

BUILDING RESILIENCE FROM AN EARLY AGE: AN ANALYSIS OF THE FORMS AND FACTORS OF CHILDREN'S ADAPTATION IN THE BATUSANGKAR MARKET ENVIRONMENTResti Yulia¹, Zifnil Afifah², Angraini Daboti³, Restu Yuningsih⁴, Meliana Sari⁵, Lany Fitri⁶¹ Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia² Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia³ Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia⁴ Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia⁵ Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia⁶ Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia**Corresponding Author:**

Resti Yulia,

Early Childhood Islamic Education Department, Faculty of Teacher Training & Education, UIN Mahmud Yunus Batusangkar
Jl. Kubu Rajo No. 137, Batusangkar, Kabupaten Tanah Datar, Sumatera Barat, IndonesiaEmail: restiyulia@uinmybatusangkar.ac.id**Article Info**

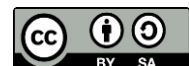
Received: October 9, 2025

Revised: January 14, 2026

Accepted: March 18, 2026

Online Version: April 24,
2026**Abstract**

This study examines the phenomenon of early childhood adaptation within the complex and dynamic environment of Batusangkar Market. The market environment, with its unique social interactions and emotional stimuli, serves as a distinctive arena for children to develop adaptive capacities. This research contributes to the understanding of how stimulation-rich non-formal environments can shape children's adaptive abilities. The objective is to describe the forms of adaptation and the formative factors of adaptive capacity among early childhood children in the market. This qualitative descriptive case study positions the researcher as the key instrument. Informants, including children active in the market, parents, and traders, were selected through purposive sampling. Data were collected through participant observation, unstructured interviews, and documentation. Data analysis followed the Miles and Huberman model (reduction, display, and verification/conclusion). Data validity was ensured through technical triangulation (observation, interviews, and documentation) and the alignment of findings with reduction tables. The results indicate that early childhood adaptation in the market is formed through the synergy of early habituation, parental education and supervision, modeling, social interaction, and experiential learning. Prominent forms of adaptation include psychosocial and emotional, physical and sensory, behavioral and normative, as well as operational and autonomy. These findings enrich the literature on child developmental psychology, particularly regarding adaptation in dynamic social environments, and offer practical implications for the development of intervention programs. Batusangkar Market is proven effective in fostering independence and adaptive resilience in early childhood.

Keywords: Early Childhood Adaptation, Formative Factors of Resilience, Marketplace Environment, Market Environment Characteristics

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Journal Homepage

<https://research.adra.ac.id/index.php/solj>

ISSN: (P: 2988-5191) - (E: 2988-5205)

How to cite:

Yulia, R., Afifah, Z., Daboti, A., Yuningsih, R., Sari, M., & Fitri, L. (2026). Building Resilience from an Early Age: An Analysis of the forms and Factors of Children's Adaptation In The Batusangkar Market Environment. *Sharia Oikonomia Law Journal*, 4(2), 110–122. <https://doi.org/10.70177/solj.v4i2.3846>

Published by:

Yayasan Adra Karima Hubbi

INTRODUCTION

Socio-emotional development in early childhood constitutes a crucial foundation that determines an individual's future success in interacting with the broader environment (Handayani & Kaffa, 2025; Jiang, Lu, et al., 2026). During this period, often referred to as the "golden age," children possess an extraordinary sensitivity to external stimuli and an innate ability to learn through authentic, direct experiences. A key indicator of socio-emotional development is adaptability the capacity of a child to adjust to new environments, diverse individuals, and dynamic social situations (Sloss et al., 2026; Sortwell et al., 2024). This ability is not merely a passive process; rather, it is an active mechanism involving emotional regulation, self-confidence, and independence, which ultimately fosters the formation of resilience. Resilience, defined as the ability to recover and adapt positively amidst challenges, is increasingly relevant within today's complex environmental contexts (Vatou et al., 2026).

While mainstream developmental theories often position the family and school as the primary microsystems of child development, the sociocultural reality in Indonesia presents another equally significant context: the traditional market environment. The market is not merely a site for economic transactions, but a complex social ecosystem, sensory-rich, and characterized by interactions between heterogeneous individuals (Anabtawi & Bleibleh, 2025; Satiroglu, 2026). For young children living in or frequently visiting market environments (often because their parents work as traders), the market serves as a "social laboratory." This setting necessitates an adaptation process far more intricate than that of a protected home environment or a structured school setting (Gaadha & Umasankar, 2026; Ijatuyi et al., 2025; Jiang, Lin, et al., 2026).

Preliminary observations at the Batusangkar Market reveal a compelling phenomenon: young children active in this space appear to exhibit extraordinary adaptability. These children seem comfortable and composed amidst the bustle and noise, demonstrating the independence to interact with traders and visitors. They exhibit an ability to maintain personal safety, follow simple informal rules, and synchronize their behavior with the rhythm of market activities. Such capabilities indicate an organic formation of resilience (Halimi et al., 2025; Xu et al., 2026). This phenomenon raises a fundamental research problem: how a market environment, often perceived as "less than ideal," can serve as an arena that fosters resilience in early childhood (Barrios-fleitas et al., 2026; Deepika & Jennifer, 2026; Ernst et al., 2021).

The urgency of this research is underscored by a significant gap in the existing literature. Thus far, studies on early childhood adaptation have been dominated by formal educational contexts, such as "market day" simulation programs in schools. While beneficial, these simulations often fail to replicate the genuine complexity and social dynamics of a real market. Consequently, there is limited understanding of how children's resilience and adaptive capacities are naturally forged in challenging informal social environments (Arbués et al., 2025; Kim et al., 2025). Most market-related research focuses on the adaptation strategies of adult traders toward economic or technological competition, often neglecting the position of the child as an active subject within that space or viewing them solely through the lens of emotional risk. This gap highlights the need for an in-depth exploration of children's adaptive experiences in authentic market environments as an alternative pathway to understanding resilience (Adawiyah et al., 2025; Chandra et al., 2023; Harventy et al., 2025; Nurlanovich, 2025; Sum & Taran, 2020).

Accordingly, this study adopts a qualitative approach to analyze the specific forms of adaptation exhibited by young children and to identify the primary factors shaping their adaptive capacities. This research is expected to offer a new perspective for educators, parents, and policymakers: that social learning and resilience-building do not always require a sterile classroom environment. Understanding the factors that facilitate adaptation in market settings can inform the formulation of socio-emotional development strategies and resilience-building

frameworks that are more contextual and rooted in the sociocultural realities of Indonesian society (Blewitt et al., 2019; Jiang, Lin, et al., 2026; Jiang, Lu, et al., 2026; Sott, 2025).

RESEARCH METHOD

Research Design

This study employs a qualitative approach, specifically qualitative descriptive research. The qualitative approach was chosen to gain an in-depth understanding of the phenomenon of early childhood adaptation in a complex and dynamic market environment, and to explore the meanings behind the behaviors and social interactions that occur (Creswell, 2014). This design allows researchers to conduct intensive exploration of one or several cases (early childhood in Batusangkar Market) within their real-life context, thereby yielding a holistic and richly detailed understanding (Yin, 2018).

This research was conducted at Batusangkar Market, Tanah Datar Regency, West Sumatra. The selection of this location was based on its characteristics as an active traditional market with high intensity of social interaction and the presence of young children who frequently engage in activities within the area. The study took place over a period of six months, from September 2 to December 31, 2025, covering the phases of observation, data collection, and data analysis.

Research Target/Subject

The objective of this research is to describe the forms of adaptation and the factors influencing the adaptive capacity of early childhood in a market environment. The research subjects are early childhood children who regularly engage in activities in Batusangkar Market. Research informants include the early childhood children themselves (through observation and interaction), parents or caregivers of the children who work as traders in the market, and other traders who significantly interact with these children. Informant selection was conducted using purposive sampling technique, which involves selecting informants based on specific criteria relevant to the research focus, such as children who are frequently present in the market and adults who have intensive interaction with them (Sugiyono, 2017).

Research Procedure

This qualitative research procedure was conducted sequentially through several main stages. First, the Pre-Field Stage involved conducting preliminary studies, obtaining permits, building rapport with informants, and preparing research instruments. Second, the Field Stage involved collecting data at the research location according to predetermined techniques. Third, the Data Analysis Stage involved continuous data analysis from the initial data collection until conclusions were drawn. Fourth, the Reporting Stage involved compiling the research report based on the results of data analysis.

Instruments, and Data Collection Techniques

The researcher acted as the key instrument (human instrument) in this qualitative research. Data were collected through three main techniques to achieve technical triangulation: First, participant observation, where the researcher was directly involved in daily activities in the market environment, observing children's adaptive behaviors, their interactions with the environment and adults, and the social dynamics that occurred. Field notes (FN) were used to record observation results in detail. Second, Unstructured Interviews: In-depth interviews were conducted with parents/caregivers and market traders to gather information regarding the children's background, their adaptation experiences, and their perceptions of factors influencing the children's adaptive capacity. Interview notes (IN) were used to record interview results. Third, Documentation: Supporting data in the form of photos, videos (if permitted), or other

records relevant to the phenomenon of children's adaptation in the market were collected. This documentation (D) served as a complement and reinforcement to the observation and interview data.

Data Analysis Technique

Data analysis was conducted using the interactive model by Miles and Huberman (1994), which consists of three interrelated activity flows: data reduction, data display, and conclusion drawing or verification. During the data reduction stage, the process involved selecting, focusing, simplifying, abstracting, and transforming raw data from field notes, where irrelevant information was filtered out and relevant data were categorized into themes of adaptation and their influencing factors. Subsequently, in the data display stage, the organized data were presented through matrices, graphs, networks, or diagrams including Venn diagrams for triangulation to systematically identify patterns, relationships, and significant themes. Finally, in the conclusion drawing and verification stage, initial findings were formulated and verified against supporting evidence from the reduced and displayed data. The validity of these findings was ensured through technical triangulation by comparing and confirming information across observations, interviews, and documentation, whereby conclusions were deemed valid if the data sources demonstrated consistency and mutual support.

RESULTS AND DISCUSSION

This study aims to examine in depth the forms of early childhood adaptation and the factors influencing their adaptive capacity within the Batusangkar Market environment. To ensure the validity of the findings, data were collected and analyzed through a source triangulation process involving Field Notes (FN), Interview Notes (IN), and Documentation (D). This approach facilitates cross-verification of each finding, ensuring that the identified adaptation patterns are not isolated occurrences but consistent phenomena confirmed from multiple perspectives. Furthermore, the analysis specifically addresses how children overcome emotional barriers (EB), verbal barriers (VB), and social barriers (SB) within the market dynamics. The forms of early childhood adaptation in the market environment that consistently emerged in the study are presented in the following diagram:

Table 1. Forms of Early Childhood Adaptation in the Market Environment

No.	Finding Theme	Source Code	Keywords	Analytical Description
1	Psychosocial & Emotional Adaptation	FN1-FN5, IN1, IN3, IN4, D1, D2	Habituation, Calmness, Comfort	Children demonstrate emotional composure amidst crowds. No significant indications of fear or anxiety were found, suggesting the mitigation of emotional barriers (EB) toward an unfamiliar environment.
2	Physical & Sensory Adaptation	FN2, FN3, IN2, IN3, D3	Noise, Odor, Physical Conditions	The children's ability to tolerate market sensory stimuli (loud noises, distinctive market aromas, temperature). Children remain engaged in activities undisturbed by the physical discomforts of the environment.
3	Behavioral & Normative	FN1, FN3-	Rules, Compliance,	Children are able to follow the rhythm of market activities and adhere to

	Adaptation	FN5, IN1, IN4, IN5, D1, D4	Adjustment	simple rules (such as staying near parents). This indicates successful overcoming of social barriers (SB) through the internalization of environmental norms.
4	Operational Adaptation & Autonomy	FN1, FN4, FN5, IN1, D5	Activity Engagement, Composure	Children cooperatively engage in their parents' daily market routines, demonstrating a synchronization between the children's needs and the demands of the parents' work environment.

Psychosocial and Emotional Adaptation. The children demonstrated significant emotional composure amidst the bustling market environment. No significant indications of fear or anxiety were observed, suggesting that they have successfully overcome emotional barriers (EB) toward an environment that might be perceived as unfamiliar or intimidating by other children. Their familiarity, calmness, and sense of comfort are reflected in their ability to interact and engage in activities without being overwhelmed by the intense emotional stimuli of the market. This capacity is further reinforced by the functional social interactions they have developed, effectively overcoming verbal barriers (VB) within the context of daily market communication. These findings are supported by Field Notes (FN1-FN5), Interview Notes (IN1, IN3, IN4), and Documentation (D1, D2). Interview transcript as follows (IN1, IN3, IN4):

“My child doesn't get cranky when I bring them to the market. They've been used to the busy environment since they were a baby, so they're quite relaxed and even tend to stay calm”

Physical and Sensory Adaptation. The children's ability to tolerate market sensory stimuli such as loud noises, distinctive aromas, and varying temperatures is remarkably prominent. The children continued their activities undisturbed by the physical discomforts of the environment, demonstrating exceptional physical adaptation. This reflects their capacity to process and internalize a dense sensory environment, which in turn reduces the potential for emotional barriers (EB) that might arise from sensory sensitivity. These data were derived from Field Notes (FN2, FN3), Interview Notes (IN2, IN3), and Documentation (D3). Interview transcript as follows (IN2, IN3):

“My child is used to the smell of fish at the market, as they frequently accompany me for work. I have no choice but to bring them along because there is no one available to provide childcare at home”

Behavioral and Normative Adaptation. The children demonstrated the ability to follow the rhythm of market activities and adhere to simple rules, such as remaining in close proximity to their parents. This indicates their success in overcoming social barriers (SB) through the internalization of environmental norms and expectations. Such behavioral compliance and adjustment enable them to function harmoniously within the market community, minimizing conflict and maximizing their safety. These findings are supported by Field Notes (FN1, FN3-FN5), Interview Notes (IN1, IN4, IN5), and Documentation (D1, D4). Interview transcript as follows (IN1, IN4, IN5):

“My child usually just automatically plays with the neighbor's kids from the shop next to mine. They only play around the shop because they understand how crowded the market is,

so they don't wander far from me. It feels like they just know where to play and what to dolike knowing when it's time to play and who their playmates are”

Operational Adaptation and Autonomy. Children’s cooperative involvement in their parents' daily market routinessuch as assisting with trading or maintaining composuredemonstrates a synchronization between the children's needs and the demands of their parents' work environment. This represents a form of operational adaptation that leads to functional autonomy. This capacity further indicates that they have transcended verbal barriers (VB) by communicating functionally within the context of market transactions or social interactions, as well as overcoming social barriers (SB) through active participation in family economic activities. These data are derived from Field Notes (FN1, FN4, FN5), Interview Notes (IN1), and Documentation (D5). Interview transcript as follows (IN1)

Because they've seen me handle so many transactions, my child is used to it and even helps out. They'll do things like grab plastic bags, pack the cleaned fish for buyers, and help with counting or weighing. They even take the initiative to ask customers what they're looking for.

My child usually just automatically helps with cleaning the vegetables, like cutting the stalks of the kangkung and spinach, and then passing them to me to give to the customers. It's as if they've just become naturally trained by themselves.

The second finding obtained by the researcher relates to the factors that shape the adaptive capacity of early childhood within the Batusangkar Market environment. The results of the triangulation indicate that the findings regarding these formative factors of adaptive capacity can be visually observed in the following table 2.

Table 2. Formative Factors of Children’s Adaptive Capacity

No.	Formative Factor	Source Code	Keywords	Explanation
1	Habituation (Early Exposure)	FN1-FN5, IN1, IN3, IN5, D1	Early Age, Intensity	Continuous exposure to the market environment from a very young age forms a mental 'schema' in children, where the market is perceived as a safe and familiar environment.
2	Parental Education & Supervision	FN1, FN3, FN5, IN1, IN3, IN5, D1	Guidance, Supervision, Consistent	The active role of parents in providing direct guidance while children are in the market helps them map out risks and appropriate behaviors.
3	Modeling (Observational Learning)	IN1, IN5, D2	Positive Examples, Imitation	Children learn through the observation of behaviors exhibited by parents and other traders. This process of imitation accelerates the acquisition of social skills within the market.
4	Environmental Social Interaction	FN1-FN5, IN1-IN5, D1, D3	Trader Support, Community	A supportive and inclusive market environment provides space for children to experiment socially without excessive pressure.
5	Experiential Learning	FN1-FN5, IN2, IN5, D4	Involvement, Independent, Responsibility	Active involvement (such as assisting with trading or making independent purchases) provides positive reinforcement for children's self-confidence and autonomy.

Habituation (Early Exposure). Continuous exposure to the market environment from a very young age forms a mental 'schema' in children, where the market is perceived as a safe and familiar environment. This habituation significantly reduces emotional barriers (EB) as the

market is no longer viewed as foreign or threatening, but rather as an integral part of their daily reality. Children accustomed to the market's hustle and bustle from an early age exhibit low anxiety levels and high comfort in interacting with their surroundings. These findings are consistently confirmed through field observations (FN1–FN5), which show children moving freely and without fear within the market. Interview notes (IN1, IN3, IN5) from parents and traders further corroborate that the children have been habituated to the market environment since infancy. Documentation (D1), consisting of photos or videos of the children's activities in the market from an early age, further strengthens these findings. Interview transcript as follows (IN1, IN3, IN5):

My child doesn't get cranky when I bring them to the market. They've been used to the busy environment since they were a baby, so they're quite relaxed and even tend to stay calm.

Parental Education and Supervision. The active role of parents in providing direct and consistent guidance while children are in the market is crucial. This direction and supervision help children map out risks and appropriate behaviors, enabling them to overcome social barriers (SB) by understanding established boundaries and norms, such as avoiding hazardous areas or remaining within sight. This education also encompasses effective communication methods, assisting children in overcoming verbal barriers (VB) during their interactions, such as when making requests or answering questions. Field observations (FN1, FN3, FN5) clearly demonstrate parents providing verbal directions or physically supervising their children. Interview notes (IN1, IN3, IN5) from parents outline the guidance strategies they implement, such as providing warnings or teaching interaction skills. Documentation (D1), including recordings of parent-child interactions in the market, further illustrates this process of education and supervision. Interview transcript as follows (IN1, IN3, IN5):

Before we even leave the house, I've told my child that if they come to the market, there's to be no fussing and they have to stay near the shop. I set a schedule for everything when to nap, when to play, when to do their religious studies (mengaji), and when to study.

Modeling (Observational Learning). Children learn through the observation of behaviors exhibited by parents and other traders. This process of imitation accelerates the acquisition of social skills within the market, such as methods of interacting with buyers or fellow traders, negotiation techniques, and the management of merchandise. Positive modeling assists children in internalizing adaptive behaviors and reducing social barriers (SB) by providing concrete examples of how to interact effectively and acceptably within the market environment. These findings are supported by interview notes (IN1, IN5), which indicate that children frequently emulate the actions of adults around them. Documentation (D2), consisting of photos or videos showing children imitating trading activities or interacting with customers, further reinforces these findings. Field observations (FN) indirectly noted children replicating the gestures or speech of adults. Interview transcript as follows (IN1, IN5):

Because they often see us buying and selling, my child has unconsciously learned how to offer things to people passing by. They'll say things like, 'What are you looking for, ma'am?' or 'How many bunches of vegetables would you like?' and 'Come take a look, ma'am, they're still fresh,' (chuckles).

Environmental Social Interaction. A supportive and inclusive market environment provides space for children to experiment socially without excessive pressure. Support from traders and the market community as a whole such as friendly greetings, invitations to play, or offers of assistance minimizes social (SB) and emotional barriers (EB). This enables children to develop complex adaptive capacities within a dynamic environment, feeling accepted and secure. These interactions also facilitate the development of verbal skills,

overcoming verbal barriers (VB) through daily communication practices with various individuals. Field observations (FN1–FN5) clearly demonstrate positive interactions between children, traders, and market visitors. Interview notes (IN1–IN5) from parents, traders, and even older children confirm the existence of this social support. Documentation (D1, D3), consisting of photos or videos of children's social interactions in the market, further supports these findings. Interview transcript as follows (IN1-IN5):

Actually, I do worry about them getting lost because the market is so busy and crowded. But here, we all keep an eye on each other's kids. My neighbors look out for my child, and I look out for theirs; we just take care of one another. We even know pretty much every child there and who they belong to because we're so close, like family. We just help each other out with the kids.

Experiential Learning. Children's active involvement in market activities such as assisting with trading, organizing merchandise, or making independent purchases provides positive reinforcement for their self-confidence and autonomy. This direct experience enriches their understanding of market dynamics, the value of money, and practical social interactions, thereby strengthening their adaptive capacity. Through these experiences, children practically overcome verbal barriers (VB) during transactions (e.g., when making purchases) and social barriers (SB) through independent interactions with others. Field observations (FN1–FN5) directly noted children engaging in market activities. Interview notes (IN2, IN5) from parents frequently describe how their children assist or perform independent activities in the market. Documentation (D4), consisting of photos or videos of children actively participating in market activities, provides robust evidence for these findings.

Overall, the factors shaping the adaptive capacity of early childhood in the Batusangkar Market environment constitute a mutually supportive ecosystem. The synergy between early habituation, parental education and supervision, positive modeling, a supportive social environment, and experiential learning collectively creates a conducive environment for the development of resilience. A rigorous data triangulation process ensures that each of these factors has a strong empirical basis, demonstrating how children not only survive but also thrive optimally in facing the complexities of a dynamic market environment, while simultaneously overcoming any emotional, verbal, and social barriers that may arise.

The findings of this study indicate that the forms of early childhood adaptation observed in the Batusangkar Market reflect not merely survival strategies within an informal environment, but also the development of complex resilience processes within a socio-ecological framework. Empirical observations reveal that children actively engage with the market environment through participation in activities such as assisting parents, observing transactions, and interacting with customers. These interactions illustrate the presence of intensive proximal processes within their immediate environment. From the perspective of Bronfenbrenner's bioecological theory, the market functions as a dynamic microsystem that actively shapes children's developmental trajectories rather than serving as a passive background. This finding extends conventional interpretations of microsystems, which typically emphasize family and school contexts, by demonstrating that informal economic spaces can also serve as significant developmental environments (Beighton & Beighton, 2026; Küçükardalı et al., 2025). This is consistent with recent studies highlighting the role of informal and community-based environments in fostering resilience through authentic social interactions (Ainiyah et al., 2025; Livingston et al., 2025; Mantovani et al., 2021). However, in contrast to studies that emphasize the risks associated with informal environments, this study shows that, under certain conditions, traditional markets can function as productive spaces for adaptive learning.

Children's emotional calmness in the midst of the complex and often chaotic market environment indicates the development of adaptive regulatory mechanisms through repeated

exposure. Observational data suggest that children no longer display anxiety in response to noise, crowd density, or dynamic interactions, but instead maintain focus and emotional stability while engaging in activities. This suggests that habituation to environmental stimuli contributes significantly to the development of emotional regulation (Faizin et al., 2024; Furu et al., 2023). These findings reinforce the argument that resilience emerges through direct engagement with environmental challenges rather than through protection from them (Livingston et al., 2025; Williams & Mcewen, 2021). Critically, this challenges protectionist approaches in early childhood education that tend to shield children from complex environments, as the present findings indicate that controlled exposure can enhance self-regulation capacities. Furthermore, the market provides a context for authentic, contextual learning in which children develop functional communication skills. The data show that children use language instrumentally for example, to request, negotiate, and respond to customers indicating the emergence of what can be conceptualized as “transactional literacy,” a form of socially embedded communicative competence shaped by economic interactions. This aligns with studies demonstrating that contextual and experiential learning environments are more effective in promoting engagement and social competence in early childhood (Adeoye et al., 2025; Bourn & Soysal, 2021; Iurchyshyn, 2025; Ogunmuditi, 2025; Sungwa, 2025).

The success of children’s adaptation within the market microsystem is closely linked to the role of parents as providers of scaffolding. Interview data indicate that parents actively guide, supervise, and model appropriate social behaviors, enabling children to gradually understand the norms and expectations of the market environment. This highlights that resilience is co-constructed through the interaction between children’s agency and responsive social support. Contemporary literature consistently emphasizes the critical role of family and community support systems in fostering resilience among children in challenging environments (Adeoye et al., 2025; Ainiyah et al., 2025; Livingston et al., 2025; Mantovani et al., 2021). However, this study contributes further by demonstrating that scaffolding within informal economic contexts is more situational, practice-based, and embedded in daily routines compared to formal educational settings. In addition, children’s ability to tolerate intense sensory stimuli such as noise, heat, and crowd density indicates the development of adaptive self-regulation (Srem-sai et al., 2025). These findings suggest that children are not merely passive recipients of environmental influences but actively construct coping strategies, which constitute a core dimension of resilience.

The findings also have important implications for early childhood education, particularly within the framework of Indonesia’s Merdeka Curriculum, which emphasizes contextual and environment-based learning. The market environment provides a natural context for developing foundational numeracy skills, social competencies, and independence through real-life experiences. This supports the growing body of literature advocating for the integration of real-world contexts into early childhood learning processes (Adeoye et al., 2025; Iurchyshyn, 2025; Sungwa, 2025). Moreover, the findings have broader global relevance, particularly for developing countries where informal economic sectors are prominent and children are frequently exposed to public and community-based environments. In this regard, traditional markets can be conceptualized as alternative learning ecologies that have been largely overlooked in international early childhood education research.

Overall, this study demonstrates that children’s adaptive behaviors in the Batusangkar Market represent a form of holistic resilience development within an informal learning environment. Rather than positioning children in market contexts solely as vulnerable populations, the findings highlight their capacity as active agents who construct adaptive competencies through social interaction and lived experience. The resilience observed encompasses emotional, social, and cognitive dimensions that develop simultaneously within everyday contexts.

CONCLUSION

This study comprehensively identifies four crucial forms of adaptation: psychosocial and emotional, physical and sensory, behavioral and normative, and operational and self-reliance alongside five contributing factors to resilience: habituation, parental education and supervision, modeling, environmental social interaction, and experiential learning in early childhood children within the dynamic ecological context of Batusangkar Market. These findings significantly enrich Bronfenbrenner's Ecological Systems Theory and Vygotsky's Sociocultural Theory by demonstrating how non-formal microsystems can foster children's adaptive capacities through scaffolding and a secure base. Furthermore, the research underscores its practical relevance for the implementation of Indonesia's Kurikulum Merdeka and Profil Pelajar Pancasila as a natural project-based learning ecosystem. The implications of this study advocate for a paradigm shift in viewing non-formal environments as rich pedagogical arenas, challenging educational policies to be more contextual and to leverage local resources. Nevertheless, methodological limitations inherent in a single case study and a qualitative approach necessitate further research utilizing mixed-methods or comparative studies across diverse contexts to test generalizability and delve deeper into the specific roles of adaptive factors.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the author(s) used BlackBox AI to assist in improving grammar, language quality, and overall readability of the text. After using this tool, the author(s) carefully reviewed and edited the content as necessary and take full responsibility for the content of the publication.

ACKNOWLEDGMENTS

The authors extend their sincere gratitude to all participants, especially the children and their parents in Batusangkar Market, for their invaluable cooperation and willingness to share their experiences, which were fundamental to this research. We also thank the local community and market vendors for their support and for providing a conducive environment for data collection.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

Author 5: Supervision; Validation.

Author 6: Other contribution; Resources; Visualization; Writing - original draft.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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