



**GPE** Transforming Education

**KREASI**  
Kolaborasi untuk Edukasi Anak Indonesia



Save the Children

February—March 2026

# Jejak KREASI





## Preparing for the Second Year: Opening a New Chapter

The KREASI Program has been running for a year across eight districts in four provinces in Indonesia. Together with seven local implementing partner organizations, KREASI continues to demonstrate growing change—from the warmth of homes to the spirit of learning spaces in schools.

This moment feels especially meaningful as it coincides with a period of reflection marked by various religious observances. The spirit of self-cleansing and introspection during Nyepi, the peace and renewed hope of Easter, and the joy of victory and togetherness in Eid al-Fitr serve as a foundation for us to open a new chapter.

We have conducted evaluations and continue striving to improve program implementation. Entering its second year, KREASI will focus on enhancing the quality of education in Primary Schools and Madrasah Ibtidaiyah.

We are committed to deepening our impact at the primary education level by strengthening teaching methods to be more adaptive and inspiring, providing targeted support for children who need additional learning assistance, and driving systemic change through stronger policy advocacy.

We will carry out the second year of KREASI implementation with optimism. Like the spirit of the festive seasons that bring us back to our true selves and renewed hope, we are ready to move forward together with all partners and education stakeholders at every level.

Let us write even more stories of change on this new page.

Warm regards,  
**Alifah Sri Lestari**  
Chief of Party, KREASI - Save the Children



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59



## PROGRAM UPDATE HIGHLIGHTS



GPE Meeting with Save the Children and 7 Local Implementing Partner Organizations of the KREASI Program

The KREASI program reported its progress, including achievements during the first year of implementation. By the end of 2025, the intervention had reached 3,406 students, 1,944 teachers, and 528 school principals across four target provinces: Sumatera Utara, Lampung, Kalimantan Barat, and Maluku Utara. KREASI's achievements are grounded in the principles of localization and ecosystem strengthening.

KREASI also presented the plan for the second year of implementation, which will begin in April this year, with several adjustments aimed at strengthening the program and delivering deeper impact.

Talia expressed her appreciation for Save the Children's performance, particularly its localization principles, as well as its efforts in publishing news and stories of good practices. She also emphasized how KREASI can further expand the impact of this education quality improvement program.



GPE Meeting with Chair of the Board of Trustees dan COO Save the Children Indonesia

## Visit of GPE Country Lead Engagement Strengthens Implementation of the KREASI

Country Lead Engagement Southeast Asia, Global Partnership for Education (GPE), Talia Miranda conducted a visit to Jakarta in February 2026 to observe the progress of GPE System Capacity Grant implemented by UNICEF and the GPE Multiplier Grant, implemented by Save the Children.

Talia met with Chair of the Board of Trustees Save the Children Indonesia, Daniel Rembeth; Chief Operating Officer (COO) Save the Children Indonesia, Agni Pratama; and Chief of Party KREASI, Alifah Sri Lestari. The visit continued with a series of meetings, including with seven KREASI Local Implementing Partner organizations, a meeting with the Australian Department of Foreign Affairs and Trade (DFAT) in Indonesia, as well as the management of the Innovation for Indonesian Children (INOVASI) program.



# KREASI Booth Participates in the Kemendikdasmen National Consolidation



Mendikdasmen Abdul Mu'ti visits KREASI booth



Wamendikdasmen Fajar Riza UI Haq visits KREASI booth



Visit of the Wife of Mendikdasmen, Masmidah Abdul Mu'ti



Sekretaris BSKAP Kemendikdasmen, Muhammad Yusro



Direktur Guru PAUD PNF Kemendikdasmen, Suparto

Save the Children, through the KREASI program, presented a booth at the exhibition during the 2026 National Consolidation (Konsolnas) of the Ministry of Primary and Secondary Education (Kemendikdasmen) in Depok, Jawa Barat, on 9-11 February 2026.

The KREASI booth was visited by the Vice Minister of Primary and Secondary Education, Fajar Riza UIhaq, on the first day of the exhibition opening. Vice Minister Fajar reviewed KREASI publications and received an explanation about the implementation, challenges, and achievements of the KREASI program during its first year.

The wife of the Minister of Primary and Secondary Education, Masmidah, also visited the KREASI booth. She listened to the explanation about KREASI and expressed appreciation for its achievements.

Hundreds of people visited the KREASI booth and interacted through engaging games. Visitors also received souvenirs from KREASI.

Visitors expressed their enjoyment of the games at the KREASI booth. They also welcomed the presence of KREASI in supporting improvements in the quality of education in Indonesia.

In addition to the exhibition, the KREASI team attended the Konsolnas event from its opening and actively participated in discussion forums involving heads of education offices and education partner organizations from across Indonesia.





## Dissemination of the KREASI Baseline Study Reveals Challenges in Learning and Directions for Improving the Education System

**S**ave the Children organized the Dissemination of the Baseline Study Results of the KREASI Program on 16 February 2026 to present initial findings on the condition of foundational learning in several program target areas. The event, held in a hybrid format in South Jakarta, brought together representatives from national and local governments, development partners, research institutions, and local implementing partners.

The dissemination aimed to share key findings from the baseline study conducted by Pusat Studi Pendidikan dan Kebijakan (PSPK) with education stakeholders while also creating space for discussion to enrich the analysis, assess the relevance of the findings to field conditions, and formulate directions for program follow-up. The discussions are expected to support the establishment of targets and implementation strategies for the KREASI Program, particularly in improving the quality of literacy, numeracy, and character learning in a more inclusive and adaptive manner.

The KREASI Program baseline study was conducted in 248 schools across eight districts, involving approximately 5,770 respondents consisting of students, teachers, school principals, parents, and local stakeholders. The study used a mixed-method approach through surveys, classroom observations, policy document analysis, and focus group discussions.

The study examined the state of learning through four main areas of focus: curriculum and assessment, teaching practices, school leadership, and child protection

systems in schools. It also considered contextual factors influencing learning quality, such as socioeconomic disparities, gender, disability, and climate change challenges.

### Initial Findings: Challenges Beginning in Early Childhood Education

One of the key findings of the study is the limited access to early childhood education. A total of 22.1 percent of students in the early grades of primary school had never attended early childhood education (PAUD) before entering elementary school. This condition affects children's school readiness, particularly in early literacy and executive function skills that serve as the foundation for learning in subsequent stages.

The study also revealed disparities in learning outcomes between students from lower and higher socioeconomic backgrounds at the early childhood education level. These differences are most visible in literacy abilities and motor development.

At the primary school level, variations in learning outcomes are not entirely explained by socioeconomic factors. Instead, they are more strongly influenced by regional contexts, the quality of school leadership, and classroom teaching practices. Numeracy emerged as one of the lowest-performing skill areas, with significant gaps observed between students based on gender and those experiencing learning difficulties.

The study also found that adaptation of the national curriculum to local contexts remains limited. Many schools in the regions still face difficulties adjusting the curriculum to the needs of students and the characteristics of their communities. Teachers and school principals reported that they lack clear guidance on how to carry out contextual curriculum adaptation.

In addition, climate change education in schools remains fragmented and has not yet been systematically integrated into the curriculum. At the regional level, policy implementation related to climate change is largely focused on disaster mitigation, while monitoring or evaluation systems related to climate resilience in the education sector remain very limited.

### Teaching Practices Are Not Yet Fully Inclusive

In classroom practice, most teachers reported that they have attempted to implement differentiated learning. However, school principals noted that teachers still require further capacity strengthening to effectively tailor instruction to the diverse needs of students.

Teachers also face various challenges in the learning process,

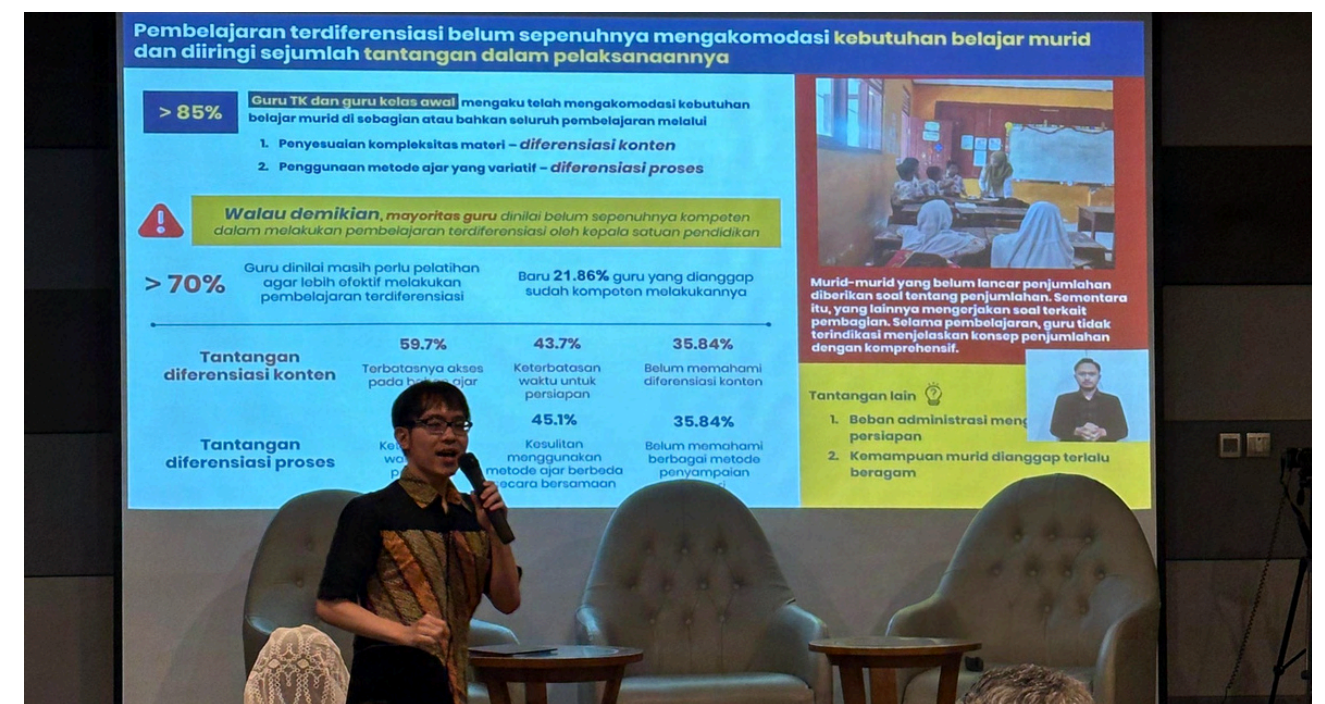
including heavy administrative workloads and the wide range of student abilities within a single classroom. These conditions make it difficult to fully implement learning strategies that respond to students' individual needs.

From an inclusion perspective, the study found that teaching materials used by teachers still provide minimal representation of gender and disability. In practice, some teachers also continue to hold differing perceptions or biases toward students based on gender.

The use of mother tongue in classroom learning also remains incidental and has not yet been systematically planned. In fact, the use of mother tongue can support smoother learning transitions for students in the early grades.

In the context of inclusive education, most teachers who teach students with disabilities reported that they have not yet received adequate support to facilitate their learning needs. Universal Design for Learning (UDL) has not been formally adopted as a systemic approach to teaching, meaning that identifying student learning needs often depends on individual teacher initiative.

In addition, many schools do not yet have special education support teachers. Teachers who assist students with special needs generally do not have a background in special education, highlighting the need for stronger training and support systems.



## PROGRAM UPDATE HIGHLIGHTS

### School Leadership and the Use of Data

The study also highlighted the importance of instructional leadership by school principals in improving learning quality. In general, principals have attempted to carry out instructional leadership roles, but implementation still faces various challenges.

Some school principals have developed school visions and missions that reflect local contexts and have sought to support teacher professional development. However, school policies often remain administrative in nature and have not fully encouraged inclusive and innovative teaching practices.

In school program planning, many principals have utilized the Education Report Card (Rapor Pendidikan) as a source of data. However, the analysis of this data remains limited to mapping basic achievement and has not yet been widely used to understand learning gaps in greater depth.

Limited data literacy, constrained budgets for follow-up actions, and the lack of external analytical support are among the challenges in using data for evidence-based planning.

The study also noted the presence of women in school leadership positions. However, they continue to face structural, social, and cultural challenges, including the dual burden of domestic responsibilities and professional roles.

### Child Protection and Systemic Challenges

Child protection emerged as another important focus of the study. Although some schools have established policies for the prevention and handling of violence, implementation remains uneven.

In many schools, child protection policies remain administrative in nature and are not yet fully implemented in everyday practice. Child Violence Prevention and Response Teams (TPPK) that have been established also have not functioned effectively.

Teachers generally reject the use of physical violence in the learning process. However, in practice, disciplinary approaches often still rely on administrative sanctions or punishment, and have not fully adopted positive discipline approaches.

Children also face multiple vulnerabilities in the school environment, including economic challenges, limited access to inclusive reporting mechanisms, and weak cross-sector coordination in handling violence cases.

Furthermore, climate change has not yet been fully recognized as part of the child protection system

within educational institutions. Many schools do not yet have adequate procedures or preparedness measures to respond to potential disasters.

### Stakeholder Responses

During the discussion session, various stakeholders shared reflections and responses to the study findings.



Head of Policy Analysis and Advocacy Team, PSKP Ministry of Primary and Secondary Education, Lukman Solihin emphasized the importance of support from local governments and school supervisors to ensure more effective curriculum implementation. They also highlighted the importance of early literacy and numeracy assessments to map students' abilities from an early stage, enabling more targeted learning interventions.



Head of Sub-Directorate of Curriculum and Evaluation, Directorate of KSKK Ministry of Religious Affairs, Abdul Basit stated that madrasahs essentially follow the national curriculum developed by the Ministry of Education. The difference lies in religion-based subjects. On the other hand, the Ministry of Religious Affairs has also developed the concept of ecotheology, which integrates environmental issues into a religion-based education approach.



Head of Educator Development Division, Education Office of Kayong Utara District, Purwati highlighted that teachers' understanding of the rationale behind curriculum changes remains limited. Many teachers still perceive the curriculum merely as a new policy, rather than as an effort to improve the quality of learning.

Development partners such as INOVASI and Tanoto Foundation also provided input on the study analysis. They suggested that learning outcome analysis should be conducted in greater depth to understand the distribution of student abilities, including differences between students with basic skills and those who have reached higher-order thinking skills.



They also emphasized the importance of examining the relationship between teaching practices and student learning outcomes, including how formative assessment is used in classroom learning.

Several partners also highlighted the importance of strengthening data-driven school leadership and involving teacher training institutions (LPTK) in supporting the professional development of teachers and school principals.

### Future Directions

Through this dissemination, the KREASI Program aims to strengthen collaboration among government institutions, educational organizations, development partners, and communities in improving the quality of basic education in Indonesia.

The baseline study findings will serve as a foundation for developing program intervention strategies, including strengthening teacher capacity in differentiated learning, integrating gender equality and social inclusion principles, enhancing instructional leadership among school principals, and reinforcing child protection systems within educational institutions.

The study also opens opportunities for further research, including evaluating the impact of school leadership on learning quality, analyzing the integration of GEDSI principles within the education system, and strengthening integrated child protection mechanisms in schools.

Through an evidence-based approach and cross-sector collaboration, the KREASI Program is expected to contribute to improving the quality of basic education in Indonesia so that it becomes more inclusive, responsive to local contexts, and better prepared to address future challenges.

**MEMBANGUN FONDASI INKLUSI DAN RESILIENSI:**  
Kajian Studi Awal Komprehensif Proses Pendidikan, Integrasi GEDSI, dan Kesiapsiagaan terhadap Iklim di Delapan Kabupaten di Indonesia

Kamis, 26 Februari 2026 13.00–16.00 WIB

**Panel Peneliti:**

 Peneliti, Pusat Studi Pendidikan dan Kebijakan	 Peneliti, Pusat Studi Pendidikan dan Kebijakan
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**Panel Penanggap:**

 Kasubid Kurikulum dan Evaluasi pada KSKK Madrasah, Ditjen Pendi, Kemendiknas	 Ketua Tim Analisis dan Advokasi Kebijakan, Pusat Standar dan Kebijakan Pendidikan (PSKP), BSKAP, Kemendiknas
 Kepala Bidang Pembinaan Kebiasaan Orang Pendidikan Kabupaten Kayong Utara, Provinsi Kalimantan Barat	 Head of Monitoring, Learning, and Evaluation, Tanoto Foundation
 Performance and Learning Manager, INOVASI	 Executive Director, INOVASI Foundation

**KREASI Baseline Study Report:**  
[indonesia-kreasi.or.id/en/publication/kreasi-baseline-study-report/](https://indonesia-kreasi.or.id/en/publication/kreasi-baseline-study-report/)

# KREASI Conducts Monitoring Visits Across Four Provinces

The KREASI Save the Children conducted a series of school visits and coordination workshops with local governments in eight districts across four KREASI program intervention provinces. The activities aimed to monitor the implementation of the program's first year and strengthen collaboration with local stakeholders in preparation for the second year of KREASI implementation.

## Sumatera Utara



The visiting team consisted of KREASI Advisor Laurel Maclaren; KREASI Regional Manager Sumatra Man Magilan; and KREASI Advocacy and Campaign Support Henry Gabriel. Monitoring activities were conducted together with representatives from the Kantor Wilayah Kementerian Agama Provinsi Sumatera Utara, BBGTK Sumut, and local governments.

In Nias Selatan, the visit took place on 25 February 2026 at several madrasah ibtidaiyah (MI) and sekolah dasar (SD). Meanwhile, in Nias Utara, the team visited SD and MI on 28 February. These visits aimed to assess the impact of KREASI interventions in schools that joined the program in 2025 while also ensuring the readiness of schools scheduled to participate in 2026.

During the visit, the Catch-Up Club (CUC) activities were seen as one of the program components with the most tangible benefits for schools. In particular, the play-based learning approach applied in these activities has helped students demonstrate faster progress in basic literacy skills, especially in recognizing letters and reading words.

In Nias Utara, 440 students across 7 supported schools have participated in the CUC. They are divided into four learning methods: letter recognition, word recognition, sentence construction, and story creation. On average, students have shown improvements in all four areas. The CUC has also served as a learning model for replication schools, with adaptations made to the learning methods.

Teachers have also begun integrating these approaches into regular classroom instruction. Some educators have utilized locally available materials to support learning, especially in mathematics. In several schools, classroom activities have also been combined with outdoor learning experiences such as field visits.

However, the visits also identified several challenges. One key concern is the sustainability of Catch-Up Club activities. With limited school budgets, stakeholders highlighted the need to reduce operational costs while encouraging stronger financial support from local governments.

Another challenge relates to limited parental support for children's participation in Catch-Up Club activities. In addition to school visits, KREASI organized coordination workshops with local governments to review program progress and strengthen collaboration.

The workshop in Kabupaten Nias Selatan was held on 25 February 2026 at the Aula Kantor Bapperida, while the workshop in Kabupaten Nias Utara took place on 27 February 2026 at the Aula Kantor Bupati.

Local government representatives in both districts expressed their commitment to strengthening collaboration with KREASI to improve education quality. They also emphasized the importance of selecting highly committed teachers to serve as facilitators or trainers at the district level.

At the same time, local governments acknowledged fiscal constraints due to reduced budget transfers and limited regional operational funding. Meanwhile, schools continue to face significant needs related to infrastructure and learning materials.

Through these visits and discussions, KREASI together with partners and local governments reaffirmed their commitment to strengthening collaboration to improve learning outcomes for children in Kabupaten Nias Selatan and Kabupaten Nias Utara.



## PROGRAM UPDATE HIGHLIGHTS



Vice Regent of Tanggamus Agus Suranto and KREASI team visit a primary school

### Lampung

The Save the Children team visiting Provinsi Lampung consisted of KREASI Deputy Chief of Party Imelda Usnadibrata; KREASI Regional Manager – Sumatra Man Magilan; and KREASI Innovation and Ecosystem Partnership Manager Agustinus Mau Tukan.

The series of activities began on 2 March 2026 with a coordination meeting with the local implementing partner (LIP) LP Ma'arif NU in Kabupaten Tanggamus. The meeting provided an opportunity to review program implementation progress, strengthen coordination in the field, and discuss plans for further program development.

On 3 March 2026, the KREASI team, together with the Wakil Bupati Tanggamus, visited several sekolah dasar (SD) and madrasah ibtidaiyah (MI) to observe learning practices and hear directly from teachers and school leaders about their experiences implementing KREASI-supported activities.

Teachers shared their experiences in applying more active and student-centered learning approaches, particularly in literacy and numeracy instruction. The visit also allowed local government representatives to observe the program's early impact at the school level.

The activities continued in Kabupaten Pesisir Barat. On 5 March 2026, the KREASI team held a coordination meeting with the Badan Perencanaan Pembangunan Daerah (Bappeda) Kabupaten Pesisir Barat to discuss the alignment between the KREASI program and regional development priorities, as well as opportunities to integrate the program into district-level education planning.



Head of Bappeda Pesisir Barat



Wife of the Regent of Pesisir Barat, Dian Hariyanti Dedi

As the closing of the series of activities, a KREASI Program Reflection Workshop was held on 6 March 2026 in Pesisir Barat District. The event was attended by various regional stakeholders, including local government officials, relevant agencies, education units, and program implementing partners. The workshop was also attended by the Chair of the Family Welfare Movement (TP PKK) and wife of the Regent of Pesisir Barat, Dian Hariyanti Dedi, who expressed her support for efforts to improve the quality of education in the region.

“The KREASI program is appreciated for helping the government invest in children’s education—an investment that is the most important and has the greatest long-term impact,” said the Head of Bapperida of Pesisir Barat.

This workshop served as a joint reflection forum to discuss program progress, share lessons learned from field implementation, and strengthen the commitment to collaboration between local governments, schools, and development partners.



Vice Regent of Tanggamus Agus Suranto and KREASI team visit a primary school



**Kalimantan Barat**

**S**ave the Children visit to Provinsi Kalimantan Barat was led by KREASI Chief of Party Alifah Sri Lestari, KREASI Head of Finance Ida Nurtam, and KREASI Regional Manager – Kalimantan & Maluku Silverius Tasman.

The activities began on 3 March 2026 with a coordination meeting with the Government of Kabupaten Ketapang. The meeting focused on strengthening collaboration between the KREASI program and the local government while discussing policy support and joint efforts to improve learning quality in schools.

On 4 March 2026, the team visited several sekolah dasar (SD) and madrasah ibtidaiyah (MI) in Kabupaten Ketapang to observe classroom practices and engage in discussions with teachers and school principals about the implementation of KREASI-supported activities, particularly in literacy and numeracy.

The activities then continued in Kabupaten Kayong Utara. On 5 March 2026, KREASI organized a Program Reflection Workshop attended by the Regent of Kayong Utara, Romi Wijaya and other local stakeholders. The workshop provided a space for stakeholders to review program progress, share experiences from the field, and identify priorities for strengthening program implementation.

On the same day, the KREASI team also held a coordination meeting with the Government of Kabupaten Kayong Utara to strengthen support and alignment between the program and regional education policies.



The visit concluded on 6 March 2026 with school visits in Kabupaten Kayong Utara, where the team observed classroom learning and engaged in discussions with teachers and school leaders about their experiences applying more active and student-centered teaching approaches.

These activities reaffirmed the importance of cross-sector collaboration in supporting inclusive, safe, and child-centered education. They also strengthened the alignment between the KREASI program and local education development priorities.





KREASI team meeting with the Vice Governor of Maluku Utara Sarbin Sehe

## Maluku Utara

The visiting team consisted of KREASI Head of Operation David Wala; KREASI Regional Manager Kalimantan Barat–Maluku Utara Silverius Tasman; and KREASI Child Protection Lead Ahmad Firdaus.

The activities began on 24 February 2026 with a coordination meeting with the Government of Kabupaten Halmahera Utara and the local implementing partner Wahana Visi Indonesia (WVI). The meeting discussed program implementation progress and strengthened coordination among local governments, partners, and the program team.

On 25 February 2026, the team conducted school visits to observe learning practices at the school level.

The visits showed encouraging progress in literacy and numeracy learning in several schools. In one sekolah dasar

(SD), most lower-grade students had demonstrated improved reading abilities. Teachers have also begun implementing more interactive learning approaches through games and participatory classroom activities.

Despite these positive developments, several challenges were also identified. In some schools, students are able to read technically but still struggle to fully understand the content of the texts they read. In addition, education data such as the Rapor Pendidikan from ANBK has not yet been optimally used by school leaders and teachers as a basis for planning learning improvements.

On 26 February 2026, the KREASI team met with the Wakil Gubernur Provinsi Maluku Utara to present program achievements from the first year and outline plans for the second year.



This was followed by the Workshop on KREASI Program Year 1 Achievements and Year 2 Implementation Plan in Kabupaten Halmahera Utara, attended by various stakeholders including Bappeda, Dinas Pendidikan, Kantor Kementerian Agama, BPMP, BGTK, DP3A, and program partners.

The activities continued in Kabupaten Pulau Morotai, where KREASI held a program reflection workshop on 3 March 2026 attended by the Sekretaris Daerah Kabupaten Pulau Morotai and other local stakeholders.



Through this series of visits and workshops, KREASI and its partners reaffirmed their commitment to strengthening collaboration in improving inclusive, safe, and child-centered education in Provinsi Maluku Utara.



# Crack the KREASI Code

Do you remember the fun of typing SMS on old-school phones? Pressing the same button multiple times, waiting for the right letter to appear. It took patience, but it was fun!

Let's take a trip down memory lane with a guessing game! Decode the number sequences below and uncover a hidden message from KREASI

## How to Play:

- Each number sequence represents a letter from a mobile phone keypad.
- Your task is to convert these numbers into meaningful words or sentences.

## Hint:

2 = A, 22 = B, 222 = C, 3 = D, 33 = E, and so on

### Examples:

- 5 33 5 2 55 = JEJAK
- 22 88 55 88 = BUKU

## Your Challenge:

Decode the following sequences:

1. 55 777 33 2 7777 444
2. 44 2 3 444 777
3. 88 66 8 88 55
4. 2 66 2 55
5. 444 66 3 666 66 33 7777 444 2

Combine all five codes into one complete sentence!



## Join the Fun!

Have you cracked the code? Share your answer on Instagram Story using this format:

[Your Answer]  
#ZonaJedaKREASI

Don't forget to follow and tag @kreasinasional!  
We're waiting for your participation until **30 April 2026**

## Prize for You

5 readers with the fastest and most accurate answers will win an exclusive KREASI tote bag. Don't miss out!



# KREASI Educational Poster: 4 Magic Words



In daily life, there are **four magic words** that help build good habits in children and foster respectful relationships: **sorry, please, excuse me, and thank you.**

Through this KREASI Educational Poster, we invite you to nurture these positive habits at home, at school, and wherever children interact every day.

## Download the Poster Now!

Scan the QR code below to download the 4 Magic Words Poster from KREASI:

[s.id/4KataAjaib](https://s.id/4KataAjaib)



Print it out and place it in study areas, bedrooms, or your child's favorite corner so these positive messages are always visible and easy to remember every day.

Starting from four simple words, meaningful habits can grow and create a big impact.

# KREASI Nias Utara Holds Culture-Based Education Festival



The KREASI Program in Nias Utara, implemented by Article 33 Indonesia, organized an Education Festival titled “Inclusive Education Based on Local Culture in Nias Utara” at the Nias Utara District Tribune on 5–6 March 2026. The event aimed to raise public awareness about the importance of education while strengthening collaboration among students, teachers, schools, parents, government, and the community in building inclusive and sustainable education in Nias Utara District.

The festival served as a platform to showcase various good practices in education implemented through the KREASI Program, while also encouraging the development of students’ literacy and numeracy skills. In addition, the event aimed to foster students’ character, creativity, and self-confidence, as well as to introduce and preserve local culture as part of the learning process.

A range of activities were featured during the festival,

including photo documentation exhibitions of the program, displays of educational teaching aids (APE), and cultural performances such as maena and traditional dances performed by students from KREASI-supported schools. The festival also included an award ceremony for teachers and schools demonstrating innovation in teaching practices. In addition, the event featured an education seminar and dialogue sessions with KREASI-supported teachers who shared their experiences in implementing the program in their respective schools.

On the first day, the festival highlighted exhibitions showcasing the journey and impact of the KREASI Program in Nias Utara District. Visitors were able to explore program documentation and displays of simple, culture-based teaching aids presented by students from 28 partner schools involved in the program.

Several local government agencies also participated by setting up exhibition booths, including the Dinas Pendidikan, Dinas P3AP2KB, Dinas Perpustakaan dan Arsip, Dinas Kesehatan, and the Kantor Kementerian Agama Kabupaten Nias Utara.

The opening ceremony was attended by Bupati Nias Utara Amizaro Waruwu, Wakil Bupati Nias Utara Yusman Zega, Ketua DPRD Nias Utara Ya’aman Telaumbanua, along with other local government officials.



In his remarks, Director of Article 33 Indonesia, Santoso, stated that the festival also marked a moment of reflection on one year of KREASI Program implementation in Nias Utara District. Over the past year, the program has collaborated with 28 schools across three sub-districts—Afulu, Lahewa, and Lotu—engaging 28 principals, 240 teachers, 695 students, 271 parents, and two villages in various program activities.



The program’s support has focused on four main areas: curriculum and assessment, teaching practices, school leadership, and child protection. Through these efforts, several positive outcomes have been achieved, including improved student literacy through additional learning support for those experiencing learning gaps, as well as the emergence of various good teaching practices among teachers.

On the second day, the festival continued with an education seminar featuring Ketua Umum LPAI Seto Mulyadi, a well-known education expert and child advocate, widely known as Kak Seto. The event also included an interactive dialogue with KREASI-supported teachers titled “KREASI Nias Utara Bercerita” with the subtheme “Strengthening Literacy and Numeracy through Inclusive Education.”

During the session, Kak Seto emphasized the importance of creating child-friendly and inclusive learning environments to support the development of literacy and numeracy from an early age.



In his remarks, Bupati Nias Utara Amizaro Waruwu highlighted that the education festival serves as an important reminder of the shared responsibility in improving education. He emphasized that education should not remain a concept or ceremonial activity, but must be translated into concrete actions that prepare the younger generation to face future challenges.

Meanwhile, Ketua DPRD Nias Utara Ya’aman Telaumbanua expressed appreciation for the KREASI Program, noting its positive impact on the development of education in the region. He expressed hope that the program can continue to expand so that more schools and sub-districts in Nias Utara can benefit from it.

Through this festival, all stakeholders are expected to further strengthen collaboration in creating a stronger, more inclusive, and sustainable education ecosystem rooted in local cultural values in Nias Utara District.

## FGD Produces Two Policy Briefs to Strengthen Curriculum and Assessment in Nias Utara

**K**REASI Nias Utara, implemented by Article 33 Indonesia, in collaboration with the Dinas Pendidikan Kabupaten Nias Utara and the Kantor Kementerian Agama Nias Utara, organized a Focus Group Discussion (FGD) titled “Collecting and Developing Knowledge Products to Improve Curriculum and Assessment Policies” on 28–29 January 2026.

The activity brought together various education stakeholders to gather experiences, good practices, and challenges in the implementation of curriculum and learning assessment. The results of the discussions were then formulated into two policy briefs.

The first day of discussion focused on curriculum implementation and the learning process. On second day, the discussion continued with a focus on assessment practices in education units, particularly at the PAUD and early-grade primary school levels.

In the curriculum discussion, participants highlighted that the implementation of the Kurikulum Merdeka in Nias Utara still faces several challenges. Although many schools have developed curriculum documents, understanding of learning

outcomes, preparation of teaching modules, and the application of contextual learning are not yet evenly distributed. Limited facilities and infrastructure, as well as unequal access to teacher training, also affect the quality of curriculum implementation in classrooms.

Meanwhile, in the assessment session, participants emphasized that assessment is an essential part of the learning process. Teachers have implemented various forms of formative assessment, such as quizzes, presentations, project rubrics, and observations.

At the PAUD level, assessment is carried out through documentation of children’s development and communication with parents. However, challenges remain, particularly in designing appropriate assessment instruments and addressing the diverse abilities of students, including those with special needs.

The discussion also highlighted broader systemic issues, such as the underutilized role of teacher learning communities (KKG), limited facilities and infrastructure, and the geographical challenges of Nias Utara that affect access to technology and learning resources. In terms of



policy, student admissions practices have followed national regulations, with no requirement for reading, writing, and arithmetic tests, and instead focusing on age and zoning.

Through a participatory discussion process, participants identified several priority issues, including strengthening teacher capacity, improving the quality of curriculum implementation, developing meaningful assessment practices, activating teacher learning communities, and providing more adequate learning facilities.

All findings and reflections from the two discussion focuses were then analyzed by the KREASI team together with stakeholders and developed into two policy briefs:

- Reform of Curriculum and Learning Governance to Improve the Quality of Learning in PAUD and Early-Grade Primary Schools in Nias Utara District
- Strengthening Assessment to Improve the Quality of Learning in PAUD and Early-Grade Primary Schools in Nias Utara District

These two documents are expected to serve as strategic references for local government in formulating more targeted education policies.



Read the policy brief documents here:

[drive.google.com/drive/folders/1ATfpdeA81iuiYJZ9p4A0V7i8Of1-YtDc?usp=drive\\_link](https://drive.google.com/drive/folders/1ATfpdeA81iuiYJZ9p4A0V7i8Of1-YtDc?usp=drive_link)



## From a Village in Nias Utara, Growing Good Practices in School Leadership

**M**orning in a village in Nias Utara begins with the small footsteps of children heading to school. Some walk along paved village roads, others ride bicycles, and some are dropped off by their parents on motorbikes. For them, school is not just a place to learn, but a hope for a better future.

In the middle of the village stands a primary school. At first glance, it looks like any typical rural school—simple buildings, a spacious yard, and the cheerful noise of children during recess. However, in recent years, gradual changes have begun to take place. Learning is no longer limited to chalkboards and textbooks. Digital learning media have started to be introduced in classrooms, making lessons more interactive and engaging.

This transformation did not happen by chance. Behind it is the role of the school principal, Talibudi, who believes that schools in rural areas can also grow and adapt to changing times.

Talibudi is no stranger to the village. He grew up in the same environment and experienced firsthand the challenges of accessing education. During primary school, he had to walk about two kilometers every day. When he continued to junior secondary school, the distance increased to around six kilometers. These life experiences shaped his perseverance and strong determination.

His journey as an educator began after graduating from high school in 1998, when he started working as a honorary teacher. At first, becoming a teacher was not his main ambition. However, his interactions with students and teaching experiences gradually changed his perspective. He found meaning in the learning process and decided to dedicate himself to education. In 2005, he was appointed as a civil servant, and in 2022, he was entrusted to become the principal of this school.

When he first took on the leadership role, he faced challenges in teaching practices that were still largely conventional. Teachers tended to deliver lessons in a one-way manner, while the use of technology was mostly limited to administrative purposes. Meanwhile, the students they taught were growing up in a digital era.

Efforts for change had already begun with the teachers. However, his involvement in the KREASI Program provided new learning opportunities that further enriched his perspective as a learning leader. Through mentoring from KREASI-supported principals and participation in various training activities, Talibudi gained insights and good practices, which he then adapted to suit the needs and context of his school.



These experiences strengthened his belief that improving learning must be driven collaboratively and continuously. Even before joining the KREASI Program, he had initiated a teacher learning forum called Wordusaming. This activity is conducted regularly every week after school hours.

He has also shared these experiences and good practices with other KREASI-supported principals, particularly during training sessions and workshops on documenting good practices in schools. Through this sharing, he hopes to inspire similar initiatives in other schools.

On Fridays, the principal provides sessions on the use of technology in learning. On Saturdays, teachers learn in small groups through a peer-learning approach, where those who are more familiar with technology support their colleagues in learning together.

Through Wordusaming, teachers are encouraged to share practices and try new approaches in teaching. Gradually, they have become more confident in creating simple digital learning media and using various applications to support teaching and learning.

The results are now visible. Around 80 percent of teachers are able to use digital tools independently. Applications such as Canva, Padlet, and even artificial intelligence (AI)-based tools are used to create more varied and engaging lessons. In the classroom, students have become more active, more confident in asking questions, and more involved in the learning process.

For Talibudi, Wordusaming is not just a capacity-building program, but also an effort to build a culture of learning among teachers. He believes that change in education begins with small, consistent steps.

To teachers, he always emphasizes the importance of continuous growth:

*"Keep moving forward, never stop learning."*

And to students, he instills a simple belief:

*"With practice, you will succeed."*



In this village, change may not happen instantly. However, through reflective and collaborative leadership, supported by continuous learning experiences, these small steps have created meaningful impact. This good practice shows that educational transformation can begin anywhere—even from a small village in Nias Utara—as long as there is a commitment to keep learning and moving forward together.

# Nias Selatan Educators Strengthen School Governance Through Performance Evaluation Transformation

**K**REASI Nias Selatan, implemented by Ikatan Guru Indonesia, organized a capacity-strengthening workshop focusing on school and teacher performance evaluation, attended by educators. The activity took place on 20–21 February 2026.

The workshop featured speakers from Balai Besar Guru dan Tenaga Kependidikan (BBGTK) of Sumatera Utara, namely Mahmud Zulkifli and Roi Purba. A total of 26 participants attended, consisting of school supervisors from Dinas Pendidikan and Kementerian Agama, as well as principals and lead teachers from target schools of the program.

In the opening session, Kepala Dinas Pendidikan Nias Selatan, Nurhayati Telaumbanua, expressed high appreciation for this strategic collaboration. She instructed all participants to make the most of this opportunity to expand their capacity in order to educate the nation's future generation. In line with this, KREASI District Representative Save the Children, Reinhard Simanjuntak, hoped that the speakers would provide concrete strategies to enhance work effectiveness in each education unit.

The speakers explained that there is currently a paradigm shift in evaluation, from administrative to substantive. This aims to ensure that evaluation truly reflects the quality of learning in a real and objective manner, referring to the indicators of the Education Report Card (Rapor Pendidikan).

*"Performance evaluation is not merely an administrative procedure but a systematic process to measure the effectiveness of education services. We must be able to analyze performance data accurately without subjective bias," emphasized Mahmud during the presentation session.*



During the workshop, participants also explored the new role of school supervisors as expert mentors rather than merely bureaucrats. Selamat, a madrasah supervisor from Kementerian Agama, agreed with the need for this paradigm shift so that schools feel personally supported in improving teacher competencies.

On the second day, the material focused on competency models for principals and teachers in accordance with the latest regulations. Participants conducted classroom observation practices to test the validity of competency indicators in capturing educators' performance in the field. One kepala SDN, Khasianus, shared a best practice of a continuous reflection culture carried out every Monday with all teachers at his school.

Closing the event, Sekretaris Dinas Pendidikan Nias Selatan, Elisama Lase, encouraged school principals to sharpen their work plan management. She also urged supervisors to be more active in reaching out to their assisted schools in order to collectively improve the quality ranking of education in the region.

With the conclusion of this workshop, it is expected that an adaptive education ecosystem will be created, where the results of performance evaluation serve as the basis for learning innovation and the professional development of teachers in Nias Selatan.



## Signing of MoU Between KREASI Nias Selatan and Universitas Nias Raya

**K**REASI Nias Selatan officially signed a Nota Kesepahaman (Memorandum of Understanding/MoU) with Universitas Nias Raya (UNIRAYA) on 25 February 2026. This collaboration marks the beginning of a synergy between an education strengthening program and an academic institution to improve the quality of learning in Nias Selatan. This step is seen as a new chapter in integrating field-based education programs with expertise from the higher education sector to create more measurable impact.

Representatives from Save the Children who attended included KREASI Advisor, Laurel MacLaren; KREASI Regional Manager Sumatera, Man Magilan; and KREASI District Representative Nias Selatan, Reinhard Simanjuntak. Also present was Sekretaris Jenderal Ikatan Guru Indonesia (IGI), Jasmin.

Meanwhile, representatives from UNIRAYA who attended included Rektor UNIRAYA, Martiman S. Sarumaha; Wakil Rektor I, Progresif Buulolo; Wakil Rektor II, Samalua Waoma; and Kepala Biro Kerja Sama dan Humas, Noventinus Zagoto. The main focus of this agreement includes educator capacity development, joint research related to strengthening literacy

and numeracy, and the involvement of university students in supporting program implementation in the field.

Through the synchronization of academic theory and the implementation of empowerment programs, it is expected that data-driven and sustainable solutions will be created. This signing reflects a collective commitment to accelerating the improvement of teacher competencies and student learning outcomes, while also strengthening a more adaptive education ecosystem in Nias Selatan.



## Realizing Child-Friendly Schools, Educators in Nias Selatan Strengthen GEDSI Capacity



**D**In an effort to create a school environment that is inclusive and friendly for all, a number of educators in Nias Selatan participated in a capacity-building activity on Gender Equality, Disability, and Social Inclusion (GEDSI)-responsive education. The activity was organized by KREASI Nias Selatan, implemented by Ikatan Guru Indonesia, and held over two days on 26–27 February 2026.

The activity featured speakers from Ikatan Guru Indonesia, Rosnanie, and from the Center for Child Study and Protection (PKPA), Chairidina Purnamawati. A total of 23 participants attended, representing various institutions, including the Nias Selatan District Education Office, the Ministry of Religious Affairs in Nias Selatan, and teachers from KREASI partner schools.

The main objective of the activity was to strengthen teachers' understanding of how to implement non-discriminatory education practices. The speakers emphasized the importance of early identification of student diversity, including physical, intellectual, mental, and sensory disabilities.

The facilitators highlighted that inclusive education is not simply about placing all students in the same classroom, but about adapting the school system to meet the needs of every child. They also introduced the concept of differentiated learning as a practical approach to addressing students' varying abilities.

"The main principle of inclusive education is equity, not equal treatment. What a person with a disability needs is acceptance, because within acceptance there is care and patience," said Rosnanie during her session.

One key topic discussed was how teachers can effectively respond to students with disabilities. Participants were encouraged to appreciate every effort made by students, even when their answers are not yet correct. This approach is important in maintaining students' confidence and self-esteem within the school environment.

Through this activity, it is expected that all members of the school community—from principals to parents—can work together to implement a Whole School Approach. With proper identification and flexible learning strategies, schools in Nias Selatan are expected to ensure equal access to education for all students without exception.

## KREASI Nias Selatan Launches Best Practice Video and Joyful PAUD–SD Transition Campaign

**K**REASI Nias Selatan, implemented by Ikatan Guru Indonesia, organized the launch of a Best Practice Video on a Child-Friendly Local Context Curriculum on 5 March 2026. The main objective of this activity was to produce and disseminate real evidence from the field to support the evaluation and refinement of curriculum and assessment policies in Kabupaten Nias Selatan. Through this documentation, the KREASI Program aims to provide practical visual references for educators while strengthening the data foundation for local governments in making education policies based on local excellence and wisdom.

Alongside the video launch, KREASI also conducted a joyful PAUD–SD transition campaign. This activity aimed to align understanding between educators and parents regarding the importance of a child-friendly transition process between education levels, without burdening students with rigid academic demands. Through a hybrid publication approach, the event combined face-to-face meetings with interactive dialogue to create space for direct communication between education practitioners, parents, and students with policymakers related to curriculum and learning transition methods.

The event was attended by a total of 106 participants from various stakeholders. Present were the Bupati and Wakil Bupati Nias Selatan, along with representatives from Organisasi Perangkat Daerah (OPD). Also in attendance were representatives from Kementerian Agama, as well as members of education units including school principals, teachers, parents, and students who participated as subjects in the video documentation.

In the opening session, Bupati Nias Selatan, Sokhiatulo Laia, emphasized the importance of cultural identity in education.

"Education in Nias Selatan must serve as a means of character building rooted in identity. The hope is that the younger generation will stand firmly on their ancestral land while having a global perspective. I instruct all education stakeholders to make the cultural richness of Nias Selatan an unlimited source of learning. Educators must continue to innovate in integrating modern competencies with local values to create a balance between global competence and pride in Nias identity," he stated.



Kepala Dinas Pendidikan Nias Selatan, Nurhayati Telaumbanua, also emphasized that the entire series of activities, including the PAUD–SD transition socialization, aims to provide educators with practical and easily replicable references. For the government, this documentation and campaign strengthen the data foundation for policymaking based on regional strengths while ensuring better preparedness for children's learning transitions.

The launch of the video and the transition campaign is expected to become a key reference in developing curriculum policies that are more inclusive and relevant to the needs of children in the region.

The outcomes of this activity indicate strengthened cross-sector policy commitment, including support from Kementerian Agama to adopt these best practices into teacher training systems to create high-quality learning standards. As a follow-up, the best practice video and transition campaign materials will continue to be disseminated to ensure that advocacy messages on inclusive and child-friendly education reach all levels of society in Kabupaten Nias Selatan.

**Watch the videos:**  
[youtu.be/vodKdC2OmgQ](https://youtu.be/vodKdC2OmgQ) and  
[youtu.be/qN6KO7\\_ByY](https://youtu.be/qN6KO7_ByY)



## Pustriani's Story: Sparking Learning Motivation through the "Syllable Hunt" Board

In a classroom in one of the schools in Nias Selatan, reading lessons no longer feel rigid and boring. Pustriani, a dedicated and passionate teacher, has transformed the challenge of low student interest in reading into an engaging learning experience through a simple yet effective innovation she calls the "Syllable Hunt."

Literacy challenges in the classroom are still common, especially for early-grade students. For many of them, combining letters into syllables can feel difficult and overwhelming. Pustriani realized that conventional lecture-based methods were no longer effective in capturing students' attention, especially for a generation that responds better to visual and hands-on learning. This situation reflects broader education challenges in Nias Selatan, where efforts are ongoing to improve literacy and numeracy outcomes, including through digital platforms such as Ruang GTK.

The "Syllable Hunt" innovation was inspired by the collaborative spirit fostered in training sessions organized by KREASI Nias Selatan, implemented by Ikatan Guru Indonesia. Pustriani developed an interactive board as a learning tool. Instead of sitting passively, students are invited to "hunt" for syllable cards and arrange them into meaningful words and sentences.

"The key to successful learning is when students feel involved and comfortable," she said.

This learning media uses simple, easily accessible materials, yet its impact has been significant. Students who were previously passive are now eager to come forward, actively participating in arranging words with enthusiasm and joy.



Through mentoring in teacher capacity-building workshops organized by KREASI, Pustriani has also gained the confidence to document her teaching practices and share them more widely. With guidance from facilitators, she learned how to upload her work as digital content so it can serve as a reference for teachers across Indonesia through the Ruang GTK platform.

Pustriani is now committed to continuing to overcome digital literacy challenges while creating a more inclusive classroom environment. Through this simple initiative with the syllable board, she hopes to contribute to improving the quality of education in Nias Selatan—proving that teacher creativity is a key driver of meaningful change in schools.

# School Principals in Pesisir Barat Share Best Practices Based on Classroom Action Research



Efforts to strengthen evidence-based education leadership continue to be encouraged through the activity “Dissemination of Best Practices and Research by KREASI Partner School Principals in Pesisir Barat,” held on 9 March 2026 by KREASI Pesisir Barat implemented by Yayasan Guru Belajar. The event brought together dozens of school principals from KREASI partner schools to learn together from the classroom action research conducted by two principals in the area.

This activity encouraged school principals not only to carry out school management, but also to conduct simple research based on real problems in the classroom. Through this research, school principals are expected to make more accurate, evidence-based decisions to improve the quality of learning in their schools.

A total of 31 school principals from PAUD, kindergarten, elementary school, and madrasah levels attended the event. They took part in a series of sessions ranging from presentations on the research process and findings to focused group discussions (FGD) on the possibility of applying these good practices in their respective schools.

The first study was presented by Lestari, principal of a kindergarten, together with her team of teachers, who researched improving children’s fine motor skills through collage activities using natural materials for Group B2 students.

This research stemmed from the finding that classroom learning activities had so far been limited to drawing and coloring. In fact, children’s fine motor skills require not only those activities, but also activities that train hand-eye coordination in more complex ways, such as pasting, arranging, and manipulating different materials.

In this classroom action research involving 24 children, Lestari and her team implemented collage-making activities using natural materials such as dried leaves and seeds. The research method was carried out in two cycles, each consisting of planning, action implementation, observation, and reflection stages.

In the first cycle, teachers began introducing collage activities to the children by providing simple examples and prepared materials. The children were asked to apply glue and paste the natural materials according to the shapes in the pictures provided. Although some children still had difficulty applying the glue evenly or attaching the materials neatly, the activity began to show increased student engagement in the learning process.

Strategy improvements were made in the second cycle. Teachers gave clearer instructions, provided a wider variety of natural materials, and gave children more opportunities to independently arrange their work. The

results showed a fairly significant improvement.

The percentage of children who reached the categories Developing as Expected (BSH) and Developing Very Well (BSB) increased from 50 percent in the first cycle to 79 percent in the second cycle. These results show that collage activities using natural materials were able to train hand-eye coordination, accuracy in applying glue, precision in attaching materials, and the neatness of the children’s final work.

In addition to improving fine motor skills, this activity also encouraged children’s creativity and independence in completing learning tasks.

The second study was then presented by Hefzon Kurnia, a principal from an Islamic elementary school (MI), who researched the implementation of the Love-Based Curriculum (KBC) through the Project Based Learning (PjBL) model to improve students’ interest and achievement in mathematics, particularly on fractions in Class III A.

This research was motivated by students’ low interest in learning mathematics. Learning that was still teacher-centered made students tend to be passive and less interested in participating in classroom learning.

Through classroom action research involving 28 students, the teacher applied a project-based learning approach combined with the principles of the Love-Based Curriculum, namely learning that emphasizes positive relationships, empathy, and an enjoyable learning atmosphere.

In practice, students not only learned the concept of fractions through the teacher’s explanation, but also through project activities related to everyday life. For example, students were invited to create simple projects involving the division of objects or food in order to understand the concept of fractions concretely.

Through these project activities, students worked in groups, discussed, observed results, and presented their findings. The teacher acted as a facilitator who helped students understand mathematical concepts step by step.

The research results showed a significant improvement in both students’ interest and learning achievement. The average score for learning interest increased from 60.36 in the first cycle to 88.04 in the second cycle. Meanwhile, the average learning achievement score increased from 52.14 to 80.36, with the mastery learning rate reaching 89.29 percent.

These findings show that project-based learning combined with a more human-centered approach can make students more active, more interested, and better able to understand mathematical concepts.

Through this dissemination activity, school principals not only listened to the research findings, but also discussed the challenges they faced in their respective schools. In the group discussion session, participants were invited to reflect on whether the good practices presented could be applied or adapted in their school environments.

This activity became a shared learning space for school principals to exchange experiences, ideas, and solutions to various learning challenges in schools. Through a simple research approach like this, the KREASI program hopes that more school principals will be able to develop effective, evidence-based learning practices, so that the quality of education in Pesisir Barat District can improve more evenly and sustainably.



## Strengthening Evidence-Based Educational Leadership Held in Pesisir Barat

**K**REASI Pesisir Barat implemented by Yayasan Guru Belajar conducted activity titled “Strengthening Educational Leadership Capacity through Action Research and Contextual Evidence-Based Practices,” held on 23–24 February 2026 in Pesisir Barat District. The activity involved 30 participants, including school supervisors, principals, and teachers from KREASI partner schools.

This activity was organized to address the education challenges faced in coastal areas. Pesisir Barat District has unique geographical characteristics, consisting of coastal and island regions, with considerable distances between schools and diverse socio-economic conditions among communities. These factors affect the quality of education services, including students’ literacy and numeracy outcomes, as well as the creation of inclusive and conducive learning environments. In this context, educational leadership at both district and school levels plays a crucial role in ensuring that policies and teaching practices respond to real needs in the field.

Through this activity, participants were encouraged to develop more systematic decision-making approaches by using data and empirical evidence from their respective school contexts. Many education decisions have often been based on experience or general practices that may not fully align with local conditions. Therefore, the training was designed to introduce simple research methods that can be directly applied by educators and school leaders to support more effective educational practices.

The training emphasized practical and contextual empirical research methods. Participants were introduced to several basic approaches to better understand educational challenges. The first method was observation, which involves directly monitoring classroom activities, teacher-student interactions, and school dynamics. Through systematic observation, participants can identify learning challenges that may not be visible through administrative reports alone.

The second method discussed was classroom action research. This approach enables teachers and principals to design and implement learning interventions directly in the classroom and observe their impact on teaching and learning outcomes. Classroom action research is conducted in cycles, starting from problem identification, planning, implementation, and reflection on the results. This method is considered relevant as it allows continuous improvement of teaching practices based on real classroom experiences.

In addition, participants were introduced to interviews as a method to gather insights from various stakeholders within the education ecosystem, including students, teachers, principals, and parents. Through interviews, participants can gain a more comprehensive understanding of students’ learning experiences, the challenges faced by teachers, and the overall learning environment.

To support more structured solutions, the training also introduced the SMART approach (Specific, Measurable, Achievable, Relevant, and Time-bound) in designing educational interventions. This framework emphasizes that every action plan should have clear, measurable, achievable, relevant, and time-bound objectives. With this approach, participants not only identify problems but also learn to formulate realistic and measurable improvement strategies.

These methods were then applied through case study analysis activities. Participants were asked to examine examples of educational challenges and identify root causes, define goals for improvement, and design data-driven interventions. The results of these analyses were discussed in groups to broaden perspectives and deepen participants’ understanding of simple research processes in school settings.

On the second day, the learning process continued with more contextual discussions. Participants were encouraged to relate the methods they had learned to real situations in their respective schools. From this process, each group began developing initial designs for simple research projects based on the challenges they encountered. These proposals were then presented to receive feedback and input for further development in the next mentoring phase.

Through this series of activities, participants gained not only theoretical knowledge of educational research but also practical experience in designing research based on real school challenges. This approach is expected to serve as a starting point for building a culture of evidence-based educational practice and policy in Pesisir Barat District, ensuring that decisions made by education leaders are more targeted and impactful in improving the quality of learning for students.



# Badriah's Journey from Pesisir Barat: Bringing Meaningful Learning into the Classroom

**F**or Badriah, becoming a teacher was not a sudden decision. From an early stage, she had a strong desire to be involved in education, recognizing the important role teachers play in shaping children's futures. For her, education is a pathway to help children in her area gain better learning opportunities.

In Pesisir Barat District, where she teaches, educational challenges are still evident. Access to teacher training is not always easy, and opportunities for professional development are often limited. However, these conditions have only strengthened Badriah's determination to keep learning and improving the quality of teaching for her students.

Badriah still remembers her first experience as a teacher. At that time, she felt both nervous and deeply responsible. Standing in front of a classroom for the first time was not easy. She had to face dozens of students with different characters, diverse learning abilities, and varying needs.

In those early days, she learned a lot through direct classroom experience. She tried to understand the best ways to explain lessons, how to keep students engaged, and how to create a comfortable learning environment. There were times when she doubted whether her methods were effective. However, each classroom experience became a valuable lesson that shaped her as a teacher.

Over time, her teaching experience helped Badriah realize that being a teacher is not only about delivering subject content. More importantly, a teacher must help students understand what they learn and build their confidence in the learning process.

Opportunities for growth expanded when Badriah participated in training organized by the KREASI Program in Pesisir Barat, implemented by Yayasan Guru Belajar. One of the activities she joined was the Master Teacher (MT) training, which provided new insights into literacy and numeracy in teaching.



*"We often hear the terms literacy and numeracy, but through this training I better understand how to apply them in the classroom," she said.*

During the training, Badriah learned various teaching approaches that help students not only read or calculate, but also understand the meaning of what they learn. She realized that literacy is not just about reading skills, and numeracy is not only about working with numbers, but also about how students interpret information, solve problems, and think logically.

She then shared the knowledge gained from the training with her fellow teachers through teacher learning groups (kombel). Through these discussions, Badriah introduced new teaching ideas so they could be applied more broadly within the school. In the classroom, Badriah began implementing more interactive teaching methods. She used simple games, ice-breaking activities, and various learning media to help students stay focused and engaged during lessons.

One of the learning tools she used is the "word clock," a simple medium that combines images and words to help students understand reading materials. Through this tool, students observe pictures, mention related words, and then create simple stories based on what they see. This method helps students not only learn to read, but also understand the content and develop their storytelling skills. Badriah began to see changes in her students, who became more active and confident in expressing their ideas.

Beyond the classroom, Badriah is also involved in the Rumah Main KREASI (catch-up club), an initiative designed to support students who still face difficulties in reading or understanding lessons. This program provides an additional learning space where students can learn in a more relaxed and enjoyable way.

In this activity, Badriah provides guidance to students who need extra support. She designs engaging learning activities so that students do not feel pressured when learning to read or understand lesson materials.

*"Children are not only taught to read, but also to understand what they read," she explained.*

For Badriah, being a teacher is a continuous learning journey. From her first experience standing in front of a classroom to participating in various professional development trainings, each step has provided valuable lessons on how to become a better educator.

Today, she continues striving to create more engaging and meaningful learning experiences for her students. For her, being a teacher is not just about teaching, but also about continuously learning in order to provide better learning experiences for every child she supports.

# KREASI Tanggamus Holds Showcase and National Seminar



The event titled “Showcase and National Seminar of the KREASI Program,” organized by KREASI Tanggamus and implemented by LP Ma’arif NU, took place from 12 to 14 February 2026 in Bandar Lampung. The event marked an important moment to reflect on and address education challenges, particularly in rural areas.

The venue was filled with enthusiasm as dozens of education practitioners from 33 schools—including SD, MI, RA, and TK—from Bulok and Pugung sub-districts gathered to share learning innovations that had been tested in their classrooms. The seminar served as a platform to strengthen teaching practices by improving school management and enhancing teachers’ capacity to deliver adaptive literacy and numeracy learning. The forum highlighted that the quality of education is not only determined by infrastructure, but also by how teachers create meaningful learning experiences for students.

During the event, teachers showcased various teaching aids they had developed to support student learning. The exhibition reflected both teacher creativity and the successful implementation of inclusive teaching approaches that are responsive to local contexts.

One example highlighted was the work of Nepi, a primary school teacher, who applied the read aloud technique and strengthened the SULTAN (Sudut Literasi Anak or Children’s Literacy Corner) program. These efforts have contributed to increasing students’ participation and interest in reading.

The use of creative literacy media in teaching also demonstrated that learning barriers can be addressed through engaging methods, including expressive reading and interactive dialogue that encourage critical thinking.

Chair of LP Ma’arif PBNU, Ali Ramdhani, delivered a keynote speech emphasizing the importance of trust and independence in private schools and madrasahs. He noted that public trust is a key foundation that must be maintained through collaboration, transparency, and strong performance.

Through this program, KREASI promotes a results-oriented approach to teacher professional development by integrating values of professionalism, intellectual growth, and character building.

The event also highlighted the importance of collaboration between civil society organizations and government in improving education quality. Beyond celebrating achievements in literacy and numeracy, the program reinforces a shared commitment to developing students who are both academically capable and have strong character.

It is hoped that these good practices can be replicated in other regions to support more equitable access to quality education across Indonesia.

# Literacy Transformation in a Primary School in Tanggamus: Bringing the Classroom to Life through Read Aloud

The atmosphere in a Grade III classroom at a public primary school (SDN) in Tanggamus District now feels different. What was once a quiet and monotonous reading activity has turned into a lively learning space, filled with students who actively listen, ask questions, and imagine the stories read by their teacher. This change did not happen overnight, but through gradual efforts to transform the approach to literacy learning in the classroom.

For a long time, reading instruction at the primary school level has often focused on technical aspects, such as decoding and pronunciation. At this school, a similar situation had occurred. Many students viewed reading as a task to complete, rather than an enjoyable activity. Limited variation in teaching methods and minimal classroom interaction contributed to low student interest in reading.

Recognizing this challenge, a Grade III teacher, Nepi, sought an approach that could re-engage students in learning. Through the support of the KREASI Tanggamus Program, implemented by LP Ma’arif NU, Nepi strengthened her capacity in literacy teaching strategies, including the read aloud technique.

With support from the school principal, Ristam, the technique was gradually introduced in the classroom. Read aloud was chosen because it helps bridge students’ basic reading skills with their comprehension of meaning. In practice, the teacher does not simply read the text, but brings stories to life through intonation, expression, and direct interaction with students.



Each reading session has now become an experience students look forward to. The teacher begins by arranging students in a circular seating format, creating a more inclusive and engaging learning environment. From this position, students can clearly observe the teacher’s expressions and feel more involved in the learning process.

As the story is read, Nepi uses variations in voice to represent characters and narrative flow. During the reading, she occasionally pauses to ask simple yet thought-provoking questions, such as predicting what will happen next or understanding the emotions of the characters. This approach encourages students not only to listen, but also to think and imagine.

Changes have become evident in students’ responses. Tama, who was previously passive, is now more confident in answering questions and even volunteers to read parts of the story aloud. Meanwhile, Alya shows a deeper engagement with the stories, demonstrating the ability to visualize narratives and retell them in her own words.

Teachers have also observed positive impacts from this approach. Classroom interactions have become more dynamic, and students appear more focused during lessons. In addition, the read aloud technique helps teachers better understand students’ thinking processes, both in terms of comprehension and imagination.

These efforts do not stop at a single method. To further strengthen the literacy culture, the school has developed additional initiatives, such as the SULTAN (Sudut Literasi Anak, or Children’s Literacy Corner) program and the optimization of reading corners in classrooms. These initiatives are designed to provide students with broader access to reading materials and encourage regular engagement with books beyond formal learning hours.

The school principal noted that this transformation is part of the school’s commitment to continuously improving the quality of learning. Collaboration with various stakeholders, including the KREASI Program, has been an important factor in driving innovation at the classroom level.

The experience of this school shows that transforming learning does not always require complex technology. With the right approach and teacher creativity, classrooms can become more engaging and meaningful learning environments.

Through the implementation of the read aloud technique, students are not only learning to read, but also learning to understand, imagine, and express ideas. This simple change marks an important step in building a strong foundation for literacy from an early age.



## KREASI Ketapang and Kayong Utara Bring Literacy Best Practices to the Olympic AD VIII Makassar

**O**lympic Ahmad Dahlan (Olympic AD) is a biennial national competition for Muhammadiyah's education network across Indonesia. The 8th Olympic AD was held in Makassar from 11–15 February 2026.

The KREASI Program in Ketapang and Kayong Utara participated in this year's Olympic AD to disseminate best practices in literacy, numeracy, and character education from the first year of KREASI Program implementation.

KREASI took part through an exhibition booth that attracted many visitors. At the KREASI booth, interactive discussions were held, exploring school leadership models and data-driven decision-making.

During the Rakornas (National Coordination Meeting) session, KREASI also took the opportunity to share program progress with Olympic AD participants, making it a strategic moment for broader engagement.

Director of the KREASI Program at Majelis Dikdasmen PP Muhammadiyah, Gufron Amirullah, emphasized that cross-sector collaboration in Kalimantan Barat reflects stakeholders' strong commitment to delivering meaningful, sustainable, and inclusive learning.



There are high hopes that the successes achieved in Ketapang and Kayong Utara can be replicated in other regions across Indonesia.

KREASI Ketapang Program Coordinator, Santoso Setio, stated that this dissemination is not merely about sharing stories, but also about inspiring the strengthening of data-driven education policies at the national level.

This event also served as a platform to strengthen inter-regional learning networks in order to promote equitable and quality education for all children in Indonesia.

## A Symphony of Collaboration: One Year of the KREASI Program for Education in Ketapang



The first year of program implementation was recognized as a crucial adaptation phase. Project Coordinator KREASI Ketapang, Santoso Setio, stated that challenges in the field were not easy, but the enthusiasm of teachers became a source of optimism to move into the next phase.

"The first year has been a valuable learning experience. Seeing the enthusiasm of teachers in showcasing their capabilities, we are optimistic about continuing into the second year with stronger spirit and broader coverage," said Santoso.



This vision of sustainability was reinforced by Direktur KREASI Majelis Dikdasmen dan PNF PP Muhammadiyah, Ghufon Amirullah, who likened the KREASI Program to a "symphony" dedicated to education champions in the region.

"This program was born out of concerns regarding challenges in human development and access to education. We are proud to see teachers in Ketapang continuously learning tirelessly. Moving forward, we will open recruitment for local facilitators so more teachers can be actively involved. Our target is for KREASI partner schools to transform into model schools that inspire nationally," emphasized Ghufon.

The Government of Kabupaten Ketapang also expressed full support for the continuation of this initiative. Asisten Setda Bidang Pemerintahan dan Kesejahteraan Rakyat, Heryandi, stated that innovations from the KREASI Program are valuable assets for regional development.

"We have seen firsthand how creative ideas emerge in the learning process. The government hopes this collaboration will continue to grow to help address education challenges, including improving school infrastructure. The KREASI Program has proven that collaboration is the key to advancing education in Ketapang," concluded Heryandi.

The evening of harmony concluded with a collective spirit to continue improving the quality of education in Kabupaten Ketapang through synergy between civil society organizations, international institutions, and local government.

**K**REASI Ketapang held a ceremony titled "One Year Harmony of the KREASI Program for Education in Ketapang." The event served as both a moment of reflection and appreciation for all education stakeholders who have worked to improve literacy and numeracy quality in Kabupaten Ketapang since 2025.

One of the main highlights of the appreciation night was the awarding of winners in three categories of the education innovation competition. This competition was designed not merely as a contest, but as a strategy to identify and document various best practices emerging from teachers' creativity in the classroom.

Through this platform, the KREASI Program encourages educators to showcase their abilities and innovations in the public sphere. Chief of Party KREASI Save the Children, Sri Alifah Lestari, emphasized the importance of documenting these tangible works.

"Tonight, we celebrate best practices born from the hard work of teachers. We hope these innovations will not stop here, but continue to be strengthened and disseminated so they can inspire other schools across Kabupaten Ketapang," said Sri Alifah.

# Bringing Spaces to Life, Nurturing Hope: Agustina's Transformation Journey

In the past, the corridors and classrooms of one SDN in Ketapang felt rather quiet. The walls were plain, with little color, and the learning atmosphere tended to run as usual. A change began to slowly emerge when a teacher, Agustina, took part in the KREASI Program for a full year.

For Agustina, this journey was more than just a regular training. It was as if she had found a new lens through which to see the world of education. Through the growth mindset material in the deep learning training, she realized that limitations are not the end, but the beginning of creativity.

She began designing contextual learning media, something close to the students' daily lives. She even wrote her own storybook, which is currently in the process of obtaining an ISBN—an achievement she had never imagined before.

The most visible transformation appeared in the school environment. From a previously text-poor setting, the school has now transformed into a text-rich environment.

Walls that were once silent now "speak" through colorful murals. There are dancing alphabets, geometric formulas that greet students, and a wide map of Indonesia stretching across the wall. In the corners of classrooms, Science Corners and Reading Corners have been created, making students feel comfortable spending more time there. The school is no longer just a concrete building, but a lively and green learning space.

Agustina understands that every child learns at a different pace. Together with her colleague, Sutini, she started Catch Up Club. Four times a week, for 90 minutes, they support students who are not yet fluent in reading.



There is no rigid academic pressure here. Agustina brings joy through songs, stories, and learning videos. The result? Within three months, children who were once shy because they could not recognize letters began to show growing confidence. The transition from PAUD to SD is also made as enjoyable as possible, ensuring children feel safe when stepping into a higher level of education for the first time.

This transformation did not stop in her own classroom. Agustina extended her impact by sharing practices with fellow teachers, reaching the cluster level covering eleven schools. She believes that collaboration is key.

Now, the impact is clearly visible: For schools: The emergence of a more literate and inclusive culture. For teachers: The courage to innovate and step out of their comfort zones. For students: Learning is no longer a burden, but an adventure they look forward to every morning.

For Agustina, one year with KREASI has been a journey of rediscovering her identity as a teacher—that her role is not only to teach, but to bring life to young minds who will one day shape the future.



## Reflection on the Implementation of KREASI Catch-Up Club in Kayong Utara

**K**REASI Kayong Utara, implemented by Majelis Dikdasmen and PNF PP Muhammadiyah, conducted a reflection and evaluation session on the catch-up club program that had been implemented during its first year.

KREASI Kalimantan Barat Project Manager, Julni Rhamawan, stated that teachers who have participated in the training are expected to continue sharing good practices with their peers and to deliver innovative, technology-based learning in the classroom.

He also explained that in the second year, the KREASI Program will be implemented with a slightly different format while maintaining its core focus on improving literacy, numeracy, and strengthening students' character. In addition, the catch-up club, which have been one of the flagship programs, will continue with several adjustments, including strengthening the learning system and adding English language materials.

During the discussion session, several teachers shared their experiences in facilitating the catch-up club. Syarifah, one of the SDN (Sekolah Dasar Negeri, or public primary school) teachers, expressed her appreciation to KREASI for facilitating various training sessions to enhance teacher capacity across three intervention sub-districts: Sukadana, Simpang Hilir, and Teluk Batang. She also noted that although the catch-up club were conducted for only three months, improvements in students' literacy and numeracy skills were already evident.

Similarly, Hakim, also an SDN (Sekolah Dasar Negeri, or public primary school) teacher, mentioned that supporting students with diverse learning abilities is not easy. However, through patience and intensive mentoring, the final assessment results showed a fairly encouraging improvement.

Meanwhile, Ahmad from one of the MIN (Madrasah Ibtidaiyah Negeri, or public Islamic primary school) schools assessed that the program has had a positive impact on students, although more in-depth assessments are still needed to better determine participants for the catch-up club.

Overall, the KREASI Program through its catch-up club is seen as a strategic initiative in supporting the improvement of education quality in Kayong Utara District. Nevertheless, several challenges remain, including limited student attendance, additional workload for teachers, and constraints in facilities and infrastructure.

Therefore, strengthening program management, ensuring adequate resource support, and fostering collaboration among schools, teachers, local government, and parents are key to ensuring that the program continues to deliver positive and sustainable impacts on education in the region.



## Strengthening Teacher Competencies through Deep Learning in Kayong Utara

**K**REASI Kayong Utara, implemented by Majelis Dikdasmen dan PNF PP Muhammadiyah, conducted a Teacher Competency Strengthening on Deep Learning as a Strategy for School Curriculum Implementation on 5–6 March 2026. The activity was attended by teachers with the aim of improving the quality of learning to be more meaningful and student-centered.

During the activity, participants received key materials related to mindset shifts, particularly the transition from a fixed mindset to a growth mindset. Teachers were encouraged to understand that students' abilities can develop through continuous learning processes and sustained effort. In addition, participants were introduced to the 8-3-3-4 framework, a deep learning approach aimed at shaping lifelong learners through 8 dimensions of the Profil Pelajar Pancasila, 3 principles (meaningful, enjoyable, and mindful), 3 learning experiences (understanding, applying, reflecting), and 4 frameworks (pedagogical practices, environment, digital, and partnerships).

The activity also discussed the importance of assessment in learning, including formative, summative, and assessment as learning, which actively involves students.

Through discussion and Q&A sessions, teachers shared experiences and solutions in addressing diverse student characteristics, including those with varying learning abilities.

Overall, the activity provided new insights for teachers that learning should not only focus on outcomes, but also on processes, experiences, and the character development of students. It is expected that through this activity, teachers will be able to implement more innovative, engaging, and impactful learning practices for student development in Kabupaten Kayong Utara.



## Education Transformation in a Primary School in Kayong Utara: From Yellow to Green Report Card

**A** primary school in Kayong Utara District has shown encouraging progress in improving the quality of education, particularly in students' literacy and numeracy skills. Based on the latest Education Report Card results, the school successfully improved its status from the "Yellow" category to "Green." This change reflects improvements in the teaching and learning process at the school.

This achievement is the result of strong collaboration between the school principal, teachers, and support from the mentoring team. The principal and teachers have consistently encouraged the implementation of more adaptive teaching strategies that respond to students' needs. One of the key efforts is the implementation of additional classes, or catch-up clubs, designed to strengthen students' foundational skills, especially for those who still face challenges in reading, writing, and arithmetic.

The additional classes are implemented in a gradual and structured manner. Teachers conducted an initial assessment to identify students who required more intensive support. From this mapping, 15 students were identified as needing special attention. Through regular mentoring and more contextual learning approaches, this number has been significantly reduced. Currently, only 3 students still require further intensive support.

Teachers at the school have also applied more interactive teaching methods, such as using simple learning media, small group-based learning, and providing more frequent and targeted feedback to students. These approaches have helped students become more confident in participating in classroom activities.



This success has been strongly supported through the KREASI Program in Kayong Utara, implemented by Majelis Dikdasmen and PNF PP Muhammadiyah, which has consistently provided mentoring to the school. The support includes not only training materials for teachers but also facilitation of activities that sustain the program. Teachers have strengthened their capacity through various training sessions focused on improving literacy and numeracy instruction.

The mentoring has been carried out continuously from January to September 2025. During this period, the mentoring team and the school regularly conducted reflections and evaluations to monitor student progress and adjust teaching strategies accordingly. This process has been key to ensuring that the interventions remain relevant to students' needs.

The collaboration between the primary school and KREASI Kayong Utara demonstrates that improving education quality can be achieved through structured and sustained collective efforts. With the current progress, the school is on the right track to achieving optimal literacy and numeracy standards. These efforts also provide a strong foundation for continued improvement, ensuring that all students can experience better learning outcomes in the future.





## Government of Kabupaten Halmahera Utara and KREASI Launch Roadmap to Accelerate Literacy and Numeracy

**T**he Government of Kabupaten Halmahera Utara, with support from the KREASI implemented by Wahana Visi Indonesia, has taken a major step toward improving education quality by launching the Roadmap for Accelerating Literacy and Numeracy in Kabupaten Halmahera Utara 2025–2030. The roadmap reflects the district government’s commitment to moving beyond the “red zone” of literacy and numeracy performance and building a more competitive and high-quality education system.

The dissemination event was attended by the Wakil Bupati Kabupaten Halmahera Utara, along with heads of relevant regional government agencies (OPD), on 10 February 2026.

The roadmap provides a comprehensive policy and planning framework that will guide government institutions and education stakeholders in improving literacy and numeracy outcomes. It integrates education policies, learning improvements, teacher capacity development, data-based assessment, inclusive and safe school environments, and sustainable financing into a coordinated strategy that will run through 2030.

The document is grounded in several global and national policy frameworks, including the UNICEF Global RAPID Framework (2024), the RPJMN, the National Curriculum, and the Asesmen Nasional (AN). It also emphasizes the use of Rapor Pendidikan as a diagnostic tool to assess and improve school quality.

At the local level, the roadmap aligns with the RPJMD Kabupaten Halmahera Utara 2025–2029, incorporating principles of inclusion and sustainability. It is also connected with the Program Setara, which focuses on strengthening literacy and numeracy, and aligns with development priorities identified by Bappeda Kabupaten Halmahera Utara, particularly improving health services and expanding access to inclusive education.

### Addressing Systemic Education Challenges

The development of the roadmap was driven by the relatively low literacy and numeracy performance in Kabupaten Halmahera Utara in recent years. In addition to unfinished assessment outcomes, the district continues to face several systemic challenges, including disparities in education quality between regions, limited access to high-quality reading materials, and uneven teacher capacity. “This document is not merely a plan. It is the result of a collaborative co-creation process that began in August 2025. We want to ensure that transformation in education happens in a systemic, gradual, and coordinated way across government agencies,” said Rany Monika Purba, Project Manager of KREASI Halmahera Utara.

### Six Strategic Priorities for Education Transformation

The roadmap integrates national education policies from Kemendikbudristek with local development priorities

through the RPJMD Kabupaten Halmahera Utara 2025–2029 framework.

It outlines six strategic priorities that will guide literacy and numeracy improvement efforts:

- Strengthening education policy and governance: Enhancing cross-agency policy frameworks to support coordinated education reform.
- Contextual curriculum and learning: Ensuring the implementation of quality, relevant learning practices across schools.
- Improving the capacity of teachers and education personnel: Strengthening professional development for teachers and education staff.
- Strengthening assessment and education data systems: Improving annual education data systems to support evidence-based decision making.
- Building an inclusive and safe education ecosystem: Creating school environments that are safe and accessible for all students, including children with disabilities.
- Sustainable financing and collaboration: Ensuring adequate and sustainable funding while strengthening partnerships across sectors.

These priorities are translated into 21 key strategies and 53 priority actions, aligned with local government performance indicators.



### A Clear Path Toward 2030

The roadmap outlines a clear timeline for implementation. The year 2025 focuses on consolidating foundational systems and coordination mechanisms, followed by program expansion beginning in 2026.

By 2030, Kabupaten Halmahera Utara aims to reach the “green” category in literacy and numeracy performance, supported by an education system that is strong, sustainable, and locally owned.

- To support implementation, the local government plans to issue several key regulations, including:
  - Peraturan Bupati (Perbup) on the Literacy and Numeracy Roadmap
  - Surat Keputusan (SK) Bupati on the Literacy Forum/Working Group and the Education Council
  - Perbup on integrating local culture (Hibua Lamo) into classroom learning
  - Optimization of Dana Desa to support quality early childhood education (PAUD)

### Quick Wins in 2026

In 2026, implementation will focus on three priority areas:

- Actions that directly improve student learning outcomes
- Strengthening the systems that support schools and teachers
- Reinforcing governance structures through supportive regulations and policies

Through this roadmap, the Government of Kabupaten Halmahera Utara and the KREASI Program aim to build a stronger education system that supports improved literacy and numeracy outcomes while ensuring inclusive and sustainable learning opportunities for all children.

# Advancing Literacy and Numeracy, Yusri Chooses the Path of Digitalization

**Y**usri is a Madrasah Supervisor at the Ministry of Religious Affairs (Kementerian Agama/Kemenag) in Halmahera Utara District. With a Master's degree in Biology Education, Yusri has experience as an educator at Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA), and has also served as a lecturer at IAIN, STKIP, and UMMU, teaching Biology.

Yusri became familiar with the KREASI Program in February 2025, when he participated in a socialization session on the program's implementation, which focuses on improving literacy and numeracy. During this session, he was introduced to information on enhancing students' literacy and numeracy skills, as well as the prevention and handling of violence in schools. He also received information on Climate Change Adaptation and Adiwiyata Schools.

### Not Just Supervising

"What impressed me the most was being directly involved in the MT leadership training activities. From that activity, I gained a lot of knowledge, especially about the role of madrasa principals, how to prepare school documents, develop BOS budgets, and how to strengthen literacy and numeracy learning in schools," said Yusri.

Yusri now actively serves as a Master Trainer for teachers in schools, particularly on leadership topics. He has learned and shared many good practices to inspire teachers. According to him, all KREASI activities are interconnected holistically, but the most essential ones are training on literacy, numeracy, and digitalization. These trainings directly target teachers and principals, making the impact more tangible in learning management.

This is also reflected in Yusri's observations of positive changes, such as increased enthusiasm among teachers. Many madrasahs now have more contextual and improved Madrasah Operational Curricula (Kurikulum Operasional Madrasah/KOM).

He encourages madrasah principals to increase the allocation for literacy and numeracy in their annual planning. He has also established teams for the prevention and handling of violence in schools across his supervised madrasahs.



In his advocacy within his institution, he promotes the development of the School Operational Curriculum (Kurikulum Operasional Satuan Pendidikan/KOSP) in madrasahs, including organizing learning processes, preparing School Work Plans and Budgets (Rencana Kerja dan Anggaran Sekolah/ARKAS), and ensuring there is a dedicated annual allocation for literacy and numeracy activities.

### Improving Literacy and Numeracy through Digitalization

"What's interesting is that through the digital training with World Vision Indonesia (WVI), I have come to better understand many Google features that can be used for learning. I realized that digitalization is not something trivial; its benefits are very significant. From there, I took the initiative to encourage fellow teachers to use digital technology, not just for social media, but also as a learning tool in the classroom," Yusri explained in an interview session conducted on October 15, 2025.

In one KREASI training session, he enhanced his digital skills by utilizing various Google features. The training, delivered by Erfan Saputra from Rumah Pendidikan, Surahman Ancha from Ruang GTK, and Marthen Sattu Sambo from WVI, inspired him to further explore these digital tools for teaching and learning activities.

Not stopping there, Yusri has also worked to improve literacy and numeracy through the Galatama (Madrasah Literacy Movement) initiative. However, this activity still faces challenges, particularly the limited availability of quality reading materials.

Most books in schools are still textbooks, rather than general reading materials that can foster students' interest in reading. "In my view, there needs to be books such as encyclopedias, illustrated stories, or other engaging general reading materials."

In addition, learning in schools is not yet fully integrated with digitalization. He hopes that in the future there will be teachers or communities capable of creating video or animation-based materials on literacy and numeracy, so that students become more interested in learning through audio-visual media.

Yusri also hopes for collaboration between universities and graphic designers to create engaging and educational digital learning media. Children will more easily understand literacy and numeracy concepts through imaginative visuals, sounds, and videos.

As a closing to the interview session, Yusri shared his hopes for education and child protection in Halmahera Utara. According to him, quality education cannot be separated from quality teachers, adequate facilities and infrastructure, and strong support and synergy from both the community and the government.



"In my opinion, first, quality education begins with quality teachers. Second, good teachers must be supported by adequate facilities and infrastructure, as well as support from the community and the government," he said.

"Furthermore, quality education must also be built on synergy and collaboration, with the goal of creating learning that humanizes individuals, fosters peace, tolerance, compassion for others, and care for the environment," he continued.

"With the realization of these values, child protection will naturally follow, because in an environment filled with care and mutual respect, violence against children will decrease," Yusri concluded.

## Wakil Gubernur Maluku Utara Strengthens Collaboration with the KREASI Program for Education

**A**head of the second year of KREASI Program implementation, the KREASI team from Save the Children and Stimulant Institute held an audience with the Wakil Gubernur Provinsi Maluku Utara, Sarbin Sehe, in Kabupaten Pulau Morotai on 26 February 2026. The meeting aimed to strengthen collaboration with the Government of Provinsi Maluku Utara in supporting KREASI's efforts to improve education quality in the province.

During the meeting, participants discussed the impact of KREASI implementation throughout 2025 as well as opportunities to further expand the program's impact with support from the provincial government.

Throughout 2025, KREASI in Kabupaten Pulau Morotai supported 21 sekolah dasar/madrasah ibtidaiyah (SD/MI) and 8 PAUD/TK/RA. School principals received training on instructional leadership, while teachers were mentored in applying play-based learning approaches to support students experiencing learning difficulties through more participatory teaching methods.

One of the key interventions to improve literacy and numeracy was implemented through the Klub Literasi dan Numerasi (Catch-Up Club). Since July 2025, the club has reached 418 students in KREASI-supported schools in Kabupaten Pulau Morotai who were experiencing learning difficulties, including students who had not yet recognized letters. Of this number, 107 students have reportedly learned to read after participating in the mentoring sessions.



In addition to classroom interventions, the program also produced a book documenting best practices from teachers in KREASI-supported schools in Kabupaten Pulau Morotai, as well as a student publication featuring poems and short stories about Morotai. These initiatives aim to strengthen literacy learning grounded in local context.

"Implementation of KREASI in Kabupaten Pulau Morotai has been strengthened by a solid regional education ecosystem involving multiple technical units, including BPMP, BGTK, LPTK Provinsi Maluku Utara, universities, and civil society organizations that consistently conduct joint monitoring, even in remote schools. This collaboration has become the foundation of the program's impact. To ensure the sustainability and expansion of these good practices, we hope for strategic support from the Government of Provinsi Maluku Utara through integrated policies that align KREASI with regional education development priorities," said Yeni, Program Manager at Stimulant Institute.

Through this meeting, KREASI hopes to further strengthen collaboration with the Government of Provinsi Maluku Utara to expand policy support and reinforce the sustainability of the program in the region. This will help ensure that the interventions implemented in Kabupaten Pulau Morotai do not remain as a standalone project, but become part of a broader, systematic effort to improve education quality across Provinsi Maluku Utara.



## KREASI Morotai Holds Data-Based Learning Planning Workshop

**K**REASI Morotai, implemented by Stimulant Institute, organized a Data-Based Learning Planning Workshop on 2–3 February 2026. This activity aimed to support school principals in utilizing Rapor Pendidikan data and student learning achievement data for more effective school management and planning.

The activity was attended by principals from 29 KREASI Morotai partner schools. The workshop aimed to strengthen principals' capacity to conduct data-based mentoring, enabling them to use information from Rapor Pendidikan and student learning achievement data as a foundation for improving the quality of learning in schools.

During the activity, participants received material sessions delivered by speakers from BGTK and BPMP Provinsi Maluku Utara. In addition to presentations, the workshop also included discussions and practical sessions on reading and utilizing Rapor Pendidikan data for school learning planning.

Through this activity, participants were encouraged to gain a deeper understanding of the indicators in Rapor Pendidikan and how the data can be used as a basis for planning improvements in learning.

One of the participants, Farida, shared that she gained a lot of new knowledge after participating in the activity, particularly regarding the understanding of Rapor Pendidikan quality.

"After attending today's training, I gained a lot of knowledge, especially about the quality of Rapor Pendidikan. As a teacher, I had only heard about what Rapor Pendidikan is like, but today I could see it directly. There are aspects that are good and others that are still developing for my school," said Farida.

Through this workshop, it is expected that school principals will better understand and utilize Rapor Pendidikan data as a basis for decision-making, so that learning planning in schools can be carried out in a more targeted, data-driven manner and aligned with actual needs.



## Umian's Story from Morotai: Strengthening Literacy and Numeracy in the Classroom

**A**s a Grade 2 teacher, before receiving training from KREASI Morotai implemented by Stimulant Institute, on the literacy and numeracy club (catch-up club), Umian still used a simple teaching approach. She often wrote lessons on the blackboard and asked students to copy or read what was written. While this method helped students learn, Umian felt that the learning process was not always engaging for some of the children.

Before the literacy and numeracy club was introduced at her school, Umian had already tried creating several simple learning materials. However, the use of these materials was still limited and not very varied.

After participating in the literacy and numeracy club mentor training provided by KREASI Morotai, Umian gradually began to change the way she taught. The literacy and numeracy club itself is an additional learning activity designed to support children who are still experiencing difficulties in reading, writing, and counting.

The presence of the club encouraged Umian to use learning media and teaching aids more frequently during lessons.

"Since becoming a mentor for the literacy and numeracy club, I have become more creative in making various teaching materials. Now, children do not only learn from what is written on the blackboard, but also through more interactive activities," Umian said.

In the literacy sessions of the club, children who were still struggling with learning began by recognizing letters. Umian created learning materials using cardboard cut into small circles. On each piece of cardboard, she wrote letters of the alphabet, both uppercase and lowercase. Each letter was written separately so that children could hold and arrange them on their own.

Through this activity, the children appeared more enthusiastic about learning to recognize letters. They could pick up the letter cards, arrange them, and try reading together.

"With the letter recognition learning media, children become more enthusiastic and find it easier to recognize letters. However, the activity still needs to be repeated regularly so that children do not simply memorize the order of letters but truly understand letters from A to Z, both their pronunciation and their shapes," Umian explained.

In literacy learning, Umian also uses pictures printed from the internet and pasted onto cardboard. For example, she uses a picture of a chicken. From the picture, she invites the children to identify the letters and arrange them into the word "ayam" using the letter cards she prepared.

This activity is then connected to numeracy learning. After a child successfully arranges the word "ayam," she asks them, "How many legs does a chicken have?" When the children answer two, Umian continues with another question, such as asking which letters form the word "dua".

"To introduce numbers, I also use objects found around us. For example, I relate the shape of the number one to a marker because they look similar, while the number two is compared to the shape of a duck. This simple approach helps children understand number shapes more easily and learn how to pronounce them," Umian said.

In addition, Umian uses simple objects such as bottle caps, stones, marbles, and straws as tools to help children practice counting. With these objects, children can directly hold and count them by themselves, making the learning process more engaging.

Through these simple activities, Umian has observed changes among the students in her class. They have become more active, more confident in trying new things, and seem to enjoy the learning process more. This experience shows that even simple learning materials can help improve children's literacy and numeracy skills.



# Number of Beneficiaries up to 31 March 2026

Data subject to final verification



Teachers

4.691

♂ 1.053 ♀ 3.638



Students\*

3.123

♂ 1.622 ♀ 1.501 ♿ 38



Principals

825

♂ 315 ♀ 510



Others\*\*

2.956

♂ 1.340 ♀ 1.616

\*Through the Catch-Up Club (strengthening literacy and numeracy skills), the ECE Campaign (promoting play-based learning), and child protection initiatives (Child-Friendly Families, TPPK, PATBM) to create a safe and inclusive learning environment.

\*\*Government staff, University Teacher Training Institutes (LPTK) Academician, and Community Members





Kolaborasi untuk Edukasi  
Anak Indonesia

The Program of KREASI or Kolaborasi untuk Edukasi Anak Indonesia (Collaboration for the Education of Indonesian Children) is funded by the Global Partnership for Education (GPE), developed by the Ministry of Primary and Secondary Education (Kemendikdasmen), and the Ministry of Religious Affairs (Kemenag) in the collaborative consortium Local Education Group (LEG). KREASI is being implemented by Save the Children together with seven local implementing partners across eight districts. KREASI aims to improve the quality of education by strengthening teaching, learning, and student development.

#### More about KREASI



[indonesia-kreasi.or.id](http://indonesia-kreasi.or.id)



[@Indonesia-KREASI](https://www.youtube.com/@Indonesia-KREASI)



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