

The Efforts of Batak Toba's mother in Educating Children**Ridhoi Meilona Purba¹, Meutia Naully², Rahma Fauzia³***Department of Social Psychology^{1,2}**Department of Clinical Psychology³,**Faculty of Psychology, University of Sumatera Utara, Medan, Indonesia^{1,2,3}**ridhoi.purba@gmail.com¹*

Abstract—The majority of Indonesian people living with patrilineal kinship system. But in fact, the mother Batak Toba take the most important role in the family to meet the school fees of their children. This study aims to explore how their efforts to educate their children. This study uses the Indigenous Psychology, and be done with quantitative and qualitative approaches. The results showed that they attempt to do any work that can increase family revenue or income, put their children in a good formal or informal educational institutions, and at every opportunity trying to instill the importance of education as a way to achieve success in life. Often they have to borrow money for education expenses of their children, especially from their brother and friends. The implications of this study are as feedback to researchers, and policy makers in schools, community organizations, or government to consider local wisdom in making decisions.

Keywords: *Batak Toba; children; educating; mother*

INTRODUCTION

Patrilineal kinship system is a system where lineage is obtained through the male line. Men are key actors in many areas of life such as marriage law, inheritance, land ownership and habitation patterns. The concept of living actually in the hands of men. In fact, the woman who later called the mother often helps even replace the role of her husband to meet the needs of everyday life.

This condition occurs also in Batak Toba. The Batak Toba's mother was once known as the "working" hard in his family. In their native region known as farmers and cultivators zealous cultivate the fields and fields owned by the parents or family of her husband. There is no surprising when you see them working while carrying a child who was a toddler on his back.

Baiduri (2015) conducted a study of Batak Toba women who worked as a retail merchant. The research results also reveal that they are not recorded as official traders in Medan City Market Center. They work hard so that her children school fees can be paid on time and not in arrears. The principle of their lives as they believed in the Batak Toba; that education is the only way to "glory of life" and change the fate for the better.

Among families even compete to send their children (Irmawati 2007). Expectations for children's education are truly high, although they worked as a farmer with a greatly simple life (Irmawati, 2002). This contrasts with the results of research conducted by Munandar (1989) that some research in Indonesia shows that at mean economic family social class. There be the parent of attitudes towards education permissive, and aspiration of children's education is low. Batak Toba' s tribe can be a mirror the successes of Indonesian families are poor. It can be a source of encouragement as a model for success in the field of education and development of Science, Social and Cultural. This can be input for other researchers, as well as to the parties concerned to consider local policies in the various policy-making processes.

MATERIALS AND METHODS

This study uses Indigenous Psychology is the scientific study of human behavior or thoughts with by the natives (native perspective) that cannot be adopted from other regions, and is designed only for people (Kim & Berry, 1993). This study consisted of two phases expected any result can be complementary in order to achieve the objectives

of this study. The primary stage is research with a quantitative approach to get an overview forms an attempt mother Batak Toba in educating their children, that whatever the challenges, and what makes them to continue their efforts to educate and guide their children up to the level highest. Participants in this study were Batak Toba mothers who have had children terrain with data retrieval in nonprobability sampling, named accidental sampling number of 137 Batak Toba mothers. Data summarized resulted in 199 responses were analyzed thematically. In the second stage, conducted focus group discussions of 26 mothers Batak Toba representing various economic and educational backgrounds. The discussions led by questioning the data in the study, to clarify and enrich the research data. Participants were divided into three groups. Each group has a recorder who will transcribe the discussion process and the results of each participant, in addition to using a tape recorder.

RESULT AND DISCUSSION

A. *The Position and Role of Mother in the Family Batak Toba*

Patrilineal system causes the females position to be weaker than men. In Batak Toba, women are a part by his father. When they married their positions will increase. Hutabarat (1999) states that the position of women in Batak Toba will be assessed in a meaningful and dignified by Batak Toba's society when they are married. A woman Batak Toba will not have status and any dignity in their society when they are not married.

The position of women will also be more dignified when she has a boy and a girl. Her son will carry down the family name to her husband; while girls will allow the husband's family would become the *hula-hula* in the kinship system of Batak Toba (*Dalihan Na Tolu*). Meanwhile, the position of *hula* is considered to have the highest position within the structure; highly respected because it can give the blessing in every ritual of the Batak; and is considered as the embodiment or substitute God Almighty (*Mula Jadi Nabolon*).

The position given is not consistent with a role that played. Batak Toba mother should be able to raise the dignity of her husband. Sure to become the best in favor of the family, she should be

capable of reconstruct the position and the role to play. They should strive to do housework, and promote family affairs.

B. *Reason Promoting the Family Education*

One of the Toba Batak people living motto is "anakkokin do hamoraon in ahu" which means that children are the most precious treasure. They will try to educate their children become a person who can enhance the dignity of his family. As with any form of the custom house Batak Toba where in the rear roof from the house must be higher than the front; the house floor whose position is getting inside the house becomes higher. For example, If parents are not in school, their son should be able to go to school, increasing steadily up to the highest level. This illustrates that, if the next generation should be better than the previous generation. If today's parents work on foot, their son should be able to work using a bicycle, motorcycle, car, and so on.

Early-on children have been taught in order to excel in life, especially in education. Education is the way to achieve a better life than their parents. Napitupulu (2011) stated that the position of the husband's family will increase when the children succeed in school education, and the child gets a higher value than the value for the other.

A good education also shapes their child's character to be polite, disciplined, honest, independent, and faithful. These things not only become the capital in association with fellow peers, but also in every relationship towards the world of work later, and to became personally useful to the country.

According to Pelly (2016), competitive values and the desire to "be the number one," has been socialized in children Batak Toba. However, it has become "creedo" (inner screams) for the people of Batak Toba. If they succeed, then the loss or review their families will not be honored. According to him, women also have a tendency "to be number one." Wherever they go, they will gossip to compare successes between them to get a position "to be number one."

This then leads to the condition of the mother's role Batak Toba become very important for the regulation of family affairs, including the management of family finances. Wages or income

given the husband is often not enough to support the entire life for the family, especially the children's education fund. However, these conditions did not dampen the spirit to the family to provide the best for their children's education. Their passion for educating children, can also be seen from Pelly (2016) states, which found that "first, they must set aside money for their school tuition children reviewed, and the rest for the home, clothing, etc.

C. Efforts To Educate Children

Results of the first study found that of the 137 respondents, 49 people work in the formal sector (such as teachers, office workers, doctors, consultants, etc.) There are 45 respondents work in the informal sector (such as trading or farmed). As for the rest, as many as 43 people were housewives. This indicates that most respondents have economic activity to make money and supplement the family income.

The results also showed that there were 16 respondents who have a regular job in the field of formal, informal as well in the field; and 19 respondents were housewives have jobs in the informal sectors. Correspondingly, the research results show that economic activity is closely related as they attempt to meet the cost requirements to send their children to the highest level.

This indicates that most respondents have economic activity to make money and increase family income; 16 of whom had steady work in the formal sector, informal as well in the field; and 19 housewives who have jobs in the informal sectors. Results of the second study showed that this activity is closely related as they attempt to meet the cost requirements to send their children to the highest level.

Based on the analysis of the amount of family income and employment of respondents, shows that respondents who worked as a housewife has a family income of less than two million, and income of respondents who work looks pretty balanced from 2 to 4 million, and 6 to 10 million (see table 1 below).

Table I. General overview of respondents by employment and family income

	Range	Occupation			N
		Formal Worker	Informal Worker	Housewife	
Total family income (IDR)	< 2.000.000	2	11	22	35
	2.000.000 - 4.000.000	15	23	8	29
	4.000.000 - 6000.000	13	7	9	22
	6.000.000 - 10000.000	16	3	3	4
	10.000.000-20.000.000	2	1	1	1
	> 20.000.000	1	-	-	1

The results from the study mapped the seven themes that the respondent did in connection with their efforts in educating their children.

Table II. Themes of Efforts

No.	Theme	N	Description
1	Efforts to work hard on their main job	107	Such as teachers, professors, doctors, consultants, employees, etc
2	Efforts to perform additional jobs in the informal sector	52	Farming, livestock breeding, trade, etc.
3	Efforts to provide additional education outside of school, send their children to schools of good reput	2	Send their children to schools of good reput and add extracurricular
4	Effort to support their children studies at home	8	Support the learning process, monitoring, assisting
5	Efforts to building character	4	By involving them in the execution of the household
6	Efforts to financial preparation and protection	13	Saving money in the bank, assurance
7	Efforts to build a foundation of faith	13	Involve their children in religious activity and community

First, efforts to work hard on their main job, such as teachers, professors, doctors, consultants, employees and others.

Second, efforts to perform additional jobs in the informal sector, such as farming, livestock

breeding, trade and so on. Results of the second study even one respondent stated that he was like a "one-stop shopping in the office, whatever friends I'm going to find and give." All efforts were made in order to meet the cost of their children's education. Some respondents also worked as a maid in the house, between his spare times. There are also respondents who had worked collecting trash, and janitor at events neighbors. Seen some respondents to tears as he recounted their struggle to meet the needs of families. One of the respondents named Ellis (not the actual name) states that all work can be done at intervals exist. The following statement:

"On the morning after the completion of cooking and the kids off to school, I would go to the market to see what I could make money. Sometimes I also called to clean up the house, or keep their children.

Husband's financial support seemed powerless to cover all the needs of a child's education. Only the husband is considered to be to the smaller extent persistent, too casual and is based on faith is lacking, less intelligent or unwilling to seek additional income. During the second study, seen, some mothers shed tears while telling their struggles to keep costs covered the shortage of family life and the education among their children.

Third, efforts to provide additional education outside of school, send their children to schools of good repute. In addition to formal education at school, some respondents also facilitate the children to get additional lessons from teachers at school and outside of school. It is then related to the high demands of learning in schools.

Fourth, efforts to support their children studies at home. The learning process, among other things, assist and monitor the progress of school assignments at home, help during the preparation of the child for the exam, and to motivate children to learn. This effort is supported by the development of pleasant communication between children, showing care and affection, providing guidance and examples of good character, teaching discipline. Respondents do these efforts at the time of family gatherings, or as soon as they see something wrong committed by their children. The challenge in doing this effort one of them is to be a good listener, and a behavioral model put into practice what has been taught. The challenge will

be more difficult if the children they face are teenager's ages.

Fifth, efforts to educate the character and social skills of children by involving them in the execution of the household chores such as washing dishes, sweeping, washing clothes, etc. Assignment workmanship given household tasks scheduled and can be evaluated directly by the parents. Respondents even give a reprimand or punishment for work that is not done properly.

Sixth, prepare financially for the medium and long term. Some of the efforts include saving money in the bank, assurance.

Seventh, the efforts to teach and familiarize their children to pray. Results of the second study showed that prayer is very important. According to some respondents, through prayer, a good relationship with God will enable and facilitate them to attain success both in friendship and in achieving goals and success in life. Success is defined by the success of education higher completion, and get a professional job corresponding to their education, have a better life than their parents.

The results of a second study also showed that all their efforts to educate children even participate and help in financial terms, is to help ease the task of the husband as head of household. Child's success will bring good for the whole family, in particular, will raise the dignity and honor within the family.

Baiduri (2014) states that the burden of cultural (cultural burden) owned by women Batak as an ideology is constructed. Women Batak Toba put the burden of livelihood and education among their children. In a shoulder charged the survival and education to their children. Construction that a mother and a good wife are no longer living in the home maintenance and care over the children and her husband but a wife, and an excellent mother can support the family and provide a good education for their children even though by working as hard as possible without tirelessly.

This is different from other ethnic groups within the city of Medan like, Javanese, Malay and Chinese. This ethnic lacked a positive value to education. Coupled with the increasing cost of education is still low absorption of college graduates throughout the world of work, the number of alternative earning a rapid way it has

turned public attention to the importance of education.

Batak Toba mother's efforts in educating their child cannot be separated from cultural factors that have shaped them into a strong personal, multi-talented, willing to do anything for the entire family (husband and children). Financial management also lies within the mother hands. Lack of funds cannot be fulfilled by some husbands, so that the mother should be able to think and try again to meet the shortfall. In the condition that the terms of the psychological aspect, for some cultures, the lower male initiatives, and durability than women. As a vagabond woman, they also had to help her husband to earn a living as well as the pillar of the family in which the mother is very responsible in raising their children and maintain the dignity of the husband as head of the family. It can be further investigated.

Table III. Efforts to educate children based on the occupation of the respondents

Theme	Formal worker	Non formal worker	House wife	N response
1	36	37	34	107
2	12	14	26	52
3	2	-	-	2
4	6	1	1	8
5	1	1	2	4
6	7	4	2	13
7	3	5	5	13
Total	67	62	70	199

According to the table above shows that the theme of the first and the second being the most widely efforts made by Batak mothers to educate their children. This work is done well by mother's Batak Toba, who had a regular job, or just doing informal work, even by the mother-housewife. As shown in Table I, the income does not become an obstacle to them to continue to educate their children.

CONCLUSION AND RECOMMENDATION

The results showed that efforts Toba Batak mother in educating their children is related to the importance of education value in Toba Batak

culture, as well as a way to improve the lives of generations of children. The results from the data analysis study found seven theme efforts made by Toba Batak mothers in educating their children, namely: 1. hard work in the formal field; 2. seek and do extra work; 3. facilitate additional learning opportunities outside school; 4. guide and monitor the learning process at home; 5. educate children in the characters through everyday activity; 6. prepare financially for the medium and long term; 7. build a foundation of faith, and their communities.

Seven themes can be grouped into two, namely: 1. Emphasis on mother (theme 1, 2, 4, 6), and 2. Emphasis on children (theme 3, 5, 7). This means that efforts to educate children in line with the demands of parents that their children also do everything possible to undergo education and formation given by his parents.

Teaching system used: oral, direct, field experience, help with the work tasks in the household. Next research: do the research role of the father in the family, how a picture credo (heart cry) father on the demands of culture (*), how to educate children to become involved in the educational process itself.

Practical: Instilling the value of hard work of the mother in child education (*), develop related modules to develop positive values Batak Toba culture in schools and communities

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