

## The Influence of Organizational Involvement on Public Communication Skills of Office Administration Study Program Students in Jakarta

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### ARTICLE INFO

*Keywords:* Organization, Communication Skills, Public Communication

*Received :* 15 May 2025

*Revised :* 02 June 2025

*Accepted:* 04 July 2025

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### ABSTRACT

This study aims to examine the influence of student organizational involvement on public communication skills among Office Administration students. The research adopts a quantitative explanatory approach using a survey method, with questionnaires distributed to 49 respondents from various cohorts (2021–2024) at universities in Jakarta. The independent variable (X), organizational involvement, includes indicators such as participation in meetings, work programs, discussions, and leadership experience. The dependent variable (Y), public communication skills, is measured through indicators such as public speaking, presentation confidence, opinion delivery, and use of body language and intonation. Validity and reliability tests confirmed that the instrument is both valid and reliable. Simple linear regression analysis shows a significant influence of organizational involvement on public communication skills, with a  $t$  value of 7.379 >  $t$  table value of 1.679 and a significance level of  $0.000 < 0.05$ . The coefficient of determination ( $R^2$ ) is 0.537, indicating that 53.7% of the variation in public communication skills is explained by organizational involvement. These findings suggest that participation in student organizations plays a crucial role in enhancing students' communication skills, which are essential for their professional readiness.

## **INTRODUCTION**

Students are currently at an important stage in their educational journey, where various skills and competencies must be honed to prepare themselves to enter the professional world. One of the skills that is in high demand is public communication skills, which include the ability to speak in public, present an opinion, and interact with various parties in various situations, both in academic and professional contexts. In the world of work, this skill of communicating in public is highly valued, due to its great role in business meetings, professional meetings, and in the management of organizations.

The world of college is an educational environment that prioritizes the freedom of the individuals involved in it. As a result, there is more freedom in the academic and non-academic fields compared to the level of education it provides. The aspect of activities in the world of lectures, namely intra-campus (academic) activities and extra-campus activities (activeness in organizing) are an inseparable part of a student's activities.

A student organization is a forum for extracurricular activities that aim to develop student potential in various aspects, here such as communication, insight, leadership, and social values. Through this organization, students can equip themselves with a variety of skills that are useful in their personal and professional lives, in preparation for becoming more mature and independent individuals after completing their studies. One of the main benefits of involvement in student organizations is the development of better communication skills.

Not only as a place to acquire academic knowledge, universities are not just a place to acquire academic knowledge, but must also provide soft skill development and hard skills to students. One of the skills that is very important and in demand in today's world of work is communication skills. Without communication, interaction cannot occur because there is no exchange of messages between individuals (Rianto, 2019).

Effective communication skills have a crucial role in an organization, where communication is likened to the breath of life that shows the importance of relationships between individuals (Atmaja & Dewi, 2018). Communication is not only about what is conveyed, but also includes the character and way a person conveys the message to the recipient. To create effective communication, a communicator must be able to recognize who the target recipient is, set the purpose of the communication, structure the message appropriately, and collect feedback from the communication made.

An organization is a forum consisting of a group of individuals with a certain system in it. According to Stephen F. Robbins (in Syukran et al., 2022), an organization is a unit formed deliberately for the long term, consisting of two or more people who work in an organized manner and have a structured work pattern, formed to achieve a common goal or a series of predetermined goals.

Louis Forsdale, a communications expert, stated that "Communication is the process by which a system can be built, maintained, and changed through signaling according to certain rules, so that it can evolve and adapt." According to Forsdale, communication plays a very important role in human life. This is

because communication is the key in almost all human activities, which allows everything to run well. Conversely, ineffective communication can lead to failure in various aspects of life.

Research conducted by (Lestari and Kurniawati 2022) shows that student involvement in student organizations has a significant impact on the development of soft skills, especially in communication skills. Student organizations provide opportunities for students to interact in a variety of contexts, allowing them to improve their communication skills, both in everyday conversations and in formal situations. These results are in line with research (Maulana 2023), which emphasizes that organizational activities not only play a role in improving students' social skills, such as interpersonal communication, but also strengthen teamwork skills, which are very important in the professional world.

In addition, research conducted by Anggraini, Nur'aeni, and Ratnasari (2023) found a strong correlation between the level of student activity in organizing and the improvement of their public speaking skills. The higher the student's involvement in the organization, the more their public speaking skills will develop. This shows that student organizations provide the right platform for students to train and hone their public communication skills.

In the current era of global competition, university graduates, especially for students of the Office Administration Study Program, are required not only to excel in academic aspects, but also to have good public communication skills as part of soft *skills*. This skill is important because it is directly related to professional tasks such as public speaking, presenting data, interacting with internal and external parties of the organization, and conveying information clearly and professionally. Organizational activities provide space for students to practice various forms of communication, ranging from expressing opinions in a community, becoming a moderator, leading meetings, to communicating with partners or outside parties. Through this experience, students not only hone their confidence, but also learn to manage messages and understand the character of the audience.

However, the reality is that there are still many students who have not taken advantage of this opportunity to the fullest. The level of participation in student organizations varies widely, and not all students realize the benefits to developing their communication skills. Graduates who are unable to hone their attitudes, knowledge, and skills will find it difficult to compete in life, which can ultimately increase the unemployment rate (Jeklor Putri & Fridayati, 2020). As is known, Indonesia is one of the countries with the highest number of unemployed in the world. Based on data from the Central Statistics Agency, the unemployment rate in Indonesia reached 7.64%, while part-time workers reached 23.83% in the past year. It is recorded that as many as 11.71 million people who have completed higher education or graduated from college do not have a job (Tanjung et al., 2021). This shows that one of the main goals of students pursuing higher education is to get a decent and suitable job (Hakim et al., 2016).

Seeing the importance of public communication in supporting work readiness in the field of office administration, as well as the potential role of

student organizations as a forum for non-formal training, this study was conducted to find out the extent of the influence of student involvement in student organizations on their public communication skills. This research is expected to be an evaluation material for students, supervisory lecturers, and educational institutions in improving the quality of graduates who are not only academically capable, but also excel in communication skills.

For this reason, the purpose of this study is to find out whether there is an influence of involvement in student organizations on the public communication skills of Office Administration students in Jakarta.

## **LITERATURE REVIEW**

### **Involvement in the Organization**

Involvement in student organizations means that students actively take part in various activities held by the association on campus. Student involvement is how much physical and mental energy they devote to learning activities or outside of studying. In this case, students who diligently participate in meetings, discussions, seminars, and have positions in organizations show a high level of involvement.

Student organizations serve as a forum to train leadership, teamwork, and communication skills, all of which are essential for developing students' non-academic skills. As stated by Sukirman (2004), student organizations are voluntary but important activities to be followed during the college period in order to complement the overall learning outcomes.

Student participation in campus organizations has an important role in shaping personal character and skills, including self-confidence. Student organizations at universities are not only a place to express themselves, but also a real means of learning outside of lectures that support the formation of social skills, leadership, and independence. This study aims to analyze how participation in student organizations affects the level of confidence of students of the Faculty of Social and Political Sciences, State University of Surabaya (UNESA). This study uses a quantitative method with a survey technique, where data is collected through a questionnaire distributed to 100 students who are active in various organizations in the faculty. The selection of research samples was carried out randomly, simply.

### **Public Communication Skills**

Public communication skills mean being able to effectively convey messages to a larger audience in both formal and informal situations. According to Harold Lasswell, there are five main elements that make up the communication model that can explain public communication: who says what, through what channels, to whom, and to what effect. This model emphasizes how important it is to understand messages, channels, and audiences in the public communication process.

One of the essential skills possessed by students is the ability to communicate with others, especially in the context of complex social life and the world of work. A person's ability to convey a message orally to a wide audience in a clear, organized, and convincing manner is called public communication.

Public communication, according to DeVito (2016), is the process of sending a one-way message to a relatively large audience while considering the context and the listener's response.

Furthermore, the research of Nurhariza and Mumtahanah (2023) on communication has a crucial role in improving students' public speaking skills. A deep understanding of the interpersonal communication process, anxiety management, and the implementation of effective communication strategies can significantly affect students' confidence in the public. This shows that the aspects of self-confidence and emotion management are fundamental factors in the development of good public communication skills.

### **The Relationship of Organizational Involvement to the Public Communication Skills of Office Administration Students**

One of the most important skills in the world of administrative work is the ability to communicate with others. Students of the Office Administration Study Program are expected to be able to convey information in a professional way, both orally and in writing, and manage administrative documents and systems. As a result, experiences that help improve public communication skills, one of which is through active involvement in student organizations, are essential.

Student organizations provide students with the opportunity to practice directly in a variety of formal and informal communication contexts, such as meetings, sponsorships, and organizing activities. This activity is closely related to the work of office administration, which demands communication across divisions, with superiors, and even with external parties.

### **METHODOLOGY**

This research will be conducted in a six-month time frame, namely the time range from February to July 2025 which coincides with the campus environment in Jakarta. The exact location to take samples of this research problem is a University in Jakarta that has an Office Administration study program because of the problem regarding the influence of Student Organization Involvement on Public Communication Skills. The research will be carried out online through a questionnaire. The observation of the research was carried out by students in Jakarta.

This study uses a quantitative approach with the type of explanatory research, which is research that aims to explain the causal relationship between two or more variables. The quantitative approach focuses on the objective measurement of social phenomena using numerical data and statistical analysis. In line with the opinion of Sugiyono (2017), quantitative research is a method used to research a specific population or sample, collect data using research instruments, analyze data statistically, and aim to test established hypotheses.

For the research design, explanatory research was conducted to test whether there was an influence between student involvement in the organization (as an independent variable) on students' public communication skills (as a bound variable). The relationships studied are not only correlations, but also direct influences. Data is collected through questionnaires, which are distributed

to active Office Administration students who are members of student organizations

The population in this study is students of the Office Administration Study Program at Jakarta campuses class of 2021–2024 who actively participate in student organizations such as BEM, Student Associations, UKM, or other organizations recognized by the campus. The population was chosen because it was considered to have organizational experience that had the potential to affect public communication skills.

According to Sugiyono (2008, 2012), population is all subjects or objects that have certain characteristics to be used as the focus of study. Population includes quantitative (number of elements) and qualitative (behavior, skills, perception) aspects. In this context, the population includes all Office Administration students in Jakarta who are involved in organization and public communication.

The population is divided into target population (all students according to criteria) and affordable population (which can be accessed directly by researchers). For example, although the target population includes all students in Jakarta, the affordable population only covers a few campuses or certain batches.

A sample is a part of the population that represents its characteristics. According to Sugiyono (2008) and Arikunto (2006), samples must be selected representatively so that the research results are valid and can be generalized. Sampling techniques can be in the form of probability sampling (e.g. simple random sampling) or non-probability sampling (e.g. purposive or saturated sampling), depending on the purpose and conditions of the research.

A proper understanding of the population and sample is essential for research results to be methodologically accountable and support the analysis of the influence of organizational involvement on students' public communication skills.

The data collection technique in this study was carried out through the distribution of questionnaires to active students of the Office Administration Study Program at universities in Jakarta. The goal is to find out the extent to which their involvement in the organization affects public communication skills.

The questionnaire was chosen because it effectively reached many respondents and was efficient in collecting structured data on two main variables: student organizational engagement (variable X) and public communication ability (variable Y). Referring to Sugiyono (2013), a questionnaire is a set of written questions that are systematically designed. The instrument in this study uses a five-point Likert scale (strongly disagree to strongly agree), and has been tested for validity and reliability to ensure the accuracy and consistency of the data.

Questions for variable X include level of participation in the organization, management experience, contribution to activities, and the impact of the organization on personal and professional development. Meanwhile, the Y variable includes confidence when speaking in public, the ability to convey opinions clearly, the use of expression and intonation, as well as skills in

presentation, answering audiences, and being a group representative. The questionnaire also evaluated whether organizational involvement had an impact on improving respondents' public communication skills.

### **Data Analysis**

According to Sugiyono (2017), data analysis is the process of organizing, grouping, and categorizing data so that it can be interpreted and used to answer problem formulations and test hypotheses logically and objectively.

In this study, data analysis was carried out through the following stages:

#### ***Prerequisite Test***

*Validity Test:* Conducted with SPSS to ensure the validity of the instrument. The statement is considered valid if  $r_{\text{counts}} > r_{\text{table}}$ , and invalid if it is the other way around.

*Reliability Test:* Measures the consistency of the instrument using the Cronbach Alpha value. The questionnaire is declared reliable if the alpha value  $> 0.6$ . In this study, an alpha value of 0.963 indicates that the instrument is very reliable.

#### ***Partial Test (t-test)***

It is used to determine the influence of each independent variable on the dependent variable. If the significance  $< 0.05$  or  $t_{\text{calculate}} > t_{\text{table}}$ , then there is a significant influence.

#### ***Simultaneous Test (F Test)***

Testing the influence of independent variables together on dependent variables. The test results are declared significant if  $F_{\text{counts}} > F_{\text{table}}$ .

#### ***Coefficient of Determination (R<sup>2</sup>)***

Measures how much independent variables explain dependent variables. A value of  $R^2$  close to 1 indicates that the model has a high explainability.

## **RESEARCH RESULT AND DISCUSSION**

### **1. Data Description**

#### ***A. Characteristics of Research Samples***

The population in this study were students of the Office Administration Study Program at campuses in the Jakarta area, Class of 2021-2024. This study used the Slovin formula so that the number of samples obtained was 49 respondents. In this study, the sample was classified into samples based on gender and the number of students who were actively involved in organizations.

#### **a) Sample Characteristics Based on Gender**

Based on the results of data collection carried out through questionnaires on 49 respondents, a classification of respondents based on gender was obtained with the results for the number of female respondent samples being 49% of the

total respondents, which means that there were 24 female respondents, then for male respondents, 51% or 25 male respondents were obtained. The following is a distribution table and diagram

Table 1. Sample Characteristics Based on Gender

No.	Gender	Frekuensi	Frequency
1	Man	25	51%
2	Woman	24	49%
Total		49	100%

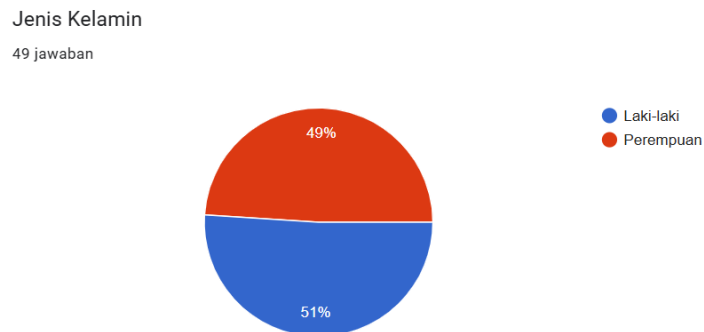


Figure 1. Sample Characteristics Based on Gender

b) Characteristics Based on Frequency of Active Students

According to the results of data collection through questionnaires on 49 respondents, sample grouping data was obtained based on how many students are actively involved in organizations. The sample of respondents who are not currently active in organizations is 22.4% or 11 people and for respondents who are currently active in organizations is 77.6% or 38 people. The following is a table and diagram of the results.

Table 2. Characteristics Based on Frequency of Active Students

No.	Active and non-active frequencies	Frequency	Presentation
1	Yes	38	77,6%
2	No	11	22,4%
Total	49	100%	

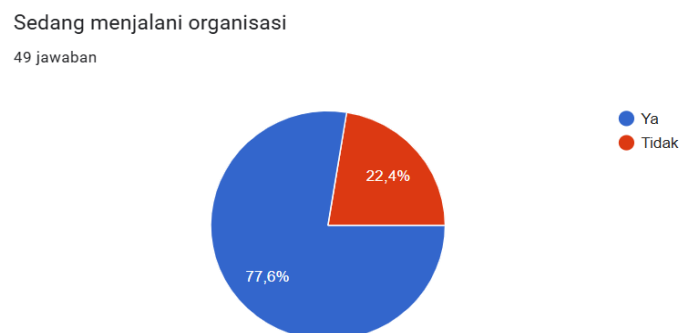


Figure 2. Characteristics Based on Frequency of Active Students

c) Characteristics Based on Generation

According to the results of data collection through questionnaires on 49 respondents, sample grouping data was obtained based on generation. The sample of respondents who are the 2021 generation is 14% or 7 people, the sample of respondents who are the 2022 generation is 28% or 14 people, the sample of respondents who are the 2023 generation is 28% or 14 people, the sample of respondents who are the 2024 generation is 30% or 15 people. The following is a table and diagram of the results.

Table 3. Characteristics Based on Generation

No.	Force	Frequency	Presentation
1	2021	7	14,3%
2	2022	13	26,5%
3	2023	14	28,6%
4	2024	15	30,6%
Total		49	100%

Angkatan

49 jawaban

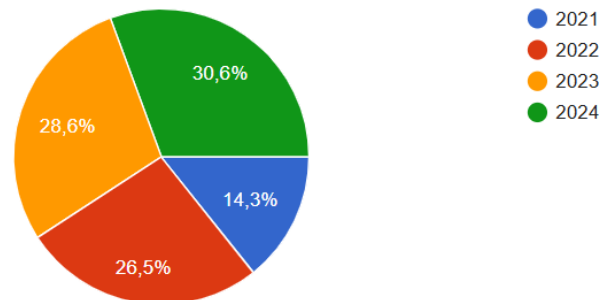


Figure 3. Characteristics Based on Generation

**Analytical Testing**

Normality Test

Table 4. Normality Test

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		49
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	2.37708116
Most Extreme Differences	Absolute	.112
	Positive	.075
	Negative	-.112
Test Statistic		.112
Asymp. Sig. (2-tailed)		.163 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the table of normality test results attached, it shows that Asymp. Sig. (2-tailed) is 0.163 which is greater than 0.05, which means that the data obtained in this study is normally distributed.

Validity Test

Table 5. Validity Test

No.	Question	r count	r count	Information
X1	Saya aktif mengikuti kegiatan yang diselenggarakan oleh organisasi mahasiswa di kampus.	0,154	0,288	Tidak Valid
X2	Saya pernah menjabat sebagai pengurus dalam organisasi mahasiswa.	0,648	0,288	Valid
X3	Saya merasa memiliki tanggung jawab dalam organisasi yang saya ikuti.	0,682	0,288	Valid
X4	Saya sering ikut serta dalam rapat atau diskusi organisasi.	0,655	0,288	Valid
X5	Saya sering diberi kepercayaan untuk memimpin atau menyampaikan pendapat di dalam organisasi.	0,730	0,288	Valid
X6	Saya merasa terlibat dalam perencanaan maupun pelaksanaan kegiatan organisasi?	0,495	0,288	Valid
X7	Kegiatan organisasi membantu saya belajar bekerja sama dalam tim.	0,549	0,288	Valid
X8	Saya memiliki pengalaman berinteraksi dengan berbagai pihak melalui kegiatan organisasi.	0,563	0,288	Valid
X9	Saya rutin mengikuti pelatihan atau workshop yang diselenggarakan oleh organisasi mahasiswa.	0,485	0,288	Valid
X10	Organisasi mahasiswa memberikan saya wadah untuk berkembang secara personal dan profesional.	0,678	0,288	Valid

Table 6. Validity Test

No.	Question	r count	r table	Information
Y1	Saya percaya diri saat berbicara di depan umum.	0,654	0,288	Valid
Y2	Saya dapat menyampaikan ide atau pendapat dengan jelas dan terstruktur.	0,617	0,288	Valid
Y3	Saya mampu menyesuaikan gaya komunikasi sesuai dengan audiens yang saya hadapi.	0,630	0,288	Valid
Y4	Saya mampu mengontrol gestur dan ekspresi wajah saat melakukan komunikasi publik.	0,766	0,288	Valid
Y5	Saya tidak mudah gugup saat melakukan presentasi atau berbicara di forum umum	0,771	0,288	Valid
Y6	Saya dapat menjawab pertanyaan dari audiens dengan baik.	0,565	0,288	Valid
Y7	Saya dapat membuat materi presentasi yang menarik dan komunikatif.	0,536	0,288	Valid

Sumber: Data Primer Diolah, 2025.

From the results of the validity test in the table above, there are 17 questionnaires that have been filled out by 49 respondents in this study. One way to find out which questionnaires are valid and invalid, we must find out the table first. The formula of the r table is  $df = N - 2$  so  $100 - 2 = 98$ , so  $r$  of the table = 0.288. From the results of the validity calculation in the table above, it can be seen that  $r$  count  $>$   $r$  table there are 16 questionnaires that are declared valid and 1 questionnaire  $r$  count  $<$   $r$  table is declared negative, 16 questionnaires are all declared valid because  $r$  count more than  $r$  table but there is 1 questionnaire that is declared negative because the result is less than the number of  $r$  tables which is 0.288.

### Reality Test

This study must be conducted a reliability test to measure whether or not the questionnaire in the study is used to measure the influence of variable X with variable Y. Before the reliability test is carried out, there must be a basis for

decision-making, namely alpha of 0.60. Variables that are considered reliable if the value of the variable is greater than  $>0.60$  if it is smaller, then the variable studied cannot be said to be reliable because this test measures the extent to which the research instrument is said to be reliable if the value of Cronbach Alpha Page 9 is 0.6 or more. In this study, 0.6 was chosen as the reliability coefficient.

Table 7. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.780	10

The results of the reliability test on the Involvement in Organization variable (X) can be seen that Cronbach's alpha on this variable is higher than the baseline values of  $0.780 > 0.60$  the results prove that all statements in the questionnaire of the variable (X) are declared reliable

Table 8. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.783	8

The results of the reliability test on the variable Public Communication Ability (Y) can be seen that Cronbach's alpha on this variable is higher than the base value of  $0.783 > 0.60$  the results prove that all statements in the questionnaire of the variable (Y) are declared reliable.

Based on the results of the test of the two variables, it can be said that the research instrument is reliable because the value is greater than the Cronbach Alpha Page 9 value of 0.6, which is 0.780 and 0.783 for a total of 49 respondents.

### Linearity Test

Table 9. Linearity Test

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Y1 * X1	Between Groups	(Combined)	355.293	15	23.686	3.364	.002
		Linearity	315.421	1	315.421	44.792	.000
		Deviation from Linearity	39.871	14	2.848	.404	.963
	Within Groups		232.381	33	7.042		
	Total		587.673	48			

According to the table of the calculation results attached to the results of the linearity test above, it is known that the value of sig. The deviation from linearity is 0.963 significantly, meaning that the result is arguably higher than 0.05 and states that these two variables have a linear relationship or can be called

the Organizational Involvement variable (X) and the Public Communication Ability (Y) variable have a linear relationship.

**Uji t**

Table 10. Uji t

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.429	3.067		2.096	.041
	keterlibatan organisasi	.551	.075	.733	7.379	.000

a. Dependent Variable: Kemampuan Komunikasi Publik

Data processing to partially test or test research data requires a table t-value as a reference to determine whether or not there is an influence on a variable relationship. This calculation uses the following formula.

$$t = [a; (df = n-k)]$$

Description: n = respondent; k = research variable; α = level of significance

The results of the T test from table 4.9 are known that the variable (X) obtained a calculated t-value of 7.379 with a significance value of 0.000 stating that the significance value is 0.000 < 0.05 and it can be concluded that the Organizational Involvement variable (X) has an effect on the variable Public Communication Ability (Y).

The results of the T test from table 4.9 are known that the variable (X) obtained a calculated t-value of 7.379 with a significance value of 0.000 stating that the significance value is 0.000 < 0.05 and it can be concluded that the Organizational Involvement variable (X) has an effect on the variable Public Communication Ability (Y).

**Uji f**

Table 11. Uji f

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	315.421	1	315.421	54.452	.000 <sup>b</sup>
	Residual	272.252	47	5.793		
	Total	587.673	48			

a. Dependent Variable: Kemampuan Komunikasi Publik

b. Predictors: (Constant), keterlibatan organisasi

To determine whether there is a simultaneous influence between variable X and variable Y, it is necessary to calculate the value of F calculated with the value of F of the table using the following formula.

$$F = (k-1; n-k)$$

Description: n = sample; k = research variable; α = level of significance

The results of data processing from the simultaneous test showed that there was a simultaneous influence on variable X on variable Y with a value of F calculated > value of F of the table, which was  $54.452 > 4.05$ . The significance value in the simultaneous test had a simultaneous effect of variable X on variable Y with a significance value of  $0.000 < 0.05$ .

### Uji Koefisiensi Determinasi (R-squared)

Table 12. Uji Koefisiensi Determinasi (R-squared)

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.733 <sup>a</sup>	.537	.527	2.407

a. Predictors: (Constant), keterlibatan organisasi

The results of data processing in SPSS obtained an R-squared value of 0.537, so it can be concluded that the magnitude of the influence of the variable of involvement in the organization (X) on the variable of Student Public Communication Ability (Y) is 53.7%

### CONCLUSIONS AND RECOMMENDATIONS

This research was conducted on 49 students of the Office Administration Study Program class of 2021–2024 from universities in Jakarta. The results of the validity test showed that most of the items on the organizational engagement variable (X) and all items on the public communication ability (Y) were declared valid. Reliability tests showed that all instruments had a Cronbach's Alpha value of > 0.6, with the highest value being 0.963, indicating that the instrument was highly reliable.

The normality test shows that the data is distributed normally, making it eligible for parametric analysis.

Through simple linear regression analysis, it is obtained:

The tcal value =  $7.379 > t_{table} = 1.679$ , with a significance of  $0.000 < 0.05$ , which means that variable X (organizational involvement) has a significant effect on variable Y (public communication ability).

The F test also showed significant results, reinforcing that organizational involvement collectively affects people's communication skills.

The coefficient of determination ( $R^2$ ) = 0.537, meaning that 53.7% of the variation in people's communication abilities could be explained by organizational involvement, while it was influenced by other factors outside of this study.

Thus, the results of the study show that students who are active in student organizations have better public communication skills than those who are not active. Organizational activities such as meetings, discussions, seminars, and training provide space for students to practice speaking skills, build confidence, and express opinions effectively in public.

## ADVANCED RESEARCH

Further research is suggested to explore other factors that can affect students' public communication skills, such as personality, internship experience, or social media use. In addition, the scope of respondents can be expanded to other study programs or areas so that the results are more general. Research with a qualitative approach can also be conducted to delve deeper into students' experiences in developing communication skills through organizations.

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