

LOCAL CULTURE OF SAMIN TRIBE COMMUNITY ON BREASTFEEDING PRACTICES TO THE DEVELOPMENT OF CHILDREN'S COGNITIVE

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Abstract: The study aims to find out the local culture of breastfeeding on Samin tribe and its effect on the childhood cognitive development. The cognitive development of early childhood analysis was performed on all 32 children in Samin tribe who were studying in kindergarten. The research used quantitative approach and then it followed by the qualitative method. The research results found the local culture of Samin tribe community had a negative impact on the fulfillment of breast milk for their children. The demand for breast milk in Samin tribe was low. The local community believes that after one-month-old, a child unites with nature. Therefore, breast milk usually is given to the baby only for one month. This condition leads to an adverse impact on the childhood cognitive development.

Keywords: Local culture, Samin tribe, Breastfeeding, Cognitive.

INTRODUCTION

The quality of human resources is influenced by the nutrition and health status. The value of nutritional quality and health will determine the quality of human competitiveness in the global era. The strong and skilled human resources are only obtained if it supported by the proper status of nutrition and health. Moreover, social environments also affect the human quality through personality and behavior building. Breastfeeding has been studied by researchers which prove that exclusive breastfeeding can boost the immune system and reduce the infant mortality and morbidity. Breastfeeding practices also have proven in its long-term effects on the optimal brain potential development (Soekirman, 2005; Jain, 2002).

The research of Edmond et. al. (2006) asserts that the early delay in breastfeeding early will increase the risk of infant death. Meanwhile, the study of Duong et. al. (2004) provide the evidence that breastfeeding can prevent the intelligence impairment of the newborn baby. The infant breastfeeding infants are performed up to six months old; however, it relies heavily on the mother's education, family supports, and cultural factors. Forms of cultural factors played in establishing, managing, and influencing the actions and activities in breastfeeding. Based on the analysis of various articles on this research, it is affirmed that child malnutrition can be ascertained as indicated by the failure of breastfeeding. The effective breastfeeding represents a process of direct interaction between mother and infant regarding transfer of milk from the breast to the baby, in a manner which

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illustrates the requirement for mother and baby. Breastmilk is the perfect nutritious food for the baby because it contains nutrients that suit the needs of infants who are in the stage of accelerated growth and development.

Given nutrients to the baby phase is the next step in health determinants. The nutritional needs are basic needs that have to be well considered. Based on the composition analysis, breastmilk is rich in the nutrition which is suitable for the newborn baby. Therefore, breastfeeding is accepted as the best food given by a mother to her infant. Moreover, breastmilk contains protective substances which are the function to support the antibody system of infants in avoiding various diseases and infections. Thus, breastmilk is positioned as an essential component for the survival and development of the child.

Besides, the exclusive breastfeeding by the mother in the first six months of baby lives has effectively been proclaimed by Indonesian government since a decade. However, Indonesia is a mega-biodiversity country with thousands of islands and thousands of tribes which in its practical, some citizens are still very strong keeping all traditions and culture of their ancestors. For example, Samin tribe is one of the communities living in the region of Central Java, which still maintains a separate tradition and culture, including the tradition of breastfeeding for the child. By decades, people of Samin tribe preserve the culture taught by the ancestors of all aspects of the women of the tribe lives. Samin people have a lack of knowledge including on the nutrition and health matters. A background research was performed on the local culture of Samin tribe about breastfeeding and its impact on children's cognitive development.

Since the Samin tribal chief passed away in 2008, there is a changing in people paradigm. Samin people are experiencing the evolution of views on education. Since that time, 5 to 7 years old children begin to know the education world by attending the school. Since that time, they start to learn the new world just like the normal Indonesian children outside the community of Samin tribe. Moreover, there is a change of nursing habit by the mother to their child. Thus, it becomes the background of this research to study the cultural uniqueness and level of cognitive development of children in Samin tribe.

The research questions are how do the local culture of Samin in breastfeeding? What is the level of cognitive development in children of Samin tribe? To answer the research questions, it requires a deep study aiming to uncover the local culture in the nursing habit by Samin people. The research also seeks to obtain data on the level of Samin children cognitive development as an impact of breastfeeding habit culture. The results of this study are expected to influence the paradigm of Samin people on their habit of breastfeeding. This influence is further projected to prepare Samin people to be qualified human resources. Samin tribe culture

will surely turn into the modern culture; therefore, it is necessary to study their culture.

According to Piaget as quoted by Woolfolk (2009), the cognitive development is influenced by maturity and social environment. Maturity is related to the biological changes associated with the genetic factors. The social activity is automatically programmed to improve the people's ability to manage the environment in activities related to the social learning through interaction with people. Piaget divides the children cognitive development into four main periods which are correlated with and increasingly sophisticated with age: sensorimotor period (0-2 yo); preoperational period (2-7 yo); concrete operational period (7-11 yo), and the formal operational period (11 yo-adult).

Pre-operative thinking in Piaget's theory is the procedure for performing mental acts against the object. The characteristic of this stage is a rare mental operation. Children learn to use and represent objects with images and words. Thinking is still egocentric where children are difficult to see the perspective of others. Kids can classify objects using a single trait, such as collecting all the red objects although different shape or gather all round objects even though the color is different.

According to Piaget, the pre-operational phase following the sensorimotor stage and appear between the ages of two to six years. In this stage, children develop their verbal skills. The children begin to represent the objects with words and figures. However, the children are still using the non-logical intuitive reasoning. At the beginning of this stage, children tend to be egocentric because they could not understand their place in the world and how they relate to one another. Children are difficult to comprehend the feelings of those around them. Along with the maturation, the ability to understand other people's perspectives is raising better. Kids have a very imaginative mind at this time and consider every single living thing that does not have feelings.

Childhood cognitive development in the pre-operational stage (4-5 yo) can be determined from their capabilities. The capabilities are the perception for sorting, grouping, and give meaning to the information received by either visual, auditory, kinesthetic, and tactile; the concentration which is the mental ability to receive events sensory and mental; the short-term memory and long-term memory. Nutrition and environmental conditions influence the childhood cognitive development. Breastmilk as the first nutritive feed for the newborn infant can provide adequate nutrition. The ability of each child in sorting and classifying things can be seen through the observation when learning in early childhood education.

This study was conducted to determine the relationship between breastfeeding on childhood cognitive development at Samin children. Data and information on breastfeeding were obtained from the on duty village midwife around the settlement

of Samin tribe, while the childhood cognitive development was known based on the assessment and observation on the kindergarten teachers Samin children study.

According to Notoatmodjo (2003) in Widiastuti (2013), it reveals that the knowledge or cognitive domain is critical in shaping the people's behavior or actions. The level of awareness of a person has a positive relationship to his/her behavior. It is also supported by the theory of Green in Widiastuti Lawrance (2013) which says that a person's behavior is influenced by factors of which was not initially known. For example, Samin people obtain their breastfeeding knowledge from their ancestors. Their breastfeeding habit influence to the childhood cognitive development is an interesting subject to study.

Samina tribe continuously preserves the tribal traditions in breastfeeding. Their level of knowledge about breastfeeding is only obtained from their ancestors. One research results state that the ignorance of breastfeeding implementation and encouragement leads to a low childhood quality. Based on research conducted in Nigeria, Alikor Awi (2006) found that 73% lower maternal knowledge affected the slow childhood cognitive development. Research by Mullany et. al. (2008) conducted in Nepal also show the scope of low early initiation of breastfeeding amounting to 34%. Both communities in Nigeria and Nepal have in common because of lack of knowledge of mothers about breastfeeding, and it affects the child cognitive development.

The Government of Indonesia through the Ministry of Health issued a legal product in the form of the decree of Kepmenkes Minister of Health (Kepmenkes) No 450/2004 of breastfeeding. In the order, it has been stated that every health institution should support the infants breastfeeding program from 0 to 6 months old (MOH, 2005). However, in fact, the program is less successful. In addition to the government's demand for the welfare of the family responsibilities, the government faces the reality of society at the local level. At the local level, the possibility of factors that influence a mother's decision not to implement the breastfeeding has resulted in the characteristics and values of the local culture of the local community.

The local culture forms would be difficult to change despite their belief in the myths that have formed since long time ago in the community (Kidman et al., 2013; Snively, 2001; Stanley, 2001). In certain communities, breastfeeding has a certain uniqueness because of the culture that has lasted a long time and it is descended from the ancestors to the next generation. On the other hand, the socio-economic relations factors will determine the acceptance or rejection of the offer. Social relationships that exist in the environment contributes very strongly to accept the values that have been built previously. According to Sartini (2004), when the strengthened social relations in the community, then the community is going to accept it as a fact.

Moreover, the success of the breastfeeding program can not be separated from the role of midwife birth attendant. Breastfeeding success is heavily influenced by the behavior of health workers who first helps the mother during childbirth. Besides the success of breastfeeding mothers should also be supported by their husbands, families, health workers, and the community. Samin tribe childbirth is not helped by the medical practitioner or midwife, but still take advantage of traditional midwife of Samin tribe members. The culture of Samin people will not reflect changes to the provision of real breastfeeding habit.

This research aims to uncover the local culture of Samin tribe on the knowledge and the role of mothers in breastfeeding and its effect on the childhood cognitive development. All aspects of life at Samin tribe still maintained including the habit of feeding the child. The study is driven curiosity and reveals the early initiation of breastfeeding on the Samin childhood cognitive development scientifically. In its evolution, the tribe has started to send their children to the school at the level of early childhood education such as kindergartens for children 4-6 years old.

METHODS

This study used two approaches, i.e. quantitative and qualitative research and then continued concerning Sugiyono (2013). Quantitative research was conducted to obtain an overview of breastfeeding in children of Samin tribe and to determine the childhood cognitive development who attend the kindergarten level. Also, the study examined the local cultural variables that were related to breastfeeding influential factors. The qualitative research was conducted to determine the cultural values that influence breastfeeding at Samin tribe.

Two research sites in residential areas of Samin tribe in Central Java, namely; in the Desa Kayen, Pati Regency and Desa Ploso, Blora Regency. The research was carried out on 32 kindergartens Samin students. They were 19 children from Desa Kayen, and 13 children of Desa Ploso. All children used as the samples for the limitations of the sheer number of members of this tribe. Knowledge of mothers of all 32 children targeted in research was not measured in this study, since it has the same circumstances, i.e. both parents do not attend the school or never get any education experience in school. The study was limited to uncover the Samin tribal culture in breastfeeding, and also to measure the childhood cognitive development as the impact of breastfeeding practice.

Quantitative data includes data about the local culture of Samin tribe in breastfeeding and the childhood cognitive development. Both of these data were obtained through interviews using a questionnaire to midwives and teachers in kindergarten. Then, the data was analyzed statistically. The qualitative data in this study includes data related to the role of midwives and the role of teachers in

the health and education of children Samin tribe. This data was obtained through interviews; and later, the qualitative data was analyzed by the qualitative approach with a conductive analysis. Selection of the informants as the representative was the midwife and teacher.

All the results of interviews and observations were reconstructed from memory into files record data in the field (field notes). The participant observation used as a complement. The participant observation was performed on three stages, i.e. descriptive observation, focused observation, and a selective observation. Researchers are also using the techniques of documentation in the form of archives related to the focus of research.

To ensure the confidence in the results of research, the validity of the data was proved with the quantitative and qualitative approach. In the quantitative approach, the instrument used in the study aimed to test the validity beforehand; while in the qualitative approach, the validity of research data was conducted through the application of the four criteria recommended by Lincoln & Guba (1985) and Moleong (1998). They are the degree of confidence (credibility), transferability, dependability, confirmability. In the stage of quantitative research, the bivariate analysis was conducted to examine the relationship between independent and dependent variables (Sugiyono, 2000).

RESULTS

Local Culture of Samin tribe in Breastfeeding

Samin tribe is located in Central Java region spreads in Blora Regency and Pati Regency. Samin community is Javanese, but different with other Javanese since they have a different way of life and different traditions. Samin tribe is regarded as a separate ethnicity. Samin community as one of the ethnic groups in Indonesia certainly has the cultural values of various communities. The age of this tribe is already a century; Samin community has experienced a change in social and cultural including breastfeeding. Samin tribe gives a breastfeed their babies only for one month after the birthdate for decades. They have confidence that their newborn infant should be united with nature when it was born, which is part of the teachings of myth and mysticism which they believe to be true.

In the teachings of mysticism, Samin people assume that the mixing between man and God are attached to each other and occur freely in nature. Samin people taught that ancestors regarded as the representative of God and man are obliged to worship the God. The psychotherapy is what makes the tradition of breastfeeding remains preserved. Every child born in Samin tribe quickly adjusts to nature. Therefore, the period of breastfeeding more than one month is considered to hamper a child converge with nature and tradition that has to be true for generations.

Breastfeeding culture in Samin community condenses with everyday life. One month period after a baby born, Samin mother must give a full breastmilk since the baby is still a part of the mother's body. Soon after the baby reach one-month-old, he/she is the part of nature. Based on the interview with the on duty midwife around the settlement of Samin tribe, the nutritive quality of Samin mothers breastmilk is less assured. It is common that Samin women have a lack of nutrition and it has an impact on the nutritional content of breast milk. A simple lifestyle, a potluck meal, and lack of knowledge about nutrition affect the quality of breast milk. Samin people are not well educated. They have not sent to the school to obtain any knowledge. They only have the knowledge taught by their ancestors.

Samín mothers had to breastfeed her child in just one month last until the end of 2008. The tribal chief died in 2008. After that, there was a very drastic change in the culture of breastfeeding. People have started to know the formal education in school. They send their children to get educated in the regular school at any level. After the leader's death, the culture from the outside has started to give the influence to the tradition of Samín tribe. It was a new history of the sustainability of some of the traditions of the tribe. Based on interviews with midwives around the settlement of Samín tribe, it began in early 2009; Samín mothers started to breastfeed their newborn babies more than one month. Their breastfeeding tradition turned into an average of 3 to 4 months or like mothers in the community outside Samín. Any pregnant women of Samín tribe have started to examine their pregnancy in the village midwife, following the activities in the village associated with maternal and infant health.

Changes occur slowly in Samín life; it has a significant impact on the knowledge of mothers regarding breastfeeding. Samín women begin to consume nutritious foods based on advice given by the midwife. Their breastfeeding habit is last up to 5 months. Moreover, Samín babies start to grow and develop well as non-Samín babies; while some traditional cultures remain preserved. However, Samín mothers have not known yet about the importance of vaccination. They are afraid of vaccination which made their babies ill.

The changes in breastfeeding mindset are started slowly converting these tribes to education. Since the beginning of 2012, children under Samín began to want to go to kindergarten as a place of education of children under the age of 7 years. Since then, most Samín kids start to have an inquiry to go to formal education. Even though Samín people began to get educated, they do not leave their traditional knowledge and culture. Based on the interviews with teachers in kindergartens as a place for Samín children to have an education, it is revealed there is a weak support from the parents since the parents do not know the importance of learning at school. Some teachers said that Samín children are only getting an education

from the school. After they arrive at home, their parents ignore anything about school. Teachers give homework, and there is no any feedback from the student. However, teachers accept this circumstance; therefore they always give their best of knowledge to their students without seeing the student's background. Teachers also provide the encouragement for the parents to support their children to have a good education fully.

Based on the data gained through observation and interviews about traditions of breastfeeding in Samin tribe, it was found that culture and tradition of Samin tribe influence the custom in breastfeeding; (1) Breastfeeding is not more than 1 (one) month or 30 days because it is believed one month after the child unites with nature; (2) The improper processing of food sources to support the breastmilk production; (3) The traditional midwife helps the baby delivering using incompatible technique with the obstetric procedure.

Cognitive Development of Children

The results of the cognitive development of Samin children were obtained from the assessments of the kindergarten teachers and the measurement of childhood cognitive development from 32 samples. Six cognitive competencies assessed in this study were objects grouping, numbers sorting, shapes differentiation, numbers recognition, patterns playing, and patterns making.

TABLE 1: CHILDHOOD COGNITIVE COMPETENCE OF SAMIN CHILDREN

<i>Cognitive Competence</i>	<i>Competency Indicator</i>	<i>Category</i>
Easily put the object following the group	Children can arrange objects by color and shape	High
Children can sort and arrange the numbers	Children can sort a numbers and count the numbers from 1 to (minimum) 50	Fair
Children are sensitive to differences in shape and size	Children are actively playing, can choose different geometric shapes, Can show the objects in the form of geometry.	Fair
Children love to play with the numbers and size.	Children can sort the numbers from 0-9 and can sort from the small numbers to the bigger numbers.	High
Children love to make patterns	Children enjoy the game, can build according to the pattern of geometry, can form the image pattern according to the example, and can create patterns	Poor
Children like to make logical patterns	Children involve in playing and arranging the blocks based on certain patterns.	Poor

Samín tribe children can group objects by color and shape which categorized as high, as well as for the liveliness playing the indulge numbers. Six aspects of cognitive competencies assessed on 32 children of Samín tribe is shown in Figure 1.

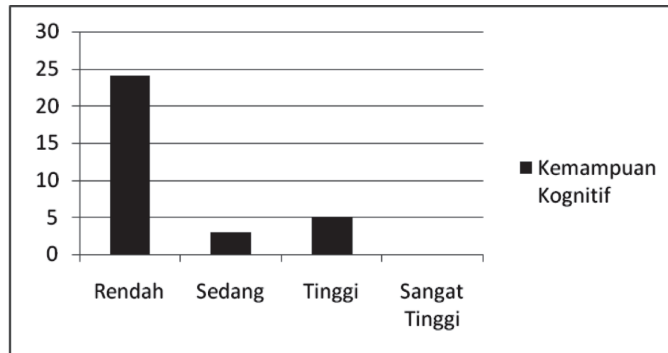


Figure 1: Categories of Childhood Cognitive Competencies on Samin Children

As many as 24 Samin children cognitive competencies rated in the low category, while the other 5 children were achieved high category. Based on Figure 2, the cognitive abilities of children Samin tribe was not well developed. Teacher conducted a further interview with 32 children. The results showed that children do not learn at home. According to the Samin people's habit, children are accustomed to helping both parents work in the garden after school. Moreover, there is almost no support from both parents to learn at home. Also, they do not have supporting books for learning at home.

DISCUSSION

Breastfeeding culture in Samin tribes has historically been done, inadvertently inhibit childhood cognitive development. The habit of breastfeeding is not more than 1 (one) month or 30 days because the child is believed to unite with nature. Besides, more than one month are considered to disrupt the activity of mothers in farming. Gardening or farming is the sole livelihoods of tribal communities of Samin. The flurry of gardening is feared to be interrupted because of the post-maternal condition. They fear that their food supplies will not cover their needs. Based on the observation, it shows those Samin tribes usually perform the everyday activities other than gardening or farming, and also complete the traditional rituals.

In addition, the knowledge of Samin people on food processing is still low. Their habit of cooking is well-cooked mindset which can affect nutritive compounds. This lack of nutrition can further affect the breastfeeding mothers which reduce the milk production and its nutrient content in which there are proteins become damaged. Results of research by Osman et al. (2009) showed that 24% women expressed their concern because they do not have enough amount of breast milk as a negative effect on their culture.

The women of Samin tribe at the time of this study, no one had ever studied in school. During pregnancy, they do not meet the midwife. However, in the maternal

instinct, Samin tribe women believe about the importance of breast milk, as well as research results Kuzma (2013) which show that breastfeeding as a way to feed the baby for the Samin tribal community. The lack of knowledge on food processing makes the low nutritional quality of milk. All pregnant Samin women are relying solely on a traditional midwifery since the beginning of pregnancy until delivery.

Traditional midwife is designed for pregnant Samin women who want to deliver their baby. Traditional midwife or Katuas help expectant mothers of using their knowledge which is passed down from their ancestors. Their knowledge is limited to the natural instinct to have no knowledge about the health of the baby as well as a midwife. Involvement of village midwives herbalists does not make a habit of paying less attention to postpartum health and the baby development. Therefore, it contributes to the cognitive development of children, per the results of research Park et al. (2014); Mimouni (2013) shortage of breast milk affects the child's intelligence.

Samín tribe in developing children's cognitive patterns are still very lack of knowledge. Children spend more time to help both parents gardening. The early childhood cognitive development can be observed by taking a natural setting that is done while playing but remains in the atmosphere of the learning process. One of the early childhood developments to be discussed is cognitive development. Cognitive development is closely linked with the development of intellectual and mental growth. Early childhood cognitive development is influenced by many factors such as physical maturity, experience and interaction of learners with the people around him. Results of research Choiriyah et al. (2015) the practice of breastfeeding is a local culture of society.

Cognitive development theory states that an individual's mental growth is the most important part of a child's development. Children who are well-developed cognitive aspects can develop the thinking process, responding to objects in the environment, and reflect on his experience. Given early childhood, cognitive development needs assessment strategies and the right tools to measure cognitive development. Given early childhood, cognitive development can be done with intensive observations about the child's intellectual. Also, it also pays more of children's development, considering the learning is not merely a collection of knowledge of the skills and abilities of individuals, but it includes how the child responds to his experience.

CONCLUSION

Samín tribe preserve the local culture obtained from their ancestors, including the nursing habit and breastfeeding belief. However, it has an unavoidable adverse impact on the fulfillment of breastmilk for their children. Mothers of Samín tribe give the breastfeeding to their newborn baby only for one month. Moreover, Samín

tribe breastfeeding habit also has a negative impact on the childhood cognitive development. Therefore, further personal approaches for Samin people are needed to socialize the importance of exclusive breastfeeding and change their mindset to build a strong human civilization in the global era.

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