



THE INFLUENCE OF SELF-CONFIDENCE AND ACTIVENESS IN STUDENT ORGANIZATIONS ON PUBLIC SPEAKING SKILLS

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Abstrak

This type of research is quantitative. The data collection technique in this study is multiple regression analysis. By using data collection techniques by means of questionnaires and documentation, before the questionnaire research was carried out, the validity and reliability tests were carried out using the help of the SPSS application. And with a research population of 41 students. After collecting the data, the classical assumption test was carried out. From the results of data analysis, it can be known that the coefficient of determination (R²) is 0.901 or 90.1%, meaning that this value is able to explain that the organizational culture and organizational climate variables contribute to the time discipline variable by 90.1% for the remaining 9.9% influenced by other variables outside the variables used in the study. From the results of the research that has been done, it shows that there is an influence of organizational activeness and student achievement on student work readiness, therefore it can be concluded that the more active students participate in organizations and are supported by high learning achievements, the better their work readiness will be in the world of work.

Keywords: *Organizational Culture, Organizational Climate, Discipline*

A. INTRODUCTION

Every organization must have human resources. It must be recognized that an organization is essentially a group of people working together to achieve a goal. Therefore, it is no exaggeration to say that resources in the form of students are an important competitive advantage for organizations today. Along with the rapid development of technology, the rapid development and various other resources are developing and attracting widespread attention due to the following factors. Another important factor that is often overlooked in organizations is the people in the organization. Although students decide how the organization works. To increase the portion of students in an organization or company, the organization must make various efforts to improve performance or achievement. Various management literature shows the importance of discussing organizational effectiveness. Organizations are concerned with the issue of student time discipline. Panjaitan (2017) argues that the purpose of developing the state apparatus is to improve the quality of the apparatus that has attitudes and behaviors, eg. commitment, honesty, responsibility, discipline, justice and authority, serving and protecting the community. Therefore, every learner must strive for acceptable and binding rules. (Arifin, 2020).

According to its general purpose, the organization works as a system, and human activities work together, so it can be said that the organization is a means of activities carried out by many people to achieve certain goals through the division of labor, responsibilities and duties. Through a hierarchy of power (Widawati & Arifin, 2021). Organizational goals

are structural, interconnected and depend on the role of the human factor in coordinating activities in the organization. It can be said that organizations have one goal to satisfy needs, ie. to survive The organization needs excellent students and can create favorable conditions for students. Student performance is the actual behavior and learning of each student as a result of his role in the organization. Discipline is obedience to established rules, both written and unwritten. Basically, time discipline is assumed to always be a characteristic of every human resource in the organization, because by following discipline, the organization can function properly and achieve its goals properly. (Arifin et al., 2020)

The phenomenon of punctuality described on the STIE YAPAN SURABAYA campus is the attendance of students who have not yet reached optimal conditions, besides that there are still many students who are late, indicating that the punctuality of students is still low. The level of student discipline is also evident in the high level of student absenteeism which can result in wasted learning time. According to Hasibuan and Black (Amriany and Atmadji, 2014), time discipline includes:

1. attendance of students scheduled to study,
2. study time,
3. compliance with orders,
4. study productivity,
5. compliance with regulations,
6. wearing uniform or alma mater suit.

Organizational ethos is abstract, but it can be felt by everyone in the organization and also felt by people outside the organization. Schneider and Barbera (2014) define climate as "... the set and pattern of environmental factors that give rise to motivation", meaning that organizational climate is the set and pattern of environments that determine motivation. In this study, organizational climate refers to the organizational climate related to student time discipline (Ainissyifa and Kodir, 2015). Values or norms as elements of human culture live and develop dynamically in accordance with organizational conditions on the STIE YAPAN SURABAYA campus and guide thinking, behavior and behavior together in an organization. These values or standards then become the organizational culture of the STIE YAPAN SURABAYA campus. However, the values of the STIE YAPAN SURABAYA campus organizational culture have not been fully realized by students. This can be seen from the lack of student discipline in studying, so that a strong organizational culture cannot be shown, especially on the STIE YAPAN SURABAYA campus.

Based on the background of the above problems, the authors raise it in a thesis entitled: Analysis of the Effect of Organizational Culture and Organizational Climate on Time Discipline of Management Students Class of 2022 at Stie Yapan Surabaya.

B. RESEARCH METHOD

This research is quantitative descriptive research. The research was conducted at STIE YAPAN Surabaya. The population in this study were 41 students of the 2022 management study program. The sampling technique used was non-proportional sampling technique. While the data collection instruments in this study used the documentation method and a questionnaire (questionnaire). In this study, the data analysis used was multiple linear regression analysis.

C. RESEARCH RESULTS AND DISCUSSION

a. Result

1) Validity Test

Table 1. Validity Test Results

Variabel	Indikator	Pearson Correlation	Sig.	Keterangan
Organizational culture (BO)	BO1	0,861	0,000	Valid
	BO2	0,841	0,000	Valid
	BO3	0,869	0,000	Valid
	BO4	0,875	0,000	Valid
	BO5	0,789	0,000	Valid
	BO6	0,847	0,000	Valid
	BO7	0,828	0,000	Valid
	BO8	0,787	0,000	Valid
	BO9	0,836	0,000	Valid
Organizational Climate (IO)	IO1	0,786	0,000	Valid
	IO2	0,811	0,000	Valid
	IO3	0,868	0,000	Valid
	IO4	0,872	0,000	Valid
	IO5	0,903	0,000	Valid
	IO6	0,882	0,000	Valid
	IO7	0,871	0,000	Valid
	IO8	0,840	0,000	Valid
Time Discipline (KW)	KW1	0,635	0,000	Valid
	KW2	0,862	0,000	Valid
	KW3	0,903	0,000	Valid
	KW4	0,892	0,000	Valid
	KW5	0,844	0,000	Valid
	KW6	0,891	0,000	Valid
	KW7	0,947	0,000	Valid
	KW8	0,904	0,000	Valid

The validity test is a statistical process used to determine whether a measuring instrument (such as a questionnaire or test) measures what it is supposed to measure. In this context, the validity test is used to evaluate whether the indicator variables (such as Organizational Culture, Organizational Climate, and Time Discipline) are valid or not. A low significance (Sig) value (usually below 0.05) indicates that the variable is valid. In this

case, all indicator variables have a very low significance value (0.000), which means they are all valid. This means that the variables measure what they are supposed to measure, and they can be relied upon to measure the concepts they are intended to measure.

In the table above, all statement items in each variable, namely organizational culture (BO), organizational climate (IO), time discipline (KW), can be seen that all statement items have a significance value smaller than 0.05 so that the validity test results state that they are valid and can be used in this study.

2) Reliability Test

Reliability is a measure of the consistency of a measurement instrument. In this context, reliability uses the Cronbach's Alpha method. This method calculates the consistency between items in a measurement instrument. A high Cronbach's Alpha value indicates that the measurement instrument is very consistent and reliable. A lower Cronbach's Alpha value indicates that the measurement instrument is less consistent and may require revision or improvement. In this case, all three variables (Organizational Culture, Organizational Climate, and Time Discipline) have very high Cronbach's Alpha values, indicating that the measurement instruments for each of these variables are highly consistent and reliable. High Cronbach's Alpha values indicate that the measurement instruments are valid and reliable for measuring the concepts they are intended to measure.

Table 2. Reliability Test Result

Variabe	Cronbach`s Alpha	Keterangan
Organizational culture (BO)	0,946	Reliabel
Organizational Climate (IO)	0,947	Reliabel
Time Discipline (KW)	0,945	Reliabel

Based on the data in the table above, it explains that the Cronbach alpha value has a value greater than 0.60. This shows that each variable of organizational culture (BO), organizational climate (IO), time discipline (KW) can be said to be reliable. This question relates to the reliability test results of three different variables: Organizational Culture (BO), Organizational Climate (IO), and Time Discipline (KW). Reliability is a measure of the consistency of a measurement instrument. In this context, reliability is measured using the Cronbach's Alpha method.

1. Organizational Culture (BO): The Cronbach's Alpha value for BO is 0.946. This value indicates that the measurement instrument for BO is highly reliable. This value is also close to 1, which is the upper limit for very high reliability.
2. Organizational Climate (IO): The Cronbach's Alpha value for IO is 0.947. Just like BO, this value is also very high and close to 1, indicating very high reliability.
3. Time Discipline (KW): The Cronbach's Alpha value for KW is 0.945. Although slightly lower than BO and IO, this value still indicates very high reliability.

Overall, all three variables have very high reliability, indicating that the measurement instruments for each variable are valid and reliable

3) Normality Test

Table 3. Normality Test Result

One-Sample Kolmogorov-Smirnov Test

		<i>Unstandardized Residual</i>
<i>N</i>		41
<i>Normal Parameters^{a,b}</i>	<i>Mean</i>	.0000000
	<i>Std. Deviation</i>	.13357410
<i>Most Extreme Differences</i>	<i>Absolute</i>	.090
	<i>Positive</i>	.082
	<i>Negative</i>	-.090
<i>Test Statistic</i>		.090
<i>Asymp. Sig. (2-tailed)</i>		.200 ^{c,d}

The One-Sample Kolmogorov-Smirnov Test is a statistical method used to determine whether sample data comes from a normal distribution or not. This method compares the cumulative distribution of the sample data with the cumulative distribution of a hypothetical normal distribution. If the sample data comes from a normal distribution, then the cumulative distribution of the sample data will be very similar to the cumulative distribution of the hypothetical normal distribution. Conversely, if the sample data does not come from a normal distribution, then the cumulative distribution of the sample data will be very different from the cumulative distribution of the hypothetical normal distribution. In this case, the value of the test statistic is 0.90, which is quite close to 0. This value indicates that the sample data tends to come from a normal distribution. A test statistic value smaller than 0.05 indicates that the sample data does not come from a normal distribution. Therefore, a test statistic value of 0.90 indicates that the sample data tends to come from a normal distribution.

In Table 3, the Kolmogorov-Smirnov test shows that the Asymp significance has a value greater than 0.05, which is 0.200, so from the table it can be concluded that the data is normally distributed and is considered feasible and can be used in this study.

4) Multicollinearity Test

Table 4. Multicollinearity Test Result

Model	<i>Collinearity statistic</i>		keterangan
	Tolerance	vif	
Organizational culture	0,156	6,401	Not multicollinearity
Organizational Climate	0,156	6,401	Not multicollinearity

Multicollinearity test is a statistical method used to identify whether any of the independent variables in a regression model are correlated with each other. If there is multicollinearity, then some independent variables will predict each other, which can cause errors in the estimation of regression coefficients.

Based on the table above, it can be seen that the organizational culture and organizational climate variables have a tolerance > 0.10 and the VIF value on the

organizational culture and organizational climate variables is < 10 . So it can be concluded that the results of this study do not occur multicollinearity between the organizational culture and organizational climate variables in this regression model.

5) Heteroscedasticity Test

Table 5. Heteroscedasticity Test Result

Model	t	Sig.	Keterangan
(Constant)	3,127	,003	
Organizational culture	,375	,940	Not heteroscedasticity
Organizational Climate	,379	,441	Not heteroscedasticity

The (Constant) model has a t-statistic of 3.127 with a significance of 0.003. Organizational Culture has a t-statistic of 0.375 with a significance of 0.940. Organizational Climate has a t-statistic of 0.379 with a significance of 0.441.

The heteroscedasticity test is a test used to determine whether the variance of the errors (residuals) in the regression model changes throughout the model. If the error variance is not constant, then the model is called heteroscedastic. From the data provided, we can see that the t-statistics for Organizational Culture and Organizational Climate are close to 0, which indicates that the error variances for both variables are almost constant. Therefore, both variables are free from heteroscedasticity. However, for the (Constant) model, the t-statistic is 3.127, which indicates that the error variance for the model may not be constant. Based on the results of the glacier test in the table above, it can be seen that the organizational culture and organizational climate variables have a Sig value. > 0.05 , so it can be concluded that the results of this study do not occur heteroscedasticity in the regression model or can be said to be free of heteroscedasticity.

6) Autocorrelation Test

Table 6. Autocorrelation Test Result

Model	Limitation DW	free	Result	Conclusion
	MinimumLimit	Autocorrelation	Durbin-Watson	
	-2.00	Maximum Limit	1.815	Free
		+2.00		Autocorrelation

The autocorrelation test is used to test whether a regression model has autocorrelation, that is, whether the value of the dependent variable in a time period is correlated with the value of the dependent variable in the previous time period. In this case, the DW (Durbin-Watson) limit value is in a range that is considered normal (between -2 and 2), which indicates that the model is free from autocorrelation. Based on the table above, it can be seen that the autocorrelation test results show a Durbin-Watson value of 1.815. This means that the value is between -2 and 2, namely $-2 < 1.815 \leq 2$, so it can be concluded that the regression model does not occur autocorrelation cases.

7) Multiple Linear Regression Analysis

Table 7. Multiple Linear Regression Analysis Result

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. error	Beta
1	(Constant)	5.523	2.463	
	Organizational culture	.052	.157	.060
	Organizational Climate	.800	.169	.846

a. Dependent Variabel: Time Discipline

Based on the data in the table above, the multiple linear regression equation model is as

$$KW = 5,523 + 0,052 BO + 0,800 IO + e_i$$

follows:

The above equation is explained as follows:

1. Constant (a)

The constant value (a) is 5.523. The constant value means that if the organizational culture variable (BO), organizational climate (IO) is considered equal to 0, the time discipline variable (KW) is 5,523.

2. Regression Coefficient of Organizational Culture (BO)

The regression coefficient value of organizational culture (BO) is 0.052, thus proving that there is a unidirectional influence between the organizational culture variable (BO) and time discipline (KW). This states that if the organizational culture (BO) increases by 1 unit, the time discipline (KW) will increase by 0.052 units.

3. Regression Coefficient of Organizational Climate (IO)

The regression coefficient value of organizational climate (IO) is 0.800, thus proving that there is a unidirectional influence between the organizational climate variable (IO) and time discipline (KW). This states that if the organizational climate (IO) increases by 1 unit, the time discipline (KW) will increase by 0.800 units.

8) F Test

Table 8. F Test Result

Model		Sum of squares	df	Mean squares	f	Sig.
1	Regression	840.018	2	420.009	81.845	.000 ^b
	Residual	195.006	38	5.132		
	total	1035.024	40			

The data processing results in the table above show that the significance value (Sig.) of the f test is 0.000 less than 0.05. It can be concluded that the resulting regression model is feasible, meaning that organizational culture and organizational climate are able to

explain the factors that influence time discipline. then these results can be concluded that this research is feasible and can be continued for the next hypothesis test.

9) R² Test

Table 9. R² Test Result

Model Summary ^b				
Model	R	R square	Adjusted R square	Std. error of the estimate
1	0,901 ^a	0,812	0,802	2,26534

Based on the table above, that the adjusted R square value is 0.901 or 90.1%, meaning that this value is able to explain that the organizational culture and organizational climate variables contribute to the time discipline variable by 90.1% for the remaining 9.9% is influenced by other variables outside the variables used in the study.

10) T Test

Table 10, T Test Result

Model	T	Sig.	Keterangan
(Constant)	2.243	.001	
Organizational culture	2.334	.001	significant impact
Organizational Climate	4.748	.001	significant impact

- The calculation results in the table above show that the regression coefficient value obtained has a positive and insignificant value for the organizational culture variable, which is $0.001 < 0.05$, which means that the organizational culture variable has a positive and significant effect on time discipline. H1 Accepted.
- The calculation results in the table above show that the regression coefficient value obtained has a positive and significant value for the organizational climate variable, which is $0.001 < 0.05$, which means that the organizational climate variable has a positive and significant effect on time discipline. H2 is accepted.

Research Results And Discussion

Based on the research results that have been previously described, it shows that there is a positive and significant influence both partially and simultaneously on organizational culture and organizational climate on student time discipline. The explanation of the answer to the research hypothesis is as follows:

1. The influence of Organizational Culture on student time

The regression coefficient value of organizational culture (BO) is 0.052, thus proving that there is a unidirectional influence between the organizational culture variable (BO) and time discipline (KW). This states that if the organizational culture (BO) increases by 1 unit, the time discipline (KW) will increase by 0.052 units. The calculation results in the t test table above show that the regression coefficient value obtained has a positive and

significant value for the organizational culture variable, which is $0.001 < 0.05$, which means that the organizational culture variable has a positive and significant effect on time discipline. H1 Accepted. The results of this study indicate that Organizational Culture has a positive and significant effect on student discipline. (Fristya et al., 2024)

2. The Effect of Organizational Climate on Student Discipline

The regression coefficient value of organizational climate (IO) is 0.800, thus proving that there is a unidirectional influence between the organizational climate variable (IO) and time discipline (KW). This states that if the organizational climate (IO) increases by 1 unit, the time discipline (KW) will increase by 0.800 units. The calculation results in the t test table show that the regression coefficient value obtained has a positive and significant value for the organizational climate variable, which is $0.001 < 0.05$, which means that the organizational climate variable has a positive and significant effect on time discipline. H2 accepted. The results of this study indicate that organizational climate has a positive and significant effect on student time discipline. Syaipul Segala (2008) argues that a series of properties of the work environment that are directly or indirectly assessed by students are considered to be the main force in influencing student behavior so that the organizational climate has a positive and significant effect on student time discipline. Meanwhile, according to Made Pidarta (2004) says that certain organizational characteristics that distinguish it from other organizations can affect the behavior of its members. Organizational climate has a positive and significant effect on student time discipline. This shows the realization of an optimal sense of responsibility so as to increase student discipline. (Pratama & Arifin, 2024)

3. The Effect of Organizational Culture and Organizational Climate on Student Discipline

The calculation results in the table above show that the regression coefficient value obtained has a positive and significant value for the organizational culture variable, which is $0.001 < 0.05$, which means that the organizational culture variable has a positive and significant effect on time discipline. H1 is accepted. Meanwhile, Organizational Climate shows that the regression coefficient value obtained has a positive and significant value for the organizational climate variable, which is $0.001 < 0.05$, which means that the organizational climate variable has a positive and significant effect on time discipline. H2 is accepted. The results of this study are reinforced by A. Dale Timpel (Anwar Prabu Mangkunegara 2015) saying that time discipline consists of internal factors and external factors. Internal factors related to a person's condition, for example, are responsible for a student to carry out high time discipline. External factors, namely factors that affect a person's discipline, come from the environment such as the work environment. Discipline is determined by the goals to be achieved through organizational climate activities such as being responsible as a determinant of direction to achieve a goal. The theory of these experts reinforces the results of the study, namely that there is a positive and significant relationship between organizational climate and discipline together. (Arifin et al., 2023)

D. CONCLUSION

This study examines the analysis of organizational culture and organizational climate on student time discipline at STIE YAPAN SURABAYA. Where discipline is the dependent variable while there are two independent variables, namely organizational culture and

organizational climate. Based on the results of research and discussion, it can be concluded as follows:

1. Organizational culture has a positive and significant effect on student time discipline. It can be concluded that this first hypothesis is proven based on the results of the analysis obtained so, with the responsibility of a leader to influence the behavior patterns and perspectives of members or students. This can increase the student group to a higher level.
2. Organizational climate has a positive and significant effect on student time discipline. It can be concluded that this first hypothesis is proven based on the results of the analysis obtained so, with the responsibility of a leader influencing the behavior patterns and perspectives of members or students. This can increase the student group to a higher level.
3. Analysis of the mainstreaming of organizational culture and organizational climate on student time discipline.

It can be concluded that this third hypothesis is proven based on the results of the regression analysis obtained. In terms of organizational climate, leaders who have responsibility influence the behavior patterns and perspectives of members or students. This can increase student group spirit to a higher level. And with high discipline, starting with the awareness and ability of students to obey all the rules that apply in the organization or campus. Then with the same perspective between leaders and student members, leaders can control and direct their members to improve their discipline.

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