

**THE MANAGEMENT OF A CHILD-FRIENDLY CULTURE
IN MINIMIZING DISCRIMINATION OF DISABILITIES
CHILDREN AT HARSYA CERIA EARLY CHILDHOOD
EDUCATION BANDA ACEH**

KARYA ILMIAH JURNAL SINTA 3

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Program Studi Manajemen Pendidikan Islam



**UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PROGRAM STUDI MANAJEMEN PENDIDIKAN ISLAM
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Gelar Sarjana Dalam Ilmu Pendidikan Islam**

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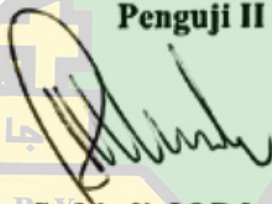

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Menyatakan sesungguhnya bahwa skripsi saya yang berjudul “ **The Management of A Child-Friendly Culture in Minimizing Discrimination of Disabilities Children at Harsya Ceria Early Childhood Education Banda Aceh**” adalah benar karya asli saya, kecuali lampiran yang disebutkan sebagai sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sebenarnya.

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ABSTRACT

Every citizen has the same right to obtain quality education and the right to survival, growth, development and the right to protection from violence and discrimination. This study aims to determine the planning and implementation of a child-friendly culture in minimizing the discrimination of children with special needs at Harsya Ceria ECD Banda Aceh. A qualitative approach was used to determine the management of a child-friendly culture in minimizing discrimination of disabilities children at Harsya Ceria ECD Banda Aceh. In this study, the data were analyzed using the Miles and Huberman model which includes data collection, data reduction, data presentation and conclusion drawing. The results showed that planning is done by setting a vision, mission and goals, as well as by analyzing the needs of disabilities children, allocating resources, and involving all stakeholders. The implementation of a friendly culture is done by combining normal children with special needs children. Based on the results of research related to the management of child-friendly culture in minimizing discrimination of disabilities children in Harsya Ceria ECD Banda Aceh, it can be concluded that the planning of child-friendly culture has been designed systematically, by involving all stakeholders both internal and external parties. Designing a child-friendly culture also involves analyzing the needs of disabilities children and allocating resources so that the educational services provided to normal children and children with disabilities can be fulfilled. The implementation of a friendly culture is carried out by combining normal children with disabilities children without any restrictions and differences in all activities. Learning is carried out with the "KAYANG" strategy approach based on the principle of child-friendly schools, which is provision. The forms of discrimination that disabilities children often receive in the application of a child-friendly culture include teachers and peers.

A. INTRODUCTION

Early childhood is an important period known as the golden age for child development, where all aspects of development can be easily stimulated. Based on (UU Sisdiknas No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003), Early childhood Education is a development effort aimed at children from birth to six years of age. The 2030 global education target for ECD is to ensure that every child, both boys and girls, has access to quality education, care and development at the ECD level, so that he or she is ready to enter primary education (Arpa et al., 2023).

Efforts to realize this are strengthened through Government Regulation No 2/2018 on Minimum Service Standards (MSS), which confirms that basic services, including education, are the obligation of the government. This is in accordance with the mandate in (UU Sisdiknas No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003), Article 5 paragraphs (1) and (2), which states that every citizen has the same right to quality education. Thus, children with physical, emotional, mental, intellectual or social disabilities are entitled to special education through inclusive education, which does not differentiate between ordinary children and disabilities children (Yunus et al., 2023). Here, creating a child-friendly culture is very important so that children's rights are protected, students feel comfortable and their potential can develop optimally. According to Law No 23 of 2002 on Child Protection, every child has the right to survival, growth, development, and protection from violence and discrimination.

For a successful ECD center to have a child-friendly culture and minimize discrimination against children with disabilities, the management process must be good. The success of ECD with a child-friendly culture can be seen from the role of the manager. ECD managers are expected to encourage changes in structure and culture, so as to improve ECD performance and maximize the use of all available resources to achieve common goals effectively. However, the reality on the ground reflects that this expectation has not been fully achieved, as there are still ECDs that do not provide adequate protection, especially for children with disabilities. This is contrary to the provisions set out in Law No 23 of 2002 on Child Protection. There are ECD that have not yet implemented educational practices that do not pay attention to the safety of children, especially children with disabilities, both in terms of teach programmers, infrastructure facilities, and the limited understanding of educators towards children with disabilities. This causes the fulfilment of child protection rights to not be implemented while the child is in the ECD environment.

In order to create a child-friendly culture in minimize discrimination against children with disabilities in Early childhood education Harsya ceria Banda Aceh. It takes good management from the manager of early childhood education Harsya ceria Banda Aceh. ECD managers must also be able to consider facilities and infrastructure that do not endanger children, ECD managers are also able to build health facilities, children are invited to participate in developing learning programmers, educators who have competence in understanding the situation and conditions of children, and ECD managers must be able to build collaboration between educational institutions, parents and the community. With ECD managers who design ECD with a child-friendly culture, what is expected from child protection regulations can be realized.

Harsya Ceria ECD Banda Aceh was chosen as the research location because this formal education institution is an inclusive ECD that has created a child-friendly culture. Besides accepting normal children, Harsya ceria ECD Banda Aceh also accepts children with disabilities which make it interesting for researchers to choose this research location. Harsya ceria ECD Banda Aceh is a new breakthrough in the world of education so that children get a proper early education before they enter primary school, as mentioned in (UU Sisdiknas No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003). For this reason, it is important to create a child-friendly culture so that children's rights are protected while they are in educational institutions to realize the Indonesian Law no 23 of 2002 concerning child protection. This is implemented so that children get equality in education regardless of differences and are free from discrimination. However, based on the results of preliminary observations, there are still some forms of child-friendly culture that have not been implemented properly at Harsya ceria ECD Banda Aceh, including facilities that are not child-friendly as seen from the absence of inclusive school pamphlets, buildings with stairs. Educators who are less able to understand children with disabilities, as well as fear of children with disabilities.

The implementation of a child-friendly culture at Harsya Ceria ECD Banda Aceh is of particular interest to support the inclusiveness of disabilities children. Thus, it takes careful planning and proper implementation to prevent discrimination against disabilities children at Hasrya Ceria ECD Banda Aceh. On Previous research (Das & Banerjee, 2024) explained Urban planners can enhance the livability and inclusivity of neighborhoods by prioritizing child-centric amenities, such as parks and footpaths, while also taking into account the unique needs of parents and non-parents. Previous study (Fonsén et al., 2022) described The Finnish quality indicators are derived from national and international research reviews on the key factors of ECE quality and from national policy documents. The indicators were based on the European quality framework for ECE and the indicators of quality and well-being prepared in the European Care project. Previous study of (Darma et al., 2023) clarified The realization of a child-friendly school requires the support of various parties, namely the family and the community, which are indeed the closest educational centers for children. Previous research of (Rai & Beresford-Dey, 2023) explained, We conclude with recommendations for research, including exploring cultural, relational, the previous study (Copeland et al., 2025) described processes parents use in accessing early care and education (ECE) for their children and the barriers parents face to enroll. Among the obstacles perceived by parents to enroll children in ECD include parental awareness, education costs, and human-factors concerns related to safety, trust, and diversity of ECE environment.

Comparison of researcher research with previous research is based on the similarity of both studying the management of child-friendly culture and discrimination of children. But based on the difference is the management of a child-friendly culture carried out at Harsya Ceria ECD Banda Aceh to overcome discrimination for disabilities children. Harsya Ceria ECD Banda Aceh in addition to accepting normal children also accepts disabilities children for this management aims to provide a sense of security, acceptance, appreciation in the midst of combining ordinary children with disabilities children without any differences and discrimination

in every learning process, while previous research was more specific to child-oriented cities and minimal research examining child-friendly culture in educational institutions, one of which was India, in previous studies only focused on child-oriented cities for all children without any specificity. Specifically, the researcher investigated on how the planning and implementation of a friendly culture can minimize discrimination for disabilities children, while previous studies mostly discussed the implementation of child-friendly schools in general without focusing on the planning and implementation aspects. Furthermore, in the researcher's study, the implementation of inclusive schools based on (Regulation of the Minister of State for Women's Empowerment and Child Protection No. 8, 2014 on Child Friendly School Policy, 2014) while in previous research the European quality framework for ECE and the indicators of quality and well-being prepared in the European Care project. In previous research, realizing a child-friendly culture through the support of families, communities and the nearest education center, while in the researcher's research, the support received included internal parties, including all staff of Harsya Ceria ECD Banda Aceh, while external parties were families, health centers, police chiefs and lawyers. Interestingly, Harsya ceria ECD banda aceh developed a strategy called the "KAYANG" strategy which is sourced from the Quran in the hope of ensuring children are served with compassionate standards while previous research in the United Arab Emirates applied the customary paradigm in inclusive education. The forms of discrimination received for disabilities children based on the researcher's findings include teachers and peers, while in previous studies the forms of discrimination received were parents' lack of understanding of special education, cost, and the diversity of the ECD environment. Based on the above problems, this research was carried out with the aim of examining more deeply how the planning and implementation of a child-friendly culture in minimizing discrimination against children with disabilities in Harsya ceria ECD Banda Aceh.

B. METHOD

This research was designed and conducted by using descriptive methods and analyzed with a qualitative approach. Qualitative research methodology is a detailed research to explore social and cultural issues from the side of the examiner or subject (Sina, 2024).

The subjects in this study included the manager of ECD Harsya Ceria, the person in charge of kindergarten Harsya Ceria Banda Aceh, the person in charge of family planning Harsya Ceria Banda Aceh, the person in charge of Quran recitation place Harsya Ceria Banda Aceh and 1 teacher who has long served in the early childhood education. Data collection techniques were observation, literature study, and in-depth research.

Miles and Huberman defined that data analysis during data collection with three stages of qualitative data analysis, there are: The data reduction process involves selecting, focusing on simplification, abstraction, and transformation of raw data obtained from field notes, which is carried out continuously. Data presentation, on the other hand, refers to organizing information in a form that allows drawing conclusions and making decisions. Researchers verify or draw these conclusions continuously while in the field. (Sofwatillah et al., 2024).

Triangulation is a data verification method that uses other sources from outside the data as a comparison or tool to check the accuracy of the data. There are four types of triangulation used a technique to validate the validity of data, which are: (Husnullail et al., 2024): Source triangulation is the first method used to test data by collecting information from various informants. In this process, researchers verify the data obtained during the research by checking various sources or informants. In this study, researchers collected data from the manager of Harsya ceria ECD Banda Aceh, the person in charge of kindergarten, family planning, Quran recitation place, and one ECD Harsya ceria teacher. After the data was collected, researchers categorized and described the data from various points of view. Triangulation of methods was carried out by comparing data using various approaches. Researchers conducted observations and in-depth research to ensure the truth of the data received, involving different informants. The final result of qualitative research is information organized in the form of a formulation or thesis statement. The information is then compared with relevant theories to prevent gaps in research conclusions.

C. RESULT AND DISCUSSION

Result

Child-Friendly Cultural Planning in Minimizing Discrimination for Children with Special Needs at Early Childhood Education Harsya ceria Banda Aceh

For the establishment of an educational institution with a child-friendly culture, planning is a central activity that must be carried out in the management of Harsya ceria ECD Banda Aceh. In order to achieve the common goals of Harsya ceria ECD Banda Aceh, it has established its vision and mission, including: First:

Vision:

“ The achievement of inclusive early childhood education towards a civilization of noble life”. This vision reflects the institution's commitment to inclusivity, where every child, regardless of background or special conditions, is given equal access and opportunities to learn and develop.

The missions of ECD Harsya Ceria are;

1. Provide education that focuses on disabilities children.
2. Create an atmosphere that supports playing, learning, making friends and sharing love without discrimination.
3. Arrange learning activities that are fun and provide space for developing children's potential.
4. Building collaboration with parents, communities and other institutions to improve early childhood development.

The objectives of ECD Harsya Ceria include:

1. Encourage and support children to continue learning throughout life to master life-sustaining skills.
2. The learning process for early childhood does not only focus on academic aspects, but rather emphasizes the formation of the basis for physical, language, intellectual, social-emotional growth and development, as well as multiple intelligences. This is implemented in a fun condition in order to increase children's interest in learning.
3. Maximizing children's potential from an early age as a provision for living life and adjusting to their environment.

4. Provide parenting and direction that allows early childhood to grow and develop according to their age stage and potential.
5. Identify possible abnormalities in early childhood (developmental disorders or special needs) in order to carry out early treatment if these problems are found.
6. Provide interesting and varied experiences for young children, so that they can develop their potential in various fields and be ready to continue their education to primary school.

Second, identify children's needs, including the specific needs of disabilities children. The results of the research showed that a crucial first step in creating an inclusive school environment at Harsya ceria ECD Banda Aceh is the way of identifying children's needs thoroughly with the aim of understanding the needs, strengths and limitations of children with disabilities in order to get an appropriate education. The school environment is designed to be cleaner, healthier and more environmentally friendly, including providing safe and comfortable outdoor play spaces for children. The creation of a child-friendly culture in Harsya Ceria ECD Banda Aceh through appeals and regulations as a strategic step to build a conducive learning environment. Learning programs that will be implemented are delivered transparently to parents through regular meetings or meetings. Communicating a program is an ethical aspect of the Harsya Ceria ECD Banda Aceh institution in carrying out educational practices.

Third, planning for resource allocation to support the inclusion of disabilities children in Harsya ceria ECD Banda Aceh reflects some important findings, starting with the formation of a core team tasked with planning, recruiting and educating new teachers about children with special needs. Training, such as sending teachers to the education department and conducting evaluations through assembly meetings, are important strategies to ensure teachers' understanding of how to assist disabilities children in the classroom. The challenge faced by ECD Harsya Ceria is the difficulty in finding teachers who are specially prepared to assist disabilities children. Although the school has not implemented specific criteria for teachers who teach disabilities children, research indicates that low teacher interest in working in inclusive schools is one of the significant challenges found in many inclusive education institutions. In terms of facilities and infrastructure, Harsya Ceria ECD Banda Aceh has some problems. The school has stairs, which an inclusive school should not have. Also, the room is not fully suitable for children with disabilities and normal children. There are not enough chairs and tables, but they are available if needed. Playgrounds, resting areas and sleeping rooms are also available, although the school's limited space makes it cramped. In terms of facilities, it is stated that Harsya Ceria ECD Banda Aceh has not provided inclusivity in carrying out of practice. This is evidenced by the fact that Harsya Ceria ECD Banda has a floored building, steep stairs even though doors have been given to each staircase and a narrow courtyard making it difficult to move. Furthermore, Harsya Ceria ECD provides Applied Behavior Analysis (ABA) therapy to help the development of behavior and speech with duration of 1 hour. Overall, Harsya Ceria ECD Banda Aceh has taken good steps in planning the allocation of resources to support the inclusion of disabilities children. However, there are still many challenges to be faced, both in terms of developing teacher capacity, fulfilling adequate facilities and infrastructure, and improving support services such as therapy and psychological support.

Fourth, stakeholder involvement child-friendly cultures development. Based on the research conducted, some of the participants involved in planning a child-friendly

culture at Harsya Ceria ECD in Banda Aceh are ECD managers, teachers, parents, as well as various supporting external parties including health center, lawyers, and the local police chief. The presence of these various parties reflects the importance of collaboration in creating a safe and friendly environment for children, including those with disabilities. Collaboration between the various stakeholders, especially in the supervision of teachers and staff, plays an important role in ensuring that work standards and limitations in interacting with children are observed. This practice is in line with various studies that emphasize the importance of involving various stakeholders in the planning and implementation of child-friendly policies. The policies implemented at Harsya Ceria ECD to prevent discrimination against disabilities children are prominent, with the “KAYANG” policy supporting teachers' emotional well-being. This policy allows teachers to avoid interacting with children who are having tantrums if they feel tired or uncomfortable. This aims to maintain the teacher's emotional stability and ensure they do not transmit negative energy that can have a negative impact on the child. Such a policy reflects that the ECD understands the importance of teacher welfare in maintaining the quality of interactions with children, especially with disabilities children.

Implementation of Child Friendly Culture in Minimizing Discrimination of Disabilities children at Harsya Ceria Early Childhood Education Banda Aceh

Based on the results of research conducted at Harsya Ceria ECD Banda Aceh, it can be seen that the application of a child-friendly culture in this educational institution prioritizes inclusiveness between ordinary children and disabilities children (ABK). In this case, there is no significant separation between them. Regular children and disabilities children are collaborated in various activities, creating an environment that promotes cooperation and mutual respect. However, disabilities children receive more attention in certain learning activities due to their limitations. Harsya Ceria ECD also conducts structured scheduling to ensure that the learning process works effectively for all children, whether they need special attention or not. Interestingly, teachers at this institution play a very important role in creating an inclusive environment, with a focus on developing empathy among regular children towards their peers with disabilities. This approach focuses not only on academic teaching but also on character education that involves empathy, respect and non-discrimination.

In implementing a child-friendly culture in minimizing discrimination of disabilities children in Harsya Ceria Banda Aceh early childhood education, this educational institution also designed the “KAYANG Strategy”. The initial concept of the “KAYANG Strategy” developed in inclusive schools was based on the norms stated in the Koran. Through the “KAYANG Strategy”, inclusive early childhood education can ensure that all children are served with compassionate standards. The “KAYANG Strategy” must appear in every gesture and behavior of managers, educators, students, parents and the environment around the school. In addition, in order for the “KAYANG Strategy” to be implemented in educators' behavior, both in the learning process, material content, and interactions between educators, children, parents, and the school environment, it is necessary to have clear basic policies and effective problem-solving mechanisms. This strategy must be a major part of the culture in inclusive early childhood education, not only limited to normative concepts, but also realized in concrete and applicable practices.

In carrying out the educational practice of ECD Harsya Ceria Banda Aceh applies a child-friendly culture through a flexible approach to curriculum implementation. Although using one main curriculum, which is the independent curriculum, the stages of implementation are adjusted to the needs and abilities of students, including Disabilities children. The curriculum is adjusted to the conditions and abilities of students in the learning process. Normal children and disabilities children learn together in one group, but the approach used still pays attention to the individual abilities of each. The learning is designed according to the age and needs of the child. This is evident in the increased engagement and achievement of disabilities children in Harsya Ceria ECD in Banda Aceh because they are given the freedom to participate according to their interests and abilities. This flexibility creates an inclusive learning environment and supports disabilities children in achieving their learning targets. This is due to the fact that each child is given the freedom to explore during the process of learning activities, in line with the interests of the child, and in accordance with the big theme prepared by the educator. Furthermore, the assessment of disabilities children development in Harsya Ceria Banda Aceh early childhood education is carried out with an intensive and targeted approach. Teachers provide special assistance to disabilities children, ensuring they receive appropriate guidance. Assessment involves six main aspects: social, emotional, cognitive, psychomotor, language and religion. Assessments begin when the child first attends the school and include observations of their ability to communicate with teachers and friends, understand instructions and make eye contact.

Based on the researchers' findings, in implementing a child-friendly culture, there are still some forms of discrimination against disabilities children in Harsya Ceria ECD in Banda Aceh, while the most frequent form of discrimination comes from new teachers. New teachers who do not have an adequate understanding of disabilities children tend to avoid them and prefer to interact with ordinary children. This is due to a lack of knowledge and skills in dealing with the special needs of disabilities children. In fact, some new teachers chose to resign because they found it difficult to deal with disabilities children. Discrimination also occurs in the peer environment. Children who have not had experience socializing with children disabilities often feel awkward or avoidant. This reaction is usually caused by a lack of knowledge about disabilities children, which triggers feelings of discomfort or concern among them. In this case, the teacher has a central role in building children's empathy for disabilities children and giving ordinary children an understanding of disabilities children. Teaching the value of compassion, respecting differences and encouraging ordinary children to help disabilities children in various activities creates solidarity and cooperation.

Discussion

Child-Friendly Cultural Planning in Minimizing Discrimination for Children with Special Needs at Early Childhood Education Harsya ceria Banda Aceh

As stated by (Luneto, 2023) Planning is the process of setting goals, formulating the steps to be taken to achieve them, and determining the resources needed. Frist, the results indicated that Harsya ceria ECD Banda Aceh has determined its vision, mission and goals to be highly relevant to the regulation of child-friendly culture. The vision and mission of Harsya ceria ECD Banda Aceh not only focuses on providing education for children without obstacles, but also provides equal education services

for disabilities children according to their needs. This is in accordance to Law Number 20 of 2003 Article 5 Paragraphs (1) and (2) which affirms that every citizen has the right to a quality education without discrimination. In addition, (Regulation of the Minister of Education and Culture No. 70, 2009 on Inclusive Education, 2009) explains that the purpose of inclusive education is to open up opportunities for all citizens to receive quality education without discrimination. The aim of inclusive education is to provide the greatest possible opportunities for students with disabilities physically, emotionally, mentally and special talents to receive education that suits their individual needs. Inclusive education also aims to create an education system that respects diversity and avoids discriminatory behavior towards all learners. Every citizen, including those with physical, mental, emotional, intellectual and social limitations, has the right to special education. This is related to the Law Number 20 of 2003 on the National Education System, which confirms that Early Childhood Education (ECD) is a development process for children from the time of birth to six years old. All children, both boys and girls should have access to quality education, care and development services at the early childhood education level to ensure their readiness to attend primary education. It is hoped that the vision, mission and goals of Harsya ceria ECD Banda Aceh can reflect an attitude of caring for children's rights, including proper education, as stated in the law. In the article (Stark et al., 2024) underlined that inclusion 1) is an active struggle against exclusion, 2) required a clear understanding of responsibilities and duties, 3) benefits everyone involved, and 4) is an investment that takes time of shelling out off. In stating these claims, we draw attention to both the existing obstacles to inclusion and the ways in which multidisciplinary research might effectively solve them.

Second, identify children's needs, including the specific needs of disabilities children. According to research, learning through involvement in the environment is another component of effective education for kids that aims to empower them. In research (Mousavi et al., 2024) Experiential learning in nature is another element of effective education that aims to empower children. Research shows that we need to give children direct contact with nature and its parts for them to interact more directly and effectively. (Law No. 23/2002 on Child Protection, n.d.) which states: "Children in and around schools shall be protected from acts of abuse perpetrated by teachers, principals or all staff within the school or peers within the school, or other educational institutions". (Bluyssen et al., 2020) explained After recruitment of the schools, the parents received an information letter and a consent letter via the school management, usually two weeks before the visit. On the day of the visit, the research team collected the consent forms from the teachers accompanying the children. For the children without permission to join the experiments, the school management generally decided not to have them join the visit.

Third, planning for resource allocation to support the inclusion of disabilities children. In line with research (Kurnianingrum & Darsinah, 2023) Education and training or technical guidance is recognized as an important need for individuals and institutions, especially in improving management in inclusive education institutions. This is evidenced in the research (Baker-Henningham et al., 2021) which presents the Irie Classroom Toolbox, a violence prevention teacher training program that reduces violence against children by teachers and reduces child aggression across classrooms in ECD Jamaican. Research of (Tyas Pratiwi et al., 2022) teachers found it difficult to handle disabilities children. This problem arises from teachers' lack of understanding

of the characteristics of disabilities children and the concept of inclusive schools. Also in the research (Kulawiak et al., 2025) Explained Teachers' attitudes and actions towards MGT can be crucial to their psychosocial adjustment. Therefore, it is important to measure and understand teachers' perspectives on SWE. The three-component attitude model has shown promising results in understanding the challenges faced by teachers when teaching disabilities students in inclusive classrooms. This model states that attitudes consist of three related components, the affective, cognitive and behavioral. As such, attitudes consist of a person's feelings, thoughts and tendencies to act in a certain way towards a particular group of individuals. Previous research conducted (Saragih & Subroto, 2023) describe as a private school, the school foundation has endeavored to provide a good and comfortable learning environment as one of the strategies to maintain the existence of the school. Playgrounds are important for student well-organization. This Applied Behavior Analysis (ABA) therapy, which is also used by many inclusive education institutions, has been proven effective in supporting the social and emotional development of disabilities children (Mayer, 2024).

Fourth, stakeholder involvement child-friendly cultures development. Research of (Jokimies et al., 2025) In Finland, a diverse group of professionals work in ECD centers, including ECSETs, early childhood education (ECE) teachers, ECE social pedagogues, ECE nurses, and ECE center directors. The qualification requirements for all personnel are quite detail. In line with the opinion of Senowarsito and Ulumudin cited in (Abdul Latif et al., 2021) SRA is education based on the 3P principles: Provision, Protection, and Participation. Provision includes the fulfillment of children's needs, such as affection, food, health, education, and recreation. Affection is a fundamental need that is very important to be developed in the school environment. A sincere and warm relationship between teachers and students can create a comfortable atmosphere and eliminate fear in children. Furthermore (Zhang et al., 2024) describe depressive and anxious sentiments can be exacerbated by teachers' stress, burnout, and low self-efficacy. Students' academic performance can also be impacted by teacher stress, burnout, and low self-efficacy. This means that teachers need to take action to maintain mental health so that they can carry out the learning process well. The form of mentally healthy behavior is the ability to think well and control emotions and attention from other teachers. This is evidenced in the research (Item & Almasa, 2025) indicate that instructors who are under stress in the classroom need their fellow educators' encouragement and support. Managing the pressures of work and home life or dealing with challenging students are natural parts of the job. Co-teachers' help and support are valued and helpful in this situation.

Implementation of Child Friendly Culture in Minimizing Discrimination of Disabilities children at Harsya Ceria Early Childhood Education Banda Aceh

According to (Darma et al., 2023) The child-friendly school program positions students as living subjects and explains that the educational process can take place in a safe, clean and healthy environment, ensuring the fulfilment of children's rights and protection from acts of violence. students are given the freedom to express their opinions in various academic fields without experiencing pressure, discrimination or violence from others. As described in previous research conducted by (Aziz et al., 2025) In a sense, ensuring a sense of security is also done through daily behaviour exemplified by the teachers, as the kindergarten applies best role models, such as not

bullying, helping each other, and exhibiting compassion. In implementing a child-friendly culture in minimizing discrimination of disabilities children in Harsya Ceria Banda Aceh early childhood education, this educational institution also designed the “KAYANG Strategy”. In line with the opinion of Senowarsito and Ulumudin quoted in (Abdul Latif et al., 2021) SRA is education based on the 3P principle: Provision, Protection, and Participation. Provision involves fulfilling children's needs, such as compassion, food, health, education and recreation. Compassion is a fundamental need that is very important to develop in the school environment. A sincere and warm relationship between teachers and students can create a comfortable atmosphere and eliminate fear in children.

In carrying out the educational practice of ECD Harsya Ceria Banda Aceh applies a child-friendly culture through a flexible approach to curriculum implementation. Therefore, it can be recognized that Harsya Ceria ECD Banda Aceh is included in the inclusion school criteria because previous research also states (Septyah et al., 2024) in inclusive schools, the curriculum used is not equalized for all students. The curriculum is adjusted to the conditions and abilities of students in the learning process. Normal children and disabilities children learn together in one group, but the approach used still pays attention to the individual abilities of each. The learning is designed according to the age and needs of the child. The effectiveness of this has also been previously researched by (Nofitasari et al., 2023) who stated that the nature of independent learning in its implementation has a significant impact on the formation of the characteristics of students. This is due to the fact that each child is given the freedom to explore during the process of learning activities, in line with the interests of the child, and in accordance with the big theme prepared by the educator.

The three elements of Learning Outcomes (CP) for early childhood education in the independent curriculum framework according to (Sope & Sukiman, 2024) include religious values and manners, these learning outcomes include understanding and practice of the main teachings of religion and belief, which are reflected in positive behaviors such as protecting oneself, behaving positively, respecting differences of opinion, and having noble character. In addition, in research (Ancapichún & López-Jiménez, 2023) The results indicate that the purpose of intellectual assessment in education policy is diverse, emphasizing student aptitude, diagnosis, monitoring, and support, in addition to formal curriculum objectives and curriculum adaptation. The literature on intellectual assessment agrees that the purpose of intellectual assessment in schools is to identify students' cognitive strengths and weaknesses in order to facilitate better educational treatment. Detecting intellectual disabilities requires knowledge of a student's intellectual abilities, based on various measures of cognitive abilities expressed in an overall IQ score. To accomplish this task, psychologists use a series of objective cognitive tests. These intellectual assessments not only help identify underperforming students with intellectual disabilities, but also contribute to the development of support plans aimed at improving the interaction of students with disabilities with their environment.

Research (Lestari et al., 2024) which explains many factors of discrimination against disabilities children in the world of education, one of these is the limited number of educators who understand the concept of inclusive education. Moreover, in the study (Smilgienė et al., 2020) as the explanation states, the basic education preschoolers receive is direct contact with them, and teachers should attempt to earn

their trust as well. The definition includes play, conversations involving etiquette, personal role models and recognition. Exemplification in the educational process fosters relationships between learners and a culture of appropriate behavior when dealing with others, i.e. developing a thrifty attitude towards toys, overcoming difficulties, finishing the work started. Attentiveness, gratitude, kindness towards peers and adults - all these are the main directions of the pedagogical work program of the educator when working with preschoolers. research (Chu et al., 2024) describes a child-friendly school environment, including positive and supportive relationships and interactions with peers and teachers, academic support, and opportunities for independence, which are likely to promote prosocial behavior in students. Group socialization theory states that society is made up of different communities. Social control theory states that individual behavior is influenced by social bonds, including engagement, commitment, involvement, and trust. This was also investigated in a previous study (Jokimies et al., 2025) This research concerns the ways in which early childhood special education teachers (ECSETs) conduct their consultative work and the existing structural factors that relate to this. The significance and centrality of ECSETs' consultative work has increased as ECSETs provide consultative support to other personnel with the aim of improving support for the daily lives of children in early childhood education and care (ECEC).

CONCLUSION

Based on the results of research related to the management of child-friendly culture in minimizing discrimination of disabilities children in Harsya Ceria ECD Banda Aceh can be concluded that child-friendly cultural planning has been designed systematically, by involving all stake holders both internal and external parties. Vision, mission and goals are designed as a reference for ECD to continue to carry out child-friendly educational practices so that children are not discriminated against while in educational institutions. In designing a child-friendly culture, an analysis of the needs of disabilities children is also carried out and the allocation of resources is well designed so that the educational services provided to ordinary disabilities children can be fulfilled. The implementation of a friendly culture is carried out by combining ordinary children with disabilities children without any restrictions and differences in all activities. Teachers also foster empathy for disabilities children to respect differences. Learning is carried out with the "KAYANG" strategy approach based on the principle of child-friendly schools, which is provision. The forms of discrimination that disabilities children often receive in implementing a child-friendly culture include teachers and peers.

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