# The Influence of Stress Management and Public Speaking through Academic Achivement

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**Abstract**

This study aims to analyze the influence of stress management and public speaking on the academic achievement of students. This research was conducted using a quantitative method, with a sample of 35 students with accidental sampling. Data were collected through structured questionnaires and analyzed using multiple linear regression techniques. The results of the study show that Stress Management and Public Speaking, can influence the dependent variable, namely Academic Achivement, by 42,2%, while other variables outside this study influence the remaining 57,8%. The implications of this study are the importance for students to improve their stress management and public speaking skills. This can be done by attending training or seminars, as well as by practicing stress management and public speaking techniques in daily life.

**Keyword:** Stress management, public speaking, academic achievement, student

# 1. Introduction

Academic Achivement is a measure of a student's success rate (C. N. S. Putri et al., 2022). Student is expected to be able to apply their knowledge in a proper manner, carry out tasks and assignments with efficiency, and have performance that continues throughout the learning process (Kolondam et al., 2023). In achieving high academic achievement, students are not only required to have good cognitive abilities, but also non-cognitive abilities. Numerous non-cognitive factors that theoretically and empirically contribute to learning outcomes include goal-setting, academic regulation, academic resiliensi, academic efficacy, and academic motivation and management stress (Handarini, 2019).

In addition to stress management skills, public speaking skills are also an important aspect that can affect student academic performance. Students are trained to communicate effectively in various learning activities, such as group presentations, class discussions, and seminars (Dewi & Abidin, 2021). Good public speaking skills allow students to convey their ideas in a clear and convincing manner, and to interact constructively with their teachers and classmates.(Panjaitan et al., 2024).

The study aims to analyze the impact of stress management and public speaking on student academic achievement. Given the importance of these two skills, it is hoped that the findings of this study can help students and universities improve their academic performance.

# 2. Literature Review
## 2.1 Academic Achivement

Academic achievement refers to the learning outcomes attained by students or college students, typically evaluated quantitatively as a measure of their educational progress (Rahman & Ririen, 2023). Strong performance in assignments often correlates with high academic achievement among students (Ocvitasari et al., 2020). With intellectual abilities playing a significant role in determining success (Marindra Firmansyah, 2020). With intellectual abilities playing a significant role in determining success (Lalu Masyhud, 2022). Effective time management and engagement in structured activities are crucial for students striving for academic excellence (Fauzi & Pahlevi, 2020). In the course of education, students need to be directed not only to pursue high academic achievement, but also to grow as individuals who have integrity, courage, and readiness to face global challenges (Firdaus & Jatmiko, M.Roby, 2024). While initial semester academic performance may be lower, it tends to improve over subsequent semesters. Both internal and external factors influence individual academic achievement (Sari & Sylvia, 2020). Including stress management and public speaking skills (M. S. K. Putri et al., 2020). Variables such as GPA, study time, and multitasking habits being key dimensions evaluated.
H1: Management Stress and Public Speaking have a significant effect on Academic Achivement.

## 2.2 Stress Management

Stress management is an approach to thinking and acting that has been demonstrated to help people get past difficult situations or burdens brought on by stress. Stress when handled properly and correctly according to needs, it will have a good impact on the individual. For

individuals, stress does not always have a negative impact, stress can also improve in individuals (Mirayanti & Mahardiana, 2023). It is evident that if pupils are able to effectively manage and overcome their stress, it won't turn into a burden or source of pressure (Bara, 2023). Effective stress management is essential for good academic achievement (Marlina, 2023). Students can lessen the negative effects of academic stress, such as anxiety, burnout, and lack of focus, by learning and putting into practice appropriate stress management techniques. help lessen the detrimental effects of academic strain, like weariness, anxiety, and loss of concentration (Astuti, 2022). Because not everyone has the ability to manage stress on their own, psychologists have created a method called stress management that may be taught to others (Ushuluddin & Affan, 2023). Human emotions reside in the subconscious region so it is recognized that emotional intelligence including stress management provides a deeper and fuller understanding of oneself and others (Liliani & Kornelius, 2023). Therefore, stress management assists students to realize their full academic potential in addition to helping them endure intense academic pressure (Khoirini & Mundzir, 2023). Excessive stress can threaten a person's ability to cope with the environment and will ultimately interfere with the performance of their tasks. This research use several dimension include Problem Focused Coping, Emotional Focused Coping, and Maladaptive Coping.
H2: Management Stress have a significant effect on Academic Achivement.

## 2.3 Public Speaking

No one will argue that public speaking is an art which can and should be learned. The ability to speak publicly is a necessary skill (Ivanova, 2020). Many people feel discomfort when required to speak in public (Luscombe & Prins, 2023). Public Speaking is effective enough to help overcome the problem of someone who does not have the courage to speak in public (Arini et al., 2023). Students who are able to speak confidently and effectively are often able to influence their audience in a way that strengthens their arguments and increases understanding of the material being presented (Sabrina et al., 2023). In addition, public speaking also helps students acquire valuable communication skills, which can help them in various professional fields after graduation (Nilamsari & Sitorus, 2023). Thus, the development of public speaking skills not only enhances academic success, but also equips students with essential skills for success in their future careers (Galih et al., 2024). Person's self-confidence in their ability to carry out and organize every activity that is a requirement for achieving optimal performance (Sumaila & Rossanty, 2022). Because of its dynamic nature, Public Speaking can also be interpreted as an activity that is very close to the association of the word change (Firdaus et al., 2024). This research use several dimension include Impromptu Speech, Manuscript Speech, Extemporaneous speech, and Memoriter/Memorizing.
H3: Public Speaking have a significant effect on Academic Achivement.

## 3. Material and Method

This research employed a quantitative method to investigate the factors influencing academic achievement. Data were collected through structured questionnaires, which ensured consistency and ease of analysis. Multiple linear regression techniques were then applied to identify the relationships between the collected data points and academic performance. This approach allowed for the exploration of the combined effects of multiple variables on student success. with a sample of 35 students with accidental sampling.

## 3.1 Design Study

The Influence of Stress Management and Public Speaking through Academic Achievement aims to explore the relationship between stress management and public speaking skills on students' academic achievement. The study will involve identifying stress factors that may affect academic performance, as well as the impact of public speaking skills in an academic context. The study steps will include data collection through surveys to evaluate stress levels, stress management ability, public speaking skills, and academic achievement. Data analysis will be conducted to understand the relationship between these variables and their implications on students' academic achievement. The conclusion of this study is expected to provide valuable insights into the importance of stress management and public speaking skills in improving students' academic performance.

## 3.2 Data Analysis

This research utilized a descriptive analysis approach to provide a comprehensive overview of the variables under study, including stress levels, stress management ability, public speaking skills and academic achievement. In addition, this study also applied multiple linear analysis techniques to identify more complex relationships and influences between the variables, taking into account other factors that might affect the outcomes, such as Internal and External. The combination of these two methods of analysis is expected to provide a more in-depth understanding of the interaction between stress management, public speaking skills thourgh academic achievement in individuals.

**Figure 1.** Research Model
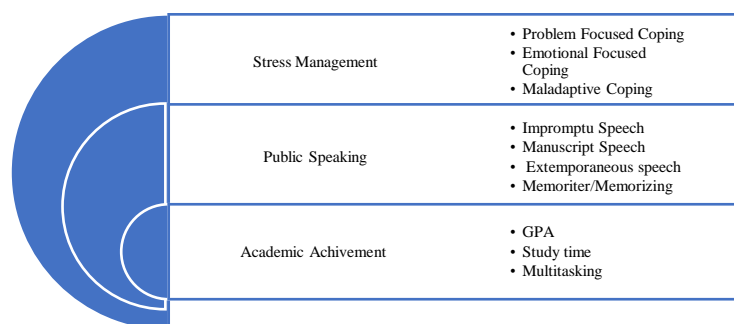


## 4. Result

**Table 1.** Desriptive Statistics

| Indicator | N | Mean | Std.Deviation | Interpetasi |
|---|---|---|---|---|
| Restraint Coping **(X1.4)** | 35 | 4.7429 | .50543 | Higest |
| Substance Abuse **(X1.13)** | 35 | 2.1714 | 1.44478 | Lowest |
| Prepare Materials Before Performing **(X2.4)** | 35 | 4.2571 | .74134 | Higest |
| Able to Recall Text Well **(X2.7)** | 35 | 2.1714 | 1.44478 | Lowest |
| Course Grade **(Y.1)** | 35 | 4.2857 | .62174 | Higest |
| Efisiensi **(Y.11)** | 35 | 3.4571 | .95001 | Lowest |
| **Valid N (listwise)** | 35 | | | |

**Table 2.** R Square

| Model Summary | | | | |
| --- | --- | --- | --- | --- |
| **Model** | **R** | **R Square** | **Adjust R Square** | **Std. Error of the Estimasi** |
| 1 | .651[a] | .424 | .388 | 5.22574 |

## 5. Discussion

According to the findings presented in Table 1, it is evident that among the indicators under variable X1, the highest score is attributed to restraint coping, with a mean value of 4.7429. This suggests a prevalent tendency among students to prioritize taking time for rest and recuperation when faced with stressors. In contrast, the indicator for substance abuse yielded the lowest score, indicating a comparatively minimal inclination among students towards resorting to the consumption of illicit substances as a coping mechanism during stressful situations. Supported by research conducted by assignments (Djoar & Anggarani, 2024). Stress that is too much for a student can have a negative impact on their motivation to learn, concentration levels, and their ability to complete tasks and work.

Similarly, for variable X2, the highest indicator with a mean value of 4.2571 implies that by preparing the material before speaking in public, one can enhance or refine their public speaking skills. Conversely, the indicator with the lowest mean value suggests that not everyone is capable of memorizing the text well when preparing for public speaking. Moreover, these findings underscore the significance of adequate preparation in bolstering confidence and coherence during public presentations. Supported by research conducted by (Elin Maulida Rahmawati et al., 2023) which states that public speaking skills have a significant impact on academic performance.

Furthermore, on variable Y, the highest indicator is GPA with a mean value of 4.2857, indicating that students' academic achievement is measured by their cumulative grade point average. Conversely, the lowest indicator is efficiency, which suggests that not all students are capable of multitasking to optimize efficiency. This limitation may provide further insight into the challenges faced by students in achieving optimal academic performance.

Based on the table 2, it can be seen that the Coefficient of Determination shown by the R Square value is 0. 424. This value shows that the independent variable, Stress Management and Public Speaking, can influence the dependent variable, namely Academic Achivement, by 42,2%, while other variables outside this study influence the remaining 57,8%.

Based on the results of the table, it can be seen that it answers 3 hypotheses, namely hypothesis 1, namely Stress Management and Public Speaking has has a significant effect on Academic Achivement, hypothesis 2, Stress management does not have a significant effect on academic achievement, and hypothesis 3, namely Public Speaking has a significant effect on Academic Achivement.

## 6. Conclusion, Implication, and Recommendation

The study findings indicate that stress management does not have a significant influence on academic achievement among millennial students in Indonesia While stress management is an essential aspect of overall well-being, its impact on academic performance appears to be limited within this context. However, other factors not explored in this study may play a more substantial role in determining academic success among this demographic.

The implications of this study are the importance for students to improve their stress management and public speaking skills. This can be done by attending training or seminars, as well as by practicing stress management and public speaking techniques in daily life.

Based on these findings, it is recommended that educational institutions implement comprehensive support systems that address a wide range of factors affecting student success. This could include providing resources for stress management alongside academic support services and promoting a conducive learning environment. Additionally, future research should consider examining the interaction between stress management and other factors such as study habits, motivation, and socio-economic status to gain a more comprehensive understanding of their combined influence on academic achievement among millennial students.

## 7. Acknowledge

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