

The Tradition of Eating Bajamba in Padang Pariaman as an Early Childhood Social Emotional Stimulation

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Abstract

Keywords:

Eating
Bajamba;
Social
emotional
stimulation;
Early
childhood.

Social-emotional development in early childhood is essential for shaping self-awareness, responsibility, and prosocial behavior. Stimulation of these aspects can be facilitated through cultural practices, such as the makan bajamba tradition of the Minangkabau community in Padang Pariaman. This study aims to analyze the role of the makan bajamba tradition in stimulating self-awareness, responsibility, and prosocial behavior among early childhood children. This research employed a qualitative phenomenological approach, with data collected through interviews, observations, and documentation, involving early childhood participants. Data were analyzed through data reduction, data presentation, and conclusion drawing. The findings reveal that the makan bajamba tradition effectively stimulates social-emotional development, with achievements of 80% in self-awareness, 70% in responsibility, and 75% in prosocial behavior. These results emphasize that this cultural activity not only strengthens social-emotional development but also contributes to the preservation of local cultural heritage.

Abstrak

Kata Kunci:

Makan
Bajamba;
Stimulasi
sosial
emosional;
Anak usia dini.

Perkembangan sosial-emosional pada anak usia dini sangat penting untuk membentuk pribadi yang sadar diri, bertanggung jawab, dan memiliki perilaku prososial. Stimulasi pada aspek-aspek ini dapat dilakukan melalui praktik budaya, salah satunya tradisi makan bajamba masyarakat Minangkabau di Padang Pariaman. Penelitian ini bertujuan menganalisis peran tradisi makan bajamba dalam menstimulasi kesadaran diri, tanggung jawab, dan perilaku prososial anak usia dini. Metode penelitian menggunakan pendekatan kualitatif fenomenologis dengan teknik

pengumpulan data melalui wawancara, observasi, dan dokumentasi, melibatkan anak usia dini sebagai subjek penelitian, serta dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa tradisi makan bajamba efektif menstimulasi perkembangan sosial-emosional anak, dengan capaian kesadaran diri sebesar 80%, tanggung jawab 70%, dan perilaku prososial 75%. Temuan ini menegaskan bahwa kegiatan budaya tersebut tidak hanya menguatkan aspek perkembangan sosial-emosional, tetapi juga berkontribusi pada pelestarian budaya lokal.

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1. Introduction

Social-emotional development in early childhood is essential for building mentally and emotionally healthy individuals. It can help children learn communication, controlling their feelings, and social skills, allowing them to grow in a positive way. Early childhood social-emotional development refers to the process by which children develop the ability to interact socially and manage their emotions effectively. It involves a child's ability to understand and express their emotions, develop social relationships with others, and learn to adapt to their social environment (Hidayah & Khadijah, 2023)

In addition, there are two factors that determine social emotional development: internal factors, which are innate (humanistic theory), and external factors, which are the surrounding environment. Children's social and emotional development is also derived from learning opportunities and responses from their environment, not just from maturity. Emotional competence determines social competence. Children who are emotionally intelligent tend to be socially good people. Children who are self-controlled and friendly will easily interact with others. Therefore, children's emotional and social development is well developed, which makes them ready for life later in life (Dewi et al., 2020; Fuadia, 2022).

Based on preliminary observations made in early childhood in PAUD institutions in the city and district of padang pariaman, it was found that children's social emotional development in achieving STPPA was still low. This is influenced by shifting patterns of social interaction in children due to modernization. Studies show that excessive use of electronic devices can disrupt children's social interactions, make them more introverted and make it more difficult for them to communicate with their surroundings (Nuraini & Wardhani, 2023). Excessive gadget use can lead to poor social development in preschoolers resulting in individualistic behavior and decreased social skills. This lack of interaction negatively impacts their social and emotional abilities, while proper stimulation of social-emotional development is important for future success.

To anticipate the negative influence on the social-emotional development of children after an early age, there are several things that can be done. According to research, traditional games can improve social skills, emotion regulation, cognition, cultural identity and physical health. Traditional games help children learn social skills, emotion management, strategic thinking, and problem solving. They also help children feel connected to their culture and appreciate diversity (Ashar, et.al, 2024)

In addition, one of the local wisdom of the Minangkabau people that is full of social and emotional values is the tradition of eating bajamba, or eating together. The tradition of eating bajamba is a Minangkabau cultural heritage that is carried out by sitting around a large *talam* (plate) then the sitting position is arranged where women sit on their knees and men sit cross-legged (Amelia & Erniwati, 2024; Erlina & Nasrulloh, 2023; Pakasi, 2022; Pakasi et al., 2023; Safarra, 2021; Wiemar et al., 2022).

Based on the results of the research conducted, it is concluded that the tradition of eating bajamba is rich in cultural and character values as seen from the history, philosophy, meaning and values contained in the tradition of eating bajamba. The character values of the tradition of eating bajamba are mutual cooperation, patience, selflessness, cleanliness, courtesy, respect, responsibility and religion (Sari, 2021). Looking at the development of the current revision of the education curriculum, the Merdeka curriculum strengthens culture-based education in early childhood by integrating Pancasila values through structured play activities, aligning lessons with children's interests, and fostering cultural resilience. Ultimately, this curriculum will help develop moral individuals for the future of Indonesia (Dian, et al., 2024).

As in the bibliometric visual that shows the relationship of early childhood social emotional development with local traditions with the following results:

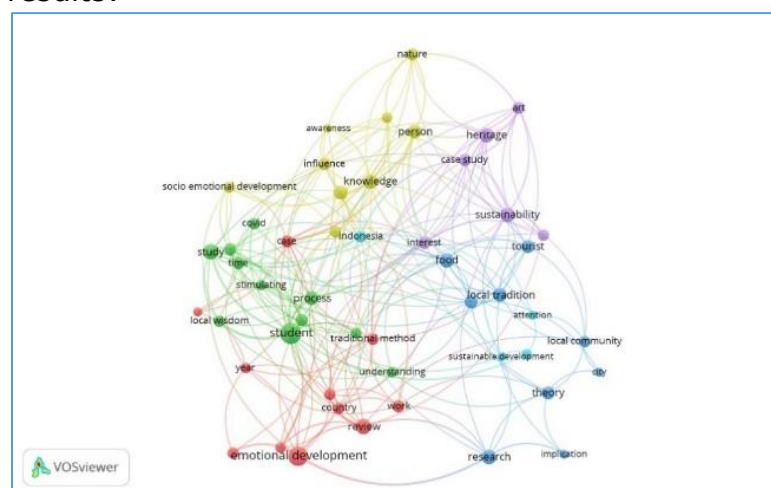


Fig.1 Bibliometric Analysis

This analysis uses the keywords child development and early childhood education which have dominance in the search for early childhood research. The analysis resulted in 4 clusters of 32 items

consisting of a red cluster focusing on developmental stimulation, a green cluster on early childhood education, a blue cluster on early childhood development and a yellow cluster on learning. High-density areas research a lot about early childhood developmental stimulation. But in this case there is no direct research linking early childhood social emotional development through local traditions. The author fills this void through the tradition of eating *bajamba* which is integrated with the stimulation of early childhood social emotional development.

Based on the explanation above, it is important to conduct further research on how the tradition of eating *bajamba* can stimulate the social and emotional development of early childhood. Given that: 1. There are more cases of social-emotional disorders in children, this research is increasingly important; 2. The strong current of modernization that destroys traditional values; 3. The need for a character education model based on local wisdom; and 4. The commitment of the Merdeka Curriculum to improve culture-based education.

In addition, not much research has studied how the tradition of eating *bajamba* can help early childhood social-emotional development. This could be an alternative that can help optimize children's development while maintaining local cultural values that are increasingly being undermined by the times. Therefore, this study explores how the tradition of eating *bajamba* can provide a significant learning experience that supports children's social-emotional development.

2. Methods

This research uses a qualitative method with a phenomenological approach to dig deeper into the implementation of the *eating bajamba* tradition on the social-emotional development of early childhood (AUD). This method was chosen because it provides space to explore social interactions and emotional dynamics that focus attention on certain phenomena in this case, the tradition of Makan *bajamba* and its impact on children's socio-emotional development. The data collection technique used participatory observation. Researchers directly participated in *bajamba* activities and observed early childhood interactions during the activity. The interview technique was conducted with class teachers to explore their views on the *bajamba* tradition and its impact on children's socio-emotional development.

Observation techniques are carried out by formulating research instruments related to the social emotional development of AUD by looking at aspects of self-awareness, a sense of responsibility and prosocial behavior and documentation techniques by collecting photos and videos related to the traditional activities of eating *bajamba* at PAUD institutions which were held on October 25, 2024 precisely on 12 Rabiul Awal to commemorate the maulid of the prophet Muhammad SAW. The research was conducted in two PAUD institutions in Padang Pariaman district, namely RA Al-Fattah and RA Citra Islami. This place was chosen because these two institutions have implemented a *bajamba* eating program involving 5-6 year old students as many as 30 children as the main subject. Other research subjects are class teachers from each institution who are actively involved in the implementation of the

program as many as 4 class teachers. The collected data were analyzed through data reduction, data presentation and drawing conclusions. As in the following chart:

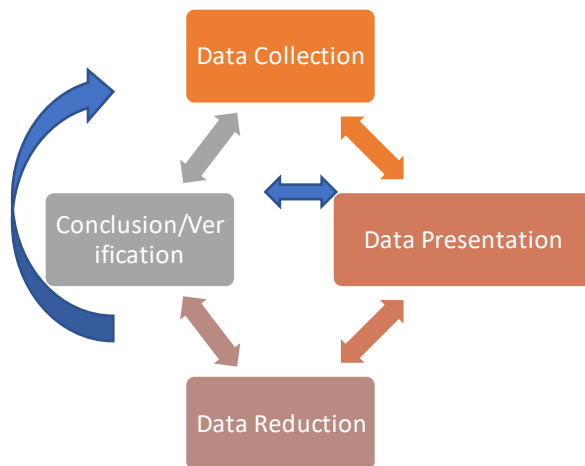


Figure 2: Chart of Milles and Huberman's data analysis stages

3. Result and Discussion Result

This section presents empirical findings from the implementation of the eating Bajamba tradition in two early childhood education institutions in Padang Pariaman Regency: RA Al-Fattah and RA Citra Islami. This activity is carried out every year on the commemoration of the Prophet Muhammad's birthday (12 Rabiul Awal) by involving students, teachers, and parents. The findings are organized into three main themes: self-awareness, sense of responsibility, and prosocial behavior, each supported by observational data, participant quotes, and field descriptions. Stimulation of self-awareness Observation data showed that 80% of children were in the 'Developing Very Well' (BSB) category in the indicators of waiting their turn, controlling their emotions, and showing independence. Children are able to manage themselves when their favorite food is taken by friends and show initiative to ask for help when experiencing difficulties. Based on the results of the researcher's interview with the teacher, there was a significant increase in children's ability to regulate emotions, wait for their turn, and act independently during bajamba eating activities. Some children who were initially shy and tended to withdraw began to show courage to interact with peers. The informant emphasized that this activity is an effective means of practicing patience and self-control. One teacher stated:

"Children who participate in bajamba eating are more sociable at school. They can control their emotions when their favorite food runs out or is taken by friends, and are patient in waiting for their turn." (Teacher, 25/11/2024).

In the sense of responsibility stimulation, 70% of children are in the BSB category for indicators such as tidying up the eating area and cleaning up leftover food. Children independently clean up the dishes

and help the teacher clean up after the activity. Interview findings show that children are increasingly able to complete simple tasks without direct supervision. Teachers assign specific roles, such as tidying up the eating area or cleaning up leftovers, which gradually fosters a sense of ownership and independence. Children began to carry out these tasks voluntarily, without having to be reminded every time the activity took place. As one teacher put it:

"We give them small responsibilities such as cleaning the dining area or helping the teacher. Over time they do it without being told." (Teacher, 25/12/2024)

As for Prosocial Behavior, 75% of children showed prosocial behaviors such as sharing, helping friends, and saying thank you. Children spontaneously help friends take food that is difficult to reach, triggering mutual help behavior. The bajamba eating activity also led to strong prosocial behavior, characterized by the habit of sharing, helping friends in difficulty, and respecting each other. Teachers observed that these behaviors often appeared spontaneously, and the pattern of mutual imitation between friends was a driving factor in the formation of positive habits. One teacher said:

"When one child helps his friend get food, other children imitate, so helping becomes a habit." (Teacher, 25/12/2024).

Overall, the results of observations and interviews reinforce the observational findings that the tradition of eating bajamba not only functions as a cultural activity, but also an effective medium for social-emotional learning. Direct experience in this activity provides opportunities for children to practice social skills, internalize cultural values, and build a sense of community and empathy for others. The following summarizes the findings of the observation data:

Table.2 Results of Child Observation in Eating *Bajamba* Activities

Aspects	Key Indicators	BSB (%)	BSH (%)	MB (%)	BB (%)
Self-Awareness	Waiting your turn, controlling your emotions, being independent	80%	15%	5%	0%
Sense of Responsibility	Tidy up the dining area, clean up food waste	70%	25%	5%	0%
Prosocial Behavior	Sharing, helping friends, saying thank you	75%	20%	5%	0%

The results of the analysis can be described as follows: In terms of self-awareness, the majority of children (80%) have made very good progress in waiting their turn and controlling their emotions, which shows their ability to understand their social role in the group. Regarding sense of responsibility, 70% of the children managed to tidy up the dining area and clean up the leftover food, reflecting their ability to be responsible for their surroundings. Meanwhile, for prosocial behavior,

75% of children showed empathy through sharing and helping friends. This is in line with the social learning process through group interaction



Figure.3 Implementation of eating *bajamba* in RA Al-Fattah and RA Citra Islami

Discussion

Interviewed teachers emphasized that this tradition provides a natural environment to build children's confidence and communication skills. Social emotional development stimulation guidelines according to Permendikbud No.137(Kementrian Pendidikan Nasional RI, 2014) are: STPPA Permendikbud No. 137 of 2014 section of social emotional development aspects as follows:

Table.1 STPPA Permendikbud No. 137 of 2014

Aspects of Social-Emotional Development	Developmental Indicators (5-6 years old)	Stimulus Provided	Aspects of Social-Emotional Development
Emotion Management Skills	Can control emotions when disappointed or angry	Train the child to breathe deeply and talk about their feelings.	Emotion Management Skills
Empathy and Care	Show empathy towards a sad friend	Involving children in helping friends in activities.	Empathy and Care

Social Interaction	Can work together in small groups	Provide group projects such as preparing a <i>bajamba</i> meal together. The <i>bajamba</i> eating activity has clear rules and gives praise when children follow the rules. Provide choices in <i>bajamba</i> eating activities such as choosing preferred food or drinks. Give tasks at the end of the activity such as tidying up the place to eat and or helping the teacher in cleaning up food scraps.	Social Interaction
Complying with Social Rules	Following simple rules in the game		Complying with Social Rules
Simple Decision Making	Choosing and making your own decisions		Simple Decision Making
Responsibility	Responsible for simple tasks		Responsibility

This table helps design activities that are in accordance with the social-emotional development of children aged 5-6 years to support the formation of positive and independent characters integrated into *bajamba* eating activities. Based on this STPPA, eating is derived into the form of observation guidelines and interviews with teachers and parents. The observation results include indicator scores with categories: Underdeveloped (BB), Beginning to Develop (MB), Developing as Expected (BSH), and Developing Very Well (BSB). The following is a recap of data from observations on the children observed:

According to the theory of child development, Erikson's theory states that children in the initiative vs guilt stage need social activities

to develop a sense of initiative, responsibility and empathy (Sokol, 2009). In terms of emotional regulation, the developmental skills that everyone should learn are recognizing and understanding emotions that lead to better control and problem-solving skills and being able to be action-oriented, emphasizing the role of sensorimotor control and feed-forward prediction in emotional processes and cognitive reappraisal (OB Madden & Reynolds, 2021, d'Arbeloff et al., 2018). This is illustrated in the process of activities showing patient behavior in waiting for their turn in taking food and asking for help when eating bajamba takes place.

Like the behavior of Z, one of the students of RA Citra Islami, it can be seen that during the bajamba eating activity, there is an indication of development in the aspects of self-awareness and self-regulation. His ability to ask for help when having difficulty in taking food shows an increase in self-understanding of his limitations and needs. This is in line with the concept of scaffolding in Vygotsky's theory, where support from the social environment plays an important role in facilitating children's cognitive and social development, emphasizing the importance of social interaction in learning (Sarmiento-Campos et al., 2022).

Analysis of Z's behavior during the bajamba meal indicated a development in the aspects of sense of responsibility and autonomy. Her ability to perform independent actions such as picking up food and cleaning up dishes indicates an increased sense of responsibility towards self and the environment. As in Erik Erikson's psychosocial development, the Initiative stage involves children asserting control and power through social interaction activities, meaning that social interaction can foster a sense of initiative (Chiu et al., 2011; Noviani, 2021; Sokol, 2009).

Analysis of the other Learners' behavior during the bajamba eating activity indicates a development in the prosocial behavior aspect. Her ability to perform independent actions and help others shows an increase in empathy and altruism. This is in line with the concept of empathy-altruistic theory which states that when someone experiences empathy for others who are facing difficulties, they are more likely to act to help, because their focus shifts from "self" to "others". (Amna Murad, et al., 2022). Helping activities in eating bajamba also influence one child to another. Based on the results of observations and interviews from teachers, it can be seen that when a friend takes the initiative to help another friend in taking food or drinks located in the dulang, then the other friend also participates in helping other friends. This becomes a series of stimulations that influence each other. In accordance with Albert Bandura's theory, better known as social learning theory, which states that prosocial behavior can be learned through observation and imitation of other people's behavior through stages such as Attention; (Retention); Storing information in memory; (Reproduction); Imitating observed behavior; (Motivation); The desire to behave (Dina, et al., 2023).

Nayra showed positive development in various social-emotional aspects during the bajamba eating activity. With help, she was able to pick up and put the lunch box in the correct place, showing an increase

in self-awareness and sense of responsibility. Although sometimes she still needed help to throw away the trash, she always tried to help her friends who were having difficulties. This shows the development of empathy and prosocial behavior. This is in accordance with Bronfenbrenner's Ecological Theory which states that moral self-awareness in children arises from emotional responses to the needs and feelings of others and the environment, thus forming a moral identity (Hardy, Sam A., Tobias Krettenauer, 2020; Morin, 2004; Ross, A., 2022).

Based on the results of interviews with teachers in 2 PAUD institutions, it can be concluded that the implementation of the bajamba meal program shows positive results in fostering social emotional values in children. Careful preparation, active involvement of children, and full support from teachers and parents are the keys to the success of this program. Children responded enthusiastically to bajamba eating activities, as seen from the increased sense of togetherness, empathy, and the ability to share. Although there are some constraints such as difficulty sharing for some children, this can be overcome with the right approach and imitation behavior from their friends. Overall, this program has succeeded in creating a fun learning environment that supports children's social-emotional development, as well as preserving noble cultural values.

This tradition is considered a positive effort in introducing Minangkabau cultural values, such as togetherness, mutual cooperation, and respect for customs to children from an early age. This practice is considered in line with the needs of early childhood character education, especially in instilling social and cultural values. Integrating cultural practices into education helps children appreciate their heritage and build a strong moral foundation, foster a sense of identity and belonging in their community, instill respect for cultural heritage and strengthen family ties. Reviving these traditions can also enhance children's understanding and appreciation of cultural practices and shared values (Ode & Bauto, 2014; Tama & Yelfi, 2023). Active participation of parents in preparing bajamba meal activities such as cooking food and preparing drinks to be brought by children as well as contributions in accompanying children to school. Based on observations and interviews with one of the parents (25/12/2024) that they are very happy and can contribute to their children's activities at school so that through this eating bajamba activity they are more familiar with the cultural values of the tradition of eating bajamba.

In line with research related to parental involvement in children's school activities, parents play an important role in facilitating children's educational efforts through meaningful involvement, which significantly affects children's cognitive growth, academic success, and self-esteem. Their perspectives on education and family dynamics impact their level of involvement in their child's academic environment. Forms of involvement include physical presence, academic assistance, collaboration with educators, and participation in critical decision-making processes. This involvement not only fosters the child's academic, social and emotional development but also strengthens the

bond between the educational institution and the family, thereby improving student achievement and their social-emotional development (Auliya, et al., 2022; Erlin, et al., 2024; Marsha, 2024).

The implications and recommendations of this study are for Educators: Integrate local traditions into social-emotional learning. For Parents is Maintain active involvement in the child's school. and for Future Research Conduct a longitudinal study to see the long-term impact because the scope of the study was limited to two PAUD in Padang Pariaman District. The number of subjects is limited so generalization must be careful. Observations were made at one annual activity momentum.

4. Conclusion

The tradition of eating bajamba has great potential to support early childhood social-emotional development. With proper implementation, this tradition can be an integral part of early childhood education programs and contribute to the formation of a young generation with social skills, healthy emotions and strong social values. Interviews with parents showed an overwhelmingly positive response to the implementation of the tradition of eating bajamba in PAUD. The program is considered effective in instilling cultural values, such as togetherness, gotong royong, and respect for customs, in children from an early age. The positive impact can be seen from the changes in children's behavior who become more independent, polite, caring, and have better social skills. In accordance with the indicators of the aspects observed, namely aspects of self-awareness, responsibility and prosocial behavior. In addition, this program also helps children appreciate culture more, and build more harmonious relationships with friends and family.

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