

## Self-Disclosure of Students with Minangkabau and Batak Cultural Backgrounds

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### Abstract

The expression is derived from the Minangkabau and Batak Toba cultures. This study aims to describe the self-disclosure of high school students in terms of Minangkabau and Batak Toba culture. The sample used in this study were 329 high school students consisting of 165 students with a Minangkabau cultural background and 164 students with a Toba Batak culture background. This research uses Proportional Random Sampling technique. The instrument used in this study was a system Self Disclosure Skala with a reliability of 0.91029. The data analysis used in this research is ANOVA (Analysis Of Variants). there is no difference in the self-disclosure of students with Minangkabau cultural backgrounds between men and women. There is no difference in the self-disclosure of students with Batak cultural backgrounds between boys and girls. There are differences in the self-disclosure of students with Minangkabau and Batak cultural backgrounds in terms of male gender. There are differences in students' self-disclosure with Minangkabau and Batak cultural backgrounds which are reviewed based on the gender of the women.

**Keywords:** Self disclosure, Culture, Minangkabau, Batak Toba.

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## Introduction

Adolescence is in the age range 11-21 years (Monks, 2006). High school students (SMA) are teenagers. In their development as teenagers, students are in times of storm and stress (Santrock, 2007). At this time students began to face problems both from themselves and their environment which resulted in students experiencing stressful situations (stressful).

Stressful situations faced by students in everyday life, among others (Aggarwal, Prabhu, Anand, & Kotwal, 2007; Walker, 2005): decreased health of family members, many assignments at school, low grades, serious arguments with close friends, not being ready to take exams, failing exams, divorce from parents, expulsion from school, death of close friends, and death of family members. If stressful occurs continuously without a balance between mental endurance and the burden felt by students, then this will interfere with their development process as adolescents, such as experiencing depression and anxiety. (Espejo, Hammen, & Brennan, 2012; Johnson, Whisman, Corley, Hewitt, & Rhee, 2012); anger, delinquency, and substance abuse (Allwood, Baetz, DeMarco, & Bell, 2012; Ievers-Landis, Greenley, Burant, & Borawski, 2006), even at risk of suicide (Arun, Garg, & Chavan, 2017).

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Teenagers are prone to commit suicide because they experience various pressures but do not know the solution to solve them (Yuniar, 2017). Furthermore, Raviando (in Yuniar, 2017) states that the triggers for a person to commit suicide are stress and depression, feeling alone, having no place to share problems, and feeling that no one understands them. Therefore, students need efforts to reduce and overcome stressfulness in their daily lives.

One form of effort to reduce and overcome stressfulness that is often used by students is to express their feelings to those closest to them. Students who are able to express themselves well will have a positive impact on their social relationships with others, especially peers who play an important role in developing their identity (Hazen, Schlozman, & Beresin, 2008), get social input on problems experienced and encourage interpersonal relationships (Howe, Aquan-Assee, Bukowski, Lehoux, & Rinaldi, 2001), create a sense of security, self-acceptance, see yourself more deeply and resolve the pressure at hand (Asandi & Rosyidi, 2010), relieve psychological pressure (Ignatius & Kokkonen, 2007), reduce loneliness, depression and anxiety symptoms (Kahn & Hessling, 2001; Wei, Russell, & Zakalik, 2005). Based on this description, it can be understood that self-disclosure is one of the important aspects that students must have to complete their developmental tasks as adolescents.

Nirwana (2012) in his research revealed that the level of students' self-disclosure is in the low category with the highest average score of 48 and the lowest average score of 25. If students are not open to both peers and parents, it will result in a sense of loneliness. (Derlega & Berg, 1987), get less social acceptance (Gainau, 2009) and interfere with his mental health (Supratiknya, 1995). This will certainly hinder the development process of students as adolescents.

The problem of students' low self-disclosure problem is caused by several factors, among others; culture, gender, group size, feelings of liking / trust, personality, and age (Jourard, 1979). Petronio (in Croucher, Faulkner, Oommen, & Long, 2010) describes the factors that influence self-disclosure including: gender, culture, and the context of the conversation. Gainau's research results (2009) revealed that culture and gender are factors that influence self-disclosure, so that the cultural values possessed by a community group determine their views on self-disclosure.

In general, collectivistic societies like Asia tend to hide their feelings more than individualistic societies like America (Gainau, 2009). Berry-cyprian, Nelson, & Yang (2017) explained that the level of self-disclosure with the target person (family, friends, and foreigners) of Middle Eastern ethnicity is higher than that of Caucasians, African Americans, and Asia-Pacific, with details: Caucasian ethnicity is 42% to all target persons, African Americans by 44 % only to friends, Asia-Pacific by 63% only to friends, and the Middle East by 50% to all target persons. Research result Chalidaziah (2018) revealed that there were differences in self-disclosure between Acehese culture and Malay culture, where the self-disclosure of Acehese culture was higher than that of Malay culture.

Based on the explanation above, it can be understood that self-disclosure is not consistent in terms of culture. Therefore, the researcher conducted a self-disclosure study of students with Minangkabau cultural backgrounds. where Indonesia is one of the countries that has multi-cultural one, namely Minangkabau and Batak. Both cultures have different kinship systems and are still maintained by the people. Minangkabau and Batak Toba cultures are collectivistic cultures. According to the description of the results of previous studies, collectivistic cultures tend to have lower levels of self-disclosure than individualistic cultures. This is because in a collectivistic culture, individuals prioritize group interests rather than personal interests, so that individuals tend to shut themselves off from telling embarrassing things that exist to themselves, their families, or the environment in which they live to others. This is done by individuals to maintain a social face and harmony in social relationships in society.

## Method

The method used in this study is a quantitative method with a comparative approach to differences in students' Self Disclosure with Minangkabau and Batak cultural backgrounds. The study The detailed population numbers in this study can be seen in the table below:

**Table 1. Research Population**

Population			
Minangkabau		Batak Toba	
Male	Female	Male	Female
342	586	353	566
928		919	

Based on the data in Table 1, it can be determined that the population in the study was 1612 students. Samples using proportional random sampling technique. The details of the number of research samples from each school can be seen in Table 2:

**Tabel 2. Research Sample**

Sample			
Minangkabau		Batak Toba	
Male	Famale	Male	Famale
61	104	63	101
165		164	

The instrument used in this study was a system Self Disclosure Skala with a reliability of 0.91029. In accordance with the research objectives, namely to analyze the differences in self-disclosure of students with Minangkabau and Batak cultural backgrounds. So the data analysis that the researcher uses is analysis of variance (ANOVA). The data using the Statistical Product and Service Solution (SPSS) version 20.0 program.

## Results and Discussion

The data from the self-disclosure research of students with Minangkabau and Batak cultural backgrounds. The results can be seen as follows:

**Table 3. Hypothesis Score Difference Self Disclosure Minangkabau Students in terms of Sex**

Variable	Category	F	Sig.	Interpretation
<i>Self Disclosure</i>	Minangkabau Students in terms of Sex	0.006	0.939	Not significant

Based on Table 3 shows The results of the statistical test for the gender category (0.939 > 0.05) showed that the Minangkabau students' self-disclosure was not significant in terms of gender. This means that there is no difference in the self-disclosure of students with Minangkabau cultural backgrounds between women and men.

**Table 4. Hypothesis Score Difference Self Disclosure Batak Students in terms of Sex**

Variable	Category	F	Sig.	Interpretation
<i>Self Disclosure</i>	Batak Students in terms of Sex	0.021	0.884	Not significant

The results of the statistical test in Table 4 indicate the gender category ( $0.884 > 0.05$ ) indicates that the Batak students' self-disclosure is not significant in terms of gender.. This means that there is no difference in the self-disclosure of students with Batak cultural backgrounds between men and women.

**Table 5. The hypothesis of the difference in self-disclosure between male students of Minangkabau and Batak.**

Variable	Category	F	Sig.	Interpretation
<i>Self Disclosure</i>	Male students of Minangkabau and Batak.	10,202	0.001	Significant

The results of the statistical test in Table 5, it can be understood that the gender category ( $0.001 < 0.05$ ) shows that there is a significance of self-disclosure between Minangkabau male students and Batak male students. The meaning is the difference in self-disclosure of students who have Minangkabau and Batak cultural backgrounds in terms of male gender.

**Table 6. The hypothesis of the difference in self-disclosure between Minangkabau and Batak female students.**

Variable	Category	F	Sig.	Ket
<i>Self Disclosure</i>	Minangkabau and Batak female students.	18,671	0,000	Significant

The results of the statistical test in Table 4 can be seen in the gender category ( $0.000 < 0.05$ ) showing that there is a significance of self-disclosure between Minangkabau female students and Batak female students. The meaning is the difference in self-disclosure of students with Minangkabau and Batak cultural backgrounds in terms of female gender. Berry, Poortinga, Segal & Dasen (2002) explain that the ideological role of gender is a normative belief related to what each one should do. The belief that exists in society what men and women should do will influence parenting styles and other aspects of boys and girls.

In the family kinship system, Minangkabau people have a matrilineal system (Loeb, 2013). Furthermore, the principle of matrilineal lineage is a principle that takes into account the kinship relationship through the female lineage only, so that every individual in society all of his mother's relatives fall within the boundaries of kinship relationships while all father's relatives are outside the boundaries of kinship relations (Koentjaraningrat, 2002). It can be understood, that the position of women is higher than men in Minangkabau society. Therefore, it becomes the reason that there is no difference in the self-disclosure of male and female students in Minangkabau culture. But the differences in self-disclosure of men and women shown in the research results, said that women are more open in conveying or expressing feelings than men (Nirwana, 2012). Women tend to be more open than men. This is because women have a more intimate, open, and emotional attitude. Women that having a higher masculine nature tends to be closed compared to women who have a higher femininity. Likewise for men, men who tend to be masculine have a higher self-disclosure than men who are feminine (Hargie, 2011).

Hargie (2011) suggests factors that encourage individuals to self-disclose, namely age, gender, cultural background, learning experience, and personality. Some cultures (especially those high in masculinity) see the expression of one's inner feelings as weakness. Japan, for example, considers the disclosure of personal information to be insignificant, whereas in many countries this is expected

(Bennett, 2012). Self disclosure is highly influenced by culture related to values, rules, views, and attitudes towards the environment (2009).

Winnich (in Soekanto & Taneko, 2007) in Batak culture describes the principle of patrilineal lineage, which means that the bearer of the name and family heritage is male. The male lineage will be passed on by boys. The genetic line would become extinct if no male were born. Inheritance law in the Toba Batak community, namely boys as heirs and girls not as heirs (Nainggolan, 2005).

## Conclusion

Based on the research results that have been described above, it can be concluded that there is no difference in the self-disclosure of students with Minangkabau cultural backgrounds between men and women. There is no difference in the self-disclosure of students with Batak cultural backgrounds between boys and girls. There are differences in the self-disclosure of students with Minangkabau and Batak cultural backgrounds in terms of male gender. There are differences in students' self-disclosure with Minangkabau and Batak cultural backgrounds which are reviewed based on the gender of the women.

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