

# KREASI MONTHLY NEWSLETTER

A monthly update on the Kolaborasi untuk Edukasi Anak Indonesia (KREASI) program for Mitra Pendidikan Indonesia/Local Education Group (MPI/LEG) members, co-chaired by the Ministry of Primary and Secondary Education (MoPSE) and the Ministry of Religious Affairs (MoRA), as well as other stakeholders from national, provincial, and district education ecosystems.

REPORTING PERIOD: 1—30 APRIL 2025

<https://indonesia-kreasi.or.id/>

## WE ARE KREASI

*Kolaborasi untuk Edukasi Anak Indonesia* (KREASI) or Collaboration for the Education of Indonesian Children is a program funded by the Global Partnership for Education and developed collaboratively with Mitra Pendidikan Indonesia/Local Education Group (MPI/LEG), co-chaired by the Ministry of Primary and Secondary Education and the Ministry of Religious Affairs. KREASI is managed by Save the Children with 7 Local Implementing Partners (LIPs); Article 33, Ikatan Guru Indonesia, LP Ma'arif NU, Yayasan Guru Belajar, Dikdasmen PNF PP Muhammadiyah, Wahana Visi Indonesia and Perkumpulan Stimulant Institute. The program aims to improve the quality of education by strengthening teaching, learning, and student development.

[Read more on our website](#)



## PROGRAM UPDATE HIGHLIGHTS

### The First Step Toward Developing and Strengthening District Education Ecosystems



Courtesy: KREASI Kayong Utara

Strengthening district ecosystem is one of the core principles of the KREASI program. To advance district education ecosystems, KREASI has organized Education Reflection Workshops across its eight districts of intervention. These workshops brought together 335 participants (197 M; 138 F) to identify core priorities aligned with the KREASI program.

Through structured discussions in all eight districts—where stakeholders presented their data, compared findings, and reflected on shared challenges—the workshops revealed several critical, recurring issues:

- **Curriculum & Assessment:** Lack of effective implementation, adequate resources, and sufficient teacher training. Assessment methods emphasize theoretical knowledge over practical application.
- **Teaching Practices:** Limited mentorship and professional development hinder classroom effectiveness.
- **Educational Leadership:** Non-transparent processes deter teachers from leadership roles, especially in remote areas.
- **Child protection:** Low awareness among educators and parents, underfunded policies and social stigma perpetuate violence against children.
- **GEDSI:** Inclusive infrastructure and teacher training lag, marginalizing vulnerable groups.
- **Climate Change:** Teachers lack materials and training to address sustainability topics.

[Read more on our website](#)

## Program Outcomes: (1) Curriculum & Assessment, (2) Teaching Practices, and (3) Educational Leadership



Courtesy: LP Ma'arif NU

Up to April 2025, program implementation focused on strengthening district-level capacity, particularly through training in foundational skills—including literacy and numeracy—and differentiated instruction with cascading principle. Each district has identified master teachers in literacy and numeracy who serve as local trainers and mentors. These master teachers not only deepen their understanding of foundational skill development but also learn how to apply diagnostic assessments to identify student needs and implement appropriate teaching strategies.

This foundational skills training has been conducted in the following districts: Nias Utara, Nias Selatan, Morotai, Halmahera Utara, Pesisir Barat, Kayong Utara, and Ketapang. On average, 12 master teachers per district were trained in literacy and 12 in numeracy. In addition, joyful early childhood transition training has been conducted in Halmahera Utara and Morotai districts.

Recognizing the critical role of school principals in supporting quality education, several districts in Kalimantan Barat and Maluku Utara have also implemented training on instructional leadership. This training aims to improve principals' ability to support teachers in the classroom and enhance student learning, especially in foundational skills.



Courtesy: @kreasimu\_ketapang

### Program Outcome: (4) Child Protection

Up to April 2025, seven districts—Nias Selatan, Pesisir Barat, Kayong Utara, Ketapang, Halmahera Utara, Pulau Morotai, and Tanggamus—made significant progress in strengthening child protection in schools and communities. Schools began activating their *Tim Pencegahan dan Penanganan Kekerasan* (Violence Prevention and Handling Team – TPPK), while 47 selected TPPK team members received training on case management to help them respond effectively and confidently to child protection concerns.

What made these efforts demonstrate a good start for district ecosystem strengthening was the involvement of local resource persons—not only from the District Offices of Education and Women's Empowerment and Child Protection, but also from BGP, BPMP, local universities, and practicing psychologists. Their grounded insights and experience made the training practical and relevant to local needs. These initiatives are expected to support communities in taking greater ownership of child protection, paving the way for safer and more nurturing environments for all children.



Courtesy: @igi\_kreasi\_nias\_selatan

## ACHIEVEMENT IN NUMBERS

\* Data cut off: end of March 2025

### Program Indicators

		M	F	T
Teachers Trained	Differentiated Instruction and Foundational Skills (Literacy and Numeracy)	41	194	235
Principals Trained	Instructional Leadership	8	13	21
TPPK/PPKS Task Force Team	Child protection from Violence	21	26	47

The training activities reached a wide range of education stakeholders. A total of 235 teachers were trained in Differentiated Instruction and Foundational Skills. Additionally, 21 principals received training, primarily in Instructional Leadership. Furthermore, 47 members of the TPPK/PPKS Task Force team were trained on child protection from violence.

## Feedback & Reporting Mechanism

The majority of feedback (~76%) shows appreciation from beneficiaries, reflecting high satisfaction with the program. The remaining 24% includes requests items and signaling areas where service quality and delivery can be improved.

Type of Feedback	Total Feedback	%
Beneficiary showed appreciation and being thankful for our activity/project/program	511	75.9
Beneficiary requested to improve the quality of our activity/project/program	98	14.6
Beneficiary requested for interventions/services (refresher training, extra support)	43	6.4
Beneficiary complaining the ways we deliver the activity/project/program	7	1
Other (request for additional items: materials, etc.)	14	2.1
<b>Total</b>	<b>673</b>	<b>100</b>

## STORIES FROM THE FIELD

### STRENGTHENING THE SYSTEM FOR CHILD PROTECTION IN NIAS SELATAN

The issue of child protection is an important part of the KREASI. To support a safe and comfortable learning environment in schools, the KREASI in Nias Selatan, Sumatera Utara, through the implementing partner Ikatan Guru Indonesia (IGI), conducted training for the Violence Prevention and Handling Team (TPPK). This activity aims to provide capacity for TPPK in 30 KREASI-assisted schools at the TK/PAUD/RA and SD/MI levels. The focus of this training is to provide supplies for TPPK in terms of managing cases of violence that occur in schools.

[Read more on our website](#)



### BUILDING THE DREAM SCHOOL: A LEADERSHIP TRANSFORMATION WITH KREASI IN PESISIR BARAT

Things began to shift when our school was selected as a partner in the KREASI program in its first year. I joined the School Leadership and Management Training organized by Save the Children and their local partner Yayasan Guru Belajar (YGB). That experience changed how I saw my role. I realized that a principal isn't just someone who manages daily tasks. A principal should be a leader who encourages progress, inspires others, and builds a culture of collaboration.

[Read more on our website](#)

# FAHRI'S JOURNEY: IMPROVING THE TEACHING METHOD IN MOROTAI

For twelve years, Fahri has poured his heart into teaching mathematics in Kepulauan Morotai, Maluku Utara, known for its breathtaking beauty and serene beaches. Morotai is also a place where education faces real challenges. According to the 2024 National Education Report, many schools on the island still struggle to deliver foundational skills like literacy and numeracy. For Fahri, these challenges weren't just statistics—they were personal. He cared deeply for his students but often felt that his best efforts weren't enough to truly close the gap.

"I've always been passionate about teaching," Fahri shared.

[Read more on our website](#)



Murniwati Gea (far right) led a session for her peers in the Teacher Working Group (KKG) in North Nias.

# RETHINKING EDUCATION IN NIAS UTARA WITH MURNIWATI GEA

Murniwati Gea participated in a single training in March 2025 that reshaped the way she viewed teaching and learning. For years, she had poured her heart into her classroom at SDN 075089 Sisobahili in Afulu District, Nias Utara, Sumatera Utara, always searching for ways to better support her students. But no matter how hard she worked, something felt missing. Her students came from diverse backgrounds and had diverse learning needs, yet she struggled to meet them all.

"When we understand our students better," Murniwati said, "we can help them reach their full potential. That's how real change begins."

[Read more on our website](#)

## NEXT STEPS

- Conduct the **Partnership Review for Quarter 1 2025** with the seven Local Implementing Partners (May 6–15, 2025). **Objective:** Reflect on partnership performance, identify areas for improvement, and align expectations for upcoming program phases.
- Organize a **Refresher Finance Workshop** for finance staff from all seven Local Implementing Partners both national and field offices (May 20–22, 2025). **Objective:** Enhance understanding of KREASI financial guidelines, reporting requirements, and compliance standards to support accurate and timely submissions.
- Ecosystem activation and case management training for TPPK will be continued; while appointed **master teachers will continue the dissemination of knowledge and skills** to broader teacher working groups (KKG).
- Proceed with the **appointment of the KREASI Baseline Consultant**, alongside the release of other key program consultancy assignments.

KREASI Local Implementing Partners:

