The Validity of Theoretical Model of Rhetorical Sensitivity Based on Communication Mentality Structure in Multiethnic Context: Study for Certified Teachers in District of Simalungun, North Sumatera

Priza Audermindo Purba

Abstract

The main aim of this research is to assess how fit the theoretical model of rhetorical sensitivity based on communication mentality structure when tested to the professional whose their activities are highly controlled by Law and ethnic expectations. Model research is an integration of four rhetorical sensitivity theories. All variables are measured at interval levels and being deduced in self-report format with 7 points Likert-Type Scale. Samples are 339 certified teachers that are selected by systematic random sampling technique with margin of error ±4%. Research is designed as a cross-sectional survey. By using structural equation modeling (SEM) method, this research found that there are three of six absolute fit measures were classified good fit. All incremental fit measures were classified good fit. All parsimonious fit measures were apparently classified good fit. There 45 of 47 indicators were valid and reliable. Twelve of fifteen casual paths were significance. Generally, this research concluded that not all data that are taken from certified teachers in multiethnic context fit to the theoretical model.

Keywords:
Rhetorical sensitivity theory, multiethnic society, theoretical model, certified teachers, Structural Equation Modeling (SEM)

Introduction
Since introduced by Hart and Burks in 1972, the notion of rhetorical sensitivity have gained extensive attention from intercultural and interpersonal researchers. Since, it provides a systematic explanation due to the appearance of difference communication observed-behavior between individuals from one cultural orientation (Ting-Toomey, 1988; Knutson et al, 2003). When activating rhetorical sensitivity, a communicator is perceived having capacity to adapt three interests (self, other, social interaction) that come simultaneously. Then, they are taken be consideration in selecting and deciding which kind of
messages that convinced effective for persuading certain people and appropriate for certain context. It is plausible, when individual operating his or her rhetorical sensitivity, they can modify their communication behavior a part of the expectation of cultural tendencies.

By reviewing a bulk of literature, there are five groups of rhetorical sensitivity theories. First group is called social demography-based rhetorical sensitivity theory. It is characterized by explaining the relationship between social-demography factors, such as age, education, sex, social-economic status, ethnic identification, religion identification, party identification, academic competitiveness, with rhetorical sensitivity (Hart et al., 1975, 1980), organizational factors (Reynolds, 2009) and gender role, such as androgyny (Ann et al., 1998). The second group is communication competence-based rhetorical sensitivity theory. This theory reveals that rhetorical sentivity is conceptualized as individual’s competence or a trait-like of communication. Rhetorical sensitivity exists as cognitive competence (Palanca, 1982; Olson, 1985; Stacey, 1995; Knutson et al., 2003, 2006). Additional, this theory concludes that the notion of rhetorical sensitivity diverges from others constructs, such as interaction involvement, interaction management, behavioral flexibility or social style (Reardon, 1987). The third group is cross-cultural based rhetorical sensitivity theory. It provides a systematic explanation of the relationship between cultural tendencies and rhetorical sensitivity (Ting-Toomey, 1988; Knutson et al., 2003, 2006). Fourth group is culture influences on communication theory (Gudykunst & Kim, 2003).

This study isolated several notions relates to rhetorical sensitivity theories as mention above. Firstly, each of theory does not contribute to each other in extending, accumulating and organizing body of knowledge of rhetorical sensitivity concept. There is no theoretical growth by extension. Secondly, one theory does not intend to verify and elaborate the other one. There is no theoretical growth by intention. Meanwhile, from communication competence-based rhetorical sensitivity theory is identified that rhetorical sensitivity is an individual’s cognitive competence or a trait-like of communication. It is an individual’s internal (mental) attribute. Cross-cultural based rhetorical sensitivity theory promotes the idea that there is the relationship between cultural tendencies and rhetorical sensitivity.

Although the latter recognize the relationship between cultural tendencies and rhetorical sensitivity, but it does not cover how cultural tendencies work to influence rhetorical sensitivity as a mental process. Yet, scope of explanation of this group theory does not touch which kind of other mental instruments downplays with cultural tendencies (individualism-collectivism) simultaneously influence and create the variance communication behavior. If exits, how the other internal attribute operates when cultural tendencies operates to influence rhetorical sensitivity. All these questions are not answered by this theory.

The answers come from Gudykunst et al (1988, 2002, 2003) that explain how cultural tendency (individualism-collectivism) influence communication observed-behavior. These theories stated that there is no longer cultural tendency (individualism-collectivism) influence communication alone. But, it works (directly or indirectly) together with other constructs, such as importance of ingroup, allocentrism-idiocentrism, individual values and self-construal. But, the explanation of these Gudykunst’s theories does not impose or state the term of rhetorical sentivity explicitly.

Realizing there is a gap between two theories, this study intends to integrate cross-cultural based rhetorical sensitivity theory that proposed by Ting-Toomey (1988) and Knutson et al (2003, 2006) and the theory of influence of individualism-collectivism on communication to constitute that initiated and developed by Gudykunst et al (1988, 2002, 2003). This research calls this integrated theory as rhetorical sensitivity theory based on communication mentality structure. This theory to the individuals is useful to explain the variance of communication observed-behavior consciously as influenced by certain cultural tendencies over time.

This study is focusing to certified teachers in District of Simalungun in Province of Sumatera Utara. As directed by Law No 14/2005, all teachers in Indonesia is expected to be professional and exerted to conduct various professionalism values. They have to present four competencies in conducting their professionalism activities, such as teaching in class room, preparing course outline, evaluating, etc. A certification is a legitimation for individual to be classified as professional teacher. One of the competencies that inserted to, have to be performed by and living with new standard for certified teachers is able to communicate emphatically, effectively and appropriately to colleagues, parents and students. This Teachers and Lecturers Law also contains amount of principles of professional teacher that is functioned as facilitators or antecedent for communication competence as pursued by the law. In summary, certified teachers in implementing their professional activities are highly controlled that contradict to the other professional, such as doctor or lawyer, that are less controlled in their professional activities. To perform a competent communicator as demanded by Law will be uneasy for certified teachers. Since, at same time he or she is dictated or tempted by ethnic expectation (as consequence of a member of certain ethnic) that may difference from suggested by Law.

This study is aimed to test how fit theoretical model of rhetorical sensitivity based on communication mentality structure with the certified...
teachers in District of Simalungun, Province North Sumatera that are highly controlled in executing their professional activities which come from Law and ethnic expectations.

Theoretical Framework
Communication mentality structure based rhetorical sensitivity theory that is proposed by this study generated form separate notions. Competence-based rhetorical sensitivity theory contributes to this proposed theory through their ideas which reveal that rhetorical sensitivity is an individual’s cognitive competence, a trait-like of communication or an individual’s internal (mental) attribute (Palanca, 1982; Stacey, 1995; Knutson et al, 2003, 2006). Cross-cultural based rhetorical sensitivity theory enrich this proposed theory by providing empirical explanation, contend that there is the relationship between cultural tendencies (orientation) and rhetorical sensitivity. Individuals from individualist culture and collectivist culture tend to have differences scores on rhetorical sensitivity degree (Ting-Toomey, 1988; Knutson et al, 2003, 2006). Gudykunst, Ting Toomey & Chua (1988); Gudykunst & Lee (2002) and Gudykunst & Lee (2003) came with systematic and comprehensive explanations to show up how cultural tendency, cultural norms/ rules and individual characteristics influence communication observed-variables, such as child-rearing practises, avoiding other’s feeling, clarity in conversation, intimacy of communication, synchronization of communication or difficulty of communication. They called this theory with the influence of individualism-collectivism on communication (Gudykunst & Kim, 2003 : 63).

Through careful examination, this study clarifies, extends and entails Gudykunst’s set of theories. This study identified cultural tendencies as individualism-collectivism. Cultural norms/rules as importance of ingroup. Meanwhile, individual characteristics are deduced with allocentrism-idiocentrism as representation of personality orientations, individual values and self construals. There are two pathways to see the influence of individualism-collectivism on communication. Individualism-collectivism has capacity to influence communication observed-behavior directly. But, it is able to communication observed-behavior indirectly or mediated by importance of ingroup, allocentrism-idiocentrism, individual values and self construals.


Gudykunst, Ting-Toomey, & Chua (1988); Markus & Kitayama (1991); Gudykunst & Lee (2002); Gudykunst & Kim (2003); Hsu (1985); Ball Rokeach, Rokeach & Grube (1984) convince that there is a direct relationship between allocentrism-idiocentrism with individual values. Gudykunst, Ting-Toomey, & Chua (1988); Markus & Kitayama (1991); Gudykunst & Lee (2002); Gudykunst & Kim (2003); Hsu (1985); Ball Rokeach, Rokeach & Grube (1984) and Markus & Kitayama (1990) agree that allocentrism-idiocentrism correlates to self-construal.

Gudykunst, Ting-Toomey, & Chua (1988); Markus & Kitayama (1991); Gudykunst & Lee (2002); Gudykunst & Kim (2003); Hsu (1985), and Markus & Kitayama (1990) reveal that self-construal correlate with allocentrism-idiocentrism. Gudykunst, Ting-Toomey, & Chua (1988); Markus & Kitayama (1991); Gudykunst & Lee (2002); Gudykunst & Kim (2003); Hsu (1985); Markus & Kitayama (1990) recognize that there is a close relationship between self-construal with individual values.

Burks (1972); Ting-Toomey (1988); Knutson et al. (2003, 2006) and this study agree that self-construal correlate to rhetorical sensitivity.

Table 1. Theoretical Hypotheses

<table>
<thead>
<tr>
<th>Theoretical Hypotheses</th>
<th>Statement of Theoretical Hypotheses</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1</td>
<td>There is an influence of individualism-collectivism on rhetorical sensitivity</td>
</tr>
<tr>
<td>H2</td>
<td>There is an influence of individualism-collectivism on importance of ingroup</td>
</tr>
<tr>
<td>H3</td>
<td>There is an influence of individualism-collectivism on allocentrism-idiocentrism</td>
</tr>
<tr>
<td>H4</td>
<td>There is an influence of individualism-collectivism on individual values</td>
</tr>
<tr>
<td>H5</td>
<td>There is an influence of individualism-collectivism on importance of ingroup</td>
</tr>
<tr>
<td>H6</td>
<td>There is an influence of individualism-collectivism on self-construal</td>
</tr>
<tr>
<td>H7</td>
<td>There is an influence of allocentrism-idiocentrism on rhetorical sensitivity</td>
</tr>
<tr>
<td>H8</td>
<td>There is an influence of individual values on rhetorical sensitivity</td>
</tr>
<tr>
<td>H9</td>
<td>There is an influence of self-construal on rhetorical sensitivity</td>
</tr>
<tr>
<td>H10</td>
<td>There is an influence of allocentrism-idiocentrism on individual values</td>
</tr>
<tr>
<td>H11</td>
<td>There is an influence of individual values on self-construal</td>
</tr>
<tr>
<td>H12</td>
<td>There is an influence of individual values on allocentrism-idiocentrism</td>
</tr>
<tr>
<td>H13</td>
<td>There is an influence of self-construal on allocentrism-idiocentrism</td>
</tr>
<tr>
<td>H14</td>
<td>There is an influence of self-construal on individual values</td>
</tr>
<tr>
<td>H15</td>
<td>There is an influence of self-construal on allocentrism-idiocentrism</td>
</tr>
</tbody>
</table>

Method

This research goes by positivism (classical) paradigm which is normally called with quantitative approach. In intercultural study, this paradigm is intertwined with etic approach that characterized entails (1) seeing certain culture from outside of its system, (2) research structure is organized by researcher himself and (3) research criteria are assumed to be absolute and universal (Gudykunst, 2003: 66). All concepts that building theoretical model are measured in interval levels and operationalized in self-report (verbal evaluation) format and 7 points Likert-type scale. Measurement scale of rhetorical sensitivity that applied in this research is taken from selected item that originated from THAIRRHETSEN 2. It is made up from 9 indicators to represent rhetorical sensitivity. Individualism-collectivism is constituted by 8 indicators that selected from measurement scale developed by Singelis, Triandis, Bhawuk, & Gelfand (1995). This research developed measurement scale of importance of ingroup that is reflected by 6 indicators. Individual values is reflected by 8 indicators that taken selectively from Schwartz’s Motivational Type of Values (1992). Meanwhile, allocentrism-idiocentrism is measured by 8 indicators that adopted by carefully examination from measurement scale owned by Kirschner (2009). This scale is called FAIS (The Family Allocentrism-Idiocentrism Scale). Self-construal consist 8 indictors after selecting from Gudykunst et al. (1996). All indicators are translated from English to Indonesia.

Both unit and level analysis are at individual. The target population of this study is certified teachers as listed until 2013 at District of Simalungun, Province of Sumatera Utara. Sample size is 339 people that taken from by systematic random sampling with margin of error 4%. Sampling frame is available. This research design is cross-sectional survey in which data was collected by face to face interview that guided by structured questionnaire. Data is analyzed by structural equation modeling (SEM) method with LISREL 8.5 for Windows. Individualism-collectivism, allocentrism-idiocentrism, individual values, importance of in-group clearly having evidence influenced rhetorical sensitivity directly. But, self-construal did not. 8 of 10 pattern of indirect influence of individualism-collectivism, allocentrism-idiocentrism, individual values, importance of in-group and self-construal on rhetorical sensitivity supported the research hypothesis. Two of rejected hypotheses originated from self-construal.

Research Findings and Discussion

Measurement fit model focuses on validity and reliability of measurement scale that building research model. There are 45 of 47 items (indicators) that represent rhetorical sensitivity based on communication mentality structure model (this research model) were valid. It was indicated by standardized factor loadings score > 0.7 and t values > 1.96. All indicators or latent variables (9 items) that measure rhetorical sensitivity concept were valid with factor loading score (Lambda Y score) felt at interval 0.70-0.78 and t values > 1.96. Range of Lambda X score of eight indicators that represent individualism-collectivism rest on 0.74-0.81 and t values > 1.96. As a personality orientation, allocentrism-idiocentrism was reflected by 8 indicators in which all of them were valid. It has
Lambda Y score posits at 0.70-0.78 and t values > 1.96. Similar conditions are also imposed to other concepts, such as individual values and importance of in-group, that having factor loading score between 0.72-0.81 and t values > 1.96. But, only 2 of 6 indicators (latent variables) that measure self-construal were identified valid. This study also finds that all concepts which build measurement research model having high degree of reliability score. It was shown by composite reliability score felt at 0.72-0.81 and variance extracted score between 0.55-078.

Table 3. Hypotheses Testing

<table>
<thead>
<tr>
<th>Hypotheses</th>
<th>Parameter</th>
<th>Statistical Hypotheses</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1</td>
<td>$y_1$</td>
<td>$y_1 \geq 0$ $y_1 \leq -0.78$, -2.00</td>
</tr>
<tr>
<td>H2</td>
<td>$y_2$</td>
<td>$y_2 \geq 0$ $y_2 \leq 0.78$, 42.40</td>
</tr>
<tr>
<td>H3</td>
<td>$y_3$</td>
<td>$y_3 \geq 0$ $y_3 \leq 0.78$, 2.05</td>
</tr>
<tr>
<td>H4</td>
<td>$y_4$</td>
<td>$y_4 \geq 0$ $y_4 \leq 0.73$, 8.23</td>
</tr>
<tr>
<td>H5</td>
<td>$y_5$</td>
<td>$y_5 \geq 0$ $y_5 \leq 0.74$, 10.66</td>
</tr>
<tr>
<td>H6</td>
<td>$\beta_1 \beta_1 \geq 0$ $\beta_1 \leq 0.78$, 2.65</td>
<td></td>
</tr>
<tr>
<td>H7</td>
<td>$\beta_2 \beta_2 \geq 0$ $\beta_2 \leq 0.67$, 2.11</td>
<td></td>
</tr>
<tr>
<td>H8</td>
<td>$\beta_3 \beta_3 \geq 0$ $\beta_3 \leq 0.71$, 1.90</td>
<td></td>
</tr>
<tr>
<td>H9</td>
<td>$\beta_4 \beta_4 \geq 0$ $\beta_4 \leq 0.79$, 1.97</td>
<td></td>
</tr>
<tr>
<td>H10</td>
<td>$\beta_5 \beta_5 \geq 0$ $\beta_5 \leq 0.65$, 4.60</td>
<td></td>
</tr>
<tr>
<td>H11</td>
<td>$\beta_6 \beta_6 \geq 0$ $\beta_6 \leq 0.13$, 0.46</td>
<td></td>
</tr>
<tr>
<td>H12</td>
<td>$\beta_7 \beta_7 \geq 0$ $\beta_7 \leq 0.65$, 4.60</td>
<td></td>
</tr>
<tr>
<td>H13</td>
<td>$\beta_8 \beta_8 \geq 0$ $\beta_8 \leq 0.75$, 4.05</td>
<td></td>
</tr>
<tr>
<td>H14</td>
<td>$\beta_9 \beta_9 \geq 0$ $\beta_9 \leq 0.69$, 0.51</td>
<td></td>
</tr>
<tr>
<td>H15</td>
<td>$\beta_{10} \beta_{10} \geq 0$ $\beta_{10} \leq 0.69$, 0.51</td>
<td></td>
</tr>
</tbody>
</table>

Structural fit model focuses on how fit causal relationship that hypothesized with obtained data. Individualism-collectivism, allocentrism-idiocentrism, individual values, importance of in-group clearly having evidence influenced rhetorical sensitivity directly. But, self-construal did not. 8 of 10 pattern of indirect influence of individualism-collectivism, allocentrism-idiocentrism, individual values, importance of in-group and self-construal on rhetorical sensitivity supported the research hypothesis. Two of rejected hypothesis originated from self-construal. As dependent variable, no clearly evidence to support that self-construal was influenced by individual values. As independent variable, self-construal did not influence allocentrism-idiocentrism. The summary of structural fit model is summarized on the table below.

Overall fit model tends to justify how fit two kinds of fit model as explained before generally. Accordingly, overall fit model is a description of residual degree from model research that have been identified and data obtained by survey. This research finds that there were 4 of 6 absolute fits measures is classified good fit. They are Goodness-of-Fit Index (GFI), Expected Cross-Validation Index (ECVI), Root Mean Square Residual (RMR) and Non-Centrality Parameter. The other ones are classified bad fit, such as Statistic Chi-Square ($\chi^2$), Root Mean Square Error of Approximation (RMSEA).

Table 4. Absolute fits measures

<table>
<thead>
<tr>
<th>Absolute fits measures</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistical Chi-Square ($\chi^2$)</td>
<td>3198.7 (P = 0.00)</td>
</tr>
<tr>
<td>Non-Centrality Parameter</td>
<td>0.72</td>
</tr>
<tr>
<td>Goodness-of-Fit Index (GFI)</td>
<td>0.91</td>
</tr>
<tr>
<td>Root Mean Square Residual (RMR)</td>
<td>0.045</td>
</tr>
<tr>
<td>Root Mean Square Error of Approximation (RMSEA)</td>
<td>&lt; 0.05</td>
</tr>
</tbody>
</table>

| Expected Cross-Validation Index (ECVI) | 0.27 |

Table 5. Incremental Fit Measures

<table>
<thead>
<tr>
<th>Incremental Fit Measures</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tucker-Lewis Index or Non-Normed Fit Index (TLI or NNFI)</td>
<td>0.91</td>
</tr>
<tr>
<td>Normed Fit Index (NFI)</td>
<td>0.92</td>
</tr>
<tr>
<td>Adjusted Goodness of Fit Index (AGFI)</td>
<td>0.90</td>
</tr>
<tr>
<td>Relative Fit Index (RFI)</td>
<td>0.91</td>
</tr>
<tr>
<td>Incremental Fit Index (IFI)</td>
<td>0.92</td>
</tr>
<tr>
<td>Comparative Fit Index (CFI)</td>
<td>0.92</td>
</tr>
</tbody>
</table>

Another kind of overall fit measure is parsimonious fit measures. It encompasses Parsimonious Goodness of Fit (PGFI), Normed Chi-square, Parsimonious Normed Fit Index (PNFI), Akaike Information Criterion (AIC) and Consistent Akaike Information Criterion (CAIC). This study revealed that all these measures are classified good fit.

Table 6. Parsimonious Fit Measures

<table>
<thead>
<tr>
<th>Parsimonious Fit Measures</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parsimonious Goodness of Fit (PGFI)</td>
<td>0.90</td>
</tr>
<tr>
<td>Normed Chi-square</td>
<td>3.198.7 / 992 = 3</td>
</tr>
<tr>
<td>Parsimonious Normed Fit Index (PNFI)</td>
<td>0.90</td>
</tr>
<tr>
<td>Akaike Information Criterion (AIC)</td>
<td>3740.87</td>
</tr>
<tr>
<td>Consistent Akaike Information Criterion (CAIC)</td>
<td>3740.87</td>
</tr>
</tbody>
</table>

Meanwhile, all incremental fit measures, such as Tucker-Lewis Index or Non-Normed Fit Index (TLI or NNFI), Normed Fit Index (NFI), Adjusted Goodness of Fit Index (AGFI), Relative Fit Index (RFI), Incremental Fit Index (IFI) and Comparative Fit Index (CFI) are apparently classified good fit.
Discussion

Rhetorical sensitivity model based on communication mentality structure as this research model is constructed by six concepts such as rhetorical sensitivity, individualism-collectivism, allocentrism-idiocentrism, individual values, importance of in-group and self-construal, which is measured by 47 indicators. The indicators (latent variables or scale) of individualism-collectivism, allocentrism-idiocentrism, individual values and self-construal are undertaken from universal and standard measurement that widely applied to influential research, mostly in Western culture. Meanwhile, the indicators of importance of in-group were developed initially by this research itself, but the conceptualization and operationalization also originated from Western perspective.

Accordingly, they should be ineffective if conducted in Eastern culture. Nevertheless, the finding of this research appeared to be contrary. All indicators of this concept were valid and having high internal consistency. Several arguments can be drawn to explain these evidences. Under compelling of Law No 14/2005, certified teachers have to perform various professionalism values that will be contrary to each other. They are urged to pursue a high degree of academic qualification by their selves (reflection of individualism), but at the same time they have to increase their competencies overtime throughout supporting of others (reflection of collectivism). Certified teachers are obliged to able to communicate emphatically, effectively and appropriately to colleagues, parents and students; however, they are highly controlled in conducting their professionalism activities, such teaching in class room, preparing course outline, learning evaluation. Hence, they have to be able to synchronize their autonomy selves and group-related selves (representation of rhetorical sensitivity).

When conducting their professional, certified teachers are demanded to conduct a unique professional status (as a teacher) that difference with others (reflection of independence self-construal); nonetheless they are irresistibly to demonstrate a collegial status (representation of interdependence self-construal). Likewise, certified teachers are insisted to cooperate with others in small group discussion that exist at school or membership in professional organization (reflection of importance of in-group). Professional values that also have to be represented by certified teachers are having personality competencies (reflection of allocentrism-idiocentrism) as expected by and stated explicitly in Regulation Number 16 of Minister of National Education. Furthermore, a certified teacher was driven to integrate their professional status and the way they conduct their professional activities. In other word, they have to apply their individual values effectively and appropriately. In summary, the validity of measurement scale to certified teachers are supported by the context in which insisting to adapt professional values and principles as normal condition.

Another argument relates to multi ethnic background. Certified teachers who came from District of Simalungun, Province of North Sumatera. They are constituted on various ethnic groups, such as Batak Simalungun, Batak Toba, Batak Mandailing-Angkola, Batak Karo and Java major ethnic. Consequently, they are habitually interacted in multiethnic situation. Each ethnic group carries out its certain kinship system, function of clans, language, religion and customs. For individuals from certain ethnic, such as Batak Simalungun and Java, it is not appropriate to say something directly. But, it is something good for Batak Toba. In order to be perceived as in-group or excluding (out group), for individual from Batak Toba, Batak Mandailing-Angkola and Batak Karo, clans an homelands are key identities. Meanwhile, for Batak Simalungun, social identities are determined by how well customs is consistently undertaken over time. Therefore, individuals from Batak Simalungun is more easy to adapt other cultures than others Batak’s ethnic group. However, it is also plausible if individuals from this ethnic group exclude their members if did not practice its initial custom consistently and properly. Intercultural communication events that is normally faced by certified teachers in District of Simalungun, Province of North Sumatera supported their capacity to adopt measurement scale that exposed to them, nevertheless are adopted from Western values.

Rhetorical sensitivity activates to mediate the compelling of cultural tendency, norms/ rules and individuals characteristics on communication observed variables. Cultural tendency is represented by individualism-collectivism. Norms/ rules are reflected by importance of in-group. Individual characteristics are shown by allocentrism-idiocentrism, individual values, importance of in-group and self-construal. Individualism-collectivism, importance of in-group, allocentrism-idiocentrism and individual values having significance influence on rhetorical sensitivity. This evidence demonstrates two things. Firstly, they are strong enough to create the variance on rhetorical sensitivity. Therefore, this created condition will make up variance on communication observed-variable too. Practically then, professional values that directed by Law No 14/2005 will be easily adopted and will create communication competence criteria as demanded by Law. Second, self-construal that clearly no having evidence influence on rhetorical sensitivity explain that it is hard for certified teachers to separate them self from other or acting to be a unique one. There is a tendency for certified teachers to see themselves as an integral part of others (group). Insisting that came from individualism-collectivism, importance of in-group, allocentrism-idiocentrism and individual values are...
not enough for self-construal to influence rhetorical sensitivity.

Conclusions
Rests again on the research objective stated previously thereby it can be concluded that there are several conclusions in this research which generally confirm that rhetorical sensitivity model based on communication mentality structure as this research model is valid for certified teachers in District of Simulunung, Province of North Sumatera. Through replicating and modifying scales that universally used and tested at various influential studies, this research conclude that measurement scale of rhetorical sensitivity, individualism-collectivism, allocentrism-idiocentrism, individual values, importance of in-group and self-construal that build rhetorical sensitivity model based on communication mentality structure are valid when testing to certified teachers are obliged to able to communicate emphatically, effectively and appropriately to colleagues, parents and students; however, they are highly controlled in conducting their professionalism activities, such teaching in classroom, preparing course outline, learning evaluation. Individualism-collectivism, allocentrism-idiocentrism, individual values and importance of in-group have been verified as variables that create degree rhetorical sensitivity as demanded by each variable. But, the influence of rhetorical sensitivity on communication observed variables still needs further clarification.

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