



Save the Children

June 2026

Jejak KREASI



MAJELIS DIKDASMEN DAN PNF
PIMPINAN PUSAT MUHAMMADIYAH



Learning Together, Growing Together

Sustaining change starts with people who are willing to keep learning. That is why KREASI sees capacity strengthening as more than a series of training sessions. It is about building leadership, strengthening collaboration, and giving partners the confidence to develop solutions that respond to the education needs of their own communities.

We would like to express our sincere appreciation to government partners, implementing partners, educators, communities, and everyone who continues to be part of the KREASI journey. Your partnership, trust, and willingness to learn together have helped good practices grow and reach more children across Indonesia.

In this edition of Jejak KREASI, we invite you to explore stories, lessons, and good practices that have emerged from this spirit of collaboration. We hope these stories will inspire all of us to continue learning from one another and working together to ensure every child has access to quality, inclusive education.



Warm Regards,
Alifah Sri Lestari
KREASI Chief of Party
Save the Children Indonesia



KREASI Chief of Party

Alifah Sri Lestari

KREASI Director of External Relations

Imelda T. Usnadibrata

Editor in Chief

Laras Sabila Putri

Managing Editor

Andika Ramadhan

Contributors

Afriyandi Nur Huda, Arif Kudinanta,
Ayutama Putri Jordy, Calvin
Telaumbanua, Clara Sidharta, Dony Eri
Pratama, Michael Demosrian Jonatan
Duha, Revian Luther Hontong

Designer & Layout

Uli Afrilia

Address

Jln. Bangka IX No. 40 A&B,
Mampang Prapatan
Jakarta Selatan, DKI Jakarta 12720

Local Implementing Partners:





TABLE OF CONTENTS

PROGRAM UPDATE HIGHLIGHTS

Minister of Primary and Secondary Education Visits KREASI-Supported School in Nias Utara, Appreciates Collaboration to Improve Education Quality	5
KREASI Advocacy Team Reinforces Program Sustainability Strategies at the Local Level	7
KREASI Strengthens Operational and Financial Capacity	9
KREASI Strengthens Partners' Capacity to Implement Safeguarding	10
KREASI Presents Policy Brief in KIX EMAP Learning Cycle 7	12

NIAS UTARA

KREASI Nias Utara Strengthens the Education Ecosystem through Concept Alignment and Education Quality Advocacy	13
KREASI Nias Utara Strengthens the Capacity of Education Actors through Training for Local Facilitators and School Principals	15

NIAS SELATAN

KREASI Nias Selatan Trains Local Facilitators	17
KREASI Nias Selatan Conducts Principal Professional Development Training	19

PESISIR BARAT

Fostering Impactful Leadership through KREASI School Principal Training	21
Learning to See Schools through Children's Eyes: Preparing Local Facilitators to Create a Safe and Comfortable School Culture	23

TANGGAMUS

KREASI Tanggamus Trains Early Grade Teachers across Four Sub-Districts	25
KREASI Tanggamus Conducts Musrenbang Simulation to Strengthen Education Consortium Members' Advocacy Capacity	27

KETAPANG

Government of Ketapang and KREASI Prepare to Establish BSAN Working Group to Strengthen Child Protection	29
Bayu's Story: From Journalist to Advocate for Safe Schools in Ketapang	31
Kusno from Ketapang: Transforming Supervision into a Space for Shared Growth	33

KAYONG UTARA

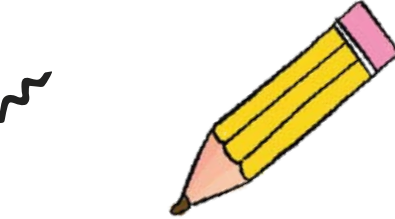
KREASI Kayong Utara Conducts Safe and Comfortable School Culture Training	35
KREASI Strengthens Instructional Leadership through School Principal Training in Kayong Utara	36
Collaboration Is Key as Kayong Utara District Education Consortium Is Officially Established	37

HALMAHERA UTARA

Kemenag, Save the Children, and WVI Visit Halmahera Utara to See KREASI's Impact	39
--	----

PULAU MOROTAI

KREASI and Government of Morotai Establish District Education Consortium to Strengthen Multi-Stakeholder Collaboration	41
From Red to Green: Najir's Journey to Improve Literacy and Numeracy at His School	43
The Story of the Stimulant Institute in Morotai: Facing Hundreds of Kilometers and Limited Internet	45





Minister of Primary and Secondary Education Visits KREASI-Supported School in Nias Utara, Appreciates Collaboration to Improve Education Quality

Minister of Primary and Secondary Education (Mendikdasmen) Abdul Mu'ti visited a public primary school supported by the KREASI Program in its second year in Nias Utara on 19 June 2026. The visit aimed to inaugurate the 2025 school revitalisation program and hand over revitalisation assistance for 2026.

During the visit, KREASI Chief of Party Save the Children, Alifah Sri Lestari, attended at the invitation of the Regent of Nias Utara to accompany the Minister's agenda.

The Minister's presence demonstrated the government's attention to efforts to improve the quality of primary education, including at schools supported by the KREASI Program.

The Minister expressed his appreciation for the collaboration between the government and Save the Children in supporting education quality improvement in several districts, including Nias Utara.

"We have collaborated with the KREASI Program for quite some time, implementing it in several districts, including Nias Utara. The program focuses on improving literacy and numeracy, as well as deep learning and safe and comfortable schools. Hopefully, our collaboration with KREASI and Save the Children can be further strengthened in the future," said the Minister.



The KREASI Program has supported various efforts to strengthen the quality of learning in schools, including improving literacy and numeracy, strengthening teachers' capacities, and creating safe and comfortable school environments that support children's learning.

KREASI Chief of Party, Alifah Sri Lestari, welcomed the Minister's visit to a KREASI-supported school. According to her, the visit reinforced their joint efforts to improve the quality of education in the district.

"We are pleased that the Minister visited one of the schools supported by the KREASI Program, coinciding with the inauguration of the school revitalisation program. The Minister's presence shows that we are working towards the same goal: the noble purpose of improving the quality of education," said Alifah.



Through this visit, collaboration between the Ministry of Primary and Secondary Education, Save the Children, and Article 33 Indonesia, as the implementing partner of the KREASI Program in Nias Utara, is expected to be further strengthened, particularly in supporting schools to provide quality, safe, and enjoyable learning for all children.



KREASI Advocacy Team Reinforces Program Sustainability Strategies at the Local Level

KREASI held an Advocacy Capacity Strengthening activity for local implementing partners from eight districts on 8–12 June 2026 in Jakarta. The activity aimed to strengthen partners' capacity to promote the sustainability of literacy and numeracy improvement programs through local policies, appropriate budgeting, and collaboration across stakeholders.

The training served as a shared space for local implementing partners to align their understanding, reflect on program achievements, and formulate more targeted advocacy strategies. Through this activity, participants are expected to ensure that the good practices and approaches developed by KREASI can be integrated into local policy systems, so that the program's impact does not stop at technical interventions in schools or madrasahs alone.

KREASI Chief of Party Save the Children, Alifah Sri Lestari, emphasized that change in the education sector requires a broader and more sustainable approach. According to her, technical interventions in schools need to be supported by appropriate policies and sound budgeting.

“Change in the education sector cannot rely solely on technical interventions in schools. Appropriate policies and sound budgeting are needed, making advocacy a key strategy to ensure that program impact can be sustained and integrated into local policy systems,” she said during the opening session.

The activity also received appreciation from Abdul Basit, Head of the Curriculum Subdirector at the Directorate of Madrasah Curriculum, Facilities, Institutions, and Student Affairs of the Ministry of Religious Affairs, who represented the Co-Chair of Indonesia Local Education Group. He said that KREASI continues to demonstrate its commitment through various activities, including this advocacy training that brought together local implementing partners from eight districts.

Abdul Basit considered the forum important for aligning perceptions around the program, while also serving as a space for brainstorming among regions that share the same spirit in supporting the government's efforts to improve literacy and numeracy.

“We appreciate KREASI's activities, which continue to move forward through various initiatives, including this important meeting to align perceptions around the program. This discussion can be used as a brainstorming space for the eight districts, as we share the same spirit in supporting the government's efforts to improve literacy and numeracy,”

Abdul Basit said.

He also emphasized the importance of data-based evaluation to assess the impact of the support that has been provided. According to him, after one year of support, it is necessary to examine whether there has been an improvement in the performance of the supported madrasahs or schools, including by comparing the 2024 and 2025 Education Report Card baselines.

“After one year of support, we need to evaluate whether there has been an increase in the scores of the supported madrasahs or schools. This can be checked by comparing the 2024 Education Report Card baseline with 2025, because we always talk about outputs,” he explained.

Furthermore, Abdul Basit emphasized that the budget provided to local implementing partners must be ensured to generate real impact. One way to do this is by comparing the achievements of supported madrasahs or schools with those that are not supported, in order to see the position and contribution of the program to improving literacy and numeracy.

He also encouraged participants to engage in muhasabah, or introspection, regarding the approaches that have been implemented so far. According to him, strengthening processes, systems, and culture in schools and madrasahs can be done as long as principals, teachers, and facilitators share the same spirit.

“We need to conduct muhasabah on whether our approach has had an impact or not. Strengthening processes, systems, and culture in schools or madrasahs is believed to be possible as long as principals, teachers, and facilitators share the same spirit,”

Abdul Basit added.

He further noted that educational challenges should not be viewed solely from the perspective of administration or infrastructure limitations. The presence of KREASI is instead expected to drive changes in the “substance” of education, including building teachers' mindsets to be more oriented toward improving the quality of learning.

Through this training, KREASI encourages local implementing partners to strengthen evidence-based advocacy strategies, build dialogue with local governments, and ensure that the results of program support can be integrated into local policies and budgets. In this way, efforts to improve literacy and numeracy in schools and madrasahs can continue in a systematic, measurable, and widely impactful manner.





KREASI Strengthens Operational and Financial Capacity

KREASI conducted a capacity-building training for 6 implementing partners from 8 district to strengthen financial and operational governance, as well as the procurement of goods and services on 22-25 June 2022. The training was part of efforts to ensure that the program is implemented effectively and transparently, in accordance with grant agreements and donor requirements.

The training emphasised that financial management is not solely the responsibility of finance teams. Every staff member involved in planning activities, making decisions, conducting procurement, or spending program funds also plays a role in ensuring that funds are properly managed and accounted for.

Participants learned about the KREASI Grant Program Implementation Guidelines, which cover four main areas: financial management, procurement of goods and services, reporting schedules and requirements, and other grant policies. The guidelines serve as a reference for implementing partners in planning, implementing, and reporting the use of grant funds in a structured and systematic manner.

In addition to procedural compliance, the training highlighted the importance of documentation at every stage of activity implementation and procurement. Complete documentation should clearly demonstrate what activity or transaction took place, when it occurred, who approved it, and why it was necessary. Documentation provides evidence that donor funds have been used appropriately and organisational policies have been followed.

Through the training, program, finance, operations, procurement, and human resources teams were encouraged to build shared responsibility for activity management. Strong cross-functional collaboration and documentation are expected to improve audit readiness, strengthen transparency, reduce compliance risks, and ensure that KREASI funds are used efficiently and effectively to support improvements in the quality of education for children in Indonesia.

KREASI Strengthens Partners' Capacity to Implement Safeguarding

KREASI conducted a safeguarding capacity-building training for six local implementing partner organisations on 9-10 June 2026 in Jakarta. The training supported efforts to strengthen safeguarding practices in the implementation of the KREASI Program across its eight intervention districts.

The training provided a space for participants to strengthen their understanding, exchange experiences, and identify challenges in creating programs that are safe for children and adults. Safeguarding was understood not merely as a program requirement, but as a shared commitment that must be upheld by all parts of an organisation.

Over the two days, participants explored the four main pillars of safeguarding: awareness, prevention, reporting, and response. These pillars provide a foundation for ensuring that every activity includes risk-mitigation measures, safe reporting channels, and clear, survivor-centred mechanisms for handling reports.

The training also covered the use of Safeguarding Risk Assessments (SRA) to identify and mitigate risks before, during, and after activities. Participants were encouraged to adapt risk assessments to their local contexts, taking into account gender, local cultures, access to services, and the safety and security of children and staff.

The training also covered the use of Safeguarding Risk Assessments (SRA) to identify and mitigate risks before, during, and after activities. Participants were encouraged to adapt risk assessments to their local contexts, taking into account gender, local cultures, access to services, and the safety and security of children and staff.

Through group discussions, safeguarding officers mapped good practices already implemented by their respective organisations. These included conducting safeguarding briefings before activities, providing codes of conduct and consent forms, establishing multiple reporting channels, appointing safeguarding focal points, and incorporating risk-mitigation measures into activity planning.



PROGRAM UPDATE HIGHLIGHTS

Participants also identified several challenges, including uneven understanding of safeguarding across organisational levels, limited human resources, focal points holding multiple roles, and suboptimal reporting and referral mechanisms. Differences between local cultural values and safeguarding standards were also highlighted as an important consideration when implementing policies at the local level.

Reporting and response mechanisms were among the main topics discussed during the training. Every report should be addressed promptly while maintaining confidentiality, safety, and protection for survivors, reporters, and focal points. Anonymous reports must also be followed up and should not be disregarded.

Participants also discussed the importance of clarifying the role of safeguarding focal points. Focal points are responsible for receiving and referring reports through the appropriate mechanisms, but do not necessarily act as investigators or decision-makers. Organisational support, clear divisions of responsibility, as well as protection and psychological support for focal points, are therefore essential to enable them to perform their roles effectively.



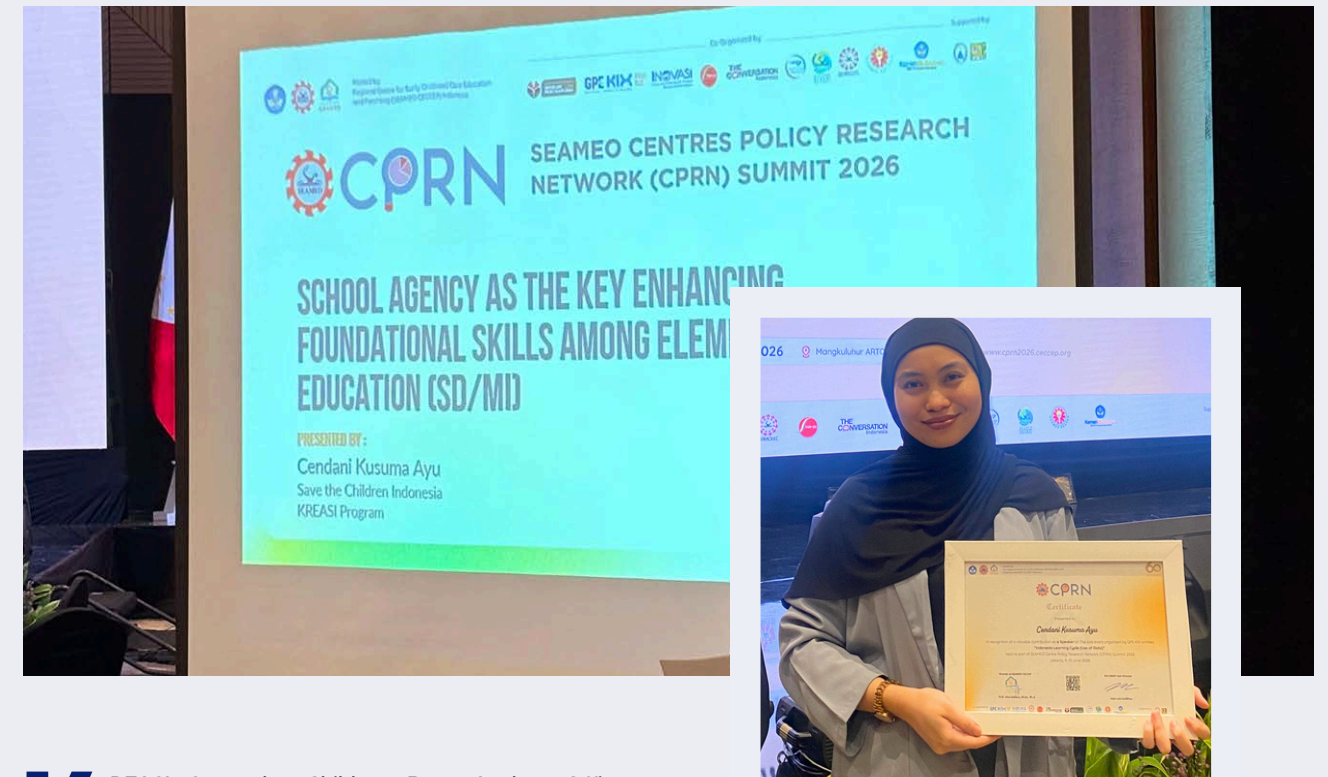
The training also highlighted the importance of referral systems and external support in handling cases that require specialised services. Partners were encouraged to map government agencies, civil society organisations, universities, healthcare services, legal assistance providers, and other institutions that could form part of referral networks in their respective areas.

Through the training, the six local implementing partner organisations are expected to strengthen their safeguarding policies, procedures, human resource capacity, and action plans across KREASI's intervention areas. These efforts are essential to ensuring that all program activities are implemented safely, inclusively, and accountably while upholding child protection and the best interests of the child.



PROGRAM UPDATE HIGHLIGHTS

KREASI Presents Policy Brief in KIX EMAP Learning Cycle 7



KREASI Save the Children Data Analyst Officer, Cendani Kusuma Ayu, participated in the Global Partnership for Education (GPE) Knowledge and Innovation Exchange (KIX) EMAP Learning Cycle 7, facilitated by NORRAG. This activity served as an international learning and collaboration platform for researchers, academics, teachers, education practitioners, and civil society organizations to develop evidence-based policy recommendations.

During the process, Ayu worked with a multidisciplinary team from the Ministry of Primary and Secondary Education (Kemendikdasmen), the Office of the Ministry of Religious Affairs Purwakarta, Tanoto Foundation, Universitas Pendidikan Indonesia, MAN 1 Lampung, and Universitas Pendidikan Ganesha to analyse education data, particularly factors influencing students' literacy and numeracy outcomes at primary schools and madrasah ibtidaiyah (Islamic primary schools). The findings were subsequently formulated into a policy brief titled "School Agency as the Key to Improving Students' Literacy and Numeracy in Primary Schools (SD/MI)."

This policy brief highlights the importance of school agency in improving the quality of learning. The study analyzes four main domains: teacher reflection, psychological support, instructional leadership, and teaching methods, as well as their

influence on students' literacy and numeracy outcomes in Indonesia. As part of the dissemination of KIX learning outcomes, Ayu served as a speaker at the SEAMEO Centre Policy Research Network (CPRN) Summit 2026, held in Jakarta on 11 June 2026. This regional education forum brought together researchers, policymakers, and education practitioners from across Southeast Asia to share good practices and encourage cross-sector collaboration in education.

During the forum, Ayu presented the policy brief developed together with the KIX EMAP Learning Cycle 7 team. The policy brief was produced after seven months of training and discussion.

The presentation encouraged constructive discussion on how the concept of school agency can be effectively implemented within Indonesia's education system.

Ayu's involvement in KIX EMAP Learning Cycle 7 demonstrates KREASI's active contribution to strengthening the ecosystem of knowledge, research, and education policy advocacy. Through this participation, KREASI also supports the use of data and evidence as a basis for formulating strategies to improve children's literacy and numeracy in Indonesia.



KREASI Nias Utara Strengthens the Education Ecosystem through Concept Alignment and Education Quality Advocacy

KREASI Nias Utara organized a workshop entitled “Determining the Direction for Aligning the Education Ecosystem Concept in Nias Utara District” on 3 June 2026 at the Nias Utara District Hall. Attended by representatives of the local government, professional organizations, educational institutions, civil society organizations, and education advocates, the workshop aimed to strengthen collaboration in building a sustainable education ecosystem to improve the quality of basic education in Nias Utara District.



The workshop was officially opened by Regional Secretary of Nias Utara District, Bazatulo Zebua, who expressed his appreciation for the partnership established between the Government of Nias Utara District, KREASI, Save the Children, and Article 33 Indonesia.

According to Bazatulo Zebua, the program, which has been implemented over the past year, has delivered tangible benefits in improving the quality of education in the district and should continue to be strengthened through cross-sector collaboration. The local government also hopes that the program will eventually reach all sub-districts in Nias Utara, enabling other schools to replicate the good practices that have been introduced.

“Synergy between the local government, relevant government offices, the Ministry of Religious Affairs, educational institutions, and education partners is an important factor in building a sustainable education ecosystem,” he said.

He further emphasized that the workshop’s outcomes should not end as discussion points but should be translated into strategic actions implemented consistently, supported by sustained commitment and coordination among all parties involved.



As a concrete form of support, the Government of Nias Utara District reaffirmed its commitment to continue accommodating and supporting programs that contribute to improving the quality of education in the district. Through strong partnerships, the KREASI Program is expected to generate broader and more sustainable impacts for children in early childhood education, kindergarten, and primary school in Nias Utara District through 2028.

Meanwhile, Head of the Ministry of Religious Affairs Office of Nias Utara District, Yamamoni Laoli, expressed his appreciation for the workshop. He noted that the KREASI Program had demonstrated a positive impact through interventions in 28 schools during its first year of implementation. Building on these achievements, the program’s coverage was expanded to 36 schools in its second year.

According to him, in addition to expanding the program’s reach, schools that received interventions in the previous year should continue to receive assistance and monitoring. This would ensure that the good practices already established are sustained and can serve as examples for other schools.



The Head of the Ministry of Religious Affairs Office of Nias Utara District also expressed his commitment to continue supporting the KREASI Program in Nias Utara as part of joint efforts to improve education quality, particularly in literacy, numeracy, and strengthening the capacity of education units.

In her remarks, Project Manager of KREASI Nias Utara Article 33 Indonesia, Yurli A. Zalukhu, explained that the workshop was an important opportunity to align stakeholders’ understanding of education ecosystem concepts and approaches, advocacy strategies, and the respective roles of each party in supporting improvements in education quality.

According to her, KREASI invited representatives from various strategic groups, including civil society organizations, professional associations, local organizations, and government offices concerned with education. This collaboration is expected to help establish a strong education ecosystem capable of becoming a strategic partner to the local government in improving the quality of education in Nias Utara District.

Yurli explained that building an education ecosystem forms part of the KREASI Program’s sustainability strategy through 2028. This includes strengthening the capacity of teachers and the local government, as well as conducting advocacy to ensure that the program’s impact continues after the implementation period ends.

“Through this activity, we hope to build stronger synergy and collaboration among stakeholders so that efforts to improve education quality can be carried out sustainably,” she said.



The workshop was attended by 25 participants representing various stakeholders, including the Education Office, the Women’s Empowerment, Child Protection, Population Control, and Family Planning Office (Dinas P3AP2KB), Bapperida, the Ministry of Religious Affairs Office of Nias Utara District, the Education Council, Pemuda Peduli Nias (PPN), the Indonesian Teachers Association (IGI) of Nias Utara District, PGRI, school principals, and several division heads and staff from relevant local government offices. The Government of Nias Utara District demonstrated its full support through the attendance of the Regional Secretary and several heads of local government offices, including Head of the Education Office of Nias Utara District, Head of Dinas P3AP2KB, Head of Bapperida, Head of the Ministry of Religious Affairs Office of Nias Utara District, and representatives of various education professional organizations.

Through this forum, all participants are expected to build a shared understanding, formulate strategic actions, and strengthen collaboration to create an inclusive, high-quality, and sustainable education ecosystem in Nias Utara District.

KREASI Nias Utara Strengthens the Capacity of Education Actors through Training for Local Facilitators and School Principals



KREASI Nias Utara conducted a series of capacity-building activities for 68 education actors, comprising Local Facilitators for Teacher Professional Development (TPD), Principal Professional Development (PPD), and Safe and Comfortable School Culture (BSAN). Held throughout June 2026 in Lotu, Nias Utara, the activities marked the initial stage of strengthening their capacity before knowledge transfer and mentoring begin at the school level.

As the KREASI Program enters its second year of implementation, strengthening the capacity of education actors is essential to ensuring the program's sustainability. At this stage, KREASI Nias Utara prepared Local Facilitators, school principals, and relevant stakeholders with aligned knowledge, skills, and mentoring strategies before these are applied with teachers and school communities.

Following this capacity-building stage, the Local Facilitators will support knowledge transfer to teachers at the school level through training, mentoring, and the strengthening of teaching practices tailored to the needs and contexts of individual education units.

The series began with the Literacy Local Facilitator Training (Module 1), held from 2–6 June 2026. The training was attended by 20 participants assigned by the Education Office of Nias Utara District to represent 36 schools assisted by the KREASI Nias Utara Program. Participants received training from two Local Master Trainers who had previously completed capacity-building training on implementing the Literacy Module through the TPD scheme.

The training was part of efforts to prepare Local Facilitators to support improvements in the quality of literacy instruction in schools. Participants strengthened their understanding of the training materials, facilitation and mentoring skills, and ability to reflect on and adapt their approaches to needs in the field.

With this strengthened capacity, the Local Facilitators are expected to become key actors in supporting teachers to implement more effective and student-centred literacy practices when knowledge transfer begins at the school level.

KREASI Nias Utara subsequently conducted the Literacy School Principal Training (Module 1) for 36 principals from assisted schools on 9–12 June 2026 in Lotu, Nias Utara District. The training was facilitated by four Local Facilitators, with participants divided into two groups to support a more effective learning process.

Through the training, school principals strengthened their capacity as instructional leaders who play a strategic role in creating high-quality, safe, and inclusive education units. The training supported principals in developing instructional leadership, effective school governance, and a positive school culture through character building, collaboration, reflection, and continuous professional development.

In addition to school leadership, the training integrated the principles of Gender Equality, Disability, and Social Inclusion (GEDSI), character education, positive discipline, and child protection. This capacity strengthening is expected to help principals create learning environments that respect diversity, prevent discrimination, and optimally support students' development.

As part of efforts to create safe and comfortable learning environments, KREASI Nias Utara also conducted the Safe and Comfortable School Culture Local Facilitator Training, attended by 12 participants representing government offices, education stakeholders, and partner organizations. The activity was supported by Master Trainers who had previously received capacity-building training on BSAN implementation.



The BSAN Local Facilitator Training aimed to strengthen the capacity of local facilitators to support the implementation of a safe school culture by improving their understanding, facilitation and mentoring skills, as well as mechanisms for preventing and responding to violence in education settings.

Through the training, participants strengthened their understanding of child protection, the Prevention and Response to Violence in Education Units (PPKSP), facilitation and mentoring skills, and strategies for reinforcing child protection systems in schools. The Local Facilitators are expected to support schools in strengthening the role of School Child Protection Teams (TPAS), providing mentoring, and promoting a safe, comfortable, inclusive, and child-friendly school culture.

The series of activities held throughout June 2026 provided an initial foundation for building a stronger education ecosystem in Nias Utara District. By strengthening the capacity of Local Facilitators, school principals, and education stakeholders, KREASI supports not only individual competencies but also the systems required to ensure that changes can be implemented sustainably at the school level.

Through collaboration with the local government, schools, and various education stakeholders, KREASI Nias Utara remains committed to improving the quality of learning by strengthening literacy, numeracy, and character education, as well as creating safe, inclusive, and comfortable learning environments for all students.





KREASI Nias Selatan Trains Local Facilitators

KREASI Nias Selatan conducted Local Facilitator Training from 22–26 June 2026. The training aimed to strengthen the facilitators' skills and capacity to support improvements in literacy, numeracy, personal development, and the implementation of a Safe and Comfortable School Culture (BSAN).

Through the training, the Local Facilitators are expected to develop their competencies, share their knowledge and skills with school principals and teachers, and provide active and effective assistance to primary schools and madrasahs. These efforts aim to improve the quality of learning for students while ensuring their safety and comfort within school environments.

During the opening session, Regional Manager of KREASI Sumatra Utara at Save the Children, Mohamad Yagi, expressed his hope that the program's implementation would deliver greater benefits to communities. He also encouraged the facilitators to remain united, effective, and committed to creating safe and comfortable schools through a collaborative approach integrated into program implementation.

Meanwhile, Head of the Education Office of Nias Selatan District, Nurhayati Telaumbanua, expressed her appreciation for the KREASI Program. She encouraged all facilitators to participate wholeheartedly so they could later transfer the knowledge and skills gained to schools, particularly KREASI partner schools. She also emphasized the importance of following the entire learning process responsibly to create better environments for students.

Trainers Chairi and Filiria Laowo delivered sessions on various foundational literacy strategies and inclusive education approaches. These topics were designed to equip Local Facilitators to promote more effective, active, and child-friendly learning processes.

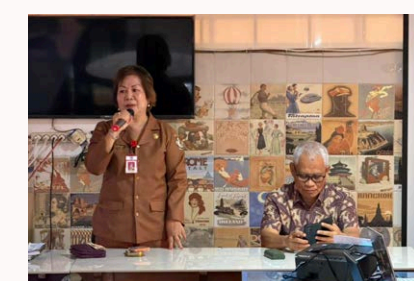
The training materials covered Creating Safe and Comfortable Schools, the National Safe and Comfortable School Culture Policy, Violence against Children and Gender Equality, Disability, and Social Inclusion (GEDSI), Child Protection Mechanisms in Schools, Child-Friendly Detection and Reporting Systems, School Violence Risk Mapping, Microteaching, Documentation and Information Ethics (Data Protection), the Integration of Safe School Action Plans (RAS) into School Work Plans and Budgets (RKAS), and Gaps in Child Participation.

In addition to receiving the training materials, participants enthusiastically took part in discussions, group work, reflection sessions, and independent simulations or microteaching in an engaging, collaborative, and inspiring learning environment. Through these practical exercises, the Local Facilitators strengthened their understanding and practised applying their facilitation knowledge and skills before directly assisting teachers and schools.

Through the training, participants are expected to understand the importance of teaching methods tailored to children's ages and developmental stages, create safe and comfortable classrooms, and gradually guide teachers and students in strengthening foundational literacy and numeracy. The training also marked an initial step towards strengthening collaboration and collective action to bring positive change for participants and Local Facilitators.



Save the Children



KREASI Nias Selatan Conducts Principal Professional Development Training



KREASI Nias Selatan conducted capacity-building training for SD/MI school principals from 23–26 June 2026 in Teluk Dalam, Nias Selatan. The training was attended by 30 principals from KREASI-assisted schools.

The activity was attended by Regional Manager of KREASI Sumatra Utara at Save the Children Indonesia, Mohamad Yagi; Head of the Education Office of Nias Selatan District, Nurhayati Telaumbanua; and Head of the Administrative Subdivision of the Ministry of Religious Affairs Office of Nias Selatan District, Mila Karmila Sitompul. Facilitators and representatives from Save the Children and KREASI also attended the activity.

In his remarks, Regional Manager of KREASI Sumatra Utara at Save the Children, Mohamad Yagi, expressed his appreciation to the SD/MI school principals for their strong commitment to improving literacy and personal development. This commitment was demonstrated through their dedication and active participation in the training. The activity aimed to strengthen the principals' managerial competencies, enabling them to contribute more effectively to improving learning quality and creating safe and comfortable schools that support students' learning.

Meanwhile, Head of the Education Office of Nias Selatan District, Nurhayati Telaumbanua, also expressed her appreciation to the participants for attending the Principal Capacity-Building Training conducted by Save the Children. She thanked Save the Children and KREASI for supporting principals' capacity development amid limited education budgets. She emphasized that the activity was more than just a training, as the program aimed to improve impactful classroom learning, strengthen school leadership, and advance the implementation of a Safe and Comfortable School Culture (BSAN) to drive improvements in school quality.



The first session began with an introduction to the program, safeguarding, and the design of Module 1. Participants were also introduced to the timeline for the second year of the KREASI Program, which focuses on strengthening the literacy, numeracy, and character of students in Grades 1, 2, and 3. The session also provided a more detailed explanation of Principal Professional Development (PPD). In addition, participants mapped the module design, focusing on personal competence, leadership, and academic supervision, beginning with peer or cluster-based learning and followed by independent practice in schools.

During the second and third sessions on the first day, the facilitators delivered materials on sustainable leadership, practical exercises, and mindset character analysis. The learning process was highly active and participatory, using sticky notes, question-and-answer discussions, and case studies. Participants formulated shared commitments, expectations, and concerns regarding leadership transformation, the internalization of personal values, and the principal's role as a model for teachers and students. These discussions supported principals in creating school learning ecosystems that are safe, reflective, active, and responsive to students' learning needs.

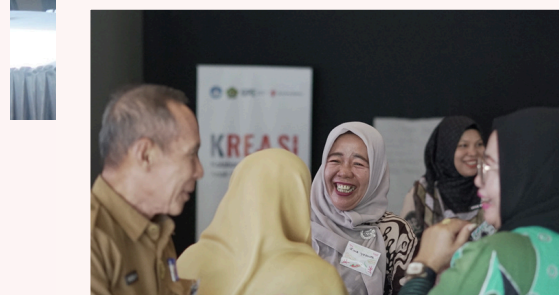


The PPD training was conducted in an orderly, enthusiastic, and participatory manner. Participants demonstrated responsibility and attentiveness while actively contributing suggestions, feedback, responses, and opinions. Through the discussions, participants mapped their shared commitments and expectations for the KREASI Program to support improvements in education quality in Nias Selatan District, strengthen literacy and numeracy practices in classrooms, create safe and comfortable learning environments, and deliver tangible benefits for students' development.

This participation reflected the principals' initial commitment and enthusiasm to collaborate in ensuring the program is implemented effectively. Through this collaboration, the KREASI Program is expected to foster sustainable improvements in the quality of learning for children in Nias Selatan District.



Fostering Impactful Leadership through KREASI School Principal Training



During the four-day training, participants were divided into two classes, each comprising 15 school principals. This arrangement enabled a more intensive and interactive learning process. Various sessions were facilitated by Local Master Trainers (PUD) and Local Facilitators (Fasda) through discussions, case studies, reflections, simulations, and group work.

A warm and participatory learning environment was evident from the first day. The school principals were encouraged to reflect on the personal values they wished to instil in their schools. Throughout the discussions, simple yet powerful aspirations emerged: to create schools that are welcoming, grounded in strong values, and provide equal learning opportunities for every child.



A total of 30 principals from KREASI partner schools in the program's second year participated in the District-Level School Principal Training (Module 1): Stage 1 Leadership Transformation Workshop - Character Internalization and Improving the Quality of Supervision by SD/MI School Principals. The training was held from 8-11 June 2026 in Krui, Pesisir Barat. It was part of the KREASI Program's Principal Professional Development (PPD), which focuses on strengthening educational leadership and improving the quality of student-centred learning.

The training aimed to strengthen the role of school principals, not only as administrative managers but also as instructional leaders who can support teachers and foster a culture of continuous learning. Strengthening leadership character, academic supervision skills, and a culture of collaboration provides an important foundation for ensuring that changes in schools deliver tangible benefits for students.



The training also provided participants with opportunities to share their experiences and the challenges they faced. Stories of failure, leadership experiences, and efforts to build communication with teachers became valuable sources of shared learning. Through this process, participants learned that leadership is not built on perfection, but on a willingness to continue learning and growing.

On the third day, participants explored foundational literacy and numeracy teaching strategies that support deep learning. They also practised academic supervision designed to help teachers grow rather than merely assess their performance. Through various simulations, the school principals developed a deeper understanding of the importance of providing constructive feedback and fostering a culture of reflection in schools.

More than just a training, the activity also provided a space for school leaders to support one another and learn from each other's experiences. The spirit of collaboration fostered over the four days is expected to continue through peer-learning meetings at the school cluster level.

Through this capacity strengthening, KREASI believes that sustainable educational change begins with school leaders who remain committed to learning, growing, and creating the best possible learning environment for every student.



Learning to See Schools through Children's Eyes: Preparing Local Facilitators to Create a Safe and Comfortable School Culture



A total of 12 teachers selected as prospective Local Facilitators for the KREASI Pesisir Barat Program participated in the Child Protection and Case Management Local Facilitator Onboarding held from 9–13 June 2026. The activity formed part of KREASI Pesisir Barat's efforts to strengthen the child protection ecosystem in schools while preparing facilitators to support 30 partner schools during the program's second year in Pesisir Barat.

The training equipped the facilitators with the knowledge and skills required to prevent and respond to violence in education settings. Guided by the principles of a Safe and Comfortable School Culture, participants were prepared to assist schools in creating safe and inclusive learning environments that uphold the best interests of the child.

Over five days, participants learned through various interactive and engaging methods, including group discussions, simulations, microteaching, case studies, and joint reflections. The materials covered the foundations of child protection, identification of violence-related risks, early detection and reporting, psychological first aid, case management, and strategies for involving children in creating a safe and comfortable school culture. The learning process also reinforced the understanding that child protection is the responsibility of the entire school community.

One of the most memorable moments came when participants were invited to create models of child-friendly school environments. After completing their respective designs, the facilitators read messages and aspirations shared by children. This simple activity prompted a collective reflection that adults' perspectives do not always align with children's needs.

Many of the children's aspirations were remarkably simple. They wanted environments where they felt safe, heard, connected with friends, and able to learn comfortably. The experience reminded participants that children's voices must be included in every planning process, as they are the ones who grow and learn in these environments every day.

The training also provided a space for participants to share experiences and learn from one another. Simulations on case management and initial response helped them understand the importance of maintaining confidentiality, respecting children's dignity, and ensuring that every decision prioritizes their best interests.



After completing the training, the facilitators developed follow-up action plans to guide their support for the target schools. They will transfer their knowledge to 30 KREASI partner schools in Pesisir Barat during the program's second year through continuous training, mentoring, and monitoring.

Through this capacity strengthening, KREASI believes that a safe and comfortable school culture is created not merely through rules, but by people who continue to learn, listen, and work together to provide the best possible environment for every child to grow.



KREASI Tanggamus Trains Early Grade Teachers across Four Sub-Districts



KREASI Tanggamus conducted capacity-building training for 90 early grade teachers from 23–26 June 2026. The activity involved Grade 1, 2, and 3 teachers from 30 schools.

The training was held at four locations across Pugung, Bulok, Wonosobo, and Semaka sub-districts. A total of 20 Local Facilitators (Fasda) previously trained by KREASI were divided into four teams to deliver the materials at each location.

The training focused on an in-depth review of the KREASI Program's Literacy Module 1 to strengthen teachers' capacity to implement student-centred learning. In addition to foundational literacy, teachers developed their understanding of classroom management, positive discipline, inclusive education, and climate change.

TPD Officer of KREASI Tanggamus, Ari Prayoga, said the technical training emphasized practical application so participants could directly implement the new methods in their respective classrooms.

“We designed the four-day training to go beyond theoretical presentations. We emphasized practical application through simulation sessions and in-depth reflection, enabling participating teachers to become familiar with these new methods,” he said.

He explained that the target was clear: every teacher should return with a concrete Follow-up Action Plan (RTL) ready to be implemented to significantly improve students' foundational literacy skills in Tanggamus.

Meanwhile, Director of KREASI at LP Ma'arif PBNU, Suardi, highlighted the importance of collaboration among all stakeholders in creating child-friendly basic education environments that respond to changing times.



“Through the KREASI initiative, LP Ma'arif PBNU is fully committed to delivering meaningful change towards effective and equitable basic education for all children,” he said.

According to him, the training was not only about reading and writing skills. It also focused on creating child-friendly learning environments, respecting differences through teaching methods tailored to students' needs, and introducing global issues such as climate change from an early age.

“Strong collaboration with the Government of Tanggamus District and other stakeholders is the key to sustaining this initiative,” he said.

As the final output of the training, participants were required to develop an RTL document to guide their work in their respective schools. This concrete step is expected to support the program's sustainability and bring positive changes that students can directly experience in the classroom.





KREASI Tanggamus Conducts Musrenbang Simulation to Strengthen Education Consortium Members' Advocacy Capacity

As a concrete follow-up to the formalization of a cross-sector collaboration forum in the district, KREASI Tanggamus conducted a Development Planning Consultation (Musrenbang) Simulation at the Global Nusantara Hall of PCNU Tanggamus on 19 June 2026.

The activity placed the board and members of the Tanggamus Education Consortium as the main participants. The initiative aimed to equip them with practical skills to advocate for and safeguard program proposals within government planning processes.

The simulation was specifically designed to deepen consortium members' understanding of bureaucratic processes and local budgeting mechanisms. Through this learning space, stakeholders and communities strengthened their capacity to advocate effectively for policies and budgets.

Activity Facilitator and lecturer at Universitas Ma'arif Lampung (UMALA) with expertise in community empowerment, Siti Raudlatul Jannah, highlighted the importance of the simulation.

"This activity provides an inclusive space that connects community groups with formal policymaking systems," she said.

She explained that when communities are equipped with the right methods to articulate their actual needs in the field, they can become independent drivers of change with a stronger bargaining position in advocating for education budgets.

"The simulation primarily focused on developing financing strategies for crucial issues, particularly programs to strengthen children's literacy and numeracy in Tanggamus District," she said.

The activity was attended by representatives of Fatayat NU, GP Ansor, IPNU, IPPNU, LP Ma'arif NU Tanggamus, LDNU, and Forum TBM, who collaborated with educators from K3S and IGRA.

The collaborative process was further strengthened by the active involvement of government representatives from Bapperida, the Education Office, Social Affairs Office, Environmental Office, Regional Library Office, and Community and Village Empowerment Office (PMD).

Together, participants practised preparing proposal documents, conducting negotiation simulations, and defending their arguments to ensure that education programs receive priority in village and sub-district development planning.

Chair of the Tanggamus Education Consortium, Johan Wahyudi, said the Musrenbang simulation provided valuable preparation before members participated directly in actual planning forums.

"A thorough understanding of budgeting mechanisms will ensure that the aspirations of education communities do not remain merely a list of proposals, but are genuinely accommodated and receive adequate budget allocations," he said.



Meanwhile, Project Manager of KREASI Tanggamus, Nuris Ainun Najib, explained that the simulation focused on strengthening participants' technical capacity and confidence.

"Through this intensive exercise, consortium members were trained not only to identify education issues but also to translate their proposed solutions into strong and logical policy arguments, enabling each issue presented through Musrenbang proposals to become a key priority," he said.

Program Director of KREASI at LP Ma'arif PBNU, Suardi, said the series of activities represented the concrete implementation of the action plan agreed upon by all parties.

"I hope this exercise will produce education actors who are adaptive and systematic in conducting advocacy," he said.

According to him, strong policy and local budget support will help realize the broader vision of creating an inclusive, high-quality, and sustainable education ecosystem in Tanggamus District.





Government of Ketapang and KREASI Prepare to Establish BSAN Working Group to Strengthen Child Protection

KREASI Ketapang, implemented by the Majelis Dikdasmen PNF PP Muhammadiyah, held an audience with the Regional Secretary of Ketapang District on 19 June 2026.

The Regional Secretary of Ketapang District was accompanied by key technical officials, including Head of Bappeda, Secretary of the Education Office, and Head of the Primary Education Division of the Ketapang District Education Office. Their presence ensured that each discussion point received direct guidance for implementation and remained aligned with budget planning and technical needs in the field.

The meeting marked an important step for the Government of Ketapang District in strengthening child protection mechanisms in education units through preparations to establish the Safe and Comfortable School Culture Working Group (Pokja BSAN).

The establishment of Pokja BSAN represents the district's effort to implement the latest national regulation, Regulation of the Minister of Primary and Secondary Education Number 6 of 2026 on Safe and Comfortable School Culture. The regulation officially replaced the previous regulation on violence prevention and is supported by Decree of the Minister of Primary and Secondary Education Number 17 of 2026 as a technical guideline for local implementation.

Multisectoral Collaboration and a Strong Legal Foundation

Through this official forum, the Government of Ketapang District is committed to bringing together cross-sector roles—from the Regional Secretariat and Bappeda to the Education Office and other supporting institutions. This collaboration aims to ensure that responses to school safety issues and educational challenges are supported by a strong legal foundation, standard operating procedures (SOPs), and a clear, centralized coordination system.

Regional Secretary of Ketapang District, Repalianto, reaffirmed the local government's full support for an integrated approach to overseeing the policy.

"School safety issues must be addressed through a strong legal foundation, measurable standard operating procedures, and a clear, centralized coordination mechanism among relevant stakeholders," Repalianto emphasized.

Addressing Real Challenges in Schools

Beyond fulfilling administrative requirements, the initiative is designed to address real challenges in schools through three comprehensive pillars of student protection:

- Physical protection: Ensuring the safety of infrastructure, facilities, and amenities within school environments.
- Psychological protection: Preventing and responding to bullying and intolerance.
- Protection in cyberspace: Protecting students from digital threats in online spaces.

In addition to student protection, the collaboration is designed to address other fundamental educational challenges in Ketapang District. These include improving students' foundational literacy and numeracy skills and enhancing the accuracy of empirical data on Out-of-School Children (ATS) to support evidence-based policymaking.

Next Steps

The strategic audience concluded with an agreement on several immediate actions:

- Official reporting: Presenting the outcomes of the strategic coordination meeting to the Regent of Ketapang.
- Finalizing the structure: Completing the draft placement of personnel within the Pokja BSAN organizational structure.
- Work plan plenary meeting: Conducting a plenary meeting to develop the work plan after the official decree is issued.

Through strong collaboration between the Government of Ketapang District and KREASI Ketapang, Pokja BSAN is expected to become operational soon and effectively support the creation of safe and comfortable learning environments where all students in Ketapang District can reach their full potential.



Bayu's Story: From Journalist to Advocate for Safe Schools in Ketapang

For years, observing, analysing, and reporting on social issues had been at the heart of Bayu's life. As a journalist, he was accustomed to working behind the scenes—witnessing and reporting on various events, including challenges facing the education sector. Yet one realization continued to weigh on his mind: publishing a story in the media did not necessarily resolve the root causes of problems in the field.

“Bringing issues into the public sphere is important, but taking direct action to solve them is a calling of conscience,” Bayu said.



His calling to create tangible change eventually found its path. Stepping away from the familiarity of the newsroom, Bayu decided to take on a new role as a Local Facilitator for the KREASI Ketapang Safe and Comfortable School Culture (BSAN) initiative.

“My main consideration was simple: I wanted to contribute directly,” Bayu said firmly.

“I believe every child has the right to a safe and comfortable learning environment that supports their growth and development, free from bullying, violence, and discrimination.”

Responding to Reality: Shifting from Sanctions to Culture

The urgent need for BSAN in Ketapang District and its surrounding areas is grounded in reality. Observing the prevalence of bullying and violence involving school-aged children in recent times, Bayu realized that these issues could not be resolved through legal measures or sanctions alone.

He highlighted that violence is often rooted in systems, communication patterns, and environments that do not yet fully support child protection. BSAN provides a more preventive and participatory approach.

“Child protection is not only about handling cases after problems arise. What is far more crucial is creating a school ecosystem capable of preventing those problems from occurring in the first place,” Bayu explained.

The KREASI Ketapang BSAN Local Facilitator Capacity-Building Training, which he attended from 8–12 June 2026, broadened Bayu's perspective. He learned that strengthening schools is not merely about improving academic achievement, but also about building the quality of relationships among the people within them. When children feel valued and protected, classrooms become happier places, and the learning process can directly contribute to improving Ketapang's Human Development Index (HDI).



Ensuring BSAN Becomes More Than a Slogan

One major challenge facing every new program is the risk of it becoming merely another administrative burden. Drawing on his public networks and close relationship with the media, Bayu is determined to ensure that BSAN is genuinely practised and embraced by school communities.

He emphasized the importance of strengthening public networks to amplify good practices from schools to wider audiences. Bayu also proposed that the local government involve Local Facilitators and media representatives in the BSAN Working Group to strengthen transparent and qualitative monitoring and evaluation.

“A program will thrive when those implementing it experience its benefits directly. If teachers, students, and parents feel its impact, BSAN will grow into a culture within the community rather than merely become an obligation to fulfil.”



Investing in the Future from the School Level

As the conversation drew to a close, Bayu shared a heartfelt message for educators at the schools he would support, whose capacity-building activities were scheduled to begin in July.

To teachers in remote areas and across Ketapang, he emphasized that his role was not to judge them, but to walk alongside them. Change may not happen overnight, but openness and consistency can pave the way towards child-friendly schools.

“My commitment is to provide wholehearted support, listen with empathy, and work together to find solutions tailored to each school's needs. Ultimately, every small step we take today is a major investment in our children's future,” Bayu concluded.

Kusno from Ketapang: Transforming Supervision into a Space for Shared Growth

As a principal who has led a public primary school in Muara Pawan, Ketapang, for seven years, academic supervision has long been a routine responsibility for Kusno. However, his participation in KREASI Program training introduced a new perspective on how he supports teachers.



School supervision has often been perceived merely as an administrative obligation or formal assessment. Through KREASI's supervision and facilitation materials, Kusno began transforming it into a mentoring process. Instead of simply recording shortcomings, he now focuses on listening, asking reflective questions, and appreciating the positive practices already taking place in classrooms. This approach has fostered more open and collaborative working relationships to improve the quality of student learning.

Through these questions, the teacher was encouraged to reflect on the lesson she had just delivered. She was able to identify challenges independently, including the limited opportunities provided for students to engage in discussion. Kusno and the teacher then worked together to develop practical and realistic improvements. This non-judgmental communication approach made the supervision process feel more comfortable for the teacher.

"Supervision is not about how many of a teacher's mistakes we can document, but about how we support teachers through reflective discussions so they can find their own solutions," Kusno said.

Applying the Approach in the Classroom: Building Reflective Conversations

Kusno applied this new approach while supervising a class implementing Deep Learning. After completing the observation, he did not immediately deliver a one-way evaluation. Instead, he opened the discussion by expressing appreciation and asking simple questions:

"Which part of today's lesson do you think went as expected? If you were to teach this lesson again, which part would you like to improve?" he asked.

Transforming School Meeting Dynamics

Kusno also applied the facilitation principles he gained from the training to formal school meetings. He began providing more opportunities for teachers to share the challenges they faced and their classroom experiences.

By asking open-ended questions, Kusno made the meetings more dynamic. One young teacher who was usually quiet found the confidence to propose using simple digital learning media. Her suggestion prompted responses from other teachers. Meetings that had previously been dominated by instructions from the principal gradually became spaces for interactive discussion among teachers.

Gradual Changes in the Working Culture

For Kusno, the changes taking place in his school are part of an ongoing process. The most noticeable results have been teachers' growing openness to feedback and their willingness to evaluate their own teaching practices.

"Education continues to evolve, so our leadership approaches must also adapt. School principals do not only serve as administrators but also as instructional mentors for teachers. When teachers become accustomed to reflecting and developing their capacities, classroom learning will gradually improve," Kusno said.



KREASI Kayong Utara Conducts Safe and Comfortable School Culture Training

No culture is formed overnight. It begins with good habits practised consistently and collectively before growing into values that people believe in and pass on. Once these values take root, culture is no longer merely a set of rules but becomes part of one's character. This philosophy inspired the Safe and Comfortable School Culture (BSAN) Local Facilitator Training conducted by the KREASI Program in Kayong Utara District from 8–12 June 2026.

The training formed part of the KREASI Program's efforts to strengthen the capacity of Local Facilitators to provide sustainable support to education units in developing a Safe and Comfortable School Culture. Over five days, participants strengthened their understanding of BSAN, child protection, the prevention and response to violence in education units, case management, positive culture, and techniques for facilitating training and mentoring at target schools.

The activity was opened by Training Coordinator of the KREASI Kayong Utara Program, Mutiara Aulia Az-Zahra. According to her, building a Safe and Comfortable School Culture is not only about understanding regulations but also about fostering good habits that are consistently practised by the entire school community.

“Culture does not emerge from rules, but from habits that are continuously maintained and practised together. Through this training, we are strengthening facilitators’ capacity to support education units in developing a Safe and Comfortable School Culture that will ultimately become part of the character of the entire school community,” Mutiara said.



She explained that facilitators play an important role in helping schools translate policies into practices that are consistently implemented by school principals, teachers, education personnel, students, and parents. Through continuous mentoring, the values of a Safe and Comfortable School Culture are expected not only to be understood but also to become part of the working and learning culture in every education unit.

The training also reflected the joint commitment of the KREASI Program and the Government of Kayong Utara District to strengthening human resource capacity as a foundation for developing a high-quality education ecosystem. With competent facilitators, good practices in schools are expected to continue growing, developing, and inspiring other education units.

Through the training, the KREASI Program reaffirmed that major changes always begin with simple steps. Habits practised consistently will shape culture, and a culture that is continuously nurtured will build character. This character is expected to become the identity of every education unit in Kayong Utara District in creating safe, comfortable, inclusive, and student-centred learning.



KREASI Strengthens Instructional Leadership through School Principal Training in Kayong Utara

KREASI Kayong Utara conducted School Principal Training from 15–18 June 2026 as part of its efforts to strengthen instructional leadership in basic education units. The activity was attended by principals from SD/MI schools targeted by the KREASI Program and was conducted in collaboration with the Kayong Utara Education Office and the Ministry of Religious Affairs Office of Kayong Utara.

Over the four-day training, participants strengthened their understanding of Module 1, which covered leadership character development, academic supervision, and peer learning. The training used participatory methods, including discussions, case studies, simulations, reflections, and the development of follow-up action plans to be implemented in participants' respective schools.

In her remarks, Training Coordinator of KREASI Kayong Utara, Mutiara Aulia Az-Zahra, emphasized that school principals play a central role in creating a high-quality learning culture through instructional leadership.

“School principals are responsible not only for managing school administration but also for serving as instructional leaders who can support teachers, encourage collaboration, and create student-centred learning processes. Through this training, we hope every principal will be equipped to drive change in their respective schools,” she said.

Mutiara added that the training formed part of an ongoing professional development program for school principals, which will continue through peer-learning practices and school-based mentoring. This approach ensures that the training does not end with increased knowledge but is translated into changes in leadership practices and improvements in learning quality.

The training was facilitated by KREASI Program Local Facilitators who had completed national-level training. This approach is expected to strengthen the implementation of academic supervision, foster a culture of reflection, and encourage collaboration among school principals and teachers to improve education quality.



Collaboration Is Key as Kayong Utara District Education Consortium Is Officially Established



KREASI Kayong Utara conducted the Workshop on the Establishment, Formalization, and Activities of the Kayong Utara District Education Consortium on 29 June 2026. The workshop aimed to strengthen cross-sector collaboration in improving education quality in Kayong Utara District. The activity received full support from the Government of Kayong Utara District and its local government offices as collaborative partners in promoting more integrated and sustainable education policies.

The workshop brought together representatives from the Government of Kayong Utara District, the Education Office, Bapperida, the Ministry of Religious Affairs Office, professional organizations, school principals, community organizations, the private sector, and various development partners. Through the forum, all participants agreed to establish the Kayong Utara District Education Consortium as a multi-stakeholder platform for strengthening coordination, program alignment, and education policy advocacy.

In addition to formalizing the consortium's organizational structure, participants developed an initial work plan outlining several priority agendas. These included strengthening the transition from early childhood education to primary school, promoting a Safe and Comfortable School Culture (BSAN), improving the capacity of teachers and school principals through Continuous Professional Development (PKB), strengthening education funding support, and adapting national policies into local regulations.

The discussions also identified several educational development challenges, including the need to strengthen coordination among local government offices, improve the quality of education data, reinforce child protection in education units, and secure sustainable policy and budget support. These inputs will serve as the foundation for the consortium's strategic actions in advancing priority education agendas in Kayong Utara.

Through the establishment of the Kayong Utara District Education Consortium, the KREASI Program, the Government of Kayong Utara District, and all partners are committed to strengthening cross-sector collaboration to deliver inclusive, safe, and high-quality education policies and programs for every child in Kayong Utara District.





Kemenag, Save the Children, and WVI Visit Halmahera Utara to See KREASI's Impact

Representatives of the Co-Chair of the Indonesia Local Education Group (LEG) from the Ministry of Religious Affairs (Kemenag), namely Head of the Madrasah Curriculum, Facilities, Institutions, and Student Affairs Sub-Directorate under the Directorate General of Islamic Education, Abdul Basit, and Director of External Relations for the KREASI at Save the Children, Imelda Usnadibrata, visited a public Islamic primary school (MIN) supported by the KREASI Program in Tobelo on Friday, 19 June 2026.

The visit by the delegation from Jakarta was part of the monitoring and evaluation of KREASI, which has been implemented since 2025, as well as an opportunity to observe the program's progress and strengthened implementation this year. KREASI Halmahera Utara, implemented by Wahana Visi Indonesia (WVI), supports 12 of the district's 23 Islamic primary schools (MI): five in the program's first year and seven in its second year.

During the visit, various good practices in strengthening literacy, numeracy, and active learning at KREASI-supported madrasahs demonstrated positive results. The visit also opened opportunities to expand the program to other madrasahs.

Abdul Basit and the delegation held a direct dialogue with dozens of teachers and several madrasah principals. They shared the achievements and challenges they had encountered during program implementation.

Principal of MIN, Sastiana Dabi Dabi, said that the support provided through the KREASI Program had positively impacted the school's teaching and learning processes.

"Since becoming a KREASI-supported school, MIN 4 Halmahera Utara has shown various positive developments, including strengthened teacher capacity through training on differentiated literacy and numeracy instruction, literacy and numeracy Catch-Up Clubs for students, and no reported cases of bullying within the school over the past two years. The program has also strengthened the madrasah principal's leadership in education governance," said Sastiana.

Meanwhile, Abdul Basit encouraged stronger collaboration and invited teachers to participate actively in KREASI activities.

"Our commitment to improving education services for students is a tangible expression of our devotion to our faith. As a representative of Kemenag, which serves as a Co-Chair of KREASI, we actively ensure that every supported madrasah receives the maximum benefit from the KREASI Program," said Basit.



Imelda Usnadibrata stated that through the KREASI Program, Save the Children and its partners seek to improve the quality of education not only at the school level but also by engaging various stakeholders across the district.

"We support the district government and all education stakeholders in building a stronger education ecosystem. Building quality education is not only about reaching children, but also about strengthening governance and involving all stakeholders, which are essential to creating sustainable change," said Imelda.

KREASI Program Manager WVI, Rany Monika Purba, said that WVI believes every child has the right to reach their full potential and that education is one of its essential foundations.

"We are therefore committed to working with various stakeholders to ensure that children in Tobelo can fully enjoy their rights. The good practices emerging from KREASI-supported MINs can serve as examples for more madrasahs under the Ministry of Religious Affairs, enabling more children to benefit from them," said Rany.

The KREASI Program focuses on strengthening the primary education system by building educators' capacities, promoting quality teaching practices, and engaging communities in creating learning environments that optimally support children's growth and development.

Through this visit, the shared commitment among the government, schools, and partners is expected to grow stronger in providing inclusive, quality, and sustainable education services in Halmahera Utara.

The event was also attended by Jisman, Head of the Curriculum and Evaluation Team, representing the Head of the Regional Office of the Ministry of Religious Affairs of Maluku Utara Province, and Head of the Ministry of Religious Affairs Office of Halmahera Utara District, Abdurahman M. Ali.

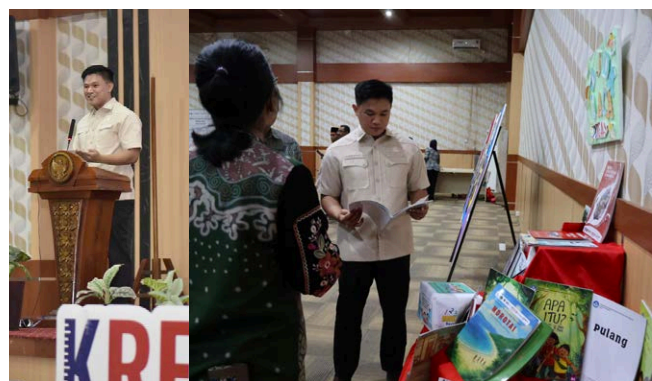


KREASI and Government of Morotai Establish District Education Consortium to Strengthen Multi-Stakeholder Collaboration

Morotai Government, together with the KREASI Program, implemented by Stimulant Institute and managed by Save the Children, officially inaugurated the Pulau Morotai District Education Consortium at the Pulau Morotai Regent's Office Hall, Maluku Utara, on 18 June 2026. The event marked an important step towards strengthening the district's education ecosystem through the establishment of a functional, coordinated, and formally recognised multi-stakeholder collaboration platform.

The establishment of the Pulau Morotai District Education Consortium is part of efforts to strengthen collaboration among the district government, ministries and government institutions, civil society organisations, academia, education units, and other stakeholders in supporting an inclusive, quality, safe, and sustainable education development agenda.

The consortium is expected to serve as a joint platform for strengthening advocacy on education policies and budgets, including the utilisation of School Operational Assistance (BOS) and District School Operational Assistance (BOSDA) funds, while supporting improvements in literacy, numeracy, child protection, and education services.



Vice Regent of Pulau Morotai District, Rio Christian Pawane, emphasised the importance of the consortium in supporting improvements in education quality in line with the district government's priority programs.



"I hope the Education Consortium inaugurated today will serve as a collaborative platform capable of bringing together ideas, experiences, and resources from various stakeholders to jointly address education challenges in Pulau Morotai District," said Rio.

Meanwhile, Chief Operating Officer (COO) of Save the Children Indonesia, Agni Pratama, stated that strengthening the education ecosystem requires focused and sustained collaboration among various stakeholders.



"Through the KREASI Program, we support the district government and partners in building a stronger education ecosystem. The District Education Consortium is expected to become a shared working platform to ensure that the agendas on literacy, numeracy, child protection, and strengthened education services can be implemented in a more focused, coordinated, and sustainable manner," said Agni.



KREASI Program Manager at Stimulant Institute, Margaretha Yenny Djelalu, said that establishing the District Education Consortium was a strategic step.

"Today's occasion is very important in ensuring that various education initiatives at the district level can be implemented in a more coordinated manner and have a meaningful impact on children," said Yenny.



The forum also featured remarks from the Ministry of Religious Affairs (Kemenag), as Co-Chair of the Indonesia Local Education Group, represented by Head of the Curriculum and Evaluation Sub-Directorate under the Directorate of Madrasah Curriculum, Facilities, Institutions, and Student Affairs, Directorate General of Islamic Education, Abdul Basit. He discussed strengthening the alignment of the KREASI Program with policies on transforming madrasah and religious education.

"No matter how excellent the KREASI Program may be, it will be in vain if principals do not begin with sincere intentions. Good intentions will lead to the best efforts to advance education," said Basit.

The consortium is expected to accelerate transformation in madrasahs and schools. Several meetings and focused discussions were also held with the Regional Office of the Ministry of Religious Affairs of Maluku Utara Province, the Ministry of Religious Affairs Office of Pulau Morotai District, and representatives of teachers and principals from Islamic primary schools supported by the KREASI Program. These discussions provided an opportunity to hear about their experiences with the KREASI Program over the past year and the challenges they had encountered.

Through the District Education Consortium, stakeholders are expected to develop priority advocacy agendas, provide input into district development planning processes such as the Development Planning Forum (Musrenbang), and oversee the implementation of education policies and budgets based on the outcomes of multi-stakeholder consultations.

The District Education Consortium is chaired by the District Secretary, with the Head of the Education and Culture Office serving as coordinator. It has 15 members representing district government offices, higher education institutions, schools, and civil society organisations.

Going forward, the Pulau Morotai District Education Consortium is expected to serve not only as a coordination forum but also as a joint working mechanism capable of connecting various education initiatives, strengthening data-driven planning, and ensuring that every child in Pulau Morotai has access to safe, inclusive, and quality education.



From Red to Green: Najir's Journey to Improve Literacy and Numeracy at His School

For nearly two decades, Najir dedicated himself to teaching at a primary school in Pulau Morotai. When he was appointed principal in 2023, his responsibilities grew. He began exploring different ways to improve the quality of his school, including using data as the basis for developing improvement programs.

During this process, Najir realized that there was still much for him to learn. Previously, he mainly understood assessments as tools for measuring students' learning outcomes. Through training and mentoring provided by KREASI, however, he began to understand the Education Report Card (Rapor Pendidikan), which provides an overview of school quality based on National Assessment data, including students' literacy and numeracy achievements. Through this support, he learned to use the Education Report Card as the basis for developing school improvement measures.

"Previously, I did not fully understand how to improve the literacy and numeracy indicators in the Education Report Card. I only understood assessments. After receiving support from KREASI, I learned how to develop interventions for literacy, numeracy, and character education," Najir said.

Najir did not keep this new understanding to himself. He shared every lesson gained from KREASI training with the teachers at his school. Together, they began applying what they had learned, from developing the School-Level Curriculum (KSP) and teaching materials such as lesson modules to exploring Universal Design for Learning so that instruction could better meet the needs of every student.

According to Najir, KREASI's training and mentoring methods were among the factors that made it easier for teachers to implement new practices at school. Limited internet access in Morotai made independent online learning and training difficult for teachers to access.

"KREASI introduced a different approach. The training was conducted in person and included practical exercises, mentoring, and continuous guidance for teachers during implementation. I believe this approach made the changes more tangible," Najir said.

This face-to-face approach ensured that teachers not only received training materials but also received support in applying them in the classroom.

One of the approaches introduced by KREASI to strengthen literacy and numeracy among early grade students was the Literacy and Numeracy Catch-Up Club (CUC). After receiving training, teachers and the principal developed it into a regular school activity. The club provides additional classes for students in Grades 1 to 3 who continue to experience difficulties with literacy and numeracy. Students are grouped according to their abilities, making the learning process more targeted and accessible. Learning activities use play-based approaches and various materials to make students more interested in learning.

According to Najir, the approach helped teachers provide support that was better suited to each student's abilities. His school later expanded the approach to students up to Grade 5.

These consistent efforts gradually began to produce results. In the 2023 and 2024 Education Report Cards, before the school received support from KREASI, its literacy and numeracy indicators remained in the red category. In 2025, the first year KREASI was implemented in Morotai and Najir's school became one of the assisted schools, the literacy indicator moved into the yellow category, while numeracy reached the green category. By 2026, following support from KREASI, both indicators had reached the green category.

For Najir, this achievement was not the work of one individual but the result of the entire school community consistently applying what they had learned.

"If I had worked alone, the impact would not have been significant. I shared the knowledge I gained with the teachers, and we applied it consistently. We can now experience the results together," Najir said.

Seeing these changes further convinced Najir that the mentoring had delivered tangible benefits for his school.

"I feel happy because what we learned during the KREASI mentoring was not in vain. This support has genuinely made a difference to our school."

The experience also encouraged him to continue contributing to improving education quality across Pulau Morotai District. In 2026, Najir participated in an open selection process organized by KREASI Morotai to become a Local Facilitator for SD/MI school principals and was selected for the role. After completing Local Facilitator training, he shared his knowledge with 40 SD/MI school principals from schools assisted by KREASI during the program's second year.



"I felt called to contribute to improving literacy and numeracy because my school is one of the schools supported by KREASI. Through this program, I have directly experienced various positive changes, including improvements in our Education Report Card. This experience motivated me to continue working to improve education quality across Pulau Morotai District," Najir said.

For Najir, the change from red to green is not the end of the journey. Instead, the experience has equipped him to support more school principals in using the Education Report Card as a basis for strengthening learning and driving change in their respective schools.

The Story of the Stimulant Institute in Morotai: Facing Hundreds of Kilometers and Limited Internet

Consider yourself fortunate if your commute from home to work takes only a few minutes. In Pulau Morotai District, Maluku Utara Province, the Stimulant Institute team often needs hours to travel to and from their workplace.

Stimulant Institute is the local implementing partner organization for the KREASI (Collaboration for the Education of Indonesian Children) in Pulau Morotai.

The journey to KREASI-assisted schools often begins while the sky is still dark.

“We always discuss the preparations first within the internal team. What time should we leave tomorrow? Should we gather at the office or pick up each person from their boarding house? If the activity in Morotai Jaya Subdistrict starts at nine in the morning, I usually wake up at three in the morning to contact the team. The target is for everyone to be ready by four, and by five we are already on the road,” said Mansur, a staff member of Stimulant Institute.



The journey to Morotai Jaya, around 131 kilometers from Morotai's town center in Daruba, takes approximately three and a half to four hours. Most of the roads are paved and relatively good. However, uphill roads, sharp turns, and several damaged sections with potholes force vehicles to move more slowly.

After traveling for around three and a half to four hours, the team usually arrives at about 8:30 a.m. They do not immediately begin the training. There is still around thirty minutes needed to prepare the room, set up equipment, and ensure all participants are ready to join the activity.

In the afternoon, another long journey awaits.

“The activity usually ends at around four in the afternoon. After cleaning up, we usually leave at around five in the afternoon and arrive back in Morotai Selatan at around eight in the evening,” said Mansur.

However, the return journey does not always go as planned. When it rains, several road sections are often flooded and become difficult to pass.

“If the weather starts to get bad, we have to speed up our preparations to go home. If we are even slightly late, several points along the road can become flooded and vehicles cannot pass,” Mansur said.

The challenges do not stop with the journey. Gathering training participants also requires considerable effort. Phone networks that often disappear mean coordination must be carried out well in advance. In some cases, the team has to visit schools or participants' homes directly just to make sure they are aware of the training schedule.

“If schools are on holiday, we have to go to the teachers' homes. There were also times when we had to check one by one because there was no signal. In some places, when the electricity goes out, the network automatically disappears too,” Mansur said.



These conditions also affect the implementation of training sessions. When the electricity goes out, the projector cannot be used. The room becomes hot because the fans also stop working.

A similar experience was shared by Okto, a Stimulant Institute staff member from Morotai Utara Subdistrict. As a local resident, he understands the terrain and travel challenges in the area very well.

“The road from Morotai Selatan to Morotai Utara is relatively good, although it takes around two hours. But from Gorua to Korago in Morotai Jaya, the road is damaged, so vehicles have to move slowly,” said Okto.

The long distance has even affected his personal decisions. Instead of spending up to four hours commuting every day, Okto chose to live in a boarding house while working in Morotai Selatan.

“Our working hours are from eight to five. If I commute every day from Morotai Utara to Morotai Selatan, all my time is spent on the road. That is why I decided to rent a boarding room in Morotai Selatan,” Okto said.

Even so, he said the fatigue always feels worthwhile when the activities run as expected.

“When the activity process goes according to plan and the participants' achievements are also good, the tiredness feels paid off,” said Okto.

The Stimulant Institute team also continues to learn how to adjust training methods to field conditions. One lesson came from the implementation of pre-tests and post-tests during cluster-level teacher training.

During training sessions in Cluster 5 Morotai Utara and Cluster 6 Morotai Jaya, the team used a digital application to collect participants' answers. However, limited internet access and the fact that some participants were not yet familiar with digital devices meant that the response process did not run optimally.

Based on that experience, the team changed its approach in the next cluster training. Instead of using a digital application, the evaluation was conducted using paper forms. As a result, during the training in Cluster 7 Morotai Jaya, the process ran more smoothly and the participants achieved much better results.

This experience serves as a reminder that the success of a training session is not always determined by the use of technology, but by the ability to adapt methods to conditions on the ground. In areas where internet access is not yet evenly available, a simpler approach can better support a more effective learning process.

For the Stimulant Institute team, hours of travel, waking up before sunrise, passing through uphill roads and sharp turns, facing damaged road sections, and adjusting training methods to various field limitations are all part of their commitment to ensuring that teachers in Morotai Utara and Morotai Jaya have equal learning opportunities. No matter how far the distance or how great the challenges, the spirit to keep learning, growing, and bringing better-quality education never fades.

In every step of the journey lies the belief that great change always begins with learning opportunities given to those who have long stood at the front line of education.



Kolaborasi untuk Edukasi
Anak Indonesia

KREASI (Collaboration for the Education of Indonesian Children) is a program aimed to improving education quality by strengthening literacy, numeracy, and character building across eight districts in four provinces of Indonesia. KREASI is managed by Save the Children, implemented by local partners, and funded by Global Partnership for Education (GPE), with supported by Indonesia Local Education Group (LEG), led by the Ministry of Primary and Secondary Education (Kemendikdasmen) and the Ministry of Religious Affairs (Kemenag).



indonesia-kreasi.or.id



[@kreasinasional](https://www.youtube.com/@kreasinasional)



[@kreasinasional](https://www.instagram.com/kreasinasional)