



Market Day as a Vehicle for Regional Cultural and Culinary Education for Early Childhood Education

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Abstract

Keywords:

Market Day;
Regional Food;
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In this study, the author analyzes and describes how the introduction of food in Madura, Sundanese, Javanese, Bugis, and Betawi regions through market day activities in RA. Labschool IIQ Jakarta and what are the shortcomings and advantages of these activities. The food served includes madura satay from Madura, nasi liwet from the Sunda region, Javanese gudeg, coto makassar from the Bugis tribe of the Makassar region and cucur cake from Bewawi. This study uses a qualitative descriptive approach of case study design, with three data collection techniques, namely: observation, documentation and interviews. The interviews conducted in this study were through open-ended questions using video *conferences*, *zoom meetings* with teachers and several guardians, and direct meetings with the Head of RA. Labschool IIQ Jakarta. This research was carried out in November-December 2023 at RA. Labschool IIQ Jakarta. The results of this study show that market day activities are very effective in being carried out by schools to educate students in the introduction of regional food. Students are increasingly enthusiastic about getting to know the culture and food of their respective regions. In addition, from these activities, children can learn about simple mathematical concepts, entrepreneurial skills, and the ability to socialize well. Although this activity provides benefits, there are some shortcomings that need to be improved, such as limited cultural knowledge, parental disobedience, dense conditions, and there are still some children who experience confusion and show negative emotions. Therefore, improvements in these aspects are very important to increase the effectiveness of learning in the future.

Abstrak

Kata Kunci:
Market Day;
Makanan
Daerah;
RA. Labschool
IIQ Jakarta;

Penelitian ini, penulis menganalisis dan mendeskripsikan bagaimana pengenalan makanan daerah Madura, Sunda, Jawa, Bugis, dan Betawi melalui kegiatan market day di RA. Labschool IIQ Jakarta serta bagaimana kekurangan serta kelebihan dari kegiatan tersebut. Adapun makanan yang disajikan antara lain seperti sate madura dari Madura, nasi liwet dari daerah Sunda, gudeg Jawa, coto makasar dari suku Bugis daerah Makasar dan kue cucur dari Bewawi. Penelitian ini menggunakan pendekatan kualitatif deskriptif desain studi kasus, dengan tiga teknik pengumpulan data, yaitu: observasi, dokumentasi dan wawancara. Wawancara yang dilakukan pada penelitian ini melalui pertanyaan terbuka menggunakan video converence zoom meeting bersama guru dan beberapa wali murid dan pertemuan langsung dengan Kepala RA. Labschool IIQ Jakarta. Penelitian ini dilaksanakan di pada bulan November-Desember 2023 di RA. Labschool IIQ Jakarta. Hasil dari penelitian ini menunjukkan bahwa kegiatan market day sangat efektif dilakukan oleh pihak sekolah untuk mengedukasi anak didik dalam pengenalan makanan daerah. Anak didik semakin antusias mengenal budaya dan makanan daerahnya masing masing. Selain itu, dari kegiatan tersebut anak-anak dapat belajar tentang konsep matematika sederhana, keterampilan berwirausaha, serta kemampuan bersosialisasi dengan baik. Meskipun kegiatan ini memberikan manfaat, terdapat beberapa kekurangan yang perlu diperbaiki, seperti terbatasnya pengetahuan budaya, ketidakpatuhan orang tua, kondisi yang padat, serta masih ada beberapa anak mengalami kebingungan dan menunjukkan emosi negatif. Oleh karena itu, perbaikan pada aspek-aspek tersebut sangat penting untuk meningkatkan efektivitas pembelajaran di masa depan.

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1. Introduction

In the era of globalization like today, local traditions or traditional cultures of each region in Indonesia have been threatened by global cultural dominance. Children aged 0-6 years or we usually call early childhood are an age range that is very vulnerable to the influence of outside culture because they are in a very critical period of growth and development. During this period, the growth and development of children is very rapid and is a very important time in determining how the next child develops (Sumiyati, 2018). Therefore, the provision of appropriate stimulation needs to be considered so that per physical growth and intellectual development of children develop optimally in accordance with the stages of child development (Eka et al., 2022).

Freddy H. Tulung, former Director General of Information and Public Communication, Ministry of Communication & Informatics of the Republic of Indonesia, said that Indonesia has a huge cultural diversity and language richness, with distinctiveness that is different from each other, and when that diversity and wealth merge into one nation, then what emerges is a beauty (Admin, 2013). Appreciation and understanding of regional culture are very important to be taught from an early (Shabartini et al., 2023) with the aim of maintaining the identity and cultural diversity of a region and the obligation for every level of society to maintain it (Nahak, 2019).

Regional food as one of the cultural aspects of a nation that can characterize the identity of the nation, such as rendang from West Sumatra, bika ambon from North Sumatra, Aceh noodles from Aceh and many other regional foods (Triwidayati & Harsana, 2020) Food is also a basic need for every human being, to support their physical and psychological growth and development, as well as for early childhood. If food needs are not met, both in quantity and quality, it will cause metabolic disorders of the body, so that it can lead to the risk of contracting various diseases (Mardalena & Suyani, 2016).

Early childhood requires different nutrition, from a biological point of view, the nutritional needs and nutrition of children must be balanced with their activities. Early childhood needs more as much iron, fat, protein, vitamins and minerals as they need for their growth. Because if it is deficient, it will cause failure to grow or stunting, too thin or obese (Supardi et al., 2023). But in reality, there are still many parents who think that traditional food is ancient and outdated, even though the food is actually healthier than the quality of the ingredients used or the way it is made.

The research site is located in one of the largest metropolitan cities and busiest cities in Indonesia, namely Jakarta. In this city, there are many businesses that present the concept of fast food to facilitate and accelerate all activities from daily routines. This causes Jakarta residents to prefer fast food as another alternative resulting from the busyness rather than cooking their own food, even though fast food is a less healthy food if consumed too often. The growth of fast food, especially in Jakarta, is very fast, such as fast food brands from abroad, namely KFC, McDonald's, Pizza Hut, Burger King, and other franchise businesses, and local fast food brands, such as CFC, Hoka Hoka Bento, J.Co, and Richeese Factory (Fatyandri et al., 2023).

Seeing the increasing reliance on fast food that risks depriving children of their connection to the nutritional and cultural values contained in traditional foods, introducing regional traditional foods to children is essential, not only to preserve cultural heritage, but also to introduce them to better nutritional values and increase their awareness of cultural diversity and the importance of healthy diets (Simbolon et al., 2025). Therefore, this research is crucial because it can educate children about traditional foods, increase their interest in local cuisine, reduce dependence on fast food, and, ultimately, create a generation that is more aware of their health and cultural heritage.

Based on the results of GoodStats' culinary preferences research, as many as 46 percent of respondents prefer McDonald's from various fast food restaurants spread across Indonesia. Currently, McDonald's Indonesia has opened more than 200 outlets and has more than 14 thousand employees

throughout Indonesia. KFC (Kentucky Fried Chicken) occupies the second position with a percentage of 30.1 percent. In addition, some respondents favored Recheese Factory and burger king with a percentage of 9.8 percent and 5 percent, respectively. Meanwhile, as many as 7.9 percent of respondents chose various restaurants such as Pizza Hut, Carl's Jr, A&W, and Geprek Bensu. (Nauriah, 2022)

In an article from the Ministry of Health, it is stated that the wrong diet such as fast food can trigger *stroke* at a young age. This is due to the high cholesterol content found in fast food (Tirtonrgoro, 2023) Stroke cases in developed countries are increasing due to obesity and the increasing consumption of fast food among the public. The increase in the number of stroke sufferers in Indonesia is also synonymous with obesity due to a diet high in fat and cholesterol. Therefore, the author can conclude that fast food is a food that is not good for early childhood health, if consumed excessively or eaten too often because it can cause obesity, increase the risk of heart disease, stoke at a young age and various other diseases.

Traditional food is one of the elements that form the value of cultural traditions that are typical of each region. The existence of a variety of traditional foods shows that food is not only something that can be eaten, but it contains the cultural meaning of a region (Salam et al., 2011) However, nowadays it is very rare for children to know and understand the food from each region, this can be seen because of the influence of fast food and international foods that are dominant in their environment. In order for traditional food not to become extinct, it is necessary for parents and teachers to introduce regional food to children, especially early childhood as the first step to promote, maintain, and preserve cultural diversity in an area. Preserving traditional food means that we also preserve and maintain Indonesia's diverse culture (Sulistiyani et al., 2022)

The diverse culture of the community gives birth to various kinds of traditional foods. Many regional foods have a deep meaning. These foods are also a symbol to convey wise advice. If studied and applied in daily life, the teachings of kindness conveyed by regional food will bring its own goodness. One of the ways we show our love for regional food is that we try to eat it as often as possible, learn to make it, or also bias by writing it down as a recipe that can be passed down to their children later and displaying regional food at various events (Achroni, 2017)

This is also contained in the journal written by judiciana and et al., that local food or traditional food is often a culinary product that is routinely consumed by a group of people and served at a celebration or certain time (Siwi & Tyas, 2017)), This food is inherited from one generation to the next, resulting from hereditary recipes, without significant modifications, and has distinctive characteristics that distinguish it from culinary dishes in regions in Indonesia (Rosidin et al., 2021) The introduction of traditional foods in this study was carried out using an android application that has been created and can be installed on *smartphones* (Yusdiana et al., 2023) The similarity of this study with the previous study is that both research on how to introduce regional foods to early childhood, but the approach taken in this study is to use market day as the main focus, while the research from Yudisiana uses an approach that relies on smartphone applications.

Market day, as a specially designed event or activity, is an effective platform to introduce traditional food to children. Through market day, children not only see, but also directly engage (Dewi et al., 2024) with traditional food, so that they can learn directly about the diversity of local cuisine and experience firsthand the experience of tasting traditional dishes. In addition, the market day also provides an opportunity for children to delve deeper into the cultural values contained in traditional food, as well as increase their understanding and appreciation of their culinary heritage. Thus, market day is not just an ordinary event, but an interesting and educational platform to introduce the richness of traditional foods to children.

In line with the above opinion program of activities that have been carried out at RA. Labschool IIQ Jakarta is a "Market Day" as one of the activities used to introduce regional food in the early childhood education environment. Market day is one of the events where children can get to know, taste, and understand foods from each different region in Indonesia. Market day is one of the activities carried out by an institution with the aim of stimulating students in sales and purchases or fostering the entrepreneurial spirit of students (Hidayah & Ningtias, 2022) According to Zultiar & Siwiyanti in the book entitled Market Day, market day is a form of education that aims to provide examples of understanding and awareness about daily life. This can shape children's mental and emotional structures to become more stable, as well as help shape more directed children's behavior over time (Hidayah & Ningtias, 2022).

Research that focuses on the effectiveness of market day activities in introducing regional foods to early childhood is still very limited. Therefore, considering the importance of understanding regional culture and food diversity as an integral part of early childhood education, this study aims to find out and describe how to introduce regional food through market day activities in RA. Labschool IIQ Jakarta. This study will analyze how effective market days are in introducing various characteristics of traditional foods to children, as well as identify the shortcomings and advantages of market day activities after they are implemented. The focus of this research is how market day activities can be optimized to increase children's understanding and appreciation of the richness of traditional Indonesian cuisine. The analysis will include how this method can be adapted to the unique characteristics of each type of traditional food introduced in the school market day program.

2. Methods

This study uses a descriptive qualitative approach with a case study design. Qualitative descriptive research, as explained by Anggito & Setiawan (2018), focuses on the collection, description, and analysis of data obtained directly from the field, without using statistical analysis. This method, in accordance with the opinion of Rukajat (2018) who quoted Nasir, describes phenomena that occur in a real, realistic, actual, and contextual way in the present. This research was conducted in November-December 2023 in RA. Labschool IIQ Jakarta, with research subjects including all students, educators, and guardians of students at the school. This case study research will examine in depth how *market day activities* are implemented and their

impact on children's understanding of traditional foods in the RA environment. Labschool IIQ Jakarta.

The data collection technique in this study involves three methods, namely interviews, observations and documentation related to regional food introduction activities through market days at RA> Labschool IIQ Jakarta. The first approach uses the observation method, which involves direct observation of data objects to obtain primary data (Kriyanto, 2010). Sugiono explained that the survey (observation) method is an investigation to collect facts about existing symptoms and find factual information about the social, economic, or political institutions of a group or region (Wardhani et al., 2012). Then the interview technique in this study is through open-ended questions in the form of using zoom video meetings which are shown to educators and parents of RA students. Labschool IIQ Jakarta and a direct meeting with the principal of RA. Labschool IIQ Jakarta, to find out the effectiveness of market day activities in introducing regional food to RA students. Labschool IIQ Jakarta. The following is a grid of interview guidelines in this study:

Table 1. Interview grid regarding the introduction of regional food through market day activities in RA. Labschool IIQ Jakarta.

No	Question
1.	What do you think about the importance of early introduction to regional foods?
2.	Do students know the various kinds of regional foods in Indonesia?
3.	What is the role of schools/institutions in providing understanding of regional food to children?
4.	How do mothers respond to market day activities that aim to introduce regional food to children?
5.	How do mothers involve their children in market day activities to ensure they really know about regional food?
6.	Can market day be an effective means of introducing regional food to early childhood?
7.	What impact is felt after children participate in market day activities?
8.	What are the advantages of introducing traditional food through market day activities held at schools?
9.	What are the disadvantages of introducing traditional food through market day activities held at schools?

The third method is documentation, as explained by Fuad and Sapto, documentation is one of the important secondary data sources in research (Fuad & Kandung, 2014). The documentation method is applied when the researcher needs written data and has been prepared according to the researcher's request. In this context, documentation studies are defined as data collection techniques through written materials published by the institution that is the subject of the research (Yusra et al., 2021). In this study, documentation data is needed to collect information about traditional foods, including ingredients and how to make them.

3. Result and Discussion

Introduction of Regional Food Through Market Day Activities in RA. Labschool IIQ Jakarta

Market day is an activity that is routinely carried out in RA. Labschool IIQ Jakarta 2 times in one academic year or once in each semester. In the first semester, market day activities at RA. Labschool IIQ Jakarta has the theme of introducing currency, social, entrepreneurship and buying and selling activities carried out in several department stores, wholesalers, and supermarkets nearby around the school, usually the selection of this place is formulated at the beginning of the new school year by teachers and involves the school committee.

Meanwhile, in the second semester, market day activities at RA. Labschool IIQ Jakarta takes the theme of regional culture and food. This activity aims to introduce culture so that children can understand and appreciate the cultural diversity around them from an early age (Elfira & Eliza, 2023). In line with this opinion in the National Guidance and Counseling seminar of the State University of Malang, Yuniarni revealed that *"as many as 88% of kindergarten teachers in Pontianak City agreed that the introduction of local wisdom in learning in early childhood education is important for early childhood development"* (Yuniarni, 2021).

From the market day activities held at this school, apart from the introduction of culture, teachers and parents hope that children can experience firsthand how to make local food, sell and show their products with their parents to friends, teachers and students in the school environment, and children can experience the food they make and their friends directly. This is in line with Zultiar and Siwiyanti's opinion that market day is a form of education that aims to provide examples of understanding and awareness of real life, has the potential to form a more stable mental and emotional structure, and is able to form attitudes and daily behaviors that are increasingly directed from time to time (Hidayah & Ningtias, 2022). Leonita Siwiyanti also described the market day sebagai kegiatan pembelajaran dalam bidang kewirausahaan, dimana anak-anak diajarkan keterampilan memasak produk kepada teman, guru atau bahkan pihak luar (Siwiyanti, 2017).

The steps taken by the school in the implementation of regional food introduction through market day activities are as follows:

a) Planning and Preparation

According to the resource person interviewed by the author, at this planning and preparation stage, the *first* are RA teachers and teaching staff. Labschool IIQ Jakarta formulates an annual program or commonly known as (PROTA) and a semester program (PROSEM). After the prosem is well planned, the teacher makes a weekly learning program plan or (RPPM), RPPH Daily learning program plan) and teaching modules to be presented by teachers both indoors and outdoors. As Rokhmawati et al. said, the learning planning components include the Educational Calendar, Effective Day Details, Annual Programs, Semester Programs, Learning Implementation Plans and Evaluations (Rokhmawati et al., 2023). In the RPPH, it has been planned how to implement the rules for the implementation of activities, the division of tribal groups obtained by each

class, and the rules for market day activities in the introduction of regional food.

Second, after all programs have been carefully planned, a week before the implementation of the activity, the teacher provides direction and knowledge in advance about the activity, such as what are the regional foods from the Betawi, Bugis, Sundanese, Javanese, and Madura tribes. Examples of learning are Monday watching videos about these tribes, Tuesday coloring traditional clothes, Wednesday making food from plasticine, and so on. This approach is in line with Bandura's Social Learning Theory, where children learn through observation and imitation (Maskur, 2024). By watching videos and engaging in creative activities, they absorb information and develop an understanding of the region's culture and food. Then, the teacher also provides a simulation of market day activities in the classroom so that children understand and understand the procedures and rules of market day activities later. This simulation is a direct application of the principles of social learning, where children imitate and practice observed behaviors, helping them manage their emotions and practice interacting with shoppers like the role models they have observed. This is done so that children can manage their emotions and get used to interacting with buyers.

Third, the teacher provides socialization and understanding to parents of students about market day activities in the introduction of regional food to children which will be held on Wednesday, September 6, 2023. What teachers do when socializing these activities is as follows:

- 1) Parents were told the division of their groups, that the division of class groups was in accordance with the theme of the tribe or region that had been determined, namely the KB class got the Bugis tribe group, the A1 group of the Madura tribe, the A2 group of the Sundanese tribe, the B1 group of the Javanese tribe while the B2 group got the Betawi tribe.
- 2) Parents are told that the food brought is healthy and artificial food from the collaboration between parents and children. Parents can discuss what food will be brought with their classmates, this is done to minimize the similarity of food brought.
- 3) Parents are told that children wear costumes that are appropriate for their respective tribal groups.
- 4) Parents are told that children use costumes that are in accordance with their respective tribal groups when carrying out regional food introduction activities, parents are only allowed to decorate and tidy up the stands that have been prepared by the teacher with the child, but parents are not allowed to buy anything so that the child learns directly how the buying and selling process is carried out without the help of parents. This learning is in line with Piaget's theory of constructivism which explains that children build knowledge through direct experience and interaction with the environment (Widayanthi et al., 2024). Market day provides an opportunity for children to interact directly with traditional food, observe the manufacturing process, and ask questions to vendors. This is because the ones who will buy the food are the students of the IIQ Jakarta Islamic boarding school as the 3rd education center, namely the surrounding environment. According to

KI Hajar Dewantara, the community environment is a place where children learn to build their character and personality (Ainia, 2020).

b) Implementation of Activities

The implementation of the market day involves children, teachers, parents, and students of the IIQ Jakarta takhassus Islamic boarding school as the environment around the school. This activity was in the form of a bazaar which was held on Wednesday, September 6, 2023, in the courtyard of RA. Labschool IIQ Jakarta. The selection of Bugis, Madura, Sundanese, Javanese, and Betawi tribes/regions to be introduced in the market day was based on several considerations. First, the five tribes represent the rich and accessible diversity of Indonesian culture in the context of Jakarta as a multicultural metropolis. Second, the availability of resources and information related to traditional foods from the five tribes is relatively easy to obtain, making it easier to learn and prepare for market day. Third, this election aims to provide a representative, albeit not comprehensive, exposure to the richness of Indonesian cuisine to children. The children, divided into class groups as listed in Table 1 (Class Group Division), play the role of the person in charge of each product that must be prepared and as a seller of the product.

Table 1. Class Group Divisions

No	Clas Groups	Tribe/region
1.	KB (Al-Fiil)	Bugis
2.	A1 (An-Naml)	Madura
3.	A2 (An-Nahl)	Sundanese
4.	B1 (Al-Baqarah)	Javanese
5.	B2 (Al-Ankabut)	Betawi

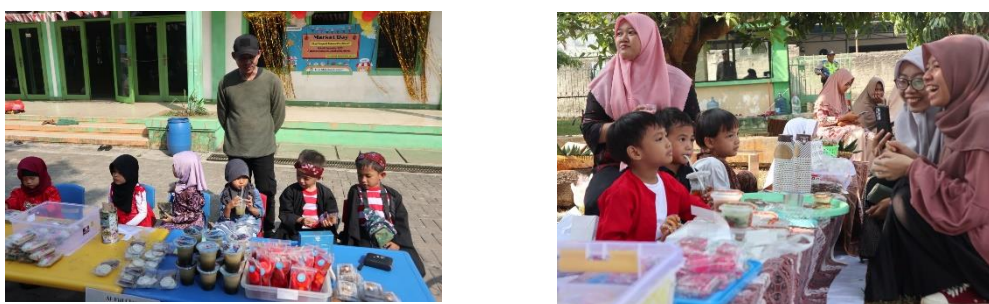
Children and parents are expected to place and arrange food in the place that has been provided by the school. Then, parents are welcome to stay away from their child's food booth and are not allowed to come close; This aims to make children have a sense of responsibility and independence to serve and interact with buyers properly. David Kolb's Experiential Learning Theory emphasizes that hands-on experience is the key to the learning process (Budiarti, 2024) In this context, market day activities provide a real experience for children to learn about buying and selling transactions, interact with others, and manage their responsibilities. Then, children from each group are allowed to approach their friend's booth first before the students come, and children are allowed to buy food sold by other students. This process helps them in applying previously learned knowledge in a practical context, thereby improving their understanding and social skills. The menus at the booth include the following:

Table 2. Regional Food Menu Market day Activities in RA. Labschool IIQ Jakarta

Bugis	Madura	Sundanese	Javanese	Betawi
Black Sticky Rice	Kocor, Sate	Nasi Liwet, Mie Kocok,	Es Oyen,	Nasi
Pukis,	Madura,	Batagor,	Es Doger,	uduk Betawi,
Banana Epe,	Pattola,		Gethuk,	Soto Betawi,
			Gudeg, Mi	Kue Cucur,

Pallu Butung, Jalangkote, Coto Makassar, Sop Condoro Makassar	Kue Apen Dulit, Es Cendol, Es Podeng Jadul	Pepes, Nasi Tutug Oncom.	Ledhek, Klepon,	Gado- gado Betawi, Es Selendang Mayang
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All participants in the market day activity involve all students, teachers, and parents of murid, both in the aspects of distribution, consumption and production, parents of students play a role in helping students in making products or food with a minimum amount of 10 units per child to sell. In addition, they also support by setting a maximum product selling price of Rp. 5,000.



Gambar 1 & 2
Gambar: Pelaksanaan Market Day di RA. Labschool IIQ Jakarta

c) Activity evaluation

Evaluation is carried out at each stage of the activity, with each teacher preparing a summary note that can be used for assessment (Budiani et al., 2017) The aspects assessed by the teacher include children's attitudes, children's communication skills, understanding of children's concepts, entrepreneurial values, and aspects of children's development, especially children's social development. There are still situations where some children show selfish attitudes by trying to take their friend's merchandise without paying, and this will be one of the assessment points. In addition, there are also children who show high confidence by actively promoting their merchandise with enthusiasm.

The teacher then conducts an assessment using the checklist method and anecdotal notes. The check method is a list that contains a number of items or behaviors that you want to observe. Teachers check items that correspond to the observed behavior of the child (Ramdhan, 2021) Meanwhile, anecdotal notes are written notes that contain a brief description of the observed behavior of children (Widyastuti, 2021) These notes are usually written in an informal and detailed manner, describing the situation, behavior, and context. The checklist method and anecdotal notes are effective assessment tools to assist teachers in assessing aspects of child development in market day activities. This method assists teachers in identifying children's strengths and weaknesses, understanding the context of children's behavior, and planning appropriate interventions to help children develop optimally.

After the assessment is completed, it is continued with an evaluation of the students and an evaluation of the activity as a whole. The deficiencies identified during the market day are considered as lessons for future improvement.

Advantages and disadvantages of introducing regional food through market day activities in RA. Labschool IIQ Jakarta

In every activity or event organized by an agency or organization, there must be disadvantages and advantages, because from there the event organizers will know how far the impact is felt, whether the event can be realized properly according to the initial objectives of the event held or vice versa. The disadvantages and advantages of introducing regional food through market day activities held in RA. Labschool IIQ Jakarta on Wednesday, September 06, 2023 is as follows:

a. Excess

- 1) From the introduction of regional food through market days, children get abundant learning experiences. When children participate in market days, teachers provide new insights to form various mental attitudes and characters that help shape children's future. Market day is a practical activity, where learning is carried out by providing a fun learning experience for early childhood so that children can learn about traditional food through things they like and not monotonous like learning in the classroom. This is in accordance with the experiential learning theory put forward by David Kolb in Nuryanti, 2018 which states that *"direct experience plays an important role dalam proses pembelajaran yang membedakan dengan teori pembelajaran kognitif ataupun behaviorisme"* (Nuryanti S, 2016).
- 2) This activity requires parents and children to collaborate in making and creating what food to bring to school. This can build the closeness of parents with children, independence in children, children's creativity, and can increase children's confidence. While learning to cook or make food, he also gains knowledge about nutrition and nutrition. Parents play an active role in explaining the content contained in the food.
- 3) In the process of making regional food, children can learn about simple mathematical concepts such as calculating the ingredients used, mentioning the shapes and colors of various ingredients used and so on. This is in line with what Yuliantin expressed in (Suryana, 2022) *"cooking is a form of knowledge that includes simple mathematical skills and the ability to help others. Thus, fun cooking can be interpreted as an activity that involves children's cognitive development through the cooking process, which starts from the selection of raw materials to reaching the maturity stage of the food product."*
- 4) The introduction of regional food through this market day activity not only stimulates children's cognition regarding knowledge of culture, tribes and regional foods, but children can develop their soft skills such as entrepreneurial skills, creativity, courage, responsibility, precision, independence, mental resilience, and good social skills. This approach is in line with the findings of Muhammad Hasan in his journal entitled *"Creative Economy Development in the Perspective of Economic Education"* which states that entrepreneurship knowledge has a significant impact on the creative attitude of MSME actors in the

industrial subsector in the city of Makassar. (Hasan, 2018). This can be seen when children can manage their emotions when dealing with buyers from the students of the Jakarta Takhassus Islamic Boarding School IIQ who they have never met at school or at home.

- 5) As a buying and selling activity, market day aims to form values that will make children become sellers or buyers who interact well, carry out their roles correctly, and train important characters such as honesty and patience. Students are also taught how to participate in buying and selling transactions in accordance with general norms and religious values.
 - 6) And at the market day activity with the theme of introducing traditional food, children can get to know several tribes in Indonesia such as Betawi, Bugis, Sundanese, Javanese and Madura, can get to know how the traditional clothes of these tribes, tribal specialties, and feel firsthand how the taste of the food is made with their parents and friends.
 - 7) After the market day activity was carried out, according to the statement of one of the speakers, the children became fond of regional food and wanted to make provisions for school.
- b. The disadvantages of introducing regional food through market day activities are as follows:
- 1) Children only get cultural knowledge from only 5 tribes that have been determined by the school, namely the Bugis, Madura, Javanese, Sundanese and Betawi tribes.
 - 2) Many parents do not comply with the rules that have been set during socialization, such as being involved in the implementation of activities, busy taking pictures of their children during the implementation of activities and being late from the mutually agreed upon rules. This can hinder the development of children's initiative and independence (Putra et al., 2022)
 - 3) There are some children who do not use cultural costumes according to their group, so that children feel confused about which group they are in and are in a bad mood at the beginning of the activity.
 - 4) The conditions are too crowded so that it is quite difficult for children to interact with buyers at the beginning of the activity
 - 5) There was one child who cried because the food did not match the theme of his group. This is because he has not been able to think clearly and find other solutions if there is a problem. Preschool-aged children are learning to be independent and responsible. They do not yet have the ability to think logically and find alternative solutions, so they tend to express their emotions by crying (Mansur, 2019)

4. Conclusion

Regional food introduction activities through market day held at RA. Labschool IIQ Jakarta has proven to be very effective in educating students. These activities not only provide an enjoyable learning experience, but also enhance collaboration between parents and children, as well as develop various skills such as independence, creativity, and social skills. In addition, this activity introduces entrepreneurial values and diverse cultural knowledge, as well as stimulating children's cognition through buying and selling

activities. The children also showed interest in regional food, such as asking for regional food to be made.

However, there are some drawbacks that must be considered. The cultural knowledge obtained by children is limited to five tribes, namely Bugis, Sundanese, Javanese, Betawi, and Madura. In addition, parents' non-compliance with the rules, overcrowded conditions, and some children who do not use cultural costumes according to their groups can hinder children's interaction and learning experience. Some children also experience confusion and negative emotions when it does not fit the group theme. Thus, although this activity provides significant benefits and fosters mental attitudes and characters that are useful for the child's future, there are still aspects that need to be improved to increase the effectiveness of learning in the future. This research also has limitations that need to be further developed, and it is suggested that the introduction of regional foods be carried out in wider schools by involving more tribes to enrich children's understanding of the cultural diversity that exists in Indonesia.

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