

Assertive Behavior of the Batak Cultural Background

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Abstract— Assertive behavior is the ability of individuals to express everything that is felt explicitly, clearly, specifically, and does not contain multiple interpretations while maintaining and upholding the rights of others. therefore assertive behavior needs to be developed in adolescents because at this stage of development individuals are more likely and vulnerable to negative influences from their environment. One of the factors that influence assertive behavior is culture. This study aims to describe the assertive behavior of students from the Batak culture. The sample used in this study was 352 (144 men and 198 women) selected by the proportional random sampling technique. The instrument used in this study was a scale of assertive behavior totaling 34 items with a reliability level of 0.930. Data analysis using SPSS software version 20.0 with Independent Sample T-Test. The research findings show that students' assertive behavior is in the medium category. In general, there is no difference in assertive behavior between male and female students with a Batak cultural background, even though the average score of assertive behavior for men is lower than for women. Thus the Guidance for Counseling is one of the important aspects of education, it is demanded to understand the values in assertive behavior by the contents of the cultural philosophy prevailing in a society. So students can behave by the cultural values they hold.

Keywords: *assertive behavior, Batak culture*

I. INTRODUCTION

One social-emotional role in adolescent development is to develop assertive behavior [1]. Assertive behavior needs to be developed in adolescents because at this stage of development individuals are more likely and vulnerable to negative influences from the environment [2]. So that by behaving assertively will make teens remain neutral in their groups [3-4].

Most adolescents are less capable of assertive behavior [5]. So adolescents tend to show behavior that wants to win themselves, does not want to be regulated, wants to be independent, then becomes sensitive and easily offended by the words and behavior of others about themselves. Teenagers tend to be silent or rebellious if their desires or opinions are not accepted or ignored [6]. Based on [7] suggested that teenagers do not have the patience to accept any criticism and are accustomed to associating all mistakes with ignorance and ignorance of others. If it is still maintained by adolescents, then it is possible that the surrounding environment will

isolate it and will cause new problems in the development phase.

Assertive behavior is an individual behavior with a positive self-statement while respecting other individuals so that it will develop and increase satisfaction in personal life and quality in living relationships with others [8]. So by having assertive behavior will help individuals to be able to solve problems wisely so that individuals are accepted and live in peace with their environment. However, there are many negative things that they think make them private and even seem antisocial [9].

Assertive can be interpreted as interpersonal behavior in dealing with others to express their needs clearly and directly. Assertive behavior can be seen when individuals express rights, thoughts, and feelings that are not degraded, but recognize and respect the rights, thoughts, and feelings of others [10-11]. Furthermore, assertive behavior also helps individuals to improve interpersonal relationships and interactions with other individuals, to create a good adjustment to the individual [12]. Therefore it will avoid individuals behaving negatively [13].

Assertive behavior is influenced by many things, one of which is culture. Because culture indirectly influences someone in attitude and behavior [14]. The formation of assertive behavior in adolescents is inseparable from its cultural values. According to [15] explains that assertive behavior can also be different depending on the cultural context because assertive behavior requires others to respond. Therefore, culture refers to various aspects of life including the ways that apply, beliefs and attitudes, as well as the results of human activities typical for a particular society or population group.

Following research conducted by [16] revealed that culture is a difference in expressing assertive behavior. The same research was also conducted by [17] the level of assertive behavior of a person is influenced by culture. Furthermore [15] also conducted a study which revealed that in multicultural life requires socio-cultural adaptation to improve assertive behavior. The same study also conducted by [16] shows that in America black people are more assertive than white people.

Differences in each culture also affect the roles of men and women in a culture, thus differentiating the assertive behavior of men and women. By research conducted by [18] in Turkey revealed that men are more assertive than women. In contrast

to research conducted by [19] related to assertive behavior factors in terms of sex, it was found that there were no fundamental differences between assertive behavior of men and women both married and unmarried. Assertive behavior is a form of behavior. Kurt Lewin [20] explains that "B = f (P, E); that is, an individual's behavior (B) is the result of the interaction (f) between the personal (P) and the environment (E)". This means that behavior is the result of interactions between individuals and their environment. Individual or personal heredity is carried by individuals such as innate traits or characteristics possessed by someone passed on by parents through genes. The environmental factors, namely geographical, natural, and socio-cultural factors.

Some of the studies above illustrate that ethnic and cultural norms influence assertive behavior and the willingness of individuals to ask questions, raise concerns, or be assertive [21-22].

[23] suggested that culture influences the way or model of educating children. Furthermore Pedersen [24] explains that before a person is born into the world, thought patterns and ways in which a person should behave have been prepared by parents and the community around them. Differences in each culture also affect the role of men and women in a culture, so it also affects the differences in assertive behavior of men and women. Following research conducted by [18] in Turkey revealed that men are more assertive than women. In contrast to research conducted by [19] related to assertive behavior factors in terms of sex, it was found that there were no fundamental differences between assertive behavior of men and women both married and unmarried. This research will raise one of the cultures in Indonesia, namely Batak culture. Batak culture adheres to extreme patrilineal family systems [25].

The patrilineal family system adopted by the Bataks is a family system that draws the lineage of the ancestors of men [26]. One of the values and norms embraced by people with a Batak cultural background is the transition from *na tolu* is a Batak democratic system because it contains universal values, namely the value of assertiveness, respect, respect for others and others. Included in this system are also the principles of Toba Batak descent [26]. Based on [27] that the concept of gender developed by people who adhere to a patrilineal kinship system is to demand equality of activity in social and cultural constructs between men and women to achieve balance in daily activities.

II. METHODOLOGY

This research uses a quantitative approach with a comparative descriptive type. The study population was Balige 1 High School students, the sample in this study were 352 (144 men and 198 women) selected by Proportional Random Sampling. The instrument used in this research was the assertive behavior scale. The results of the assertive behavior reliability test of students amounted to 0.930. To determine the difference between the independent variable and the dependent variable analyzed using the analysis of the different test (t test). Data analysis was assisted by using the

Statistical Product and Service Solution (SPSS) program version 20.0.

III. RESULTS AND DISCUSSION

The results of testing the hypothesis of student behavior in terms of Batak cultural background through the t test can be seen in the following table:

TABLE I. DIFFERENCES IN STUDENT ASSERTIVE BEHAVIOR SCORES IN TERMS OF BATAK CULTURAL BACKGROUND

Variable	Gender	N	Mean	Standard deviation	t-test	Sig.
Assertive Behavior	Man	144	109	1,979	1,712	0,08
	Woman	198	111			

The research findings show that there are no differences in the assertive behavior of male and female students with a Batak cultural background. The average score of the assertive behavior of male students is slightly lower than the average score of the assertive behavior of female students, but both are in the moderate category. Batak is one of the cultures in Indonesia that adheres to the matrilineal kinship system. In Batak culture, men have a higher position than women [28]. Where men are the successors to their father's clan (clan), whereas women are not. This is because in the life ideals of the Batak people reach *hasangapon* (honor or glory). To achieve these ideals of life, the Batak people must have *hamoraon* (wealth) and *hagabeon* (offspring) that many, especially men who will continue his father's clan.

Besides, the Batak people have an assumption related to a family that does not have a son in their family like a rootless tree, this is because boys in the Batak culture should take care of and continue the family's survival and are accountable to their sisters [29]. Therefore, with the responsibility assumed by the Batak men, the assertive behavior of men should be higher than women. However, based on the results of the study there were no differences in the assertive behavior of male and female students with a Batak cultural background.

Based on the results of the study there is no difference in assertive behavior of male and female students with a Batak cultural background, possibly one of the influencing factors, namely the linkage, which is one way to get inheritance called *daily indahan* namely the right to control, enjoy, and own a portion of inheritance. parental inheritance as an absolute gift received from a brother or by a legitimate heir [25]. Therefore, the existence of a link that led to the emergence of a sense of inheritance in Batak women. Thus he feels not much different from his brother [30].

Based on [27] that the concept of gender developed by people who adhere to a patrilineal kinship system is to demand the similarity of activities in social and cultural constructs between men and women to achieve balance in daily activities. So that the development of the present time emancipation of women, where the position of women is equal to men in various fields. Because it makes Batak women feel

they have the same opportunities as men, including assertive behavior or related assertiveness in expressing their feelings and in defending their rights.

IV. CONCLUSIONS AND RECOMMENDATIONS

The conclusion is that there is no difference in the assertive behavior of male and female students with a Batak cultural background. But the average score of Batak female students is slightly higher compared to males. Assertive behavior that is raised by Batak people is inseparable from the philosophy of the ideals of life for the Batak people, namely *dalih na tolu*. Thus counselors or counselors at school are required to be able to understand the values of the Batak philosophy of life in assertive behavior. So that counselors or counselors at school can help students through the provision of services always linking values in assertive behavior by the philosophy of life of the Batak people.

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