [1]. Individuals with high emotional intelligence tend to be more adept at managing pressure and stress, fostering positive relationships, and making wise decisions. In the context of education and youth development, emotional intelligence serves as a vital indicator in forming a character that balances cognitive and affective aspects. Therefore, various educational approaches including non-formal education such as Pencak Silat can serve as effective means to develop emotional intelligence, particularly among adolescents who are susceptible to social and emotional pressures.

There are three types of intelligence: intellectual, emotional, and spiritual intelligence. I am a university student [2]. Intellectual Intelligence (IQ) refers to an individual's capacity for logical reasoning, analysis, and problem-solving. Emotional Intelligence (EQ) pertains to the ability to recognize, understand, and manage emotions both one's own and those of others. Meanwhile, Spiritual Intelligence (SQ) reflects a person's inner depth, encompassing self-awareness, the search for meaning, and the way an individual navigates suffering and life's transitions. Emotional intelligence in adolescents enables them to recognize their own emotions and those of others, foster empathy, and cultivate positive social relationships. Conversely, a lack of emotional intelligence can lead to aggressive behavior, social conflict, and mental health disorders [3]. Therefore, efforts to cultivate emotional intelligence from an early age must be pursued through various media that align with adolescent characteristics. One such approach is through pencak silat activities, which indirectly foster discipline, self-control, and empathy through social interaction within a group setting.

Adolescence is a challenging developmental phase, during which individuals undergo significant physical, emotional, and social transformations [4]. During this period, individuals begin to shape their self-identity, experience intense emotional fluctuations, and seek their social roles within society. In navigating this phase, the ability to manage emotions becomes a crucial aspect. Emotional intelligence in adolescents enables them to recognize their own emotions and those of others, develop empathy, and cultivate healthy social relationships.

The initial condition of adolescents in Lawangan Daya, Pamekasan, indicated a low level of emotional intelligence, characterized by negative behaviors such as frequent altercations, a lack of respect toward elders, and other deviant actions that reflected weak self-control and social empathy. However, since the introduction of Pagar Nusa Hizbullah pencak silat activities within the community, there has been a gradual positive shift in adolescent behavior. This is evident in the declining rates of juvenile delinquency and their improved ability to manage emotions and interact more healthily with their social environment.

The activities carried out within the Pagar Nusa Hizbullah martial arts program do not merely focus on the physical aspects of self-defense. Instead, they instill spiritual and social values through structured programs, such as routine training sessions every Wednesday and Sunday, as well as communal kitab (scripture) studies and istighosah (mass prayer) every Saturday night. Furthermore, the program incorporates social initiatives that foster active youth participation in the community, such as distributing takjil (fast-breaking snacks), commemorating the Prophet's Birthday (Maulid Nabi), and managing the distribution of zakat (alms) to those in need. Through this series of activities, Pagar Nusa Hizbullah plays a pivotal role in cultivating discipline, responsibility, empathy, and other emotional virtues that support the holistic development of adolescent emotional intelligence. The existence of Pagar Nusa Hizbullah is highly relevant to the contemporary developmental needs of teenagers. It serves not only as a platform for physical training but also as a medium for internalizing spiritual values, self-control, and accountability.

Several previous studies have examined the relationship between pencak silat activities and character building, as well as the development of emotional intelligence. Research findings generally indicate that pencak silat training can enhance discipline, self-confidence, and emotional regulation. However, most of these studies remain broad in nature and have not specifically examined the role of faith-based pencak silat, such as Pagar Nusa Hizbullah. Furthermore, there is a lack of research focusing on local contexts, particularly in Lawangan Daya, Pamekasan, which possesses distinct social, cultural, and religious characteristics.

Based on the identified research gaps, this study offers novelty by conducting an in-depth examination of the role of Pagar Nusa Hizbullah pencak silat in shaping the emotional intelligence of adolescents in Lawangan Daya, Pamekasan, through the lens of Daniel Goleman's emotional

intelligence theory. This research aims to identify the roles, as well as the supporting and inhibiting factors, of Pagar Nusa Hizbullah pencak silat in fostering emotional intelligence among adolescents in Lawangan Daya, Pamekasan.

2. Method

Based on the existing research gap, this study offers originality by conducting an in-depth examination of the role of Pagar Nusa Hizbullah pencak silat in shaping the emotional intelligence of adolescents in Lawangan Daya, Pamekasan, through the lens of Daniel Goleman's emotional intelligence theory. This research aims to identify the roles, as well as the supporting and inhibiting factors, of Pagar Nusa Hizbullah pencak silat in developing adolescent emotional intelligence in Lawangan Daya, Pamekasan.

This research was conducted at Padepokan Pagar Nusa Hizbullah Lawangan Daya, Pamekasan. The research subjects consisted of the grandmaster (guru besar) of the padepokan, instructors, the chairperson, and adolescent members who actively participate in routine training sessions.

Data collection techniques include observation, in-depth interviews, and documentation. Observation is conducted to directly monitor routine training, spiritual and religious activities, as well as social interactions throughout the program. In-depth interviews are employed to explore the perspectives, experiences, and meanings perceived by the informants. Documentation serves as supporting data in the form of field notes, activity photographs, and archives relevant to the research.

The data analysis technique was conducted using the Miles and Huberman interactive model, which includes data reduction, data display, and conclusion drawing [5]. Data reduction was conducted by selecting and simplifying relevant data, which was then presented in a descriptive narrative. Subsequently, conclusions were drawn incrementally by correlating field findings with Daniel Goleman's theory of emotional intelligence.

Data validity was ensured through source and technical triangulation, which involved comparing data obtained from interviews, observations, and documentation. Additionally, member checking was conducted by confirming the research findings with informants, alongside increasing observational persistence to ensure the acquisition of valid data [5]. Thus, the results of this study are expected to provide an objective and in-depth description of the role of Pagar Nusa Hizbullah martial arts in shaping the emotional intelligence of adolescents in Lawangan Daya, Pamekasan.

3. Results

3.1 The Role of Pagar Nusa Hizbullah Pencak Silat in Shaping the Emotional Intelligence of Adolescents in Lawangan Daya, Pamekasan

The research findings indicate that Pagar Nusa Hizbullah pencak silat plays a pivotal role in shaping the emotional intelligence of adolescents through a continuous, structured, and integrated coaching process that combines physical training, mental development, and spiritual activities. In its implementation, adolescents are not only equipped with martial arts skills but are also guided to develop emotional regulation, discipline, empathy, responsibility, and social skills. The routine training sessions serve as the primary medium for fostering emotional awareness. During each session, members are required to be punctual, follow the coach's instructions, maintain order, and manage their conduct throughout the activities. This habituation trains adolescents to regulate their emotions, exercise self-restraint, and remain accountable to established regulations. These conditions demonstrate that the training process emphasizes not only physical aspects but also the internalisation of self-control values.

In addition to physical exercise, spiritual activities such as istighosah (communal prayer), scripture studies, and collective prayers constitute an essential part of developing emotional intelligence. Through these activities, adolescents are guided to better understand themselves, quiet their minds, and cultivate a sound inner awareness. These spiritual practices play a pivotal role in fostering emotional stability, thereby enabling adolescents to better manage their emotions, practice patience, and respond to various situations with composure.

3.2 Supporting and Inhibiting Factors of Pagar Nusa Hizbullah Pencak Silat in Shaping Adolescent Emotional Intelligence

The results of the study indicate that the process of developing emotional intelligence among adolescents in Pagar Nusa Hizbullah martial arts is influenced by several supporting and inhibiting factors. These factors are critical in determining the success of emotional cultivation for adolescents during training activities.

The first supporting factor is the adolescent's internal motivation. The intrinsic desire to participate in training and strive for self-improvement constitutes the primary element in the

development of emotional intelligence. Adolescents with strong motivation tend to engage more seriously in activities; they are more receptive to coaching and demonstrate better behavioral progress. Such motivation fosters responsibility, discipline, and the ability to regulate emotions during training sessions. The subsequent supporting factor is parental support. The role of parents is crucial in providing both moral encouragement and the necessary permission for adolescents to attend training sessions regularly. This support ensures that adolescents feel valued and supported in their positive endeavors. Furthermore, adequate facilities serve as a contributing factor in the cultivation of emotional intelligence. A comfortable training environment, an orderly atmosphere, and sufficient equipment enable adolescents to participate with focus and ease. These conditions allow the character-building process to proceed effectively.

This study also identifies several inhibiting factors in the process of developing adolescents' emotional intelligence. One such factor is the influence of the external environment. Social environments outside of training sessions do not always align with the positive values instilled within the padepokan (training center). Adolescents who interact with less conducive environments tend to be more susceptible to negative behaviors, which can impede their emotional development. Another hindering factor is gadget addiction. Excessive gadget use causes some adolescents to lose focus during training activities and reduces the intensity of direct social interactions. This potentially impacts their discipline, decreases motivation, and hampers the development of social skills and self-control. Furthermore, peer pressure poses a significant obstacle to the cultivation of emotional intelligence. Adolescents frequently encounter pressure from their social circles, whether in the form of solicitations to engage in negative activities or the urge to conform to group behavior. Such pressure can destabilize an adolescent's emotional state, making it difficult to maintain the positive attitudes established through their training.

4. Discussion

4.1 The Role of Pagar Nusa Hizbullah Pencak Silat in Shaping the Emotional Intelligence of Adolescents in Lawangan Daya, Pamekasan

Based on research findings, the Pagar Nusa Hizbullah martial arts play a significant role in developing emotional clarity among adolescents. This developmental process is evident not only through martial arts training activities but also through the habituation of attitudes, spiritual practices, the cultivation of discipline, and social interactions that occur during training sessions. From Daniel Goleman's perspective, emotional intelligence encompasses five primary aspects: self-awareness, self-regulation, motivation, empathy, and social skills [1]. These five aspects appear to develop through the activities within Pagar Nusa Hizbullah pencak silat.

The first aspect is self-awareness, which is an individual's ability to recognize emotions and understand their own condition [6]. In the activities of Pencak Silat Pagar Nusa Hizbullah, character is forged through disciplined habits, evaluation, and spiritual practices such as kitab (scripture) studies and istighosah (communal prayer). Through these activities, adolescents are guided to better understand their emotional states, recognize their strengths and weaknesses, and realize the importance of maintaining proper conduct. For instance, when an adolescent arrives late or makes a mistake during training, they receive guidance and behavioral evaluation from their instructor. This process trains them to become more aware of their actions and the subsequent consequences. According to Goleman, self-awareness is the core foundation of emotional intelligence, as individuals who are capable of understanding their emotions can more effectively manage their behavior in a positive manner [7]. This is evident in the members of Pagar Nusa Hizbullah, who have begun to exhibit behavioral shifts toward becoming more composed, disciplined, and responsible.

The second aspect is self-control, which is the ability to manage emotions to prevent them from being expressed excessively [8]. In Pencak Silat training, self-control is directly cultivated through physical activities that demand perseverance, patience, and emotional regulation. When adolescents engage in technical drills or sparring, they are required to remain calm, adhere to the rules, and avoid excessive emotional reactions. Such situations serve as an effective training ground for them to restrain anger, manage their ego, and act with purpose. Furthermore, the spiritual values instilled during training sessions shape adolescents to be more patient and capable of managing their emotions under pressure. According to Daniel Goleman's theory, self-control pertains to an individual's ability to maintain emotional stability across various situations [9]. Research findings indicate that adolescents who actively participate in Pagar Nusa Hizbullah pencak silat tend to exhibit better emotional regulation, are less prone to conflict, and maintain a calmer demeanor when facing problems.

The third aspect is motivation, which is the internal drive to achieve goals [10]. In Pagar Nusa Hizbullah training, adolescent motivation grows through routine practice, adherence to instructors' guidance, and a drive to enhance self-capability. Gradual training activities encourage youth to continuously strive toward improving both their physical and mental fortitude. They learn to remain resilient when facing pressure and difficulties during practice. According to Goleman, individuals with high motivation tend to be more optimistic, persistent, and capable of enduring challenges [11]. This condition is evident among members of Pagar Nusa Hizbullah, who demonstrate high enthusiasm in training sessions, vigor, and a steadfast commitment to their activities. Consequently, Pencak Silat plays a pivotal role in fostering internal motivation in adolescents as a fundamental component of emotional intelligence.

The fourth aspect is empathy, which is the ability to understand the feelings of others and respond with compassion [12]. In Pagar Nusa Hizbullah activities, empathy is cultivated through interactions among members built on foundations of togetherness, mutual respect, and reciprocal assistance. During training sessions, more proficient members often assist their peers who struggle with specific movements or techniques. This supportive attitude fosters a sense of care toward others' conditions. Furthermore, collective social activities strengthen the social sensitivity of adolescents toward their surrounding environment. According to Daniel Goleman, empathy is a crucial ability in building healthy interpersonal relationships [13]. Research findings indicate that adolescents participating in these activities become more respectful toward others, more cooperative, and more empathetic. This suggests that a training environment rich in communal values is capable of fostering empathy, a vital aspect of emotional intelligence.

The fifth aspect is social skills, which is the ability to build and maintain positive relationships with others [14]. In the activities of Pagar Nusa Hizbullah, social skills are cultivated through group exercises, communication between members and coaches, and peer cooperation. Throughout the training process, adolescents learn to interact effectively, follow instructions, respect seniors, and collaborate in various activities. These situations help them develop their communication skills and social adaptation. According to Goleman, social skills represent the pinnacle of emotional intelligence, as they pertain to an individual's ability to build healthy social relationships [6]. Research findings indicate that adolescents actively involved in Pagar Nusa Hizbullah exhibit superior social skills, such as being sociable, capable of cooperation, and respectful of others. This suggests that martial arts training (pencak silat) does not only build physical resilience but also strengthens the emotional intelligence of adolescents.

4.2 Supporting and Inhibiting Factors of Pagar Nusa Hizbullah Pencak Silat in Shaping Adolescent Emotional Intelligence

Research findings indicate that the success of the Pagar Nusa Hizbullah pencak silat in fostering emotional intelligence among adolescents is not only determined by the training process itself, but is also influenced by various supporting and inhibiting factors arising from both the individuals' internal characteristics and their surrounding environments. In Daniel Goleman's perspective, emotional intelligence is defined as the ability to recognize one's own emotions, manage emotions, motivate oneself, understand the emotions of others, and maintain healthy social relationships [15]. The process of creating conducive conditions is essential to ensure that coaching and development run optimally. Consequently, the presence of supporting factors becomes a vital element in fostering the emotional intelligence of adolescents, whereas inhibiting factors may delay or even disrupt the process.

One of the primary supporting factors in developing emotional intelligence among adolescents within the Pagar Nusa Hizbullah martial arts community is internal motivation. Internal motivation is an inherent drive within an individual to engage in training, learning, and self-improvement. In Daniel Goleman's theory, motivation serves as a crucial component of emotional intelligence, acting as the catalyst that directs emotions toward positive objectives [16]. Adolescents with strong motivation tend to participate more actively in training sessions, are more receptive to guidance, and are better prepared to undergo continuous development processes. Internal motivation also enhances their resilience in facing training challenges, such as difficulties in mastering movements, maintaining discipline, and physical exhaustion. Driven by this intrinsic impulse, adolescents can more easily develop self-awareness and self-control, as they possess clear objectives for their training. This indicates that internal motivation serves as the foundational basis for the development of emotional intelligence.

In addition to internal motivation, parental support is a crucial factor in fostering successful emotional development in adolescents. Parents play a significant role in creating a positive emotional environment for their children. The support provided taking the form of attention, encouragement,

permission, and supervision helps adolescents feel valued and acknowledged. According to Goleman's theory, social support from the family significantly influences the development of emotional stability and social competence in teenagers [17]. When parents provide support for the positive activities their children participate in, adolescents feel more confident and motivated to grow. Furthermore, a harmonious relationship with parents helps adolescents learn to recognize emotions and manage pressure more effectively. In the context of Pagar Nusa Hizbullah activities, parental support encourages adolescents to be more consistent in attending training sessions and makes it easier for them to apply the values taught during their development.

Another supporting factor is the availability of adequate facilities. These include proper training venues, sufficient equipment, and a supportive practice environment. Although these are external factors, their presence significantly facilitates the emotional development process. According to Daniel Goleman's theory of emotional intelligence, a conducive environment makes it easier for individuals to learn emotional regulation and build healthy social relationships [18]. A comfortable training environment enables adolescents to stay focused and feel secure during activities, while a supportive atmosphere fosters discipline in their learning process. When the training proceeds without hindrance, adolescents can more effectively develop their self-regulation, motivation, and social skills. Consequently, adequate facilities serve as a crucial supporting factor in the cultivation of emotional intelligence among youth.

In addition to supporting factors, research also indicates several inhibiting factors that influence the development of emotional intelligence in adolescents. One such inhibiting factor is the influence of the external environment. The social environment outside of training activities exerts a significant impact on adolescent emotional development. According to Daniel Goleman, emotional intelligence evolves through a continuous process of social interaction [19]. If adolescents are situated in a negative social environment such as one characterized by constant conflict, poor habits, and aggression the character-building process during training can be significantly hindered. Adolescents exposed to such environments tend to experience greater difficulty in emotional regulation, struggle with discipline, and are more susceptible to behaviors that contradict the values taught during training. This indicates that the external environment poses a serious challenge to the development of emotional intelligence, as adolescents are in a developmental phase that remains highly vulnerable to social influence.

The next inhibiting factor is gadget addiction. Excessive device usage can diminish adolescents' engagement in social activities and direct mentorship. From Daniel Goleman's perspective, emotional intelligence develops through real-world interactions that involve the ability to recognize one's own emotions and those of others [19]. When adolescents spend excessive time on gadgets, direct social interaction diminishes, leading to fewer opportunities to develop empathy, self-control, and social skills. Furthermore, overreliance on digital devices often results in a loss of focus, a lack of discipline, and heightened emotional instability due to exposure to inappropriate content. Such conditions can hinder the development of motivation and emotional regulation qualities that ought to be cultivated through real-world practice. Consequently, gadget addiction has become a significant modern factor that potentially obstructs the formation of emotional intelligence in adolescents.

Furthermore, peer pressure serves as a significant inhibiting factor in the development of emotional intelligence. During adolescence, peer relationships exert a profound influence on the formation of attitudes and behaviors. According to Daniel Goleman, an individual's ability to manage social pressure is a core component of emotional intelligence, particularly within the aspects of social skills and self-regulation [6]. However, when peer pressure leads to negative behaviors such as encouraging absenteeism from practice, engaging in inappropriate actions, or adopting unhealthy lifestyles adolescents may experience emotional conflict. In such conditions, those who lack emotional stability are more susceptible to influence and find it difficult to maintain commitment to developmental programs. Peer pressure can undermine internal motivation and hinder the formation of emotional character. Therefore, peer influence is a critical factor that must be addressed in the development of adolescent emotional intelligence.

5. Conclusion

Pencak Silat Pagar Nusa Hizbullah plays a significant role in shaping the emotional intelligence of adolescents through integrated coaching processes that encompass physical training, spiritual guidance, and social interaction. Regularly conducted training sessions do not merely cultivate martial arts proficiency but also instill values of discipline, responsibility, self control, and social awareness. From the perspective of Daniel Goleman's emotional intelligence theory, the coaching methods employed are capable of developing the five core dimensions of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills. Through structured practice and the habitual cultivation of positive attitudes, adolescents become more adept at identifying and managing their emotions, maintaining growth oriented motivation, demonstrating empathy toward others, and establishing sound social relationships. Consequently, Pagar Nusa Hizbullah functions not only as a forum for developing martial arts skills but also as a vital medium for character building and the enhancement of adolescent emotional intelligence.

Supporting factors include adolescents' internal motivation, parental support, and adequate activity facilities. These three factors assist adolescents in undergoing the development process more optimally and consistently. Conversely, identified inhibiting factors include external environmental influences, gadget addiction, and peer pressure, which may hinder adolescents' emotional development if not properly addressed. Therefore, the cultivation of emotional intelligence through Pencak Silat activities will be more effective if supported by a positive family environment, adequate training facilities, and the adolescents' awareness to remain consistent in their participation. With such support, Pencak Silat Pagar Nusa Hizbullah can serve as an effective developmental medium in helping adolescents develop emotional intelligence sustainably.

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