

CULTIVATING SELF-CONFIDENCE: THE RELATIONSHIP BETWEEN PUBLIC SPEAKING AND STUDENTS INTRAPERSONAL INTELLIGENCE

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Abstract

This study examines the relationship of intrapersonal intelligence on students public speaking skills. Communication is an essential aspect of life, especially in the context of education, particularly within educational settings, as it serves as a primary tool in the teaching and learning process. Public speaking, as a form of communication, plays a critical role in fostering self-confidence and enhancing social interaction among students. However, many students continue to face challenges in public speaking, often due to limited self-awareness and self-regulation, which is the most key component of intrapersonal intelligence. This study used a quantitative approach with a survey method, this study collected data through observation and the distribution of questionnaires to respondents. The results showed a positive and significant relationship between intrapersonal intelligence and students public speaking ability. This finding indicates that the higher the level of intrapersonal intelligence possessed by students tend to demonstrate greater proficiency in public speaking. Thus, the development of intrapersonal intelligence should be considered an integral part of the educational process in order to enhance students communication competencies.

Keywords: Communication, Public Speaking, Intrapersonal Intelligence, Students, Learning.

INTRODUCTION

Communication is the most important aspect of staying connected for every living being in the world. Everyone uses unique ways to communicate in their daily lives. Communication is the behavior of actions or activities of conveying or conveying symbols that contain meaning or meaning (Ubaidillah, 2016). Communication is used in many aspects of life, such as education and student learning. In the learning process, communication between teachers and students is very important. In learning, teachers use communication to deliver learning materials and materials to students. On the other hand, students use communication to convey their opinions and ideas about the material taught by the teacher. In an active learning atmosphere, communication can help the growth of interaction and disclosure of learning concepts. Learning nowadays pays much attention to the aspect of communication. This is due to the fact that decisions about the communication methods to be used during the learning process are

crucial to achieving the goals of learning activities effectively and efficiently (Masdul, 2018). The success rate of learning correlates with the quality of communication. One of the problems in communicating during learning is that students struggle to express their opinions and ideas. Poor public speaking skills directly correlate with student level of ability and proficiency.

The ability to speak in public or often we call it public speaking, is very important to be mastered by students during learning to communicate with friends or teachers in discussions. It is expected that students can communicate well and maintain their speech during learning. Due to the demands of the times and technology today that requires people to compete in improving the quality of public speaking skills that are very important in today's global era. The ability to speak in public or often known as public speaking is oral communication in the form of speeches, lectures, presentations, and other types of public speaking (Zainal, 2022). It is very important for everyone to learn and apply a good and correct speaking style. One of the virtues to be practiced in daily life is to speak correctly, along with correct actions and thoughts. According to Buddha, instead of uttering hundreds of meaningless words, one should speak one word that brings peace to others who hear it (Buddharakkhita, 2005, p. 69).

The intelligence that distinguishes the abilities of each person from others. A person's ability to act and think purposefully depends on their intelligence. The actions a person takes in doing something depend on the abilities they are born with and the factors that influence them. There is an assumption that high intellectual intelligence (IQ) is necessary to succeed in studies because intellectual intelligence (IQ) is associated with being clever and successful in school (Nurdiansyah, 2016). The intelligences that humans can possess include kinesthetic intelligence, mathematical intelligence, spatial intelligence, naturalist intelligence, musical intelligence, intrapersonal intelligence, and interpersonal intelligence. This study will discuss intrapersonal intelligence. Intrapersonal intelligence is essential for learning mathematics (Zefanya, 2018). The process of learning math includes more than just calculating formulas or the use of logic. To understand the meaning of a formula, it is necessary to study it in depth. In addition, one must have consistent motivation to learn math.

Intrapersonal intelligence deals with self-knowledge and the ability to take adaptive actions based on this self-knowledge (Rochmahwati & Afifah, 2018). Intrapersonal intelligence is one's ability to distinguish feelings such as sadness, pleasure, happiness, disappointment, and so on, as well as knowledge about oneself and the ability to control and appreciate oneself. High intrapersonal intelligence can be defined as a person's ability to control circumstances and situations so that they can improve their abilities and minimize their weaknesses. On the other hand, someone who lacks intrapersonal intelligence will always make mistakes, which prevents them from learning how to solve problems or avoid problems.

According to Chatib & Said (2012), the characteristics of children with intrapersonal intelligence can be described as follows:

- 1) Awareness of emotional areas and ability to differentiate emotions;
- 2) Understanding one's own feelings, including knowledge of one's strengths and weaknesses;
- 3) Finding ways and solutions to convey his/her feelings and thoughts;
- 4) Developing an accurate self-model;
- 5) Be motivated to find and strive for his/her goals;
- 6) Build and live by an ethical (religious) value system;
- 7) Work independently;
- 8) Curious about the "big questions" about the meaning of life and the purpose of life;
- 9) Seeks and understands his/her own inner experience, intuitive ability, value sensitivity;
- 10) Gaining an understanding of the complexity of the self and existence as a human being;
- 11) Seeking self-actualization; and
- 12) Empowering others in an effort to have humanitarian responsibility.

A pre-research study involving interviews at Bodhisattva High School in Bandar Lampung showed that students still have difficulty understanding lessons. Content delivery is sometimes interrupted due to unstable internet network connectivity. Classes become vacuum and non-interactive as students lack interaction with the teacher and other students. Student lack of confidence is another problem faced. This can be seen during learning, when students conduct discussions and presentations, but prefer to be moderators rather than explain the material. In addition, due to lack of courage and language mastery, students face difficulties in conveying their opinions and ideas in sentences that are easily understood by others who listen to them. Based on what is mentioned above, the researcher wants to find out whether intrapersonal intelligence affects student public speaking ability and how much that influence is.

RESEARCH METHOD

This research used a quantitative approach using a survey method to collect data. Samples were taken from one population and used as a data collection tool was a questionnaire. Intrapersonal intelligence is the independent variable (X) while public speaking is the dependent variable (Y). The research design used is simple linear regression with the following research design:

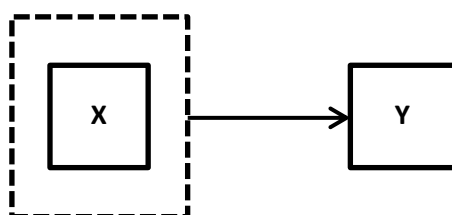


Figure 1. Research design

The study was conducted at Bodhisattva Bandar Lampung High School located at Jl. DR. Setia Budi No.7/8, Kuripan, Sub-district Teluk Betung Barat, Bandar Lampung City, Lampung - 35223. This study involved all students in grades X and XI in 2021, a total of 41 students, and the research sample was 26 students. The data of the research results were analyzed by descriptive analysis. Furthermore, the prerequisite test of analysis was carried out, starting with testing normality, homogeneity, simple linear regression analysis, and hypothesis.

RESULT AND DISCUSSION

The data analysis technique used for the results of students public speaking skills is descriptive statistical analysis to describe the data that has been obtained, normality test to determine whether each variable is normally distributed or not, homogeneity test to determine whether the group under study is homogeneous or not, independent sample t-test to determine significant differences between the experimental group and the control group, and hypothesis testing to ensure the truth of the previously formulated hypothesis.

Normality Test

Table 1. Normality Test Results

		x	y
N		26	26
Normal Parameters ^{a,b}	Mean	103.85	131.42
	Std. Deviation	13.065	17.065
Most Extreme Differences	Absolute	.133	.109
	Positive	.133	.109
	Negative	-.086	-.085
Kolmogorov-Smirnov Z		.679	.557
Asymp. Sig. (2-tailed)		.746	.915

a. Test distribution is Normal.

b. Calculated from data.

Source: Researcher data analyzed with SPSS 20

The criteria for data determination are said to be normal, namely with a significance level of 0.05 or 5%. Based on the results of the normality test obtained from 26 respondents which include data on intrapersonal intelligence variables (X) and public

speaking ability variables (Y), it is known that the significance value (2- tailed) of the intrapersonal intelligence variable is 0.746 which means $0.746 > 0.05$ so the data is normally distributed. While the significance value (2-tailed) of the public speaking ability variable (Y) is 0.915 which means $0.915 > 0.05$ so the data is normally distributed. The results of the normality test calculation are presented in the table above.

Homogeneity Test

Table 2. Results of homogeneity test

Levene Statistic	df1	df2	Sig.
1.917	1	50	.172

Source: Researcher data analyzed with SPSS 20

The criteria for testing homogeneity if the significance value is more than 5% or 0.05, it can be said that the variants of the two data groups are the same. Based on the homogeneity test results from the test of homogeneity of variance output, it is known that the significance value of the intrapersonal intelligence variable and public speaking ability is 0.172 which means $0.172 > 0.05$ so it can be concluded that the two data are homogeneous. The results of the homogeneity test calculation are presented in the table above.

Hypothesis Test and Simple Linear Regression Analysis

Table 3. Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	13.504	13.786		.980	.337
Intrapersonal Intelligence	1.136	.132	.869	8.618	.000

a. Dependent Variable: *Public speaking*

Data analysis techniques are used to answer research problems that have been described through a hypothesis. Hypothesis testing as a temporary answer to the problem “is there an effect of intrapersonal intelligence on student public speaking skills?”. Hypothesis testing in this study uses a simple regression formula using SPSS 20.

Based on the output results in the table above, a constant value of 13.504 and a regression coefficient of 1.136 are obtained, so that a regression equation is obtained between the intrapersonal intelligence variable (X) and the public speaking variable (Y), namely $Y = 13.504 + 1.136 X$.

The statistical hypotheses in this study are:

H_a: There is an Effect of Intrapersonal Intelligence on Students Public Speaking.

H_o: There is no effect of intrapersonal intelligence on Students public speaking.

**Table 4. R Square coefficient of determination output
(Model Summary) Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.869a	.756	.746	8.607

a. Predictors: (Constant), Intrapersonal Intelligence

The hypothesis testing criteria is to reject H_0 if $t_{count} > 0.05$. Based on data analysis obtained t value = 8.618 with a significant value of $0.000 < 0.05$. So it is concluded that there is an effect of intrapersonal intelligence on student public speaking skills. Based on the results of the coefficient of determination output above is R Square which has a value of 0.756 thus meaning 75.6% intrapersonal intelligence has an influence on variable Y public speaking ability while 24.4% of student public speaking ability is influenced by other factors outside of the intrapersonal intelligence variable.

The research test results show that student intrapersonal intelligence is related to their public speaking. This is proven by collecting the research questionnaire and analyzing each variable to get testable and accountable results. After that, decisions and conclusions can be made with student intrapersonal intelligence and their public speaking are the variables of this study. Intrapersonal intelligence is a person's knowledge and ability to understand themselves, understand their moods, and understand their strengths and weaknesses. This is in accordance with Armstrong (2013) explanation which states that intrapersonal intelligence is intelligence that includes a person's ability and capability to behave flexibly based on the knowledge they have.

According to Gardner (2003), everyone has different abilities from others or also known as multiple intelligences. According to him, intelligence has more different manifestations in culture. In Gardner's work there are many descriptions of people who are highly skilled in one area but less skilled in other areas. Teachers' professional and pedagogical competencies are very important to improve the quality of teachers, but personality and social competencies are often forgotten (Oviyanti, 2017). Whereas these two competencies are very important in the education process, and teachers need both for their duties as educators who will shape the character and character of their students. The following are multiple intelligences according to Gardner (2003).

Table 5. Types of Multiple Intelligences

Types of Intelligence	Examples of Relevant Behavior
Language Intelligence: Ability to speak effectively	a. Arguing persuasively b. Writing poetry c. Pay attention to subtle nuances in word meaning
Logical-Mathematical Intelligence:	a. Solve math problems quickly

The ability to reason logically, especially in mathematics and science	<ul style="list-style-type: none"> b. Generate mathematical proofs c. Formulate and test hypotheses about observed phenomena
Spatial Intelligence: The ability to notice details in what one sees, to imagine and manipulate visual objects in one's mind	<ul style="list-style-type: none"> a. Merging mental images b. Drawing an object similarly c. Making subtle distinctions between visually similar objects
Musical Intelligence: The ability to create, understand, and appreciate music	<ul style="list-style-type: none"> a. Playing a musical instrument b. Compose musical works c. Have a keen awareness of the underlying structure of music
Kinesthetic-Body Intelligence: The ability to use the body skillfully	<ul style="list-style-type: none"> a. Dance b. Playing basketball c. Pantomime
Interpersonal Intelligence: The ability to notice subtle aspects of other people's behavior	<ul style="list-style-type: none"> a. Reading the moods of others b. Detecting the intentions and desires of others c. Use knowledge about others to influence their thoughts and behavior
Intrapersonal Intelligence: Awareness of one's own feelings, motives and desires	<ul style="list-style-type: none"> a. Distinguish similar emotions, such as sadness and regret b. Identify the motives that direct his/her own behavior c. Use knowledge of self to relate effectively with others
Naturalist Intelligence: The ability to recognize patterns in nature and differences between different life forms and natural objects	<ul style="list-style-type: none"> a. Identify members of a particular plant or animal species b. Classify natural forms (such as rocks, types of mountains) c. Apply their knowledge of nature to activities such as farming, gardening, or animal training.

Thus, intrapersonal intelligence can be defined as the ability to understand oneself and act in accordance with this understanding. Accurate self-understanding is an important part of intrapersonal intelligence, which includes the ability to self-discipline, understand and respect oneself, as well as intelligence about moods, intentions, motivations, temperament and desires (Maitrianti, 2021). The ability to

appreciate oneself also means knowing who one is, what one can and wants to do, and how to react and respond to certain situations.

CONCLUSION

Based on the results of research and discussion, it can be concluded that intrapersonal intelligence has a positive influence on students public speaking skills, with a large influence of 75.6 and the remaining 24.4% is influenced by other factors outside this study. These findings underscore the importance of fostering intrapersonal intelligence as a means to enhance students public speaking abilities. This can be explained as follows:

1. Student knowledge, related to student knowledge of inner intelligence, needs to be improved as well as student public speaking ability, especially in communicating in class and in the environment of student daily activities.
2. Student self-confidence, related to the self-confidence that exists in students to be able to develop their abilities, especially in terms of speaking.
3. Speaker activity, which involves how the speaker inspires students with intrapersonal intelligence to be more confident and courageous when speaking inside and outside the classroom.

The results of this study indicate the influence of intrapersonal intelligence on public speaking skills. The author realizes that this research still has gaps, so it provides the following suggestions:

1. Students further improve intrapersonal intelligence and communication skills, especially public speaking skills.
2. Students need to increase self-confidence in public speaking.
3. Teachers demand reasonable students to dare to perform in public.
4. It is hoped that future researchers can improve and perfect existing research supported by the latest information so that it can provide direct benefits for researchers, students and society in general.

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