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The Influence of Self-Confidence on Public Speaking Skills of Students of the Office Administration Education Study Program

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ABSTRACT

Academically and professionally, the ability to speak in front of an audience is crucial. Strong public speaking skills are essential for students enrolled in the Office Administration Education Study Program. Concerns such as fear of public speaking and ways to overcome them will be thoroughly investigated in this study. Better understanding these barriers and developing ways to overcome them will undoubtedly enhance students' educational experiences. This study will provide students with a better understanding of their needs, interests, and experiences. This can be useful in creating programs tailored to individual student needs. A total of 108 individuals participated in the study, randomly selected using a simple random sampling technique. The research approach was quantitative. A combination of descriptive data analysis and inferential statistical analysis was used to analyze data collected through observation, questionnaires, and documentation. Having a positive self-concept, acting independently in making judgments, believing in one's talents, and having the courage to share opinions are all signs of self-confidence. Meanwhile, indicators of public speaking competence are ethos, pathos, and logos communication styles. In the Office Administration Education Study Program, Department of Administrative Science, self-confidence has a positive and significant influence on students' public speaking skills (46.3%), while the remaining 54.7% is influenced by other variables not explained in this study.

Keywords: Self-Confidence, Public Speaking Skills, Communication

INTRODUCTION

Speaking in front of an audience, or the ability to do so effectively, is an increasingly important talent in this age of rapid information and communication advancement. Public speaking is the art of persuading an audience to take a specific action, whether it's thinking about something or simply listening to the speaker. The ability to create a presentation, use body language, concentrate, control emotions, possess a strong vocabulary, and overcome stage fright are all indicators of public speaking skill.

Speaking is a valuable skill in many areas of life, including education, the workplace, and everyday life. Speaking skills are needed not only in the professional world but also in academia, where students are expected to convey their ideas and knowledge clearly and persuasively. Especially in higher education, where students are prepared to enter various professions and roles in society, public speaking skills have undeniable strategic value.

When speaking in public, some people may experience feelings of extreme discomfort. This state of discomfort, characterized by physiological and psychological responses, is known as anxiety. Palpitations, cold sweats, rapid breathing, and cold hands are some of the physiological reactions that can occur. Other neurological effects include restlessness, pessimism, fear, and difficulty concentrating. Self-confidence is a psychological aspect that plays a crucial role in a person's ability to speak confidently and persuasively in front of an audience. Students who lack self-confidence may avoid situations where they must speak in

front of an audience due to their fear of public speaking. Therefore, they may find it more difficult to articulate their ideas clearly and persuasively. "The higher the self-confidence, the higher the public speaking ability" (Cura, 2020; Pence, 2022; Radhiyani, 2018).

This study aims to examine "The Influence of Self-Confidence on Public Speaking Skills in Office Administration Education Study Program students, Department of Administrative Sciences, Faculty of Social Sciences and Law, Makassar State University." Recognizing how difficult it is for students to gain confidence and practice public speaking in class inspired this research.

Furthermore, students in the Office Administration Education Study Program have a significant responsibility in mastering various aspects of administration and management. One crucial component of working in the administrative field is the ability to communicate effectively, especially in situations where they need to speak in front of the public or a diverse audience. Furthermore, education students pursuing careers as teachers must be able to engage with a variety of people, especially their students during Field Experience Practices at school. Students must also possess strong public speaking skills when participating in lecture activities such as presentations, class discussions, and even organizations.

Confidence when engaging in public speaking conveys the impression that what is said is true, which can influence the actions or behavior of listeners. In "The Effect of Self-Confidence and Communication Skills on Public Speaking Ability of Students of Office Administration Education Study Program, Faculty of Economics, Yogyakarta State University," self-confidence increases public speaking by 82.8% (Almasri, 2022; Hidayatulloh & Ashoumi, 2022; Pence, 2022). Wati, I. C., and Baharuddin, F. (2023) examined self-confidence and public speaking anxiety among 45 Surabaya students. This study revealed a substantial negative relationship between public speaking confidence and fear ($r = 0.461$, $p < 0.000$, $p < 0.05$). "that is, the more confident a person is, the less nervous they are when in public." (Daddi & Abdul, 2022; Khasanah & Wibaw, 2019; Lisnawati, 2021).

Observations from July 2022 revealed a persistent lack of confidence in public speaking situations. The purpose of this study was to examine the relationship between students' self-confidence and their public speaking abilities. Understanding the extent to which self-confidence influences public speaking skills allows us to identify areas that require further focus in developing students' communication skills. This research can also provide a basis for designing interventions or coaching programs aimed at increasing students' self-confidence, enabling them to perform more confidently and successfully in public speaking situations.

METHODS

The quantitative research in this study is descriptive. The researchers set out to determine whether there is a reciprocal effect between the two variables. A more comprehensive data analysis and a more organized discussion of learning difficulties are both made possible by this approach. The ability to speak in front of an audience is considered the independent variable (X), while self-confidence is considered the dependent variable (Y). When it comes to the Physical Work Environment variable, there are five indicators used: self-confidence, independence in decision-making, self-esteem, and courage to voice one's opinion. On the other hand, when speaking in public, the three main arguments are Ethos, Pathos, and Logos. The research variables will be evaluated using a Likert scale questionnaire. The Office Administration Education Study Program of the 2020 and 2021 intakes in the Department of Administrative Science, Makassar State University, Faculty of Social Sciences and Law has a total of 216 students. The sample size for this study is 50% of the total population, so the number of samples is 50/100 x 216 = 108 students. Researchers took

samples from a large population of the 2020 intake: 91 students, of whom 48 were sampled, and 125 students from the 2021 intake, of whom 60 were sampled, for a total of 108 students.

For the purposes of this study, data were collected through observation, questionnaire distribution, and documentation. Several statistical analyses, including validity and reliability tests, descriptive statistical analysis, data normality tests, product-moment correlation analysis, and basic linear regression analysis, were performed on the collected data. These analyses were conducted using SPSS version 26 software, specifically.

RESULTS AND DISCUSSION

Students in the Office Administration Education Study Program, Department of Administrative Science, Faculty of Social Sciences and Law, Makassar State University, were tested on their public speaking skills and self-confidence through data analysis. Statistical procedures from SPSS Version 26, considered useful for data analysis, were used to conduct this analysis.

Descriptive Statistical Analysis of Self-Confidence Variable

Service The results of a research questionnaire administered to 108 participants serve as the basis for the information presented in this study. Confidence in one's own abilities, the ability to make independent judgments, a healthy self-concept, and the courage to speak one's mind are the five indicators of self-confidence that will be examined. To assess the distribution of respondents' responses to each of these factors, the following analysis was conducted:

Table 1: Descriptive Analysis per Self-Confidence Indicator

Indicator	N	N	Achievements (%)	Category
Believing in your own abilities	1352	1620	83,45	Good
Acting independently in decision-making	2698	3240	83,27	Good
Have a positive self-concept	1833	2160	84,86	Excellent
Dare to express your opinion	899	1080	83,24	Good
Amount	6782	8100	83,72	Good

Source: SPSS Data Processing Results 26

1. Believing in Your Own Abilities

A solid level of confidence, with a percentage level of 83.45%. These findings suggest that students' confidence is related to their abilities, both in terms of public speaking and in other areas of learning. The findings of this study show that students who have confidence are more likely to overcome obstacles in the learning process and are more motivated to achieve their learning goals. This shows that initiatives to improve student confidence are generally successful. According to the findings, students of the Office Administration Education Study Program have high confidence in their talents. Students feel more secure in their ability to speak in public, which can improve many elements of their learning. Confident college students tend to be calmer and more focused when speaking in public, so they can convey their message clearly and effectively. In addition, strong confidence can also motivate students to actively participate in class discussions, presentations, and group projects, which can increase their understanding and engagement in learning.

To have confidence, one must believe in one's own talent. A person can realize all his potential when he has confidence, according to (Almasri, 2022; Landrum, 2020; Pence, 2022). A person's capacity to do something and succeed may have an impact on their confidence

level. Providing them with psychological support and public speaking classes can be one way to boost confidence.

2. Acting Independently in Decision Making

An indication of the ability to conduct an independent assessment is in the good category, with a percentage level of 83.27%. These results reflect that students have the ability to make decisions independently and are less easily influenced by the opinions of others around them.

The findings of the study indicate that students tend to demonstrate a high level of independence, as reflected in their ability to make decisions autonomously, remain unaffected by others' opinions, and show initiative in addressing challenges and problems. This independence reflects their capacity for critical thinking and reflective action within the learning process. Such abilities contribute significantly to the development of oral communication skills, particularly in the context of public speaking.

Students who can act independently display confidence in expressing their thoughts and opinions without fear of external judgment. This attitude reveals a strong sense of self-awareness and self-confidence derived from independent thinking. In public speaking situations, this autonomous character encourages them to take risks, explore new ideas, and adapt their speaking style to different contexts and audiences.

Independent thinking also enhances students' metacognitive abilities—the capacity to monitor, evaluate, and regulate their own thought processes. This skill becomes a crucial foundation for building effective and persuasive speaking abilities. Therefore, independence should not merely be regarded as a personal trait but as a determining factor in improving the quality of students' verbal communication and presentation skills in both academic and non-academic settings.

These results show the need to foster the value of independence and courage in decision-making among students. Strong confidence seems to have a positive impact on students' ability to take initiative and act independently. Independence of decision-making" refers to having an autonomous attitude when making decisions. (Ciranka & van den Bos, 2019; Giampaoli, Aureli, & Ciambotti, 2019; Schleger, Oehninger, & Reiter-Theil, 2011) An independent attitude entails working without the help of others, having confidence in their decisions, daring to take responsibility for their actions, and being able to direct and build their profession.

3. Have a Positive Self-Concept

The positive self-esteem indicator has a very good Cumulative Achievement Index of 84.86%. These findings imply that college students can develop a good self-concept, allowing them to accept themselves and look at their past with a more favorable perspective. Learning about how a person sees themselves can affect not only how they act, but also how they connect with others and how well they can handle different situations is important. Positive self-concept makes students more likely to believe in themselves, more motivated to achieve their goals, and perhaps more open to taking opportunities in their lifelong learning and growth. Making students feel good about themselves has been a big part of building their confidence, as these findings show.

The results of the study revealed that students in the Office Administration Education Study Program can develop a good self-concept. Good self-concept is a solid foundation for personal growth and effective public speaking. Students who have a positive self-image are more confident and better prepared to face learning problems. They are also more likely to

take risks and actively participate in *Public Speaking* situations. Students can accept themselves and look at their past with a more positive attitude.

Students' motivation and adaptability are affected by their positive self-image in many situations. Those who have a good view of themselves are more likely to be optimistic, confident, and optimistic no matter what happens, even when facing setbacks. (Blöte, Kint, Miers, & Westenberg, 2009; Menzel & Carrell, 1994; Nikitina, 2011). The results underscore the crucial role of fostering a positive self-image among students. Developing a strong and healthy sense of self-worth enables students to face challenges with confidence and resilience. Participation in counseling, coaching, and personal development programs provides meaningful opportunities for them to recognize their strengths, manage their weaknesses, and cultivate emotional balance. Through these supportive interventions, students can enhance their self-awareness, motivation, and interpersonal skills, which are essential for both academic success and personal growth.

4. Dare to Speak Your Mind

Students who have good ability to articulate their thoughts, with a percentage rate of 83.24%. These findings show that students have the courage to express their thoughts with confidence. Students who can communicate their thoughts are more likely to join conversations, learn more, and contribute more effectively in a variety of academic and social settings. It also fosters an environment for a productive exchange of ideas and thoughts. This implies that, while most students do, there is still potential for improvement, especially in encouraging students who may lack confidence in expressing their thoughts. This shows that most students can confidently voice their thoughts.

Students show good ability in daring to express their opinions with self-confidence. The results show that most students are active in discussions, participating in learning, and contributing to academics and social. This ability is a key component of effective *Public Speaking* skills. Students who dare to express their opinions with confidence tend to be active in learning, class discussions, and group projects. This is in accordance with the opinion of Amri (2018) that students with high confidence will be able to get along with others, say what they think without holding back, respect the opinions of others, and make good decisions. On the other hand, students with low self-confidence will find it difficult to talk to others, argue, and feel like they can't compete with other students.

Most students have demonstrated this ability, but there is room for improvement, especially for students who may feel less confident in expressing their opinions. Therefore, universities may consider integrating more *Public Speaking* training, as well as providing specific support for students who may need it so that they can become more confident and effective speakers in a variety of academic and social contexts.

Descriptive Statistical Analysis of *Public Speaking Ability Variables*

The variables studied used three indicators: ethos (character), pathos (emotion), and logos (argument). To assess the distribution of respondents' answers on each of these factors, the following analysis was performed:

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Table 2: Descriptive Analysis Per Public Speaking Ability Indicator (Y)

Indicator	N	N	Achievements (%)	Category
Ethos (character)	2287	2700	84,70	Excellent
Pathos (emotion)	2103	2700	77,88	Good
Logos (argument)	2249	2700	83,29	Good
Amount	6639	8100	81,96	Good

Source: SPSS Data Processing Results 26

Ethos (Character)

The capacity to demonstrate Ethos (character) in public speaking is an important factor in its efficacy. Ethos refers to a person's credibility in what they will discuss or convey to the audience. This can be observed in the individual's abilities, personality, experience, and qualifications. Based on data analysis, it can be concluded that the capacity to carry out Ethos (character), which is an indicator of Public Speaking ability, is in the very good category among students. These findings suggest that students can exhibit beneficial characteristics in public speaking, such as discipline in expressing points of view and respect for audiences. The results of the study showed that many students excelled in carrying out Ethos in the context of Public Speaking skills. This reflects the effectiveness of the learning efforts and the development of Public Speaking skills.

Ethos is an indicator that reflects the credibility of a speaker or participant in a communication. The capacity to demonstrate Ethos (character) in public speaking is an important factor in its efficacy. Ethos refers to a person's credibility in what they will discuss or convey to the audience. The credibility of a speaker has a great influence on how his message is received by the audience. In this study, *Ethos* was measured through the character, skills, experience, and qualifications of students who spoke in public. With a strong character, the speaker becomes more trustworthy, and the message conveyed is easier to receive.

The findings indicate that students possess a strong level of credibility in public speaking. They exhibit both the character and the knowledge necessary to establish trust and convey messages that are perceived as credible by their audience. This reflects the concept of *Ethos*, which refers to the persuasive power a communicator derives from personal integrity, competence, and ethical character.

In public speaking, *Ethos* serves as a foundational element that determines how effectively a message is received. Students who demonstrate honesty, confidence, and mastery of their subject matter tend to build stronger connections with their audience. Their credibility fosters trust, allowing listeners to be more receptive to the ideas being presented. The presence of *Ethos* not only enhances the speaker's persuasiveness but also reinforces their authority, transforming their communication into an influential and reliable exchange of knowledge. Thus, these results illustrate that students have succeeded in building strong credibility in *Public Speaking* (Baccarani & Bonfanti, 2015a; Crick, 2015; Oft-Rose, 1989)

Pathos

The capacity to use Pathos (emotions) as a measure of Public Speaking ability is quite good, with a percentage level of 77.88%. These results show that students can bring emotions into their communication, as well as be able to use the right voice intonation to communicate their message more effectively. The ability to bring emotions into communication is an important aspect of *Public Speaking*. This can help the audience to feel connected to the speaker

and the message being conveyed. The ability to speak with regular voice intonation also helps the audience to better understand the message being conveyed. This shows that most students have achieved a good level of *Pathos* (emotion) in *Public Speaking* skills. This reflects that learning efforts and the development of *Public Speaking* skills have yielded good results.

The Pathos indicator represents the speaker's capacity to influence the audience's emotions and elicit empathy through their communication. In the context of public speaking, the use of Pathos—or emotional appeal—is a crucial component for delivering messages that resonate deeply with listeners. The findings of the study indicate that students in the Office Administration Education Study Program demonstrate strong emotional management skills during public speaking activities. The Pathos indicator achieved a notably high score, suggesting that students were able to connect with their audience on an emotional level.

Students who frequently engage in public speaking practice appear capable of analyzing, understanding, and regulating their emotions effectively when addressing an audience. This ability allows them to maintain composure, adapt their tone and expression, and create an engaging atmosphere that sustains the audience's attention. Emotional regulation in communication not only enhances message clarity but also strengthens the persuasive and empathetic dimensions of speech. As a result, audiences become more enthusiastic and receptive to the ideas being presented, highlighting the importance of emotional intelligence as a vital element of effective public communication.

The ability to bring emotions into communication helps make presentations more engaging and impactful, as the audience feels more emotionally engaged. They can put emphasis on their message through story intonation that spurs the audience to empathize and act. Pathos is just a psychological analysis of how people feel in relation to the meaning intended by the speech. Like ethos, pathos uses the emotional state of the listener to reflect the gravity of public discourse around a particular issue (Buckman, 2002; Petrovici & Dobrescu, 2014; Tronick, 2018).

Logos (Argument)

The ability to carry out *Logos* (argument) reached a very good percentage level, which is 83.29%. These results indicate that in *Public Speaking*, students could express their opinions using good grammar and are able to connect arguments with accurate evidence and reason. The ability to use data, facts, images, graphs, statistics, and various other forms of evidence to support an argument is a key skill in *Public Speaking*. It helps to explain and reinforce the argument in a detailed, broad, and rational way. This ability also makes presentations more convincing and easier for the audience to understand.

Logos refers to the speaker's ability to construct arguments based on logic, evidence, and sound reasoning. In this study, *Logos* was assessed through students' capacity to present arguments supported by detailed, comprehensive, and rational data, including facts, images, graphs, statistics, and explanatory narratives. The mastery of *Logos* is a vital component of effective public speaking, as it demonstrates intellectual credibility and analytical depth in communication.

The ability to employ logical reasoning and empirical evidence enables speakers to clarify and strengthen their points in a precise and persuasive manner. When students support their statements with verifiable data and coherent explanations, they enhance the audience's understanding and trust in the message being delivered. This logical foundation transforms a speech from mere opinion into a structured and evidence-based argument, reinforcing the speaker's credibility and the overall effectiveness of the communication process.

The findings revealed that students enrolled in the Office Administration Education Study Program were able to present strong arguments supported by logical and reasonable

evidence. the meaning of Logos involves strong reasoning and evidence: "Logos refers to the evidence available in words, arguments, or the logic of speech(Baccarani & Bonfanti, 2015b; Crick, 2015; Kamaruddin, 2021). They can communicate their points clearly and provide appropriate explanations to the audience. This capacity also increases the credibility and clarity of the presentation for the audience. Students with great Logos abilities can present convincing and accountable arguments

The Influence of Self-Confidence on Public Speaking Skills of Students

One way to find out if the data is spread normally is to use a normality test. Running a normality test is an important step in completing the regression analysis. In this study, the normality test was intended to check whether data on things like confidence and public speaking skills were spread normally. The Kolmogorov-Smirnov test (K-S to find regularity in this study.

Table 3: Kolmogorov-Smirnov normality test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		108
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.31840404
Most Extreme Differences	Absolute	.085
	Positive	.062
	Negative	-.085
	Test Statistic	.085
	Asymp. Sig. (2-tailed)	.055c

Source : SPSS Statistical Analysis 26

The results of the normality test on the variables of confidence and public speaking ability were distributed consistently, as seen in Table 3. The results of the Kolmogorov-Smirnov (K-S) non-parametric statistical test for normality showed that the variables of confidence and public speaking skills in this study showed a normal distribution. The significance value, denoted as a two-way significance value (Sig > 0.05), is 0.055.

A product moment correlation test is a statistical analysis test designed to measure the degree of significance between confidence factors and public speaking ability. Correlation tests are one of the prerequisites for conducting linear regression analysis. The findings of the correlation test analysis are shown in the table below:

Table 4: Product Moment Correlation Test

Correlations

		Confidence	**Public Speaking**
Confidence	Pearson Correlation	1	.681**
	Sig. (2-tailed)		.000
	N	108	108
Public Speaking	Pearson Correlation	.681**	1
	Sig. (2-tailed)	.000	
	N	108	108

**. Correlation is significant at the 0.01 level (2-tailed).

Source : SPSS Statistical Analysis 26

The product moment correlation analysis reveals the relationship between the two variables. Significance levels lower than 0.05 are indicated by a value of 0.000. The results showed a correlation between self-confidence and the capacity to speak in front of an audience. The interpretation guidelines state that there is a strong relationship between the confidence variable and public speaking skills, as shown by a high correlation coefficient of 0.681 at an interval of 0.60-0.799. To reiterate, a person's ability to speak in front of an audience directly correlates with their level of self-confidence.

Linear regression analysis is possible after instrument testing and passing normality and correlation tests. Regression analysis is an analysis that seeks to predict or forecast the future value of a dependent variable, whether the value of an independent variable increases or decreases, or to determine how much changes in independent variables may affect the dependent variable. Since there is only one dependent variable (public speaking ability) and one independent variable (confidence), basic linear regression was used in this study. The results of basic linear regression analysis can be seen in the table below:

Table 5: Simple Liner Regression Analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.176	6.110		.520	.604
	Confidence	.928	.097	.681	9.563	.000

a Dependent Variable: Public Speaking
Source : SPSS Statistical Analysis 26

With a significant level of 0.000, which is less than 0.05, the results of the SPSS T analysis show that some of it affects confidence (X) and public speaking ability (Y). According to the results of Thitung (9.563) and Ttable (1.98217), as shown in the appendix to the tabel, the Thcount is larger than the Ttable. H0 is rejected and HI is approved because Tcalculate > Ttable. The indirect findings of data management lend credence to the research hypothesis that students' self-confidence affects their ability to speak in public as they progress through the Office Administration Education Study Program in the Department of Administrative Sciences, State University of Makassar at the Faculty of Social Sciences and Law.

Table 6: Determinant Coefficients

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.681[a]	.463	.458	4.339

a Predictors: (Constant), Confidence
b Dependent Variable: Public Speaking Ability
Source : SPSS Statistical Analysis 26

The results showed that the confidence variable affected public speaking ability in OAESP students by 46.3%, with a correlation value (R) of 0.681 and an R-square value of 0.463. With a constant coefficient of 3.176 and a coefficient of a confidence variable of 0.928, as shown in table 4.6, the following equation is obtained from the calculation of the basic linear regression:

$$\hat{Y} = 3.176 + 0.928\ X$$

From the simple linear regression equation above, we can find out what the results of the study mean:

1. The constant number 3.176 means that the ability to speak in public is 3.176 if the independent variable (belief) is considered to remain the same.

2. A plus sign (+) means that the link is one-way, so if the trust variable goes up, so does the Public Speaking skill.
3. The confidence variable has a regression coefficient of 0.928. This number means that the ability to speak in public will be better by 0.928 for every 1 unit of trust raised.

Self-confidence represents a critical determinant in the development of students' public speaking competence. This construct influences not only their ability to articulate ideas effectively but also their willingness to engage in various aspects of campus life, such as classroom discussions, participation in student organizations, and peer interactions. Students who possess adequate levels of confidence are more inclined to express their opinions and contribute actively, as they are less constrained by fear of failure or social embarrassment.

In the context of public speaking, self-confidence functions as an essential foundation that enables speakers to present ideas clearly, manage anxiety, and project credibility. Effective public speakers consistently demonstrate assurance in their abilities, which reinforces both the clarity of their message and the persuasiveness of their delivery. Thus, self-confidence is not merely an individual trait but a central component of communicative competence that directly correlates with successful public speaking performance (Nadiah, 2019; Sari, 2024).

It was found that there was a strong and statistically significant relationship between how confident students were and how well they could speak in public. The results of the product moment correlation analysis support this study because it is estimated that the two factors are interrelated. A value of 0.000 means that the sum of significance is less than 0.05. The data shows a link between being confident in yourself and being able to speak in public. There is a strong relationship between trust and the ability to speak in front of a crowd, as shown in Table IV. The Pearson correlation is 0.681, which means it is very close to the midpoint between 0.60 and 0.799. This shows that student confidence has an effect of 46.3% on public speaking ability. It seems like having more confidence makes a big difference in how well you can speak in public.

But remember that this is not the only thing that can affect a person's ability to speak in public. Even though confidence plays a major role, it does not account for about 54.7% of the variance in public speaking ability. The ability to speak in front of an audience is influenced by many things, including a person's personality traits, level of training, and life experience.

CONCLUSION

The Office Administration Education Study Program for the 2020 and 2021 batches is full of confident individuals. It is shown by findings related to self-ability, independence in decision-making, positive view of oneself, and courage to voice one's opinion. Presenting yourself in front of an audience is another strength of students enrolled in the Office Administration Education Study Program. Positive indicators of character (Ethos), emotion (Pathos), and arguments (Logos) indicate this. This shows that students are able to build relationships, attract their emotions, and express themselves clearly. Having confidence in one's abilities greatly affects one's comfort level when speaking in front of an audience. Students who are more confident in themselves are better at public speaking. Confidence had a 46.3% effect on how well students can speak in public.

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