The Effect Of Extra And Intra-Campus Organizational Communications On Public Speaking Ability Among Students Of The Faculty Of Social Sciences UINSU

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Article Info

ABSTRACT

This study aims to determine how the influence of organizational communication in extra and intra-campus on students' public speaking skills . The research was conducted using quantitative research methods . The population used were students of the 2018 Stambuk Communication Science Department as many as 361 people at the State Islamic University of North Sumatra (UINSU) Medan , and using a purposive sampling technique , with the slovin formula with an error rate of 10% and the sample being studied was 79 respondents. through the distribution of questionnaires. The results of this study on the t test stated that organizational communication has a t count> T table (97.34 > 1.99125) with a significance level (0.05), then H0 is Rejected and Ha Accepted, meaning that communication extra and intra-campus organization affect the ability of public speaking students.
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1. INTRODUCTION

Entering the industrial era 5.0 which is centered on artificial intelligence (artificial intelligence) where technology is developing very rapidly and is considered to be able to replace the role of humans, making the graduation criteria of every educational institution must improve the quality of its graduates. Currently, it takes a generation that has special skills, easy to build relationships, and has new ideas to meet high standards of work. Each individual is required not only to receive information, but also to manage it so that they can solve increasingly complex problems. Answering the challenges above, education is one of the tools to deal with them. It is hoped that through education, it can produce a generation that is able to think creatively, flexible, logically, able to collaborate, and be innovative.

Besides communication has a role in building organizational climate, it also has an impact on building organizational culture, namely values and beliefs that are the center point of the organization. The purpose of communication in organizational processes is none other than in order to establish mutual understanding. For organizations that realize that communication is an integral part, for planning, researching, implementing, and evaluating communication activities.

With communication within the organization, members in the organization will be able to understand each other, exchange ideas, and also work together to achieve organizational goals. However, if the organization's members are disturbed, one of which can be caused by the ineffectiveness of the organization's communication system such as the lack of media used to be able to access the information needed. This will have fatal consequences, such as will have an impact on organizational performance and result in great losses for the organization.

Communication that occurs within the organization is called organizational communication. Price (1997) defines organizational communication as the degree or level of information about activities that the organization sends to members and among members of the organization. The purpose of communication within the organization is to establish mutual understanding so that there is an equality of frames of reference and field of experience among members of the organization. Organizational communication must be seen from various sides, namely, first, communication between superiors and subordinates, second between members of one member and another, and third, between members and superiors.

Humans live side by side with other humans so that in their social life they need to interact with other humans. In the context of communication, it is called interpersonal communication, namely communication that takes place between two or more people face to face. In Islamic communication there are 6 principles of communication, namely: 1). Qaulan Sadida (2 ,قَوْلًا ا). Qaulan Baligha (3 ,قَوْلًا لِيغًا). Qaulan Ma'rufa (4 ,قَوْلًا ا). Qaulan Karima (5 ,قَوْلًا ا). Qaulan Layina (6 ,قَوْلًا لَيِّنًا). Qaulan Maysura (قَوْلًا ا).

S-O-R Theory

In this study the theoretical model used is the S-O-R model, namely the SOR theory which stands for Stimulus-Organism-Response. The S-O-R theory was discovered by Carll Hofland (1953) which originally came from psychology. But in development it is also used in communication science. As the founder of this theory, Karl Hofland once said that the process of changing behavior is basically the same as the learning process. The process of behavior change describes a person's learning process, namely:

a. Stimulus received by the organism can be accepted or rejected. If the stimulus is received by the organism, it means that there is attention from the individual and the stimulus is effective, but if the stimulus is rejected, the stimulus is not effective in influencing individual attention.

b. If the stimulus has received the attention of the organism (received) then he understands that this stimulus is continued to the next process.

c. After that, the organism processes the stimulus and is willing to take action on the stimulus it receives (behavior).

d. Finally, with the support of facilities and encouragement from the environment, stimulus measures have an impact on individual behavior (behavior change). (West, 2008)

The core point of this communication model is that the information conveyed can stimulate the enthusiasm and enthusiasm of the community towards the communicator, so that the

communicator can quickly receive the information received and then change his attitude and behavior. Onong Uchjana Efendy (2003.253) explains that the S-O-R communication model contains three important elements, namely message (stimulus), communication (organization) and effect (response).

2.   RESEARCH METHODE

This study uses a quantitative approach. Researchers look for the effect of variable X on Y. The variables contained in this study consist of one independent variable and one dependent variable. The independent variable is organizational activity, while the dependent variable is public speaking.

3.   RESULT AND ANALYSIS

Analysis of the Effect of Extra and Intra-Campus Organizational Communication on Public Speaking Ability

From the results of research that have been calculated in the influence of extra and intra-campus organizations, researchers use intensity indicators, indicators contained in the intensity of the influence of extra and intra-campus organizational communications, namely based on the data obtained by the average value of representation of 84.8%. Based on the interpretation score according to Arikunto, it can be concluded that the indicators contained in extra and intra-campus organizational communication are in the very strong category. This means that extra and intra-campus organizational communication among Communication Studies students has a strong influence.

In measuring the effect of extra and intra-campus organizational communication, the researcher uses public speaking indicators. The indicators contained in the public speaking variable are nonverbal communication, assertive communication (assertive), listening skills. From the research conducted, the average percentage of the influence of organizational communication on nonverbal communication is 82.6%, the average percentage of the influence of organizational communication on assertive communication (assertive) is 64.2%, the average percentage of the influence of organizational communication on listening skills is 80.7%. With an average value between 64% - 80% based on the interpretation score according to Arikunto, it can be concluded that the indicators contained in the public speaking variable are included in the strong category. This means that organizational communication affects the communication / public speaking skills of UINSU Communication Science students.

Influence Of Extra And Intra-Campus Organizational Communication On Public Speaking Ability Among Students Of The Faculty Of Social Sciences UINSU

The data proves that extra and intra-campus organizational communication has an influence on public speaking. Respondents' responses showed that on average their public speaking was influential from every activity in the organizational environment, could be better able to manage the time between their obligations as students to study and organize, more concerned with appearance, and able to be assertive and better able to respect opponents. talk.

From the results obtained after participating in extra and intra-campus organizations. From the statement of the questionnaire defines and conveys information needs. It can be seen from the answers of respondents who conveyed their information needs, identified various types and forms of potential sources of information, and the limitations of the information needed to get more significant results between before and after joining the organization. Participating in extra

or intra-campus organizations is able to provide knowledge and insight and improve public speaking for respondents or students.

The results of the analysis of this study have shown that extra and intra-campus organizational communication significantly affects students' public speaking. After analyzing the results of this study, it was explained that organizational communication greatly affects students' public speaking. These results are in accordance with the S-O-R Theory found by Hovland (1953) explaining that there are three important elements in the S-O-R communication model, namely: Message (Stimulus, S), Communicant (Organims, O) and Effect (Response, R).

4. CONCLUSION

Based on the results of the research in the previous chapter as well as the discussion on the Effect of Extra and Intra-Campus Organizational Communication on Public Speaking Skills Among UINSU Faculty of Social Sciences Students, it can be concluded:

    a. After being tested for extra and intra-campus organizational communication, about 83.5% of students said that every time they participated in extra and intra-campus organizations they often discussed and coordinated fellow members with other members, around 57.9% of students were enthusiastic about joining the organization. extra or intra-campus, around 89.5% of students who join the organization often hold organizational activities such as conducting seminars, social services in the event of a disaster, as well as being involved in any discussion of existing issues.

    b. Based on the results of the research on the variable of students' public speaking ability after joining the organization seen from indicators on nonverbal communication as evidenced by a score of 76.3% with a percentage according to Arikunto it is strong that gestures by nodding their heads and raising their thumbs are a sign of agreement and 70.9 % of students agree that when communicating, improve body position and make eye contact with the aim of respecting the other person, from the indicator of assertive communication (assertive) as evidenced by the average score of 75.3% with a strong percentage that when students are firm when communicating it does not mean restraining freedom of the interlocutor or not to accept the opinion of the interlocutor, from the listening skill indicator it is proven to get a score of 77.5% of students who participate in the organization are able to become good listeners and are enthusiastic every time they hear ideas or ideas without tending to interrupt the other person's conversation and try master any information being discussed by the communicator.

    c. Based on the research results, the data proves that extra and intra-campus organizational communication has an effect on public speaking skills among communication science students. The average respondent's response is that extra and extra campus organizational communication has a significant influence on students' public speaking abilities.

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