

The influence of self-confidence and social intelligence on communication ability among university students in the Office Administration Education Study Programme

Anisa Dewi Wahyuningsih, Tutik Susilowati

Office Administration Education, Universitas Sebelas Maret, Surakarta, Indonesia

Email: adwn16@student.uns.ac.id

Abstrak

Rendahnya kemampuan komunikasi mahasiswa merupakan salah satu permasalahan penting, mengingat kompetensi komunikasi merupakan keterampilan esensial dalam dunia akademik maupun kerja. Penelitian ini bertujuan untuk menguji pengaruh kepercayaan diri dan kecerdasan sosial terhadap kemampuan komunikasi mahasiswa program studi pendidikan administrasi perkantoran FKIP UNS Angkatan 2022. Penelitian ini menggunakan metode kuantitatif dengan pendekatan asosiatif kausal. Populasi dan sampel penelitian ini ditetapkan dengan menggunakan teknik sampling jenuh sebanyak 98 mahasiswa. Pengumpulan data dilakukan melalui penyebaran kuesioner tertutup dengan skala Likert 1-4. Pengolahan data dalam penelitian ini menggunakan analisis regresi linier berganda dengan bantuan IBM SPSS versi 27. Uji prasyarat penelitian ini meliputi uji normalitas, linearitas, multikolinearitas, dan heteroskedastisitas. Temuan penelitian menggambarkan: (1) kepercayaan diri berpengaruh positif signifikan secara parsial terhadap kemampuan komunikasi, $t(95) = 6,095$, $p = < 0,001$; (2) kecerdasan sosial berpengaruh positif signifikan terhadap kemampuan komunikasi, $t(95) = 4,666$, $p = < 0,001$; dan (3) keduanya secara simultan berpengaruh positif signifikan terhadap kemampuan komunikasi, $F(2, 95) = 104,944$, $p = < 0,001$. Persamaan regresi ialah $\hat{Y} = 4,733 + 0,409 X_1 + 0,266 X_2$, dengan $R^2 = 0,688$. Sumbangan efektif kepercayaan diri dan kecerdasan sosial adalah 39,7% dan 29,1%, dengan sumbangan relatif masing-masing sebesar 57,7% dan 42,3%. Temuan penelitian ini memberikan implikasi bahwa pengembangan pembelajaran di perguruan tinggi perlu diarahkan pada peningkatan kepercayaan diri dan kecerdasan sosial mahasiswa sebagai upaya strategis untuk meningkatkan kemampuan komunikasi mereka.

Kata kunci: interaksi sosial; kecerdasan interpersonal; percaya diri; perguruan tinggi

Abstract

Low communication ability among university students constitutes a significant concern, given that communication competence represents an essential skill in both academic and professional contexts. This study investigates the influence of self-confidence and social intelligence on communication ability among students in the Office Administration Education (OAE) study

* Corresponding author

Citation in APA style: Alfina, F. A., & Rapih, S. (2026). The influence of self-confidence and social intelligence on communication ability among university students in the Office Administration Education Study Programme. *Jurnal Informasi dan Komunikasi Administrasi Perkantoran*, 10(3), 313-322. <https://dx.doi.org/10.20961/jikap.v10i3.116654>

programme, Faculty of Teacher Training and Education (FKIP), Universitas Sebelas Maret (UNS), 2022 cohort. A quantitative causal-associative research design was employed. The population and sample comprised 98 students, selected using a saturated sampling technique. Data were collected through a closed-ended questionnaire employing a four-point Likert scale. Multiple linear regression analysis was performed using IBM SPSS Version 27. Prerequisite tests included normality, linearity, multicollinearity, and heteroscedasticity. The findings revealed: (1) self-confidence exerted a significant partial positive effect on communication ability, $t(95) = 6.095$, $p < .001$; (2) social intelligence exerted a significant partial positive effect on communication ability, $t(95) = 4.666$, $p < .001$; and (3) both variables simultaneously exerted a significant positive effect on communication ability, $F(2, 95) = 104.944$, $p < .001$. The regression equation was $\hat{Y} = 4.733 + 0.409X_1 + 0.266X_2$, with $R^2 = .688$. The effective contributions of self-confidence and social intelligence were 39.7% and 29.1%, respectively, with relative contributions of 57.7% and 42.3%. These findings imply that university-level learning and curriculum development should be strategically directed toward strengthening students' self-confidence and social intelligence as a means of enhancing their communication ability.

Keywords: communication ability; higher education; self-confidence; social intelligence

Received April 26, 2026; Revised May 26, 2026; Accepted May 28, 2026; Published Online June 13, 2026

<https://dx.doi.org/10.20961/jikap.v10i3.116654>

Introduction

Communication ability constitutes a crucial competency that every individual must possess, particularly university students who are required to interact effectively within academic and social environments. Conceptually, communication ability encompasses not only the capacity to convey messages verbally and non-verbally, but also the ability to listen attentively, comprehend accurately, and respond appropriately to interlocutors, thereby enabling effective and meaningful interaction (Aulia et al., 2023). Communication ability must be continuously developed by every individual to facilitate adaptation in social life (Syamsuddin et al., 2021). In the context of higher education, communication ability plays a pivotal role in supporting students' academic success—for instance, during in-class discussions, presentations, the articulation of opinions, and collaborative group assignments. Moreover, communication ability is widely regarded as one of the most valued competencies in the contemporary labour market. The development of communication ability therefore constitutes an essential aspect of higher education in preparing students for the demands of professional life and an increasingly complex social environment.

Students' communication ability is important not only for individual self-development, but also for sustaining the quality of academic and social interaction within higher education institutions and for ensuring professional success. Students with high communication ability tend to demonstrate greater learning motivation and academic achievement, as well as stronger social relationships within the university environment (Suryana & Permana, 2025). Furthermore, students with high communication ability are better positioned to support academic success through the articulation of ideas and active participation in learning, to strengthen social interaction through collaborative work and conflict resolution, and to enhance career readiness through the clear expression of ideas. High communication ability is also associated with heightened self-confidence and self-esteem, as reflected in verbal and non-verbal communication skills, listening and interpersonal competence, and public speaking ability (Nabievich, 2025).

In practice, however, university students' communication ability has been observed to be relatively low. Research by Mubarak and Yulandra (2025) found that the verbal communication ability of Elementary School Teacher Education (PGSD) students at Universitas Lambung Mangkurat in conveying mathematical concepts was categorised as low, as evidenced by unsystematic delivery of material and limited audience engagement.

Similarly, Hernawati et al. (2024) found that the adaptability and communication ability of migrant students was low, attributable to cultural differences between migrant and local students. This situation is further underscored by Brewer et al. (2024), who observed that many universities have yet to optimally support the development of students' communication ability, resulting in a gap between the communication competencies of graduates and the expectations of the workplace.

Analogous challenges were identified among the 2022 cohort of OAE students at FKIP UNS. Preliminary observations and pre-study data revealed that a considerable proportion of students were unable to convey information clearly during classroom presentations, with many resorting to reading directly from their materials. During classroom discussions, students were similarly limited in their ability to articulate their views, frequently citing fear of making mistakes or a lack of self-confidence. Pre-study findings also indicated that the majority of 2022 OAE students at FKIP UNS were unable to convey oral information clearly, listen effectively when others were speaking, communicate written information clearly, or use various communication media competently. These conditions indicate that students' communication ability requires substantial improvement.

One factor identified as influencing communication ability is self-confidence. Self-confidence refers to an individual's perception of themselves—specifically, the belief in their own abilities that enables them to adapt effectively within their environment (Widyana & Sarwono, 2023). Self-confidence is typically manifested through effective communication, assertiveness, emotional self-regulation, self-awareness, positive thinking, resilience in the face of challenges, and awareness of one's own potential (Andono et al., 2023). Self-confidence enables individuals to realise their full potential, including their capacity to communicate. The relationship between self-confidence and communication is well-established, as individuals with high self-confidence are better equipped to convey ideas clearly, assertively, and persuasively across diverse situations. A study by Silooy et al. (2023) found that self-confidence influences students' communication ability. Consistent with this finding, Pribadi and Erdiansyah (2020) demonstrated that self-confidence exerts a significant influence on interpersonal communication ability.

A further factor influencing communication ability is social intelligence. Social intelligence is defined as an individual's capacity to achieve cognitive and behavioural maturity in fulfilling their role as a social being (Rusdani & Sihombing, 2022). Social intelligence encompasses not only the ability to understand and adapt to social contexts, but also emotional sensitivity, concern for others, and the capacity to build effective interactions. This conceptualisation is consistent with Ma et al. (2024), who characterise social intelligence as a set of critical psychosocial skills encompassing effective self-expression, understanding of social context, and the capacity to act wisely in social interactions. Sarnoto and Ulfa (2021) contend that individuals with high social intelligence tend to interact, socialise, and communicate with others more readily, and are also distinguished by their ability to adapt to diverse social and cultural environments. Research by Yuline and Yanti (2024) demonstrated a strong association between social intelligence and basic communication course outcomes. Consistent with this, Akbar et al. (2021) found that social intelligence exerted a positive influence on students' communication ability, whilst Andriani and Listiyandini (2017) demonstrated that social intelligence plays a role in the adaptability of new university students.

A review of prior studies reveals a research gap: no previous study has simultaneously examined the influence of self-confidence and social intelligence on communication ability, particularly among 2022 OAE students at FKIP UNS. Self-confidence is an internal factor that determines the extent to which individuals are willing to act and express their views, whilst social intelligence relates to the ability to understand others, demonstrate empathy, and build effective relationships. The combination of these two variables reflects the integration of intrapersonal aspects (courage and self-belief) and interpersonal aspects (social understanding and communicative adaptation). This integration is significant because effective communication depends not only on the courage to speak, but also on the capacity to tailor one's message to the social context.

This research gap presents an opportunity to examine these variables concurrently, with findings that may deepen understanding of how self-confidence and social intelligence jointly influence students' communication ability. In addition to contributing to the theoretical literature, this study offers practical value by providing evidence-based guidance for academic programme evaluation and curriculum development in OAE, with the aim of more effectively preparing students for the evolving communicative demands of contemporary and future professional life.

Based on the foregoing, the research questions addressed in this study are: (1) Does self-confidence exert a significant positive effect on the communication ability of 2022 OAE FKIP UNS students? (2) Does social intelligence exert a significant positive effect on the communication ability of 2022 OAE FKIP UNS students?

(3) Do self-confidence and social intelligence simultaneously exert a significant positive effect on the communication ability of 2022 OAE FKIP UNS students? The hypotheses, derived from the theoretical framework and research questions, are as follows: H1: Self-confidence exerts a significant positive effect on the communication ability of 2022 OAE FKIP UNS students; H2: Social intelligence exerts a significant positive effect on the communication ability of 2022 OAE FKIP UNS students; H3: Self-confidence and social intelligence simultaneously exert a significant positive effect on the communication ability of 2022 OAE FKIP UNS students. The conceptual framework is depicted in Figure 1.

[Figure 1 — Conceptual Framework (see original manuscript)]

Figure 1. Conceptual framework illustrating the hypothesised relationships between self-confidence (X_1), social intelligence (X_2), and communication ability (Y).

Method

Research Design and Setting

This study was conducted at the Office Administration Education (OAE) study programme, Faculty of Teacher Training and Education (FKIP), Universitas Sebelas Maret, located at Building B, FKIP UNS, Jalan Ir. Sutami No. 36A, Kentingan, Jebres, Surakarta, Central Java 57126, Indonesia. The research period extended from September 2025 to April 2026, encompassing four stages: preparation, data collection, analysis and write-up, and examination. A quantitative causal-associative research design was adopted, which employs a cause-and-effect approach to examine the influence of independent variables on a dependent variable (Sugiyono, 2023). The independent variables in this study were self-confidence (X_1) and social intelligence (X_2), whilst the dependent variable was communication ability (Y).

Participants

The study population comprised all 98 students in the 2022 cohort of the OAE study programme at FKIP UNS. Given the relatively small size of the population, a saturated sampling technique was employed, whereby the entire population served as the sample (Sugiyono, 2023). Thus, all 98 students constituted the study sample.

Instruments

Data were collected using a closed-ended questionnaire distributed via Google Forms, employing a four-point Likert scale (1 = strongly disagree to 4 = strongly agree) with no neutral option. The exclusion of a neutral response option was adopted to encourage respondents to express more definite attitudes and to avoid the central tendency bias associated with the midpoint of Likert scales (Zamaludin & Manan, 2024).

The communication ability (Y) scale was developed based on indicators proposed by Budiono and Abdurrohim (2020), comprising: the ability to express ideas and thoughts effectively, the ability to listen effectively, the ability to convey messages or information clearly, and the ability to use language appropriately and effectively. The self-confidence (X_1) scale was developed based on indicators proposed by Septiani and Purwanto (2020), comprising: belief in one's own abilities, the courage to express opinions, the willingness to act independently in decision-making, and the possession of a warm and positive self-concept. The social intelligence (X_2) scale was developed based on indicators proposed by Yolandika et al. (2024), comprising: basic empathy, attunement, empathic accuracy, social cognition, synchrony, self-presentation, influence, and concern for others.

Instrument validity and reliability were established through a pilot test (try-out) conducted with 2022 Economics Education students at FKIP UNS, a cohort selected on the basis of comparable characteristics—specifically, having completed at least one Merdeka Belajar Kampus Merdeka (MBKM) activity. Validity testing was conducted using item-total correlation, and reliability was assessed using Cronbach's alpha. For the communication ability variable, 12 of 14 items were retained as valid, yielding a Cronbach's alpha of .794; all 14 self-confidence items were valid ($\alpha = .855$); and 17 of 24 social intelligence items were retained ($\alpha = .879$). All instruments were deemed reliable, as Cronbach's alpha values for all variables exceeded the threshold of .60.

Data Analysis

Data analysis employed multiple linear regression using IBM SPSS Version 27, preceded by prerequisite assumption tests: normality (Kolmogorov–Smirnov test), linearity (ANOVA test for linearity), multicollinearity (Variance Inflation Factor [VIF]), and heteroscedasticity (Glejser test and scatterplot). Hypothesis testing comprised partial significance testing (t-test), simultaneous significance testing (F-test), and the coefficient of determination (R^2). The effective contribution (EC) and relative contribution (RC) of each predictor were also computed to assess the proportional influence of each independent variable.

Several methodological limitations are acknowledged. First, the cross-sectional design precludes the assessment of longitudinal changes in students' communication ability. Second, the model is limited to two predictor variables. Third, the linearity test for social intelligence (X_2) yielded a Deviation from Linearity value of $p < .05$, indicating that the relationship between social intelligence and communication ability does not fully satisfy the strict assumption of linearity. Fourth, the exclusive use of self-report questionnaires means that responses reflect individual perceptions, which may introduce subjective bias.

Results

Descriptive Statistics

Table 1 presents the descriptive statistics for all three study variables: communication ability, self-confidence, and social intelligence, based on data from 98 participants.

Table 1

Descriptive Statistics for Communication Ability, Self-Confidence, and Social Intelligence

	Communication Ability	Self-Confidence	Social Intelligence
N	98	98	98
Mean	36.48	42.31	54.24
Median	36.00	42.00	54.00
Mode	32.00	42.00	51.00
SD	5.744	7.105	8.342
Variance	32.994	50.483	69.589
Range	23	29	38
Minimum	25	27	30
Maximum	48	56	68
Sum	3,575	4,146	5,316

Note. SD = standard deviation. N = 98 for all variables. Communication ability was measured using 12 valid items; self-confidence using 14 items; social intelligence using 17 items.

As shown in Table 1, communication ability scores ranged from 25 to 48, with a mean of 36.48 (SD = 5.744) and a total sum of 3,575. Self-confidence scores ranged from 27 to 56, with a mean of 42.31 (SD = 7.105) and a total sum of 4,146. Social intelligence scores ranged from 30 to 68, with a mean of 54.24 (SD = 8.342) and a total sum of 5,316.

Prerequisite Assumption Tests

The Kolmogorov–Smirnov test yielded an Asymp. Sig. (2-tailed) value of .058 ($p > .05$), indicating that the data were normally distributed. Linearity testing for self-confidence revealed a linearity significance value of $p < .001$ and a Deviation from Linearity value of .676 ($p > .05$), confirming a linear relationship between self-confidence (X_1) and communication ability (Y). For social intelligence, the linearity significance value was $p < .001$; however, the Deviation from Linearity value was .024 ($p < .05$), indicating a statistically significant departure from strict linearity. Notwithstanding this deviation, given the highly significant linearity value ($p < .001$) and the relatively minor nature of the departure, the regression model was deemed appropriate for use, as there was a dominant linear trend between the two variables. Multicollinearity testing yielded tolerance values

of .447 ($> .10$) and VIF values of 2.097 (< 10) for both predictors, confirming the absence of multicollinearity. Heteroscedasticity was examined using the Glejser test, which yielded significance values of .751 for self-confidence and .652 for social intelligence, both exceeding the .05 threshold. Scatterplot inspection also revealed randomly distributed residuals with no discernible pattern, confirming the absence of heteroscedasticity. Together, these results indicate that the prerequisite assumptions for multiple linear regression were satisfactorily met.

Multiple Linear Regression Analysis

Table 2 presents the regression coefficients obtained from the multiple linear regression analysis.

Table 2
Multiple Linear Regression Coefficients

Variable	B	Std. Error	β (Beta)	t
Constant	4.733	2.245	—	2.109
Self-Confidence	0.409	0.067	0.506	6.095
Social Intelligence	0.266	0.057	0.387	4.666

Note. B = unstandardised coefficient; β = standardised coefficient. Dependent variable: communication ability (Y).

As shown in Table 2, the multiple linear regression equation is: $\hat{Y} = 4.733 + 0.409X_1 + 0.266X_2$. The constant of 4.733 indicates the predicted value of communication ability when both self-confidence (X_1) and social intelligence (X_2) equal zero. The unstandardised coefficient for self-confidence ($B = 0.409$) indicates that for each one-unit increase in self-confidence, holding social intelligence constant, communication ability increases by 0.409 units. The unstandardised coefficient for social intelligence ($B = 0.266$) indicates that for each one-unit increase in social intelligence, holding self-confidence constant, communication ability increases by 0.266 units. Both coefficients are positive, indicating positive directional relationships.

Hypothesis Testing

Partial Effects (t-Test)

Table 3 presents the results of the partial significance tests (t-tests) for each predictor variable.

Table 3
Partial Significance Test Results (t-Test)

Variable	t	p
Constant	2.109	.038
Self-Confidence	6.095	$< .001$
Social Intelligence	4.666	$< .001$

Note. $df = 95$. Critical t-value = 1.985 ($\alpha = .05$, two-tailed). Dependent variable: communication ability.

As shown in Table 3, self-confidence yielded $t(95) = 6.095$ ($p < .001$), exceeding the critical value of $t_{\alpha/2, df} = 1.985$. Accordingly, H1 was supported: self-confidence exerts a significant partial positive effect on communication ability. Similarly, social intelligence yielded $t(95) = 4.666$ ($p < .001$), exceeding the critical value. H2 was therefore supported: social intelligence exerts a significant partial positive effect on communication ability.

Simultaneous Effect (F-Test)

Table 4 presents the results of the simultaneous significance test (ANOVA).

Table 4
Simultaneous Significance Test Results (ANOVA)

Source	SS	df	MS	F	p
Regression	2,203.231	2	1,101.616	104.944	$< .001$

Residual	997.228	95	10.497
Total	3,200.459	97	

Note. SS = sum of squares; MS = mean square. Critical F-value = 3.09 ($\alpha = .05$, $df_1 = 2$, $df_2 = 95$).

As presented in Table 4, the F-test yielded $F(2, 95) = 104.944$ ($p < .001$), exceeding the critical value of $F_{.05} = 3.09$. H3 was therefore supported: self-confidence and social intelligence simultaneously exert a significant positive effect on communication ability.

Coefficient of Determination

Table 5 presents the coefficient of determination results.

Table 5

Coefficient of Determination (R^2)

R	R^2	Adjusted R^2	Std. Error of the Estimate
.830	.688	.682	3.240

Note. Predictors: self-confidence (X_1), social intelligence (X_2). Dependent variable: communication ability (Y).

As shown in Table 5, the coefficient of determination ($R^2 = .688$) indicates that self-confidence and social intelligence jointly accounted for 68.8% of the variance in communication ability. The remaining 31.2% is attributable to other variables not included in the present model.

Effective and Relative Contributions

Tables 6 and 7 present the effective and relative contributions of each predictor variable to communication ability.

Table 6

Effective Contributions of Self-Confidence and Social Intelligence to Communication Ability

Variable	Calculation	EC (%)
Self-Confidence	$0.506 \times 0.785 \times 100\%$	39.7
Social Intelligence	$0.387 \times 0.753 \times 100\%$	29.1
Total		68.8

Note. EC = effective contribution. Calculation: $EC = \beta \times r^{xy} \times 100\%$, where β is the standardised coefficient and r^{xy} is the zero-order correlation with Y.

Table 7

Relative Contributions of Self-Confidence and Social Intelligence to Communication Ability

Variable	Calculation	RC (%)
Self-Confidence	$39.7\% \div 68.8\%$	57.7
Social Intelligence	$29.1\% \div 68.8\%$	42.3
Total		100.0

Note. RC = relative contribution = $(EC / \text{total EC}) \times 100\%$.

As shown in Tables 6 and 7, self-confidence contributed 39.7% (RC = 57.7%) to communication ability, whilst social intelligence contributed 29.1% (RC = 42.3%). Taken together, these two variables accounted for 68.8% of the variance in communication ability, consistent with the R^2 value reported above.

Discussion

Self-Confidence and Communication Ability

The findings of this study indicate that self-confidence exerts a positive and significant effect on the communication ability of 2022 OAE FKIP UNS students, thereby supporting H1. This finding reinforces the view that communication ability is not merely a technical skill for conveying messages, but rather reflects an individual's psychological readiness—particularly in terms of self-confidence—to express opinions, engage in interaction, and respond to interlocutors. Theoretically, this is consistent with the concept of self-confidence, understood as the degree to which an individual believes in their own capabilities and considers themselves worthy of success. Self-confidence may therefore be understood as an internal psychological factor that directly influences the level of students' communication ability, both in academic and social contexts. This finding is consistent with Silooy et al. (2023), who found that self-confidence influences students' communication ability, and with Pribadi and Erdiansyah (2020), who demonstrated that self-confidence exerts a significant influence on interpersonal communication ability. The finding that self-confidence yielded a higher effective contribution (39.7%) than social intelligence (29.1%) further suggests that internal psychological factors serve as the primary driver in the communication process.

Social Intelligence and Communication Ability

The findings further reveal that social intelligence exerts a positive and significant effect on the communication ability of 2022 OAE FKIP UNS students, thus supporting H2. Theoretically, social intelligence (social intelligence) encompasses an individual's capacity to communicate and relate to others, including interest in and concern for others, social awareness, emotionality, and the ability to recognise the emotions of others. This finding reinforces the notion that students with high social intelligence tend to demonstrate better interpersonal communication ability, greater empathy, and stronger capacity to build healthy social relationships. Social intelligence thus functions as an interpersonal factor that facilitates effective communication. This result is consistent with Yuline and Yanti (2024), who found a strong association between social intelligence and basic communication course outcomes; with Akbar et al. (2021), who demonstrated a positive influence of social intelligence on students' communication ability; and with Andriani and Listiyandini (2017), who highlighted the role of social intelligence in the adaptability of new university students.

Simultaneous Effect of Self-Confidence and Social Intelligence

Taken together, self-confidence and social intelligence simultaneously exerted a positive and significant effect on students' communication ability, with effective contributions of 39.7% and 29.1%, respectively. The greater contribution of self-confidence can be explained by its role as the primary driving force (driving force) in the communication process. Individuals with high self-confidence tend to be more willing to initiate interaction; in the absence of self-confidence, social competencies are frequently not actualised due to hesitancy or a tendency to avoid interaction. This is consistent with Bandura's self-efficacy theory, which posits that self-belief influences behavioural choices, effort, and persistence, including in communicative contexts: individuals with high self-belief are more active and persistent in expressing their ideas. Complementarily, as Goleman argues, social intelligence shapes the quality of interaction through empathy, social awareness, and relational skills, rendering communication more effective and adaptive.

The combination of self-confidence and social intelligence is thus synergistic in its influence on communication ability. Self-confidence serves as the catalyst that encourages students to voice their opinions, trust in their abilities, and participate actively in communicative processes. Social intelligence, meanwhile, enables students to understand social situations, respond appropriately to interlocutors' messages, and build effective interactions with their environment. Together, these variables not only enable students to communicate with greater confidence, but also to convey messages clearly and contextually appropriately. Notably, to date, no prior study has simultaneously examined self-confidence and social intelligence in relation to communication ability, lending this research a degree of methodological novelty (novelty).

Conclusion

The findings of this study demonstrate that self-confidence and social intelligence each exert positive and significant effects on the communication ability of students, both individually and in combination. Students with high self-confidence are more assured of their own capabilities and demonstrate greater communicative courage, whilst students with low self-confidence tend to be hesitant, reluctant to speak, and uncertain of their

abilities. Students with high social intelligence tend to exhibit better interpersonal communication ability, greater empathy, and a stronger capacity to build healthy and effective social relationships.

Theoretically, this study contributes to the development of psychological and educational communication theory, particularly within the context of office administration education. The findings reinforce the understanding that communication ability is influenced not only by academic factors, but also by internal psychological factors such as self-confidence and social factors such as social intelligence. Practically, these findings provide evidence-based guidance for academic programme developers and lecturers in designing learning processes that effectively strengthen students' self-confidence and social intelligence. Lecturers are encouraged to consistently implement participatory learning methods—such as community service-based learning, peer teaching, role play, and in-class debate—to cultivate students' confidence in expressing opinions and to foster the ongoing development of both self-confidence and social intelligence.

Future research is recommended to address the limitations of this study by adopting longitudinal designs, incorporating additional predictor variables, and employing mixed-methods approaches to provide richer, more contextualised insights into the development of communication ability in higher education settings.

References

- Akbar, M. I., Chandra, T. K., Setyowati, R. A., Isnaeni, F., Zahro, S. L., & Yuniar, A. D. (2021). Interelasi Kecerdasan Sosial Dengan Interaksi Sosial Mahasiswa Luar Jawa Fakultas Ilmu Sosial Universitas Negeri Malang. *Jurnal Integrasi Dan Harmoni Inovatif Ilmu-Ilmu Sosial*, 1(5), 598–604. <https://doi.org/10.17977/um063v1i5p598-604>
- Andono, R. S., Suyati, T., & Setiawan, A. (2023). Komunikasi Interpersonal Dan Kepercayaan Diri. *Jurnal Psikoedukasia*, 1(1), 234–254.
- Andriani, A., & Listiyandini, R. A. (2017). Peran Kecerdasan Sosial terhadap Resiliensi pada Mahasiswa Tingkat Awal. *Psymphatic : Jurnal Ilmiah Psikologi*, 4(1), 67–90. <https://doi.org/10.15575/psy.v4i1.1261>
- Aulia, F., Dwiangraeni, P. R., & Ishak, A. R. (2023). Peran Organisasi Mahasiswa dalam Meningkatkan Kemampuan Komunikasi Interpersonal yang Efektif. *Jurnal Mahasiswa Komunikasi Cantrik*, 3(2), 141–150. <https://doi.org/10.20885/cantrik.vol3.iss2.art5>
- Brewer, M. L., Jackson, E., & Bartle, E. (2024). How do Universities Support Communication Skills for Clinical Placements with Culturally and Linguistically Diverse Students ? A Scoping Review. *Nurse Education in Practice*, 74, 103848. <https://doi.org/10.1016/j.nepr.2023.103848>
- Budiono, H., & Abdurrohman, M. (2020). Peran Guru Dalam Membangun Keterampilan Komunikasi (Communication) Siswa Kelas V Sekolah Dasar Negeri Teratai. *Jurnal IKA: Ikatan Alumni PGSD UNARS*, 8(1), 119–127. <https://unars.ac.id/ojs/index.php/pgsdunars/index>
- Hernawati, Sujiono, & Setyoko, R. (2024). Kemampuan Adaptasi Dan Komunikasi Mahasiswa Perantau Di Wonogiri. *Jurnal Pustaka Komunikasi*, 7(2), 346–359. <https://doi.org/10.32509/pustakom.v7i2.3920>
- Ma, Y., Zou, Y., Liu, X., Chen, T., Kemp, G. J., Gong, Q., & Wang, S. (2024). Social Intelligence Mediates The Protective Role of Resting-State Brain Activity in The Social Cognition Network Against Social Anxiety. *Psychoradiology*, 4(April). <https://doi.org/10.1093/psyrad/kkae009>
- Mubarok, M., & Yulandra, R. (2025). Kemampuan Komunikasi Verbal Mahasiswa PGSD dalam Menyampaikan Konsep Matematika. *Jurnal Penelitian Ilmu Pendidikan Indonesia*, 3(4), 450–455. <https://doi.org/10.31004/jpion.v3i4.313>
- Nabievich, K. B. (2025). *The Importance Of Communication Skills In Student Activities*. 3(2), 341–345.
- Pribadi, E. A., & Erdiansyah, R. (2020). Pengaruh Kepercayaan Diri dan Harga Diri Terhadap Keterampilan Komunikasi Interpersonal Remaja di Jakarta. *Koneksi*, 3(2), 453–462. <https://doi.org/10.24912/kn.v3i2.6454>
- Rusdani, & Sihombing, S. F. (2022). Keterkaitan Kecerdasan Sosial Dengan Kesepian Pada Remaja. *Jurnal Ilmiah Zona Psikologi*, 4(3), 28–34.
- Sarnoto, A. Z., & Ulfa, S. M. (2021). Kecerdasan Sosial Dalam Pembelajaran Kooperatif Perspektif Al-Qur'an. *Academy of Education Journal*, 12(2), 294–302.
- Septiani, D. R., & Purwanto, S. E. (2020). Hubungan Antara Kepercayaan Diri dengan Hasil Belajar Matematika Berdasarkan Gender. *Jurnal Kajian Pendidikan Matematika*, 6(1), 141–148.

- <http://dx.doi.org/10.30998/jkpm.v6i1.7526>
Silooy, A. J. E. C., Rakhmawati, D., & Tyas, A. N. (2023). Pengaruh Kepercayaan Diri Terhadap Komunikasi Interpersonal Siswa Kelas X DPIB SMK Negeri 4 Semarang. *Jurnal Edukasi: Jurnal Bimbingan Konseling*, 9(2), 121–133. <https://doi.org/10.22373/je.v9i2.17807>
- Sugiyono. (2023). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Suryana, M. A., & Permana, L. A. (2025). The Role of Interpersonal Communication in Enhancing Student 's Academic Success and Social Skill at Vocational College , Universitas Diponegoro. *Journal Commedies*, 2(1), 23–28.
- Syamsuddin, A., Sukmawati, Mustafa, S., Rosidah, & Ma'rufi. (2021). Analysing the Skill of Writing a Scientific Article as a Written Communication Skill of Prospective Elementary School Teacher on Learning Mathematics. *Journal of Educational and Social Research*, 11(5), 88–98. <https://doi.org/10.36941/jesr-2021-0108>
- Widyana, A. I., & Sarwono, R. B. (2023). Peran Konsep Diri Dalam Membentuk Kepercayaan Diri Mahasiswa. *Jurnal Konseling Dan Pengembangan Pribadi*, 5(1), 26–32. <https://doi.org/10.24071/sol.v5i1.6945>
- Yolandika, A. D., Fitriyadi, S., & Sumarli. (2024). Pengaruh Penggunaan Media Sosial Terhadap Kecerdasan Sosial Siswa Kelas VI SD. *Jurnal Publikasi Pendidikan Dasar*, 6(2), 191–202. <https://doi.org/10.36232/jurnalpendidikandasar.v6i2.6047>
- Yuline, & Yanti, E. (2024). Kecerdasan Sosial Keterkaitannya dengan Nilai Mata Kuliah Keterampilan Komunikasi Dasar Konseling. *Sosial Horizon: Jurnal Pendidikan Sosial*, 11(3), 391–402. <https://doi.org/10.31571/sosial.v11i3.8345>
- Zamaludin, A. Z. M., & Manan, N. A. (2024). Pengembangan Media Pembelajaran Monopoli Cerdas (MONDAS) Untuk Meningkatkan Berpikir Kreatif Pada Mata Pelajaran IPS. *Jurnal Ilmiah Pendidikan Dasar*, 9(4), 233–243. <https://doi.org/10.23969/jp.v9i04.19039>