



Relationship of Intrapersonal and Interpersonal Intelligence with Teamwork and Performance of Karate Athletes

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ABSTRACT

The components of intrapersonal and interpersonal intelligence have been widely studied in the psychological domain of emotional intelligence. Intrapersonal intelligence is closely related to the individual's ability to recognize, regulate, and express one's feelings and emotions. The purpose of this study was to examine the relationship between intrapersonal and interpersonal intelligence with teamwork and the performance of athletes in the sport of karate. This research method is descriptive quantitative with a correlational research design. The population of this research is the beginner karate athletes in the said team number in Cianjur Regency with a total of 21 athletes. With characteristics: (1) Team kata karate athletes in Cianjur Regency who have received an intensive training program, (2) Age level is between 12-16 years, (3) Has practiced karate for at least 1 year, (4) Minimum belt level is yellow. The sampling technique in this study uses total sampling. The conclusion of this study shows that intrapersonal intelligence and interpersonal intelligence have a significant influence on teamwork for team kata athletes in karate sports, teamwork team kata athletes karate can be explained or influenced by variables of intrapersonal intelligence and interpersonal intelligence by 24.9%, while 75.1% is influenced by variables that are not studied, intrapersonal and interpersonal intelligence do not have a significant influence on the performance of team athletes in karate, the performance of team athletes in karate is influenced by variables of intrapersonal intelligence and interpersonal intelligence of 0.56 %, while the remaining 99.44% is influenced by variables not examined.

Keywords: *Intrapersonal; Interpersonal; Teamwork; Kata; Karate.*

INTRODUCTION

The components of intrapersonal and interpersonal intelligence have been widely studied in the psychological domain of emotional intelligence. Intrapersonal intelligence is closely related to the individual's ability to recognize, regulate, and express one's feelings and emotions. On the other hand, the concept of interpersonal intelligence is associated with one's ability to live effectively, pay attention to the wants and needs of oneself and others, have compatibility with others, empathize, solve problems, and also disagree with others along with respect, without harming oneself and others (Goldenberg

et al., 2016). Although the collective dynamics of intrapersonal coordination have much in common with interpersonal coordination, examples of new behaviors, individuals moving in and out of coordination, and collective action illustrate some of the unique aspects of interpersonal coordination, understanding these diverse phenomena closely related to the causal loop of coordination dynamics (Passos et al., 2016). Furthermore, several studies that discuss the Haken-Kelso-Bunz (HKB) model can describe the coordinated movements of each body that differ not only within a person (intrapersonal) but also between different individuals (interpersonal) (Ramenzoni et al., 2011; Richardson et al., 2007).

As the research of Angeles (2012) says that those who have intrapersonal intelligence will be able to quickly learn to deal with the world around them. Meanwhile, Edwita (2014) explains that intrapersonal intelligence is closely related to sensitivity or awareness to conduct self-evaluation, where the person concerned shows his strengths and weaknesses to others. This type of multiple intelligence involves several aspects, including (1) awareness of self-feeling, (2) awareness of self-strengths and weaknesses, (3) self-awareness, (4) self-motivation, (5) self-temper, and (6) self-aspiration, and (7) ability to self-discipline, (8) self-understanding and (9) self-confidence. In short, intrapersonal intelligence can be said as a facility in self-management. Individuals who have good intrapersonal intelligence have excellent control over their feelings and moods. Angeles further said that knowing about oneself (through reflection) will be very important to help individuals become mature in a social context. Therefore, intrapersonal intelligence is needed by an athlete, both individual athletes and team/team athletes. Interpersonal intelligence is a facility in dealing with other people.

A further explanation related to interpersonal intelligence has been explained by Edwita (2014) which states that interpersonal intelligence is an awareness to distinguish and act as a response to open behavior shown by others. The emergence of this intelligence can be identified with: (1) the ability to initiate communication with others, (2) the ability to carry out activities cooperatively, (3) being liked by others around them, (4) the ability to carry out activities in teamwork. This is reinforced by Angeles (2012) who says that interpersonal skills involve the interpretation of social interactions with other people. Thus individuals who have this kind of intelligence will be very easy to get along with, able to work well with various kinds of people's characters. The combination of various skills such as listening, communicating, discriminating, and interpreting, helps individuals to better relate and interact with other individuals. Someone with good

interpersonal intelligence will also be able to lead and influence others, mediate conflicts, and build relationships. By knowing the role of intrapersonal and interpersonal in social relationships and a group, we can know these roles in teamwork.

Previous research said that interpersonal coordination in interactive sports is a complex phenomenon (McEwan et al., 2018). Various perspectives and empirical approaches have emerged to explain interpersonal coordination in sports. Furthermore, interpersonal or social influences have been applied to describe coordinated relationship behavior in a variety of contexts, such as music (Ragert et al., 2013), dancing (Passos et al., 2016), and sports (McGarry et al., 2002). The study of Krabben et al. (2019) showed that all participants adjusted their intrapersonal coordination to form a stable pattern of interpersonal behavior. Intrapersonal and interpersonal are closely related to individual skills to be able to work together in a team. Teamwork is often considered an important variable in the everyday language of sports. Indeed, although decades of research have accumulated in team contexts, such as healthcare, aviation, business, and military settings, evidence related to teamwork in sport is sparse, fragmented, and largely anecdotal (McEwan & Beauchamp, 2020a).

Research conducted by Steiner et al., (2017) explains that mental models related to interpersonal coordination have many similarities with the concept of teamwork knowledge. The model includes information on how the actions of multiple individuals can be successfully integrated to produce group-level performance. Following the research of Krabben et al. (2019) which examines the application of ability theory in interpersonal interactions regarding social abilities, he said that the opportunities for a person's action or behavior are shaped by other humans. This is confirmed by the research of Marsh et al. (2009) call for the need to study interpersonal interaction as an emerging feature of a transient relationship between two people. This is further explained by Evans et al., (2013) in their research stating that overall, the concept of interpersonal influence from teammates is very strong, and athletes identify several aspects of group interpersonal influence such as reasons for competing, motivational influences, social comparisons, teamwork, social influence. Just as coaches often emphasize the importance of players working together, athletes also attribute team results to the extent that they work well with their teammates. This applies to the sport of karate in team kata competition numbers. Team matches consist of teams, each consisting of three people (FORKI, 2020).

High achievement or achievement of kata team athletes is the result of a

combination of various factors, ranging from psychological, behavioral, biological, and psycho-social factors. Where these factors are needed intrapersonal and interpersonal skills that must be possessed by an athlete. Psychological factors involved in achieving high performance are talent and attitude (Gloria et al., 2013). Burns et al., (2019) explain that the determinants of social health, including human social relationships, are critical to maintaining health and well-being and are central to elite sports performance. Athletes live in high-pressure environments, and supportive relationships with coaches, support staff, and/or others are critical to the athlete's performance and well-being.

The progress and transition of an athlete from beginner to expert is strongly influenced by their social environment including interaction and peer culture (Henriksen et al., 2010). In the Kata team, the interaction between friends is very high, this must be maintained in building a good team so that they can remain united. To achieve good performance, a team must have good cooperation, and to make the team able to carry out cooperation, every athlete in it must have good intrapersonal and interpersonal skills. As McEwan & Beauchamp (2020b) have described team building is "a method of helping a group to (a) increase effectiveness, (b) meet the needs of its members, or (c) improve performance conditions". As a general term, sports teams can be "built" in a variety of ways such as by targeting group processes (e.g., communication), emergent states (e.g., cohesion), coach-athlete relationships, leadership behaviors, and so on. Team performance is identified as a group process consisting of observable behaviors that describe the nature of member interactions, leading to adaptive team outcomes. These communication skills, however, can be a catalyst for building supportive interpersonal relationships.

Although there have been many studies discussing intrapersonal intelligence and interpersonal intelligence, there is still a lack of research that examines the relationship between intrapersonal and interpersonal intelligence with teamwork and athlete performance, especially in Indonesia. Not only that, research on intrapersonal and interpersonal intelligence with teamwork and athlete performance that focuses on the team says athletes in karate can be said to be rarely done, especially in Indonesia there has been no research focused on discussing this. Therefore, this research is important to do, to fill the void of scientific studies that discuss this matter. This study aims to examine the relationship between intrapersonal and interpersonal intelligence with teamwork and the performance of the team, said athletes in karate. Thus, it can be predicted that this intrapersonal and interpersonal intelligence has a high level of

significance with teamwork and the performance of team karate athletes.

METHOD

This research is classified as a descriptive study with a correlational design. Correlational research involves studying the relationships between variables within a group and often shows possible cause and effect (Fraenkel & Wallen, 2012). In this design, we will look for the relationship between intrapersonal and interpersonal intelligence with teamwork and the performance of team kata athletes in karate. Thus, two data will be obtained to be processed.

In this study, the population of the beginner karate athletes with the number of Kata teams in Kabupaten Cianjur was 21 athletes. With characteristics: (1) Team kata karate athletes in Kabupaten Cianjur who have received an intensive training program, (2) Age level is between 12-16 years, (3) Has practiced karate for at least 1 year, (4) Minimum belt level is yellow. The sampling technique in this study used the Total Population Sampling technique with a total of 21 athletes.

The instrument used in this study was to measure the intrapersonal, interpersonal, teamwork, and performance of kata karate athletes. The instrument used to measure intrapersonal intelligence was developed from the concept of the Life Skills Framework found in Kendellen et al. (2017). The concept has an intrapersonal aspect that has 4 variables (focus, persistence, goal setting, and emotional regulation). The questionnaire on this intrapersonal instrument is 21 questions. Aspects of interpersonal intelligence have 4 variables (sportsmanship, honesty, teamwork, and respect) as many as 22 questions. In measuring teamwork, researchers use the Multidimensional Assessment of Teamwork in Sport (MATS) instrument created by McEwan et al., (2018) this instrument is a questionnaire containing 70 items that examine 14 dimensions of teamwork. This questionnaire measures five aspects (preparation, implementation, evaluation, adjustment, and MTM) and 14 dimensions of teamwork. Teamwork preparation includes mission analysis (five items), goal specification (six items), and action planning subscale (six items). The implementation consists of coordination (four items), cooperation (four items), and communication (five items). The evaluation involved the performance monitoring subscales (six items) and systems monitoring (four items). Adjustment consisted of problem-solving (four items), innovation (four items), intrateam coaching (four items), and back up (five items) subscales (the latter two were loaded into

the same factors; i.e., intrateam coaching and backup). Finally, the MTM consists of integrative conflict management (four items) and a psychological support subscale (five items). All of these instruments use a Likert scale of 5, with 1 (strongly disagree), 2 (disagree), 3 (undecided), 4 (agree), and 5 (strongly agree). Meanwhile, to measure the performance of kata in this karate sport, athletes must perform their best following the rules of the kata competition, then the judges will make judgments according to the WKF regulations as stated in the FORKI competition rules 2020. As for testing the hypothesis using statistical analysis of multiple regression tests. The Statistical Package for Social Science (SPSS) program series 20 was used to analyze the data in this study.

RESULTS AND DISCUSSION

Results

Hypothesis testing by using multiple linear regression analysis. To make it easier to analyze data, all data processing will be carried out using the SPSS (Statistical Package for Social Science) program for Windows version 20.

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Table 1
 Multiple Regression Test of Intrapersonal (X1) and Interpersonal (X2) Intelligence Relationships with Teamwork (Y1) Karate Athletes

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	278.689	45.085		6.181	.000
1 Intrapersonal (x1)	-1.736	.817	-.574	-2.125	.048
Interpersonal (x2)	1.453	.631	.622	2.304	.033

The constant (α) is 228.689, meaning that if there is no intrapersonal intelligence and interpersonal intelligence or the value is 0, then the teamwork of the kata team is 228.689. The regression coefficient for the intrapersonal variable (X1) is -1.736, meaning that if intrapersonal intelligence is increased by 1 unit, the teamwork of the kata athlete team will experience a relatively large decrease in the amount of -1,736 units. The negative coefficient means that there is a unidirectional relationship between intrapersonal intelligence and teamwork in team athletes in karate sport. This means that if you increase intrapersonal intelligence, it will decrease the ability of teamwork in team athletes in karate.

The regression coefficient for interpersonal variables (X2) is 1.453, meaning that if interpersonal intelligence is increased by 1 unit, the teamwork of the kata team athlete will experience a relatively large increase of 1,453 units. The positive coefficient means that there is a unidirectional relationship between interpersonal intelligence and teamwork in team athletes in karate sport. This means that if you increase interpersonal intelligence, it will also increase the ability to work together in teams of athletes in the karate sport.

Table 2
 Multiple Correlation Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.499 ^a	.249	.166	23.81658

Based on table 2 above, the R number is 0.499. This shows that there is a moderate relationship between intrapersonal intelligence and interpersonal intelligence with the cooperation of team kata athletes in karate.

The F test is used to determine whether the independent variables together have a significant effect on the dependent variable.

The results of the test of the effect of the variables of intrapersonal intelligence and interpersonal intelligence together on the cooperation of kata team athletes in karate can be seen in Table 3 below:

Table 3
 Simultaneous Regression Coefficient Test Results (Test F)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3389.009	2	1694.505	2.987	.076 ^b
	Residual	10210.134	18	567.230		
	Total	13599.143	20			

Based on table 3, the calculated F value is 2,987 with a Sig value of 0.076. This shows that the calculated F value is smaller than F table 4.381 and the Sig value is greater than 0.05. Thus Ha is rejected and H0 is accepted. This means that intrapersonal intelligence and interpersonal intelligence together do not have a significant effect on teamwork for karate athletes.

Table 4
 Partial Regression Coefficient Test Results (T-Test)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	278.689	45.085		6.181	.000
	Intrapersonal (x1)	-1.736	.817	-.574	-2.125	.048
	Interpersonal (x2)	1.453	.631	.622	2.304	.033

Influence of intrapersonal intelligence on teamwork

H0: Intrapersonal intelligence has no significant effect on the teamwork of karate athletes.

Ha: Intrapersonal intelligence has a significant influence on the cooperation of team kata athletes in karate.

Based on table 4, it can be obtained that the t value is -2.125 with a Sig value of 0.048. This shows that the t-count value is smaller than the t-table value of 1.729 and the Sig value is smaller than 0.05. Thus H0 is rejected and Ha is accepted. This means that the intrapersonal intelligence variable has a significant influence on the teamwork of the karate team.

The influence of interpersonal intelligence on teamwork

H0: interpersonal intelligence does not have a significant effect on the cooperation of kata team athletes in karate.

Ha: interpersonal intelligence has a significant influence on the cooperation of team kata athletes in karate.

Based on table 4, it can be obtained that the t-count value is 2.304 with a Sig value of 0.033. This shows that the t-count value is greater than the t-table value of 1.729 and the Sig value is smaller than 0.05. Thus H0 is rejected and Ha is accepted. This means that the interpersonal intelligence variable has a significant influence on the teamwork of the karate team.

The results of the determination test (R^2) can be seen from the value of the coefficient of determination in table 5 below:

Table 5
Determination Test Results (R^2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.499 ^a	.249	.166	23.81658

Based on table 5, the R^2 (R Square) number is 0.249 or (24.9%). This shows that the percentage of the contribution of the influence of intrapersonal intelligence and interpersonal intelligence to the teamwork of karate team athletes is 24.9%. In other words, the variable teamwork for karate athletes can be explained or influenced by variables of intrapersonal

intelligence and interpersonal intelligence by 24.9%, while the remaining 75.1% is explained or influenced by other variables not studied.

The Relationship of Intrapersonal and Interpersonal Intelligence with the Performance of Athletes in Karate

Table 6

Multiple Regression Test The Relationship of Intrapersonal (X1) and Interpersonal (X2) Intelligence with Performance (Y2) Athletes in Karate Sports

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	43.605	2.997	14.549	.000
	Intrapersonal	-.054	.054	-.299	.337
	Interpersonal	.017	.042	.126	.682

The constant (α) is 43,605, meaning that if there is no intrapersonal intelligence and interpersonal intelligence or the value is 0, then the performance of the kata team athlete is 43,605.

The regression coefficient for the intrapersonal variable (X1) is -0.054, meaning that if intrapersonal intelligence is increased by 1 unit, the teamwork of the team athlete has decreased relatively small, which is -0.054 units. The negative coefficient means that there is a unidirectional relationship between intrapersonal intelligence and the performance of team athletes in karate. This means that if you increase intrapersonal intelligence, it will reduce the performance ability of team athletes in karate.

The regression coefficient for interpersonal variables (X2) is 0.017, meaning that if interpersonal intelligence is increased by 1 unit, the performance ability of the team athlete has a relatively small increase, which is 0.017 units. The positive coefficient means that there is a unidirectional relationship between interpersonal intelligence and the performance ability of team athletes in karate. This means that if you increase interpersonal intelligence, it will also increase the performance ability of team athletes in karate sport.

The results of the multiple correlation test (R) can be seen in Table 7 below:

Table 7

Multiple Correlation Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.237 ^a	.056	-.049	1.58324

Based on table 7 above, the R number is 0.237. This shows that there is a moderate relationship between intrapersonal intelligence and interpersonal intelligence with the performance of team kata athletes in karate.

The results of the test of the effect of the variables of intrapersonal intelligence and interpersonal intelligence together on the cooperation of team kata athletes in karate can be seen in Table 8 below:

Table 8
 Simultaneous Regression Coefficient Test Results (Test F)

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	2.674	2	1.337	.533	.596 ^b
	Residual	45.120	18	2.507		
	Total	47.794	20			

H0: Intrapersonal intelligence and interpersonal intelligence simultaneously have no significant effect on the performance of team kata athletes in karate.

Ha: Intrapersonal intelligence and interpersonal intelligence simultaneously have a significant influence on the performance of team kata athletes in karate

Based on table 8, the F test value is 0,533 with a Sig value of 0,596. This shows that the F count value is smaller than F table 4.381 and the Sig value is greater than 0,05. Thus Ha is rejected and H0 is accepted. This means that intrapersonal intelligence and interpersonal intelligence together do not have a significant influence on the performance of team kata athletes in karate.

The results of the partial test of the effect of intrapersonal intelligence and interpersonal intelligence on the teamwork of kata team athletes in karate can be seen in Table 9 below:

Table 9
 Partial Regression Coefficient Test Results (T-Test)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	43.605	2.997	14.549	.000
	Intrapersonal	-.054	.054	-.299	.337
	Interpersonal	.017	.042	.126	.682

Based on table 9 above, it can be seen the t count and Sig values of each variable.

Influence of intrapersonal intelligence on performance

H0: intrapersonal intelligence has no significant effect on the performance of team kata athletes in karate.

Ha: Intrapersonal intelligence has a significant influence on the performance of team kata athletes in karate.

Based on the table, it can be obtained that the t value is -0.987 with a Sig value of 0.337. This shows that the calculated t value is smaller than the t table value of 1.729 and the Sig value is greater than 0.05. Thus H0 is accepted and Ha is rejected. This means that the intrapersonal intelligence variable does not have a significant influence on the performance of the karate team, said athlete.

The influence of interpersonal intelligence on performance

H0: interpersonal intelligence has no significant effect on the performance of team kata athletes in karate.

Ha: interpersonal intelligence has a significant influence on the performance of team kata athletes in karate

Based on the table, it can be obtained that the t-test value is 0.416 with a Sig value of 0.682. This shows that the calculated t value is smaller than the t table value of 1.729 and the Sig value is greater than 0.05. Thus H0 is accepted and Ha is rejected. This means that the interpersonal intelligence variable does not have a significant influence on the performance of the kata team athlete in the karate sports branch.

The results of the determination test (R^2) can be seen from the value of the coefficient of determination in table 10 below:

Table 10
 Determination Test Results (R^2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.237 ^a	.056	-.049	1.58324

Based on table 10, the number R^2 (R Square) is 0.056 or (0.56%). This shows that the percentage of the contribution of the influence of intrapersonal intelligence and interpersonal intelligence on the performance of team kata athletes in karate is 0.56%. In other words, the performance variable for the team of athletes in karate can be explained or influenced by variables of intrapersonal intelligence and interpersonal intelligence of 0.56%, while the remaining 99.44% is explained or influenced by other variables not studied.

Discussion

Relationship between Intrapersonal Intelligence and Interpersonal Intelligence with Teamwork of Kata Athletes in Karate

Teamwork of team kata athletes in karate can be explained or influenced by variables of intrapersonal intelligence and interpersonal intelligence by 24,9%, while the remaining 75,1% is explained or influenced by other variables not studied. Partially, the influence of each variable shows that intrapersonal intelligence has a significant influence on the teamwork of the kata athlete team in the karate sports branch, this occurs in the interpersonal intelligence variable which shows a significant influence on the teamwork of the kata team of karate athletes.

These communication skills, however, can be a catalyst for building supportive interpersonal relationships (Burns et al., 2019b). This is reinforced by (Angeles, 2012) who examined a teacher, where the influence felt by teachers was directly and indirectly influenced by their interpersonal skills, especially empathy, communication, cooperation, openness, concern for others, and conflict resolution. This research conducted by Angeles, 2012 can also apply to athletes where when athletes have intrapersonal and interpersonal intelligence, it will have an impact on good teamwork skills. The better the intrapersonal skills of an athlete, the higher the ability in teamwork in sports. Especially in team sports it should be remembered that it is not only understood that every individual on the team is capable of performing well in the sport, but that the whole team has an overall sense of efficacy in terms of the task at hand (Manning, C.T. & Gordin, 2007).

Because the components of the psychological structure in sports teams are group position, group status, group roles, and group norms (Sauer & Ed, 2017). Furthermore, Sauer & Ed, 2017 explain that interpersonal relationships are an important factor in every type of group. Potential productivity refers to the best performance of the team considering all available resources. These resources primarily describe all the relevant knowledge and skills of individual members, including the overall level and distribution of talent (Gernigon et al., 2010). The most important resource of any sports team can be identified in the individual abilities of the athlete.

Relationship between Intrapersonal Intelligence and Interpersonal Intelligence with the Performance of Athletes in the Kata Karate Team

Referring the results of this study, shows that intrapersonal intelligence and interpersonal intelligence together do not have a significant effect on the performance of team kata athletes in karate. However, by regression, the percentage of the contribution of intrapersonal intelligence and interpersonal intelligence to the performance of team kata athletes in karate is 0,56%, which means that it only has a very small impact. In other words, the performance variable for the team of athletes in karate can be explained or influenced by variables of intrapersonal intelligence and interpersonal intelligence of 0,56%, while the remaining 99,44% is explained or influenced by other variables not studied. Partially, it can be seen from the results showing that intrapersonal intelligence does not have a significant influence on the performance of the karate team kata athletes, as well as on interpersonal intelligence which does not have a significant effect on the performance of the karate team kata athletes.

Regardless of the results of this study, some studies suggest that interpersonal relationship skills play a role in attenuating stress responses (Coan et al., 2006; Coan, 2010), and are essential for achieving sustained success in the elite sport domain (Burns et al., 2019a). If we look at an athlete as a whole person, there is a basic duty of care to ensure that they are supported to be their best and toughest selves, both on and off the field. Therefore, athletes need to be encouraged to seek interpersonal support that develops as they move along their developmental path (Burns et al., 2019b). So, although it does not have a direct influence on the performance of the team, says athletes in karate, intrapersonal intelligence, and interpersonal intelligence play an important role in the stress response in matches or even very important for elite sports athletes.

CONCLUSIONS AND SUGGESTIONS

Conclusion in this study is as follows: (1) Intrapersonal intelligence has a significant influence on teamwork in karate sports, (2) Interpersonal intelligence has a significant influence on the teamwork of karate team athletes, (3) Teamwork of karate team kata athletes can be explained or influenced by variables of intrapersonal intelligence and interpersonal intelligence by 24,9%, while the remaining 75,1% is explained or influenced by other variables not studied, (4) Intrapersonal intelligence does not have a significant effect on the performance of team kata athletes in karate, (5) Interpersonal intelligence does not have a significant effect on the performance of kata team athletes in karate, (6) Team performance in karate can be explained or influenced

by variables of intrapersonal intelligence and interpersonal intelligence by 0,56%, while the remaining 99,44% is explained or influenced by other variables not studied.

Suggestions this study reports that holistically, that how intrapersonal and interpersonal intelligence can provide a relationship or influence on teamwork and the performance of team kata athletes in karate. This research is expected to pave the way and increasingly realize that the importance of intrapersonal and interpersonal intelligence that must be possessed by an athlete to achieve high achievements.

Based on the conclusions that have been discussed, several things can be used as suggestions/input for several parties, namely as follows: (1) For coaches, during the training process, they should implement and provide comprehensive learning related to efforts to increase intrapersonal and interpersonal intelligence for an athlete, which is internalized by the training program provided, (2) For the parent of sports organizations, it is better to make karate activities a tool to improve intrapersonal and interpersonal intelligence to be able to improve the ability of athletes to work together. Where this intrapersonal and interpersonal intelligence can be useful in the daily life of an athlete, and (3) For further researchers to examine various sports ranging from individual sports, measured sports, and game sports.

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