Effects of organizational experience and emotional intelligence on public speaking skills

Ilyas Faiz Andrian[*], Tutik Susilowati

Office Administration Education, Sebelas Maret University, Surakarta, Indonesia

E-mail: ifandrian5@student.uns.ac.id

Abstrak

Penelitian ini bertujuan untuk mengetahui: (1) pengaruh pengalaman organisasi terhadap kemampuan public speaking. (2) pengaruh kecerdasan emosional terhadap kemampuan public speaking, (3) pengaruh pengalaman organisasi dan kecerdasan emosional terhadap kemampuan public speaking. Penelitian ini merupakan penelitian kuantitatif dengan desain asosiatif kausal. Sumber data yang digunakan yaitu data primer. Populasi dalam penelitian ini yakni 109 orang. Teknik pengambilan sampel dilakukan dengan stratified random sampling yaitu sampling strata. Pengumpulan data dilakukan dengan penyebaran angket kuesioner. Teknik analisis data yang digunakan yaitu regresi logistik multinomial. Hasil penelitian menunjukan bahwa: (1) terdapat pengaruh yang signifikan pengalaman organisasi terhadap kemampuan public speaking (sign 0,000), (2) terdapat pengaruh secara simultan kecerdasan emosional terhadap kemampuan public speaking (sign 0,003), dan (3) terdapat pengaruh yang signifikan antara pengalaman organisasi dan kecerdasan emosional terhadap kemampuan public speaking (sign 0,000). Koefisien determinasi R Square sebesar 0,407 yang berarti bahwa 40,7% kemampuan public speaking (Y) dipengaruhi oleh variabel pengalaman organisasi (X1), dan sisanya sebanyak 59,3% dipengaruhi oleh variabel lain diluar penelitian.

Kata kunci: keaktifan berorganisasi; kemampuan berbicara; mengelola emosi

Abstract

This study examined: (1) the influence of organizational experience on public speaking skills, (2) the influence of emotional intelligence on public speaking skills, and (3) the combined influence of organizational experience and emotional intelligence on public speaking skills. We employed a quantitative approach with causal associative design using primary data. The population consisted of 109 individuals, with stratified random sampling used for sample selection. Data were collected through questionnaire surveys and analyzed using multinomial logistic regression. Results indicated that: (1) organizational experience had a significant influence on public speaking skills ($p < .001$), (2) emotional intelligence had a significant influence on public speaking skills ($p = .003$), and (3) organizational

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* Corresponding author

experience and emotional intelligence together had a significant influence on public speaking skills ($p < .001$). The coefficient of determination (R^2) was 0.407, indicating that 40.7% of public speaking skills variance was explained by organizational experience and emotional intelligence variables, while the remaining 59.3% was influenced by other variables not examined in this study.

Introduction

Public speaking represents an individual's ability to speak in public correctly so that messages can be clearly conveyed and goals can be achieved effectively (Dunar, 2015). Public speaking can make people better because it helps them connect with their authentic selves (Hale, 2010). Public speaking can also be interpreted as oral communication, whether conducted face-to-face with the public or with specific groups of people (Jannah et al., 2022). Public speaking can earn appreciation from colleagues, friends, relatives, or other public speakers. Being a confident public speaker can earn the admiration and respect of others (Davidson, 2003).

Public speaking is a crucial skill increasingly needed in various life contexts, including academic, professional, and social settings. Public speaking involves more than verbal communication; it also encompasses managing nonverbal aspects such as intonation, gestures, and eye contact. This skill helps individuals convey information, build social relationships, and foster confidence when interacting with audiences. For students, public speaking skills are vital for supporting academic presentations, leadership within organizations, and preparing for the workplace (Hadi & Dewi, 2024).

However, reality shows that many students still experience obstacles in public speaking. Public speaking often becomes a source of anxiety, especially for students unaccustomed to performing in public (Puspitasari, 2023). Furthermore, limited practice time and lack of opportunities to develop ideas verbally in class make public speaking less than optimal (Rahmayanti et al., 2023). Students often pay insufficient attention to nonverbal communication, which is crucial for supporting message effectiveness (Oktavianti & Rusdi, 2019).

This problem also occurs among students in the Office Administration Education Study Program (PAP Study Program), Faculty of Teacher Training and Education, Sebelas Maret University. Based on preliminary study findings, most students still rarely demonstrate self-confidence, rarely control nervousness, and lack fluency and courage to speak in public. Specifically, 61.9% of students rarely have confidence, 71.4% rarely control nervousness, 57.1% rarely dare to speak, and 76.2% rarely fluently express opinions in public forums.

Various factors are thought to influence students' public speaking abilities, both internally and externally. Internal factors include self-confidence, material mastery, communication skills, and emotional intelligence (Zahara, 2018). Meanwhile, external factors include audience environment, organizational experience, and physical and mental state during speaking (Darmayanti et al., 2022). Based on preliminary study, two dominant factors are suspected to influence PAP students' public speaking skills at the Faculty of Teacher Training and Education, Sebelas Maret University (UNS): organizational experience and emotional intelligence. Data show that 65.7% of students associate public speaking skills with emotional intelligence, while 57.1% associate it with organizational experience.

Organizational experience is known to contribute significantly to communication and leadership skill development. Student participation in student organizations provides means of practicing public speaking through discussions, presentations, and group problem-solving (Suranto

& Rusdianti, 2018). Furthermore, emotional intelligence enables individuals to manage stress, understand their own and others' emotions, and foster effective interactions, all of which are crucial in public speaking contexts (Thaib, 2013; Wijayanti et al., 2021).

Based on this background, this study aimed to examine the influence of organizational experience and emotional intelligence on public speaking skills of students in the Office Administration Education Study Program, Faculty of Teacher Training and Education, Sebelas Maret University. This study is expected to contribute to formulating student development strategies, particularly in improving their communication competencies as provisions for facing work environments that demand effective presentation and communication abilities.

Research Methods

This research was conducted over four months, from December 2024 to March 2025. The research process was divided into four stages: preparation, implementation, reporting, and examination. Each stage was implemented systematically to ensure that all research activities could run effectively and efficiently according to the established schedule.

This research used a quantitative approach. According to Sugiyono (2010), the quantitative method is a research design based on positivism philosophy, used to study specific populations or samples, with data collection through research instruments and statistical data analysis. The purpose of this method is to describe and test predetermined hypotheses. This study examined the influence of two independent variables: organizational experience (X_1) and emotional intelligence (X_2) on the dependent variable: public speaking ability (Y).

The population consisted of 151 students from the Office Administration Education Study Program (PAP) FKIP Sebelas Maret University, batches 2021-2023, who had organizational experience. Sampling was conducted using the Slovin formula with a 5% error rate, resulting in a total sample of 109 students. The sampling technique used was stratified random sampling, as the population had a stratified structure based on batch. Sample size for each batch was determined proportionally, with 45 students from batch 2021, 41 students from batch 2022, and 23 students from batch 2023.

Data analysis began with data tabulation, followed by converting ordinal data to interval data using the Successive Interval method. This method was chosen because of its ability to convert ordinal data into interval data while maintaining the ordinal nature of original data (Herdianzah et al., 2024). The Successive Interval Method is based on the assumption that categories on ordinal scales can be converted into equal intervals using statistical calculations.

Next, prerequisite analysis tests were conducted, including normality tests using the Kolmogorov-Smirnov method, linearity tests using ANOVA tables, and multicollinearity tests through Tolerance and VIF values. The Kolmogorov-Smirnov test was chosen because of its suitability for large sample sizes (> 50) and its sensitivity to deviations from normal distribution. The 5% error rate was chosen as a good compromise between precision and sample size, so that required sample size was not too large but could still produce accurate estimates. After meeting requirements, analysis continued with hypothesis tests consisting of partial tests (t-tests), simultaneous tests (F-tests), and multiple linear regression analysis to determine simultaneous and partial effects of variable X on Y. The coefficient of determination test was used to assess the magnitude of combined effects of variable X on Y. Additionally, effective contribution and relative contribution of each independent variable to the dependent variable were calculated.

Data collection techniques are methods used by researchers to obtain information or research data and are strategic steps in research methodology (Daruhadi & Sopiati, 2024). The data collection technique used was closed-ended questionnaires designed based on indicators for each variable. The research instrument used a Likert scale with five assessment categories ranging from "Strongly Disagree" to "Strongly Agree." A questionnaire is an instrument used to collect data through a series of questions specifically designed to measure study variables (Ardiansyah et al., 2023). This scale is considered appropriate because it can measure respondents' attitudes, opinions, and perceptions. Instrument validity and reliability were tested using IBM SPSS software version 26. Validity tests

were conducted by comparing calculated and table r values, while reliability tests used Cronbach's Alpha values, with values ≥ 0.70 indicating reliable instruments.

Results and Discussion

Based on descriptive data analysis, the organizational experience variable showed a minimum value of 18, a maximum value of 48, a mean value of 35.77, and a standard deviation of 6.298. The total score for organizational experience variable based on collected data was 3,899. This variable consisted of 11 statements, with measurements using a Likert scale from 1 to 5.

Meanwhile, the emotional intelligence variable had a minimum score of 17, a maximum score of 35, a mean score of 26.98, and a standard deviation of 4.076. The total score for emotional intelligence variable based on collected data was 2,940, also consisting of 8 statements.

Furthermore, the public speaking ability variable had a minimum value of 22, a maximum value of 54, a mean value of 38.15, and a standard deviation of 7.350. The total score for public speaking ability variable based on collected data was 4,243, also consisting of 12 statements.

Prerequisite tests used in this study included normality, linearity, multicollinearity, and heteroscedasticity tests. Normality test results showed that the Asymp. Sig. (2-tailed) value was $0.200 > 0.050$, indicating that data in this study were normally distributed.

Linearity tests between organizational experience (X_1) and public speaking ability (Y) showed a Deviation from Linearity value of $0.834 > 0.050$, so it could be concluded that organizational experience and public speaking ability had a linear relationship. Similarly, linearity tests between emotional intelligence (X_2) and public speaking ability (Y) showed a Deviation from Linearity value of $0.603 > 0.050$, which also showed that emotional intelligence and public speaking ability had a linear relationship.

Multicollinearity test results showed that Tolerance values for independent variables were $0.681 > 0.10$, and VIF values were $1.469 < 10$. Based on these results, it could be concluded that there were no multicollinearity problems among independent variables.

Table 1
T-Test Results

Model	T count	Sig.
(Constant)	1,741	,085
Organizational experience	4,997	,000
Emotional Intelligence	3,084	,003

Source: Data processed by researchers (2025)

Based on Table 1, t-tests were conducted to determine the influence of each (partial) independent variable on the dependent variable. Based on t-test results between organizational experience (X_1) and public speaking ability (Y) in the table above, the organizational experience variable obtained a calculated t-value of $4.997 > t$table 1.982 and a significance value of $0.00 < 0.050$. From the results of calculated $t > t$table and significance value < 0.05, H₀ was rejected and H₁ was accepted, meaning there was significant influence of organizational experience variable (X_1) on public speaking ability (Y).

Furthermore, t-test results between emotional intelligence variable (X_2) and public speaking ability (Y) showed that emotional intelligence variable obtained a calculated t-value of $3.084 > t$table 1.982 and a significance value of $0.003 < 0.050$. From the results of calculated $t > t$table and significance value < 0.05, H₀ was rejected and H₂ was accepted, meaning there was significant influence of emotional intelligence variable (X_2) on public speaking ability (Y).

Table 2
F Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2441.54	2	1220.77	38.13	,000
Residual	3393.27	106	32.01		
Total	5834.81	108			

Source: Data processed by researchers (2025)

Based on Table 2, F-tests in this study were conducted to determine simultaneous or joint influence of independent variables on dependent variables. F-test results in the table above showed a significance value of $0.00 < 0.05$ and a calculated F-value of $38.13 >$ Ftable 3.97. Based on these results, it could be concluded that H_0 was rejected, meaning there was significant influence simultaneously or jointly from organizational experience (X_1) and emotional intelligence (X_2) variables on public speaking ability (Y).

Table 3
Multiple Linear Analysis Results

Model	B	Std. Error	Beta
(Constant)	6,725	3,862	
Organizational experience	0.524	0.105	0.449
Emotional Intelligence	0.499	0.162	0.277

Source: Data processed by researchers (2025)

Based on Table 3, the regression equation obtained in this study was:
$$\hat{Y} = 6.725 + 0.524X_1 + 0.499X_2$$
Based on Table 3, the following can be explained: (1) The constant value of 6.725 is positive, indicating that if values of organizational experience variable (X_1) and emotional intelligence variable (X_2) equal 0, then the $\hat{Y}$ value will be 6.725; (2) The coefficient value of X_1 is 0.524, which is positive, indicating that organizational experience variable has positive influence on public speaking skills in the Office Administration Education Study Program, FKIP UNS, Classes of 2021, 2022, 2023. If there is a 1-point increase in organizational experience variable, it will increase public speaking ability by 0.524, assuming other variables remain constant; (3) The coefficient value of X_2 is 0.499, which is positive, indicating that emotional intelligence variable has positive influence on public speaking skills in the Office Administration Education Study Program, FKIP UNS, Classes of 2021, 2022, 2023. If there is a 1-point increase in emotional intelligence variable, it will increase public speaking ability by 0.499, assuming other variables remain constant.

Table 4
Results of the Determination Coefficient Analysis

R	R Square	Adjusted R Square	Standard Error of the Estimate
,647	,418	,407	5,628

Source: Data processed by researchers (2025)

The coefficient of determination analysis in Table 4 aimed to determine the extent to which organizational experience and emotional intelligence variables influence public speaking ability variable. Based on results presented in the table above, the coefficient of determination (Adjusted R^2) was 0.407. This indicates that organizational experience and emotional intelligence variables

influence public speaking ability variable by up to 40.7%. The remaining 59.3% is influenced by other factors or variables not examined in this study.

The Influence of Organizational Experience on the Public Speaking Skills of PAP FKIP UNS Students

The first hypothesis stated that there was an influence of organizational experience on public speaking ability. The t-test results showed a t-count value of 4.997 with a significance of $< .001$, meaning t-count > t-table (4.997 > 1.982) and significance < 0.050. Thus, H_0 was rejected and H_a was accepted, indicating positive and significant influence between organizational experience (X_1) on public speaking ability (Y). The regression coefficient of 0.524 indicates that every one-unit increase in variable X_1 will increase Y by 0.524, with an effective contribution of 27% and a relative contribution of 65.85%.

Organizational experience provides opportunities for individuals to hone their speaking skills through activities such as presentations, discussions, and leadership. Students who are active in organizations tend to have better self-confidence and communication skills. Conversely, lack of organizational experience can hinder public speaking skill development, resulting in low self-confidence and communication effectiveness, both in formal and informal situations. These results align with research conducted by Usera (2023), who stated that by participating in organizations, students can learn to recognize their audience characteristics and adapt their messages and communication styles according to situational contexts. This is supported by research by Darmayani et al. (2022), which found that organizational experience significantly influences public speaking skills.

From questionnaire results with 109 respondents, the statement with the highest score was "I actively contribute to group discussions or organizational meetings" (score 4.847), indicating that active involvement increases confidence in speaking. Conversely, the lowest score was for the statement "I encourage other members to share ideas" (score 2.082), indicating continued difficulty in expressing opinions. These results align with findings of Usera (2023) and Darmayani et al. (2022) that organizational experience significantly influences public speaking skills.

Emotional Intelligence Influences Public Speaking Skills of PAP FKIP UNS Students

The second hypothesis stated that there was an influence of emotional intelligence on public speaking ability of PAP FKIP UNS students. The t-test results showed a t-value of 3.084 with a significance of 0.003, greater than t-table (1.982) and smaller than 0.050. Thus, H_0 was rejected and H_a was accepted, meaning there was positive and significant influence between emotional intelligence (X_2) on public speaking ability (Y). The regression coefficient of 0.499 indicates that an increase in one unit of emotional intelligence will increase public speaking ability by 0.499, with an effective contribution of 14% and a relative contribution of 34.15%.

Emotional intelligence plays a crucial role in supporting public speaking skills because it helps individuals manage emotions, avoid stress, and remain calm when speaking in public. Students who are able to understand and control their feelings tend to be more confident and effective in conveying their messages. Emotional intelligence encompasses self-awareness, self-control, empathy, motivation, and social skills, all of which are highly relevant in public communication contexts. According to Goleman (2000), emotional intelligence can help someone adapt socially and improve communication skills. Students with high emotional intelligence tend to be more confident, able to control their emotions during presentations, and demonstrate good public speaking skills. In this study, the effect of emotional intelligence on public speaking ability was 14%.

Based on questionnaire data from 109 respondents, the item with the highest score was the statement "I am aware of my strengths and weaknesses" (score 4.529), indicating high self-awareness among the majority of students. Meanwhile, the lowest score was found in the statement "I am able to respect the opinions of others even though they differ" (score 2.180), which indicates challenges in empathy and tolerance aspects. These results support opinions of Kolopaking (2018) and Goleman (2000) that emotional intelligence is very influential in improving public speaking

skills, especially in managing anxiety and building emotional connections with audiences.

Organizational Experience and Emotional Intelligence Jointly Influence the Public Speaking Skills of PAP FKIP UNS Students

The third hypothesis stated that there was simultaneous influence between organizational experience and emotional intelligence on public speaking ability of PAP FKIP UNS students. The F-test results showed Fcount of 38.13 > Ftable 3.08 with a significance of 0.000 (< 0.050), so H_0 was rejected and H_a was accepted. This means that simultaneously there was positive and significant influence between organizational experience (X_1) and emotional intelligence (X_2) variables on public speaking ability (Y). This shows that both independent variables together are able to explain variations in students' public speaking ability.

The coefficient of determination (R^2) of 0.407 indicates that 40.7% of public speaking ability is influenced by organizational experience and emotional intelligence, while the remaining 59.3% is influenced by other factors outside this study. This finding strengthens the conclusion that the higher the level of organizational experience and emotional intelligence of students, the better their public speaking ability. Conversely, if organizational experience is minimal and emotional intelligence is low, public speaking ability tends to be weaker.

Questionnaire results showed that the item with the highest score was the statement "I have the ability to speak in front of a crowd" (score 3.581), reflecting some students' confidence in their abilities. However, the lowest score was for the statement "I am able to convey information clearly" (score 1.000), indicating that students still experience self-doubt or communication barriers. This could be caused by lack of intense organizational experience and less than optimal emotional management when engaging in public speaking.

Conclusion

Based on research results, we concluded that there was positive and significant influence between organizational experience and public speaking ability, as evidenced by tcount > ttable (4.997 > 1.982) and significance of 0.000 < 0.050, so that H_0 was rejected and H_a was accepted. Additionally, emotional intelligence also had positive and significant influence on public speaking ability, as evidenced by tcount > ttable (3.084 > 1.982) and significance of 0.003 < 0.050. Simultaneously, organizational experience and emotional intelligence also had positive and significant influence on public speaking ability, as indicated by the value of Fcount > Ftable (38.13 > 3.08) and significance of 0.000 < 0.050. The Adjusted R^2 value of 0.407 indicated that 40.7% of variation in public speaking ability could be explained by the two independent variables, while the remaining 59.3% was influenced by other factors outside this study. The effective contribution of organizational experience to public speaking ability was 27% and emotional intelligence was 14%, while the relative contribution of organizational experience was 65.85% and emotional intelligence was 34.15%. This study still has limitations that can be used as evaluation material for further research and suggestions for future researchers. Considering other variables suspected to influence public speaking skills in students can add to the theoretical repertoire related to public speaking skills because research results show that organizational experience and emotional intelligence variables together have influence on public speaking skills by 41.8%. Thus, there are 58.2% of other variables that can influence public speaking skills.

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