



Save the Children

April–May 2026

Jejak KREASI



MAJELIS DIKDASMEN DAN PNF
PIMPINAN PUSAT MUHAMMADIYAH

Wahana Visi
INDONESIA





Strengthening the Foundation Through Training

Various capacity-building activities have been carried out from the national to district levels. These trainings serve as an important foundation for strengthening shared understanding, aligning program approaches, and supporting learning that is more adaptive, inclusive, and centered on children's needs.

Through this April-May edition of Jejak KREASI, we invite readers to explore the stories, lessons learned, and spirit of collaboration that have been built along the way. We hope each story within these pages will inspire us to continue moving forward together and create more stories of change for basic education in Indonesia.

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



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Local Implementing Partners:





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PROGRAM UPDATE HIGHLIGHTS



A Series of Capacity Building to Strengthen KREASI's Second Year

KREASI's second year of implementation with six Local Implementing Partner (LIP) organizations was marked by a meeting between Save the Children and LIP leaders on 14 April 2026. This was also followed by a series of capacity building activities that began in April and will continue until September 2026. These trainings serve as an important momentum to further strengthen program implementation and collaboration with all partners.

The activities were attended by Regional Master Trainers, District Facilitators, and staff members from the six LIP organizations across the eight districts.

The presence and remarks of the Co-Chairs of Indonesia Local Education Group (LEG)—from the Ministry of Primary and Secondary Education (Kemendikdasmen), represented by the Head of the Agency for Primary and Secondary Education Policy (BKPD), Toni Toharudin.

And from the Ministry of Religious Affairs, represented by the Head of the Subdirector of Curriculum and Evaluation, Abdul Basit—at several training opening sessions further strengthened support for the implementation of the KREASI Program.

These capacity-strengthening trainings are organized based on KREASI's program packages being implemented in the second year, including Teacher Professional Development (TPD), Principal Professional Development (PPD), Safe and Comfortable School Culture (BSAN), Advocacy, Catch-up Club (CUC), finance and operations, communications and media, and MEAL.

PROGRAM UPDATE HIGHLIGHTS



Save the Children and Kemendikdasmen Strengthen Safe and Comfortable School Culture

Save the Children, through the KREASI Program, together with the Ministry of Primary and Secondary Education (Kemendikdasmen), held a hybrid seminar carrying the theme Safe and Comfortable School Culture (BSAN), with the topic "Strengthening Character and Student Protection in Schools" on 25 May 2026 at the Kemendikdasmen Office in Senayan, Jakarta.

The event was officially opened by the Minister of Primary and Secondary Education, Abdul Mu'ti, who stated that BSAN serves as an effort to prevent bullying. He noted that bullying can take many forms, making the development of culture a more structural approach.



"One of the determinants of educational success is how we are able to create a physical and social environment that is safe for our children so they can learn as well as possible," said Mu'ti.

"We must do various things to make schools safe and comfortable. That is why we choose culture, not merely policy, not merely a program. Because when we read the National Education System Law, the purpose of education is to build culture and character," he continued.

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Meanwhile, Chief Executive Officer Save the Children Indonesia, Dessy Kurwiany Ukar, stated that through the KREASI Program, BSAN is integrated into program implementation.

“Save the Children believes that school culture cannot be built instantly, but must be nurtured through values, habits, shared commitment, and multisectoral collaboration, from the central government, local governments, non-governmental institutions, to schools. This is done through a program approach that strengthens the capacity of teachers and education personnel, reinforces child protection systems in schools, engages families and communities, and involves development partners,” said Dessy.

The seminar discussion session addressed BSAN regulations and implementation, emphasizing the importance of creating a learning environment that is safe, comfortable, inclusive, and child-centered.

Special Staff to the Minister for Inclusive Education and Education Equity in 3T Regions at Kemendikdasmen, Rita Pranawati, emphasized that BSAN aims to create schools as safe and comfortable spaces for children to grow.

“Schools are, in essence, places for growth and development. They should be places where children feel safe and comfortable,” she said.



Meanwhile, Head of the Center for Character Strengthening at Kemendikdasmen, Rusprita Putri Utami, explained that BSAN implementation is carried out through strengthening school governance, positive discipline, and the involvement of all school community members.

“Safe and Comfortable School Culture is truly the responsibility of all teachers and principals, and it must also involve students,” she said.



Acting Deputy for the Fulfillment of Children's Rights at the Ministry of Women's Empowerment and Child Protection (KemenPPPA), Rini Handayani, emphasized that child protection must become a collective movement involving schools, families, communities, and the government.

“School is a second home for children,” she said.



Furthermore, Senior Director of Advocacy, Campaign, and Government Relations at Save the Children Indonesia, Tata Sudrajat, emphasized that child protection is not only about preventing violence, but also ensuring the existence of support systems for children.

PROGRAM UPDATE HIGHLIGHTS

Meanwhile, Director of Yayasan Keluarga Kita, Siti Nurandini, highlighted the importance of positive parenting and warm communication within families to support the creation of a safe and comfortable learning environment for children.



<https://www.youtube.com/live/kTcRVn5b84w?si=vOr10GPTkYLv5-pa>



KREASI Strengthens Literacy Capacity and Teacher Professional Development

Save the Children through KREASI organized a workshop to strengthen literacy capacity, understanding, and classroom mentoring strategies for Regional Facilitators and Local Implementing Partners (LIP). The activity involved Teacher Professional Development (TPD) Officers, Regional Master Trainers, coordinators, and facilitators from eight KREASI intervention districts.

The training aimed to prepare and equip participants for the implementation of the program's second year.

Building a Participatory and Inclusive Learning Environment

From the first day, participants demonstrated active engagement and enthusiasm throughout each session. Facilitators created a safe, comfortable, and collaborative learning environment that encouraged participants to confidently share experiences, engage in discussions, and try new strategies.

Several initial sessions covered Universal Design for Learning (UDL), Gender Equality, Disability, and Social Inclusion (GEDSI), and Positive Discipline. During reflection sessions, participants and facilitators emphasized the importance of directly connecting these materials to the real contexts faced by teachers and schools to ensure easier implementation in the field.

The workshop also strengthened participants' understanding of inclusive education through the introduction of three disability models: the charity model, medical model, and social model. This approach aimed to encourage teachers to move away from pity-based perspectives and instead ensure equal access and learning opportunities for all students.

In addition, positive discipline competency levels—from beginner to advanced—were integrated into observation sheets as guidance for developing more effective and child-friendly classroom management practices.



Strengthening Literacy Learning and Facilitation Skills

On the second and third days, the workshop focused on strengthening literacy instruction, including literacy awareness, vocabulary development, reading fluency, phonological awareness, reading comprehension, and microteaching practice.

Participant engagement remained consistently strong and balanced. Group dynamics were well-managed with minimal dominance, allowing all participants equal opportunities to contribute actively. Simulation and modeling sessions facilitated collaboratively by TPD Officers, coordinators, and Regional Master Trainers were considered highly effective in helping participants understand classroom implementation strategies.

Participants also highlighted the importance of using Indonesian equivalents for foreign terminology to make concepts easier for grassroots teachers to understand. In addition, workshop reflections identified the need to mainstream climate change issues through relevant reading materials and learning examples.

Throughout the microteaching sessions, participants provided constructive and supportive feedback to one another. This positive learning culture helped participants improve without feeling judged while strengthening reflective and self-evaluation skills.

However, the workshop also identified varying levels of participant readiness and facilitation skills. Some participants still required additional support, particularly in understanding assessment concepts and applying participatory facilitation approaches.



Strengthening Assessment Understanding and Classroom Implementation

The fourth day focused on assessment practice, lesson planning, and learning journeys. Participants engaged in simulations and direct practice using literacy assessment tools.

During daily reflections, participants noted that the relationship between learning scope and learning achievement indicators with assessment approaches still needed further clarification. In addition, technical guidance such as word counting procedures and assessment implementation required more detailed instructions to avoid confusion during school implementation.

The workshop also emphasized the importance of distinguishing between negotiable and non-negotiable aspects of program implementation. This clarity is expected to help Regional Facilitators maintain implementation quality while still adapting approaches to local contexts.

Furthermore, books were emphasized as a core component of the program. Facilitators were encouraged not only to use books as examples during training sessions, but also to actively foster a reading culture and create print-rich learning environments in schools.

Preparing Regional Trainers for Sustainable Implementation

The final day of the workshop focused on facilitation techniques, simulation practices, and the development of follow-up action plans (RTL). Participants demonstrated strong readiness, both mentally and technically, to conduct training at the district level.

One important reflection highlighted that several Regional Master Trainers with lecturer backgrounds still tended to use lecture-based approaches. Therefore, further mentoring is needed to strengthen participatory and interactive facilitation skills.

The workshop concluded by reaffirming the roles and responsibilities of Regional Master Trainers and Regional Facilitators. Each participant was encouraged to develop facilitation plans, coaching schedules, and training timelines as part of post-workshop implementation efforts.





KREASI Held Capacity Building for PPD and BSAN

The KREASI Program held a capacity-strengthening activity for Principal Professional Development (PPD), and child protection through Safe and Comfortable School Culture (Budaya Sekolah Aman dan Nyaman/BSAN) bringing together regional facilitators from 8 districts on 5-8 May 2026.

This activity is part of efforts to strengthen facilitators' capacity in supporting improvements in literacy, numeracy, instructional leadership, and the development of BSAN.

Through tiered training or Training of Trainers (ToT), regional facilitators are expected to be able to support schools and madrasahs more effectively, both in improving the quality of learning and in ensuring children's safety and comfort within the education environment.

In her remarks, Chief of Party of KREASI Save the Children, Alifah Sri Lestari, emphasized the importance of an integrated approach in program implementation.

"An integrated approach is needed so that children's learning can run optimally. Therefore, packages such as TPD, PPD, and BSAN are needed and will be implemented by regional facilitators. These are expected to improve literacy and numeracy, as well as strengthen an integrated system for child safety," said Alifah.

Meanwhile, Head of the Basic and Secondary Education Policy Agency, Ministry of Primary and Secondary Education, Toni Toharudin, in his remarks and official opening of the activity, emphasized that the activity was not merely a training, but a meeting point of major forces in education, namely school leadership, BSAN, and impactful learning.

"Today is not merely a training, but a meeting point of major forces in education: school leadership, BSAN, and impactful learning," he said.

According to Toni, the KREASI Program is a concrete example that education transformation cannot be carried out alone. Education transformation requires collaborative, cross-sectoral work, as well as a commitment to sustainability.

He emphasized the importance of school leadership in driving changes in the quality of learning. According to him, the quality of a school will not exceed the quality of its leadership. Principals play an important role as leaders of a learning culture and as drivers of teachers in maintaining the quality of classroom learning.

"We must accelerate the improvement of teacher quality in schools. Teacher training can no longer be merely certificate-based or conducted in hotels. Instead, it needs to shift the training mindset into a process of experimenting in the classroom, without leaving the school, monitored by principals and supervisors, and followed by reflection," he explained.

He emphasized that changes in leadership and learning practices cannot be carried out in a one-way manner. Continuous mentoring is needed in the target areas, along with a dissemination process, so that a stronger education ecosystem can be built.

In this context, the role of regional facilitators becomes highly strategic. Data needs to be used as a tool to map the condition of each school contextually, so that mentoring can be carried out according to the real needs on the ground.

"The role of coaches, such as regional facilitators, is crucial. Data becomes a tool to map the condition of each school, so that interventions are important, appropriate, and contextual," he said.



Furthermore, Toni emphasized that deep learning will not happen in schools that are not safe. Therefore, BSAN must be seen as the main foundation of learning quality, not as an additional program.

"There is no deep learning in an unsafe school. A safe school enables children to think critically and be creative. BSAN is not an additional program, but the main foundation of learning quality," he stressed.



He also highlighted that Indonesia has conducted many trainings for teachers, principals, and education personnel, as well as curriculum changes. However, the biggest challenge is ensuring that classroom learning practices truly change. He hopes that various priority strategies implemented over the next three years can drive real improvements in literacy and numeracy.

One of the strategies being promoted is Teacher Experiential Training (TET), an approach that positions teachers as researchers in their own classrooms. Through this approach, teachers are not only training participants, but also conduct data-based diagnosis, identify students' learning needs, apply the teaching at the right level approach, try out deep learning strategies, and carry out reflection together with principals and supervisors.

"This cycle will continue to repeat. If reflection is carried out regularly, the quality of students and teachers will improve. This is the engine of learning transformation," said Toni.



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Meanwhile, Head of the Sub-Directorate of Curriculum and Evaluation, Directorate of Madrasah Curriculum, Facilities, Institutions, and Student Affairs, Directorate General of Islamic Education, Ministry of Religious Affairs, Abdul Basit, emphasized that building BSAN is not enough if it is only carried out within schools and madrasahs. According to him, parents and communities also need to be involved so that a safe and comfortable learning environment can truly be realized.

“Building BSAN is not enough if it is only done within schools and madrasahs. It must also involve students’ parents. In this way, a safe and comfortable environment can be realized, including preventing the re-emergence of violence, the definition of which has also continued to evolve,” he said.

He also stated that the presence of KREASI through tiered training down to schools and madrasahs is expected to build a shared perception among education stakeholders. According to him, BSAN should not be seen merely as a program, but as part of a culture and a shared responsibility.

“This is not only a program, but an effort to build a Safe and Comfortable School culture as a shared responsibility, while taking into account the heterogeneity of schools and madrasahs,” he added.

Basit also expressed hope that participants would disseminate the learning to other schools and madrasahs. This is important because not all education units have the same opportunity to participate in the training directly.

Through this capacity-strengthening activity, KREASI hopes that regional facilitators can strengthen their role in supporting schools and madrasahs. PPD and BSAN are expected to encourage real change in teacher-student interactions in the classroom, so that the quality of learning improves and education for all can be achieved.

This activity also used a participatory approach through various learning methods, such as discussions, case studies, reflection, and practice. This approach is expected to make the training more contextual, applicable, and impactful for participants and the education units they will support.



PROGRAM UPDATE HIGHLIGHTS



Save the Children Reports KREASI's First Quarter Progress to the GPE and LEG

During the First Quarter 2026 meeting, updates on various programs funded by the Global Partnership for Education (GPE) in Indonesia were presented by implementing organizations on 29 April 2026.

The KREASI Program of the GPE Multiplier Grant implemented by Save the Children, also reported its progress.

On this occasion, KREASI Chief of Party, Alifah Sri Lestari, presented the achievements of the KREASI Program for the first quarter of 2026 at the Local Education Group (LEG) forum. The meeting was also attended by representatives of the Co-Chairs from the Ministry of Primary and Secondary Education and the Ministry of Religious Affairs, as well as GPE Country Engagement Lead for Southeast Asia, Talia Miranda, who joined virtually.

Talia stated that regular meetings like this are highly valuable because they allow the government to provide policy direction, discuss program progress, and collectively address challenges. According to her, such collaboration is important to ensure that all parties can concretely support the government's priority programs in the education sector.

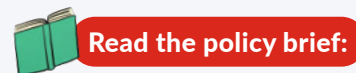
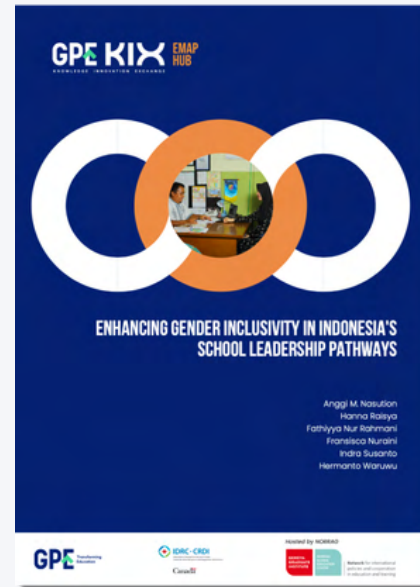
In addition to Save the Children, several other GPE-supported programs include the GPE System Capacity Grant implemented by UNICEF, GPE KIX EMAP implemented by the Center for Education and Policy Studies (PSPK), and GPE Out Loud implemented by the Indonesian Education Monitoring Network (JPPI).

KREASI Participates in GPE KIX and Produces a Policy Brief

KREASI participated in the GPE KIX Learning Cycle that produced a policy brief titled “Increasing Women’s Representation in School Leadership,” organized by the Global Partnership for Education Knowledge and Innovation Exchange (GPE KIX) in collaboration with the International Development Research Centre (IDRC).

In the program, KREASI Save the Children staff member Anggi Nasution was part of the Indonesian national team that contributed to analysis, knowledge exchange, and the development of studies related to increasing women’s representation in school leadership.

The learning outcomes and studies from this Learning Cycle were subsequently published internationally as part of efforts to share good practices and strengthen education systems across GPE partner countries.



[Click here to read full report on KREASI website](#)

[Click here to read the full report on GPE KIX website](#)

GTK Office Presented Awards to KREASI in Kalimantan Barat and Maluku Utara

The Office for Teachers and Education Personnel (Guru dan Tenaga Kependidikan/GTK) under the Ministry of Primary and Secondary Education (Kemendikdasmen) presented awards to the KREASI Program in Kalimantan Barat and Maluku Utara regions.

KREASI in Ketapang and Kayong Utara District in Kalimantan Barat Province, as well as KREASI in Halmahera Utara and Pulau Morotai District in Maluku Utara Province, received the awards in recognition of their contribution and support toward improving the quality of education.



[Click here to read full article](#)

KREASI Story Featured on the GPE Website

A story about the implementation of the KREASI Program in Halmahera Utara and Pulau Morotai, Maluku Utara, was featured on the official website of the Global Partnership for Education (GPE).

The article, titled “Learning together: Scaling what works in Indonesia’s classrooms,” highlights how the KREASI Program has made an impact in the two regions. It includes stories from students about increasingly enjoyable learning experiences, as well as teachers who are delivering more meaningful instruction.



[Click here to watch the full video](#)

KREASI Nias Utara Conducts Coordination Visits to 36 Schools in Six Subdistricts



KREASI Nias Utara, implemented by Article 33 Indonesia, conducted visits and coordination with 36 intervention schools. The activity, carried out throughout April 2026, was part of preparations for the implementation of the second year of the KREASI Program.

The visits aimed to communicate the program's objectives, present the implementation plan for second-year activities, and coordinate support for school profile data, data on principals and teachers, as well as student data from the program's intervention schools.

During the activity, the KREASI Program Team presented several program packages to be implemented in the second year, including Teacher Professional Development (TPD), Principal Professional Development (PPD), Catch-up Club (CUC), Safe and Comfortable School Culture (BSAN), advocacy activities, and documentation of program good practices.

The TPD program focuses on improving the quality of teaching and strengthening the literacy and numeracy competencies of Grade 1–3 primary school teachers. Meanwhile, PPD focuses on strengthening the capacity of principals in supervision, management, social skills, and personal development.



In addition, the KREASI Program will also implement the Literacy and Numeracy Catch-up Club to support the improvement of students' literacy and numeracy skills through a learning-through-play approach. In the area of child protection, the KREASI Program will implement the BSAN package through training and mentoring for teachers, school committees, parents, and education personnel.

During the visits, schools in the six subdistricts expressed their support for the implementation of the second year of the KREASI Program and stated their willingness to provide the data needed by the program's field team.



Overall, 36 intervention schools supported the implementation of the second year of the KREASI Program and are taking part in the preparation and strengthening of program implementation in Nias Utara District.

Through this coordination, KREASI Nias Utara hopes that the second year of program implementation can run more optimally through active school support and collaboration among all stakeholders in improving the quality of basic education, literacy, numeracy, inclusive education, and child protection in Nias Utara District.



KREASI Nias Utara Strengthens Partnership with Research Center and University

KREASI Nias Utara, implemented by Article 33 Indonesia, conducted a series of partnership visits and coordination meetings with the Center for Child Study and Protection (PKPA) Nias Branch, the Faculty of Teacher Training and Education of Universitas Nias, and the Center for Disaster Risk Management & Community Development Studies (CDRM & CDS) of UHN Gunungsitoli on 7–10 April 2026. The activity was carried out to strengthen support for the implementation of the second year of the KREASI Program in Nias Utara District, particularly in improving the quality of education, child protection, and inclusive education through collaboration and recommendations for prospective Regional Master Facilitators.

During the series of visits, KREASI Nias Utara presented the implementation plan for several second-year program packages, including Teacher Professional Development (TPD), Principal Professional Development (PPD), and the Violence Prevention and Response Team (TPPK). These programs are designed to strengthen the capacity of teachers and school principals in foundational literacy and numeracy learning, inclusive education, and the strengthening of school-based child protection systems.

In the meeting with PKPA Nias Branch, the KREASI Program discussed the strengthening of child protection systems through the establishment and strengthening of TPPK teams in education units. PKPA Nias Branch expressed its support for the implementation of the second year of the KREASI Program and stated its willingness to recommend facilitator candidates according to program needs.

Meanwhile, during the coordination meeting with FKIP Universitas Nias, the faculty expressed its support for strengthening the capacity of educators in Nias Utara District. Several study programs, such as Primary School Teacher Education (PGSD) and Indonesian Language Education, were considered to have the potential to support the involvement of lecturers as Regional Master Trainers. In addition, FKIP also encouraged the establishment of a Cooperation Agreement (PKS) to strengthen administrative support and activity implementation.



The KREASI Program also held a meeting with CDRM & CDS UHN Gunungsitoli to explore opportunities for collaboration in inclusive education, child protection, and disability issues. During the discussion, the KREASI Program conveyed the need for trainers who have the capacity to support teachers and school principals, particularly for the TPPK and inclusive education packages.

CDRM stated that although it currently has a limited number of staff and a relatively high workload, opportunities for collaboration remain open, including activities related to inclusive education and the upcoming commemoration of International Day of Persons with Disabilities.

Through this series of coordination meetings, the KREASI Nias Utara Program hopes that collaboration with various organizations and institutions across Nias Island can strengthen efforts to improve the quality of education, child protection, and the development of inclusive and contextual education in Nias Utara District.

As a follow-up, KREASI Nias Utara will send official letters requesting the availability of Master Trainers to each partner institution. The partner institutions will then identify and recommend candidates according to program needs and continue coordination regarding the selection and assignment of facilitators.



KREASI and the Nias Utara Education Office Strengthen Synergy for the Implementation of the Second-Year Program

KREASI Nias Utara, implemented by Article 33 Indonesia, together with the Nias Utara District Education Office, held an alignment meeting for the second year of the KREASI Program on 29 May 2026.

The activity aimed to align understanding, strengthen coordination, and develop strategic steps for the implementation of the second year of the KREASI Program so that it can run more effectively and in accordance with the program targets in Nias Utara District.

The second year of the KREASI Program focuses on strengthening the quality of basic education through capacity building for teachers and school principals, strengthening students' literacy and numeracy, inclusive education, child protection, and coordination among education stakeholders in Nias Utara District.

In its second year, KREASI Nias Utara will reach 36 target schools across six subdistricts.

In his remarks, the Head of the Nias Utara District Education Office expressed appreciation for the continuation of the KREASI Program in Nias Utara District. According to him, the program greatly supports the local government, particularly in strengthening the capacity of teachers and school principals amid limited education budgets.

In addition, the Education Office also emphasized the importance of monitoring and evaluating teachers and school principals who have participated in training, so that the program results can have a tangible impact on the quality of learning in schools.

Through the joint discussion, all parties expressed their support for the implementation of the second year of the KREASI Program and committed to carrying out the program collaboratively in accordance with their respective roles and functions.

As a follow-up, the KREASI Program and the Nias Utara District Education Office agreed to strengthen coordination through regular meetings and periodic program activity reporting to support the improvement of inclusive, safe, and sustainable quality education in Nias Utara District.



Kristina's Leadership Innovation: "My School, a Home Full of Love"

That morning, the courtyard of a public kindergarten in Nias Utara was filled with activity: parents hurriedly accompanied their children all the way into the classroom, while the children walked together in small steps, not yet fully ready to part from their parents. For some, it was an ordinary scene—a daily routine that was rarely questioned.

But for Kristina Telaumbanua, behind the crowd, she saw something deeper: children who were not truly ready to start the day, an environment that was not yet fully safe, and a school-parent relationship that had not fully nurtured children's independence. Her perspective did not emerge overnight. It grew from her long journey as an educator—from her experience teaching and interacting with children to her understanding that every child comes to school with different needs, not only to learn, but also to feel accepted.

From the beginning of her career as a teacher, Kristina was known as someone who was close to the children. She was used to greeting them, listening to their simple stories, and even noticing small changes in their behavior. From this, she learned one important lesson: children learn more easily when they feel safe and loved. This experience later shaped her leadership approach when she was entrusted to become the school principal.

When she began leading the kindergarten, she did not immediately introduce a major program. She chose to observe. She was present in the morning, standing in the school courtyard, paying attention to how children arrived, how parents interacted with them, and how the school atmosphere was formed from the very start of the day. Through this observation, she realized that change needed to begin from the earliest moment: when children first set foot at school.

She then initiated a simple approach that she named "My School, a Home Full of Love." For Kristina, this concept was not merely a slogan, but a direction for leadership—how every decision at school should begin with the question: does this make children feel safe and loved?

Her first step was to reorganize the drop-off and pick-up routine. She set a designated boundary area for parents, allowing children to begin learning to walk independently to their classrooms. At the same time, however, she made sure the children did not feel alone. Teachers were assigned to welcome them at that point—not merely to receive them, but to truly greet them with warmth.

This is where her leadership practice became clearly visible. She did not simply create rules; she built understanding. She invited teachers to discuss the changes, explained the reasons behind them, and ensured that all teachers shared the same vision. She also involved parents, opening spaces for dialogue so they could understand that this step was part of the process of building children's independence.

The change was introduced gradually, without force. She gave children and parents time to adapt. She also continued to reflect together with the teachers on what had worked well and what still needed improvement. This approach made the change feel like a shared process, not merely a policy handed down by the school leader.

Over time, the school atmosphere began to change. Every morning, teachers stood at the designated drop-off boundary, welcoming children with smiles, greetings, and warmth. The children walked to their classrooms with greater confidence. The school courtyard became more orderly and safer. Parents also began to fully entrust their children to the school during learning hours.

What was felt most strongly was the change in atmosphere. The school no longer felt rigid or rushed. Warmth was present from the morning, a sense of safety grew within the children, and the relationship between the school and parents became stronger.



For Kristina, this is the essence of leadership in early childhood education. It is not about how many programs are implemented, but about how deeply a school is able to understand children's needs. She believes that great change does not always begin with major policies, but with care for the small things that are often overlooked.

From this journey and conviction, "My School, a Home Full of Love" has become not only a good practice, but also a reflection of the values she holds as an educator. When children feel safe, valued, and loved, school truly becomes a second home for them.

And from a home full of love, meaningful learning will naturally grow.

Education Forum: Mapping Roles, Uniting Efforts for Education in Pesisir Barat

Improving the quality of education is not only determined by what happens in the classroom, but also by the strength of the ecosystem that supports it. This awareness served as the foundation for the implementation of “Education Forum: Mapping Roles, Uniting Efforts for Education in Pesisir Barat,” an Ecosystem Focus Adjustment Workshop held on 25 May 2026 in Krui, Pesisir Barat District.

Through this education forum, KREASI brought together 21 stakeholders consisting of representatives from Regional Apparatus Organizations (OPD), teacher professional organizations such as PGRI, IGI, K3S, K3M, and KKG, as well as civil society organizations such as Dharma Wanita Persatuan and LPAI. The forum was designed as a participatory dialogue space to build a shared understanding of the education ecosystem concept, identify initial entry points for advocacy, and introduce an early draft of the role of the education consortium to be jointly developed.

The activity, facilitated by the KREASI Team, took place actively from morning until late afternoon.

In his remarks, KREASI Save the Children Advocacy Coordinator, Rikson Simanjuntak, emphasized the importance of cross-sector collaboration as the foundation for sustainable education change.



The same spirit was also conveyed by representatives of the regional institutions in attendance. Hudri from the Pesisir Barat District Library and Archives Office encouraged schools and communities to make use of libraries as more vibrant learning spaces.

Erido R. from DPRKPPLH reminded participants that environmental issues and waste management are shared responsibilities that can be strengthened through education.

Meanwhile, Rahmad Wahyudi, representing the Pesisir Barat District Education and Culture Office, expressed appreciation for the KREASI Program and the local government's commitment to supporting various efforts to improve the quality of education.

Throughout the activity, participants were invited to reflect on the state of education in Pesisir Barat, map the relationships among actors who have been involved so far, and identify opportunities for stronger collaboration. The warm and open discussions showed that each institution shares the same concern for the future of education in Pesisir Barat. Differences in background and authority instead became strengths that enriched perspectives and opened broader opportunities for cooperation.



This Education Forum did not stop at building a shared understanding. It became an initial step toward establishing a more structured collective movement. The discussion results from 25 May 2026 were then followed up through the “Stakeholder Mapping Session for Education Ecosystem Connectivity in Pesisir Barat” on 26 May 2026. This follow-up activity involved 24 participants from 17 organizations and institutions to conduct a more in-depth stakeholder mapping process. Through the 3A Analysis method, Power-Interest Grid mapping, and stakeholder identification and classification, participants jointly identified strategic actors who can play a role in driving education change in Pesisir Barat District.

This process produced a validated stakeholder map, identified priority actors to be engaged, and generated an initial design for an engagement strategy that will serve as the basis for establishing and strengthening the regional education consortium. These results provide an important foundation for more coordinated education policy and budget advocacy efforts, while also ensuring that each party can take on roles according to its capacity and authority.

Through this series of activities, stakeholders were not only brought together in one forum, but were also invited to build awareness and commitment that improving the quality of education is a shared responsibility. With increasingly aligned understanding, clearer roles, and emerging collaboration strategies, it is hoped that all available resources in Pesisir Barat District can move in a more integrated manner to support the improvement of learning quality that is equitable, inclusive, and sustainable for all children.



Strengthening Teachers, Reviving Literacy: Preparing Local Facilitators in Pesisir Barat



Over five days, from 19 to 23 May 2026 in Krui, Pesisir Barat was filled with a spirit of learning from teachers who came as prospective local facilitators for the KREASI Program. A total of 20 local facilitators took part in a capacity-building training on literacy instruction in the classroom, an initial step before they go on to support 90 teachers in 30 partner schools in the program's second year.

This training was not merely a space for transferring knowledge. From the first day, participants were encouraged to understand that they are at the forefront of changing learning practices in schools. In their remarks, representatives from the Education Office, the Ministry of Religious Affairs, and the KREASI team emphasized the importance of collaboration in strengthening the quality of education and children's literacy in Pesisir Barat.

Throughout the training, activities were held intensively from 08.00 to 16.00 each day. However, the classroom atmosphere was far from rigid or formal. The methods used were highly active and participatory. Participants did not only listen to presentations, but were also continuously involved in simulations, role play, microteaching, group discussions, personal reflection, and practice in mentoring teachers.

Various important topics were discussed over the five days. Participants learned about reading habits and how to create a literacy-rich classroom environment, conduct reading assessments, map students' abilities, and understand differentiated learning, inclusive classrooms, and climate-aware education. They also practiced how to teach vocabulary, reading comprehension, and reading fluency through approaches that are more enjoyable and aligned with students' needs.

One of the most noticeable aspects of the training was how the teachers' personal experiences were brought into the learning process. During a reflection session on childhood experiences of learning to read, several participants shared stories that were closely connected to the realities of education in the field. Some admitted that they only became fluent readers in grade three because they felt left behind by their peers. Others learned to read because they were afraid of being punished by adults. From these simple stories, participants came to a shared realization that children's learning processes should not be built on fear, but on a sense of safety and support.



The learning-by-doing method became the main strength of this training. In almost every session, participants directly practiced what they had learned. They carried out reading assessment simulations, developed lesson plans, practiced interactive learning, and conducted teacher mentoring simulations.

The lead local trainers, Ilona and Pia, did not only deliver materials, but also directly demonstrated how to create learning that is reflective, active, and centered on students.

The training atmosphere felt warm and full of enthusiasm. Participants actively asked questions, shared experiences, and gave each other reflective feedback. Between sessions, participants also took the initiative several times to lead icebreakers and energizers to maintain the learning energy. Although there were some challenges, such as a hot training room and participants' declining focus before breaks, overall the training was very lively and collaborative.

From the various discussions that emerged, it was clear that teachers in Pesisir Barat have a strong concern for the learning conditions of students in their schools. They discussed low reading culture, limited books, and the challenge of providing learning that meets children's needs. At the same time, however, this training also opened up new hope that change can begin with simple steps carried out consistently by teachers in the classroom.

Toward the end of the activity, the local facilitators began preparing a Follow-Up Plan (RTL) for teacher training and mentoring in partner schools. They discussed strategies to build teachers' commitment, maintain communication with schools, and ensure that mentoring can take place without disrupting students' learning processes in the classroom.

This training is expected to become the beginning of more good literacy practices in schools across Pesisir Barat. The local facilitators are not only expected to be able to train teachers, but also to become mentors who help teachers reflect, grow, and continue learning together.

Through collaboration between schools, teachers, facilitators, and various parties involved in the KREASI Program, it is hoped that more children in Pesisir Barat will be able to experience learning that is enjoyable, inclusive, and truly supports their development.

KREASI Pesisir Barat Year Two Socialization: Building Shared Understanding, Strengthening Commitment



On 26 May 2026, KREASI held the Year Two KREASI Pesisir Barat Program Socialization activity for partner schools. This activity served as an initial step to build a shared understanding of the implementation of the second year of the KREASI Program, while also strengthening the commitment of various parties in efforts to improve the quality of basic education in Pesisir Barat.

The activity was attended by 30 principals of KREASI's year-two partner elementary schools and madrasah ibtidiyah, representatives of the Pesisir Barat District Office of the Ministry of Religious Affairs, the Pesisir Barat District Education Office, Save the Children, and the Yayasan Guru Belajar team as the implementing partner. The presence of these various stakeholders demonstrated shared support for efforts to improve the quality of education in the Pesisir Barat area.

The series of activities began with remarks from the KREASI Pesisir Barat Program Manager of Yayasan Guru Belajar, Sari Lestari, who stated that this activity served as an entry point for partner schools to understand the program's direction and prepare for its second-year implementation.

The next remarks were delivered by Slamet, Head of the Islamic Education Section at the Pesisir Barat Office of the Ministry of Religious Affairs, who expressed appreciation for the presence of the KREASI Program and hoped that all schools would be able to take part in every learning process effectively.

The activity was then officially opened by the Secretary of the Pesisir Barat District Education Office, Albert Gunata Putra. In his remarks, he expressed hope that schools would make the most of the learning opportunities provided through the program and build strong collaboration to improve the quality of education. The opening moment was also marked by the handover of the Decree on KREASI Year Two Intervention Schools by the Education Office and the Office of the Ministry of Religious Affairs.

In the main session, participants received presentations on the achievements of first-year partner schools, an overview of school-level implementation in the second year, the six KREASI program packages, and a more in-depth explanation of the Principal Professional Development (PPD).

Participants' enthusiasm was evident from the various questions raised. School principals showed interest in understanding the program targets, implementation mechanisms, and teacher involvement in the different activity packages. The discussion was active and showed that schools had begun mapping out the roles and contributions they could make during program implementation.



In addition to discussing the program, the activity also became a space for sharing the real conditions faced by schools. Several school principals shared challenges such as difficult geographical access, limited road conditions to schools, flood risks, limited internet connectivity, minimal literacy facilities, and limited budgets for teacher capacity development. At the same time, these stories also reflected the spirit and resilience of the schools. Some schools had initiated classroom reading corners despite not yet having libraries, while principals continued striving to build a learning culture and support teachers to keep developing amid various limitations.



The atmosphere of the activity was warm, orderly, and participatory. Participants followed the sessions attentively and actively provided responses and input. From the discussion process, a shared hope emerged that the KREASI Program can help improve the quality of education, strengthen literacy and numeracy learning practices in the classroom, create a safe and comfortable learning environment for children, and provide a tangible impact on students' development. The enthusiasm shown by the school principals also became an early indicator of their commitment to collaborating in implementing the program over the next two years.

Through this socialization activity, a shared understanding was built regarding the direction, objectives, and implementation strategy of the second year of the KREASI Program. Going forward, it is hoped that collaboration between schools, the local government, the Ministry of Religious Affairs, Save the Children, and Yayasan Guru Belajar can continue to be strengthened so that each program package can be implemented optimally. With the spirit of mutual cooperation and the commitment shown from the outset, the KREASI Program is expected to bring sustainable change to improve the quality of learning and the future of children in Pesisir Barat District.

KREASI: A Path to Realizing the RPJMD and RKPD of Pesisir Barat

This opinion article by **Gunawan**, Head of the Regional Development Planning, Research, and Innovation Agency (Badan Perencanaan Pembangunan Riset dan Inovasi Daerah/Bappeda) of Pesisir Barat Regency

<https://indonesia-kreasi.or.id/2026/05/kreasi-jalan-nyata-mewujudkan-rpjmd-dan-rkpd-pesisir-barat/>

There is one of the most honest ways to see the future of a region: do not look at its buildings, look at its children today. That is where the true direction of development is determined—not by what is visible, but by whom we are preparing for the future.

We are often fascinated by the physical achievements of development. Roads are built, buildings are erected, and economic growth figures increase. All of these are important, but they are not enough. Development that is only visible on the surface often conceals a more fundamental question: are the people within it also growing, or are they being left behind?

The Qur'an has provided a very clear principle of change: "Indeed, Allah will not change the condition of a people until they change what is in themselves" (QS. Ar-Ra'd: 11). This message emphasizes that the core of development is human beings. Without improvements in the quality of people, all physical development loses its meaning.

Today, Pesisir Barat actually has a strong direction. The 2025–2029 Regional Medium-Term Development Plan (Rencana Pembangunan Jangka Menengah Daerah/RPJMD) has established a progressive vision: to realize a prosperous, advanced, civilized, and religious region as a leading tourism destination. This direction is further reinforced in the 2027 Regional Government Work Plan (Rencana Kerja Pemerintah Daerah/RKPD) through the theme of accelerating quality regional development based on local potential.

Conceptually, there is nothing wrong with this. The planning is already on the right track. However, the reality of development always tests planning itself.

Data show that economic growth has reached a fairly positive level. The Human Development Index has also improved. Yet at the same time, poverty persists, and the quality of human resources has not been fully able to respond to future challenges. These are not merely numbers, but signals that our development still faces an imbalance between physical achievements and human quality.

In the education sector, this contradiction becomes even more apparent. Expected years of schooling have increased, but the average years of schooling still lag behind. Our children are entering school, but not necessarily graduating with strong thinking skills. They are present within the system, but have not fully received the quality of learning they need.

This phenomenon does not occur only in Pesisir Barat. The world refers to it as a learning crisis—when schools no longer guarantee learning. Under these conditions, educational development can no longer focus solely on access. It must focus on quality.

This is where the critical point of our development lies. If we continue with the old approach, development will continue, but it will not significantly change the future. However, if we dare to shift our focus—from physical infrastructure to people—then development will create long-term impact.

It is at this point that the KREASI Program finds its relevance.

KREASI is not present merely as an additional program, but as an answer to the most fundamental problems in human resource development. It does not simply provide training, but builds systems. It does not only reach teachers, but also principals, students, and the education ecosystem as a whole. Its focus is clear: literacy, numeracy, and character—three fundamental pillars that determine the quality of future generations.

The approach used is also different. KREASI does not work partially, but through strengthening the ecosystem. Local governments, schools, teachers, and communities are involved within a collaborative framework. Furthermore, the program is designed based on evidence and continuous evaluation, so that it does not stop at activities, but moves toward systemic change.

This is where its strategic strength lies.

What KREASI is truly doing is translating the RPJMD and RKPD into concrete action. When planning documents speak about improving the quality of human resources, KREASI delivers concrete interventions in classrooms. When the RKPD targets the improvement of children's intellectual capacity and character, KREASI works directly within the learning process. When development requires collaboration, KREASI presents a collaborative working model across multiple stakeholders.

This means that KREASI does not operate outside the system, but instead strengthens the system itself.

Amid the many existing programs, the presence of targeted initiatives becomes highly important. Development is no longer measured by the number of activities conducted, but by the precision of the interventions. And KREASI stands exactly at that point—addressing the root causes, not merely the surface issues.

Developed countries have proven that investment in people is the key to progress. Finland places teacher quality as its top priority. Japan builds character as the foundation of education. South Korea has made education the engine of economic transformation. They did not begin with buildings, but with people.

This message aligns with the teaching of the Prophet Muhammad (peace be upon him): "Whoever follows a path in pursuit of knowledge, Allah will make easy for him a path to Paradise" (Narrated by Muslim). In the context of development, knowledge is not only a spiritual path, but also a path to progress.

Therefore, the fundamental question we must answer today is no longer how much we have built, but how appropriately we are building.

Has our development truly touched people, or is it still limited to physical infrastructure? Because in the end, the future of Pesisir Barat is not determined by what we build today, but by whom we prepare for tomorrow.

If our children are strong, then this region will be strong. If our children are intelligent, then this region will progress. But if our children are left behind, then all development will become nothing more than structures without a future.

And it is at this point that we must make a decision: continue as usual, or begin building in the right way.



KREASI Tanggamus Holds Education Ecosystem Mapping Workshop



KREASI Tanggamus, implemented by LP Ma'arif NU, held an Education Ecosystem Mapping Workshop on 21-22 May 2026. The workshop was attended intensively by 25 participants representing various key stakeholders in Tanggamus District, including the Education Office, the Ministry of Religious Affairs, Bapperida, the Child Protection Office, and local civil society organizations.

Representative of the KREASI Program Director of LP Ma'arif NU, Saiful A'la, in his remarks, outlined four main objectives to be achieved through the workshop.

"The first is aligning understanding to establish a shared perception between the implementing team and regional stakeholders regarding the concept of an Education Ecosystem that supports literacy, numeracy, and inclusion," he said.

Second, the workshop aimed to map ideal and actual conditions in order to identify gaps between the current education ecosystem and the expected ideal conditions in Tanggamus District.

"The third is determining the direction of advocacy to formulate priorities and local advocacy policy directions that will be implemented during the program's second year. Lastly, we want to build collaborative synergy to strengthen the commitment and active roles of each stakeholder within this ecosystem," he explained.

KREASI Save the Children Advocacy Coordinator, Rikson Simanjuntak, emphasized the importance of accurately determining the direction of the education ecosystem. According to him, the success of the program depends greatly on strong and comprehensive engagement from all levels.

"We need to set a clear direction for the education ecosystem in Tanggamus. The approach taken must be holistic and not fragmented," he said.



He added that the active engagement of all actors present was key to addressing challenges and aligning shared goals.

The workshop was officially opened by the Head of Research, Development, and Community Service (P3M) Division of Bapperida Tanggamus District, David Erwin Gunawan, who attended on behalf of the Head of Bapperida Tanggamus.

In his opening remarks, David Erwin Gunawan expressed appreciation for the KREASI Program initiative and affirmed the local government's commitment to improving the quality of education.

"To build an advanced and high-quality education sector in Tanggamus District, it cannot be done partially or individually. The presence of an integrated education ecosystem is absolutely essential," he said.



The local government welcomed the workshop, noting that concept alignment and actor mapping are needed to ensure future policy advocacy is well-targeted and has long-term impact.

Through this workshop, it is expected that a strong actor mapping document will be produced, along with strategic recommendations to support the sustainability of efforts to improve the quality of education for children in Tanggamus District.





KREASI Tanggamus Holds Module I Training for School Principals

KREASI Tanggamus, implemented by LP Ma'arif NU, held Module I Training on School Leadership, attended by 30 principals of primary schools (SD) and madrasah ibtidaiyah (MI) on 19-22 May 2026. This activity is part of efforts to strengthen the quality of basic education by enhancing school leadership capacity.

The training was designed to support school principals in leading, managing, and promoting learning innovation in their respective education units. Through the KREASI Program, participants received reinforcement on the importance of adaptive, inclusive, and child-centered school leadership.



In Module I, the main focus of the training was directed toward strengthening the foundation of school principals' leadership in creating a safe, comfortable, and enjoyable learning environment. This approach also places children's rights and protection as an important part of school management and the learning process.

KREASI Tanggamus Holds Literacy Training for Regional Facilitator



KREASI Tanggamus, implemented by LP Ma'arif NU, held a Literacy Regional Facilitator Training as part of the second year of the KREASI Program on 18-22 May 2026. This activity served as a step to strengthen the capacity of education drivers in Tanggamus District in supporting the improvement of children's literacy quality.

The training was not only a space to enhance knowledge and skills, but also a momentum to build a stronger foundation for literacy learning in schools. Through this activity, the regional facilitators are expected to be able to support education units in delivering learning methods that are more creative, inclusive, and impactful for students.



Launch of the Second Year of KREASI in Ketapang and Kayong Utara

The spirit of collaboration was once again strengthened through the launch of the second year of the KREASI Program, held on 19 May 2026. The activity, organized by the Majelis Dikdasmen and PNF PP Muhammadiyah together with Save the Children Indonesia, marked the beginning of the program's next phase in Ketapang District and Kayong Utara District. In addition to the launch of the second-year intervention schools, the event also included the signing of a collaboration commitment by the Head of the Ketapang District PAUD Working Group, the signing of the integrity pact by intervention schools, and a talk show themed "Whole-of-Society Collaboration to Realize Quality Education for All."



In his opening remarks, KREASI National Program Manager, Gufron Amirullah, stated that in the first year, the program had benefited thousands of students and more than 550 teachers through various training and mentoring activities. "In this second year, the challenges are even greater as the intervention area has expanded from three to seven sub-districts. However, the vast area and geographical challenges do not diminish our spirit to keep moving toward better education," he said.

KREASI Save the Children Indonesia Chief of Party, Alifah Sri Lestari, emphasized that the second year would use an approach that is closer to schools by bringing training and mentoring directly to intervention locations.

Meanwhile, the Regional Secretary of Kayong Utara District, Erwin Sudrajat, described KREASI as a space for cross-sector collaboration that strengthens literacy, numeracy, and character education.

Echoing this sentiment, the Vice Regent of Ketapang, Jamhuri Amir, emphasized that education is the hope and future of the nation, and can only be realized through the involvement of all elements of society.

"Providing quality education cannot be placed solely on the shoulders of the government. It requires the involvement of families, schools, communities, businesses, the media, community groups, and students themselves," he stated before the participants.



The message of strengthening collaboration was further deepened through a keynote speaker session and talk show featuring national education experts.

In his presentation, Special Staff to the Minister of Primary and Secondary Education and Chair of the Majelis Dikdasmen and PNF PP Muhammadiyah, Didik Suhardi, reminded participants that the KREASI Program should be seen as a sustainable empowerment movement, not merely a short-term project.

"The KREASI Program is not just a project, but an empowerment program. When a project ends, everything ends. But with a program, after it concludes, there must be sustainability, and it must become part of the regional education system," he emphasized.



He also stressed that the quality of education will never exceed the quality of its teachers, making teacher capacity strengthening a key investment in the future of education.

Meanwhile, during the talk show session, Dien Nurmarina Malik Fadjat reminded participants of the importance of creating real impact for students through a statement that drew participants' attention: "Let us not leave behind only files, but leave behind real impact."

Through the spirit of whole-of-society collaboration that continues to be built, the KREASI Program is expected to strengthen students' literacy, numeracy, and character, while becoming a legacy of good practices that continues to live on within the education ecosystem in Ketapang and Kayong Utara.





KREASI Ketapang Holds Regional Ecosystem Workshop

KREASI Ketapang, implemented by Majelis Dikdasmen dan PNF PP Muhammadiyah, held a Workshop on Developing the Focus of the Regional Ecosystem. The activity, which took place on 13 May 2026, served as a crucial momentum to align understanding and identify entry points for education advocacy at the regional level.

The main objective of the workshop was to build structured cross-sector collaboration through the establishment of an education consortium. This consortium is designed not as a new organization, but as an independent collaborative platform to unite the vision, resources, and expertise of stakeholders in strengthening education outcomes in Ketapang District.

The activity received appreciation from various stakeholders. The Chair of Commission IV of the Ketapang Regional House of Representatives, Rian Heriyanto, who attended the event in person, affirmed the legislature's full support for the KREASI program.

"The Ketapang Regional House of Representatives is open to receiving input, reports, and good practices from KREASI as material for oversight and for strengthening regional education policies," Rian said in his remarks.

He also emphasized the importance of ensuring that education programs are not concentrated only in urban areas, but also reach remote areas that require greater attention.

In line with this, the Head of the Primary School Development Division of the Ketapang District Education Office, Rajiansyah, delivered a presentation on the importance of strengthening the regional education ecosystem. According to him, the education ecosystem includes complex reciprocal relationships among students, educators, families, government, and the business sector. Therefore, cross-agency synergy is highly needed to ensure that education policies are well-targeted and have a tangible impact.

Entering its second year of implementation, the KREASI program now targets 42 primary schools and madrasah ibtidaiyah with six main intervention packages, including training for teachers and school principals, as well as policy advocacy.



The expected outputs of this workshop include the development of policy recommendations that respond to regional needs, strengthened cross-sector coordination, and the establishment of an education consortium capable of overseeing seven strategic advocacy agendas—including the implementation of 13 years of compulsory education, optimization of BOS/BOP funding, and the development of child protection SOPs at the district level.

Through this workshop, it is hoped that the synergy built will not merely be ceremonial, but will lead to concrete actions and tangible evidence of change toward more inclusive and quality education for future generations in Ketapang District.

Juliansyah's Story in the KREASI Program Training



There are qualities that stand out in Juliansyah, an elementary school teacher who now carries the responsibility of serving as a Local Facilitator for Teacher Professional Development (TPD): a passionate spirit for learning and humility.

For Juliansyah, learning is not a way to prove himself, but an ongoing effort to give the best for his students. Behind this spirit, however, he remains a humble person.

When he first joined the Local Facilitator Training for Teacher Professional Development under the KREASI Program, he felt awkward being among school supervisors and principals.

"I felt like I was just an ordinary teacher," he said modestly. Yet it was precisely this humility that became his strength. His great curiosity became the main fuel that drove Juliansyah to continue absorbing knowledge throughout the training.

Juliansyah's openness enabled him to clearly grasp the essence of the learning process. One valuable lesson he gained was that creative teaching does not always require sophisticated technology.

"It turned out I was very wrong. The new insight I gained was that creativity starts from how we understand children's world and make use of what is around us," he said.

This realization changed his perspective: literacy is not merely about introducing letters, but about ensuring that children understand what they read through the right approaches, such as teaching phonological awareness.

The KREASI Program serves as a space that values the sincerity of every educator. Juliansyah welcomed the dynamic training methods.

"One of the most memorable impressions from the activity was that every day we were grouped differently with different group members, so the atmosphere each day became more colorful," he explained.

For him, every colleague is a teacher, and every discussion is an opportunity to share with one another.

The supportive and inclusive training environment made Juliansyah feel comfortable expressing his views. His courage to actively participate in the forum grew from his desire to share ideas for the advancement of education.

"The safe and non-judgmental environment made me feel appreciated, so I felt confident to speak up," he said.



ThJuliansyah's enthusiasm reached its peak on the third day of the training, when the facilitator demonstrated an interactive storytelling method. That moment became an important turning point for him.

"When the facilitator told a story using such an exciting method, I immediately pictured the faces of the children in my class. Wow, Aufa and Robi would definitely be happy and want to come forward to act out Boya if I used this method!" he recalled.

For Juliansyah, this training was not merely theoretical, but a source of practical skills. His belief that the right methods can increase student engagement made him eager to apply the technique in his classroom.

Now, Juliansyah has returned to school carrying valuable lessons with him. He brings not only new teaching methods, but also a renewed spirit to continue growing for the future of the nation's children.

KREASI Kayong Utara Determines Target Schools Based on Data

KREASI Kayong Utara, implemented by the Majelis Dikdasmen and PNF PP Muhammadiyah, held a Workshop on Determining KREASI Target Schools for the Second Year Based on Education Data in Kayong Utara District on 8 April 2026. The activity served as a shared space for education stakeholders to review data as the basis for determining schools targeted for intervention.

Through this workshop, the selection process for target schools is expected to be more objective, transparent, and accurate. The use of education data helps participants understand the real conditions of education units, ensuring that program support can be directed to schools that need it the most.

The workshop brought together education stakeholders, including the Education Office, the Ministry of Religious Affairs Office, and other organizations, to discuss the most appropriate target schools.

KREASI Kayong Utara Holds Facilitator Training on Literacy

KREASI Kayong Utara, implemented by the Majelis Dikdasmen and PNF PP Muhammadiyah, held the Regional Facilitator (Fasda) Training on Literacy Module I on 18–22 May 2026. The five-day activity was attended by prospective Fasda who will support teachers in strengthening foundational literacy learning in schools.

During the training, participants learned various strategies to strengthen foundational literacy, inclusive education, and ways to integrate climate change awareness into classroom learning. The materials are expected to help Fasda encourage more active, child-friendly, and meaningful learning processes.



In addition to receiving materials, participants also took part in discussions, group work, reflection, and independent simulations or micro-teaching. Through this practice, the prospective Fasda practiced applying facilitation skills before later supporting teachers directly in schools.

This training marks an initial step in strengthening a collective movement to improve the quality of education in Kayong Utara. With the spirit of collaboration among participants and facilitators, the prospective Fasda are expected to be ready to bring positive change to their respective schools.



KREASI Kayong Utara Promotes the Strengthening of the Regional Education Ecosystem

KREASI Kayong Utara, implemented by the Majelis Dikdasmen and PNF PP Muhammadiyah, held a Workshop on Ecosystem Focus Adjustment and Mapping of Regional Education Stakeholders in Kayong Utara District. The two-day activity served as a cross-sector collaboration space to strengthen an inclusive, participatory, and sustainable education ecosystem, attended by representatives from the local government, professional organizations, civil society organizations, and education partners.

Through this workshop, participants engaged in participatory discussions to identify priority issues in regional education and map stakeholders with strategic roles in supporting the improvement of education quality. Participants also analyzed the influence, interests, and contributions of each party in education development in Kayong Utara District.

In addition to stakeholder mapping, the activity also produced advocacy strategy formulations and a joint follow-up plan. These strategies were developed to strengthen coordination, promote child protection, and increase community involvement in supporting education processes at the local level.

This workshop marks an important step in aligning the commitments of various parties to build better education in Kayong Utara. Through synergy among the local government, civil society organizations, education communities, and development partners, the KREASI Program hopes that efforts to improve education quality can be carried out in a more targeted, inclusive, and sustainable manner.



The Story of Karmawati, a Teacher from Kayong Utara Who Grew with KREASI

Since she began serving as a teacher in 2007, Karmawati has always held on to one belief: every child has the right to quality education. For her, being an educator is not only about teaching in the classroom, but also about nurturing hope, especially for children who have not yet fully had the opportunity and support to learn. This is the spirit she continues to carry today, as she serves as both a teacher and a school principal supported by the KREASI Program in Kayong Utara District.

As a woman, educator, wife, and mother, Karmawati's journey has not always been easy. Her greatest challenge is managing her time and energy between her responsibilities at school and her role at home. At school, she must ensure that the learning process runs well, support teachers, guide students, and manage various needs of the education unit. At home, she continues to carry out her role within her family. Yet, amid these challenges, Karmawati strives to remain a strong, patient, and consistent figure for her students.



Change became increasingly visible when her school became part of the KREASI Program's support. Over the course of one year of mentoring, Karmawati saw a new momentum in the learning process at school. The KREASI Program broadened teachers' perspectives on learning methods and media that are more creative, enjoyable, and responsive to students' needs. Learning that had previously tended to be routine gradually became more lively and participatory.

For Karmawati, one of the most tangible impacts of KREASI has been the increased interest and talents of students. Children have become more enthusiastic about learning as teachers have begun using more varied approaches. More creative learning media help students understand lessons more easily, become more willing to participate, and grow more confident in showing their abilities. This change has also contributed to a real improvement in students' learning outcomes.

The impact of KREASI is also felt by the teachers. Through mentoring and capacity strengthening, teachers have gained new inspiration to develop their teaching methods. They are not only encouraged to understand the material, but also to try learning strategies that are more child-friendly and inclusive. For Karmawati as a school principal, this change has become an important foundation for building a better learning culture at school.

Karmawati believes that good education must provide equal opportunities for all children, regardless of gender. She hopes that children in her area, especially girls, will continue to dare to dream and pursue the highest possible education. For her, women have the same rights to learn, grow, and contribute to Indonesia's future.

In the spirit of Kartini Day, Karmawati's journey shows that educational change can begin in the classroom, with teachers who continue to learn and schools that are open to renewal. Through the KREASI Program, she has seen that when teachers are strengthened, students grow; and when schools are supported, children's hopes open wider.

"Do not complain easily, never be afraid, and never feel inferior to men. We all have the same position and rights. Keep your spirit high, develop your potential, and let us work together for the progress of the nation," Karmawati said.



For Karmawati and her school, KREASI is more than just a mentoring program. KREASI has become a shared learning space that helps teachers find new ways to teach, helps students discover a renewed enthusiasm for learning, and helps schools move toward education that is more inclusive, creative, and meaningful.

Vilma's Journey in the KREASI Halmahera Utara Facilitator Training

Vilma Kitong is a primary school teacher who has devoted herself to the field of education. As an upper-grade teacher, she is used to working with students who are already more independent in their learning. However, her new journey as a Local Facilitator in the KREASI program with Wahana Visi Indonesia opened up a new perspective in her profession.

In the second year of KREASI program implementation, Vilma took part in literacy training that became one of the most memorable experiences in her career journey. During the training, she not only received materials, but also experienced a joyful learning atmosphere, a strong sense of togetherness, and support from an inspiring facilitator team.

"During the activity, I felt very happy because I could meet and learn directly from the main facilitators and an excellent team," she recalled.



Before joining the training, Vilma realized that she did not yet fully understand how to teach lower-grade classes. For her, teaching younger students requires a different approach: more patience, more structure, and clear stages, especially in literacy instruction. This became a new challenge for Vilma, as she had been more accustomed to teaching grade 6 students.

Through the training, Vilma began to understand the importance of teaching methods that are suited to children's age and developmental stages. She learned how to create a supportive classroom atmosphere, as well as how to guide students step by step in understanding foundational literacy.

The change was strongly felt after the training ended. Vilma acknowledged that her understanding had increased significantly. Now, she feels more confident if one day she has the opportunity to teach lower-grade classes. Not only that, she has also begun sharing the knowledge she gained with fellow teachers at her school.

She sees her role not only as a participant, but also as a driver of change within her school environment. With renewed spirit, Vilma is ready to support school mentoring with her team, bringing more effective and enjoyable literacy teaching methods to children.

"Change begins when we are willing to learn again. I believe that by continuing to share and applying the right methods, we can help more children enjoy learning and achieve a better future."



Torang Pe Anak, Torang Pe Masa Depan!

KREASI Morotai socialized the importance of a joyful PAUD-to-primary school transition and 13-Year Compulsory Education in Pulau Morotai District through a campaign themed “Torang Pe Anak, Torang Pe Masa Depan,” or My Children, My Future. The activity was carried out together with the Pulau Morotai District Government as an effort to strengthen public understanding of the importance of early childhood education. This campaign is aligned with the direction of national policy in the 2025–2045 RPJPN, which places 13-Year Compulsory Education, including one year of preschool, as an important part of preparing Indonesia’s Golden Generation.



The activity was held on 25 May 2026 at the Morotai Islamic Center and involved representatives from the South Morotai and East Morotai sub-district offices, school principals, parent representatives, and School Child Protection Teams (Tim PAS) from KREASI Morotai’s 2026 partner schools in South Morotai and East Morotai.

The Pulau Morotai District Education and Culture Office and the Pulau Morotai District Village Community Empowerment Office (PMD) were also present as resource persons to convey the importance of PAUD as the foundation of children’s education, as well as the role of village governments and communities in supporting the implementation of 13-Year Compulsory Education.

“Through this activity, we hope participants can understand the importance of early childhood education as a foundation for strengthening children’s access to and quality of education from an early age. The materials presented on the importance of PAUD are also expected to be shared down to the village level so that public understanding can become broader and reach more people,” said Rahima Lastori, Head of the PAUD Division at the Pulau Morotai District Education and Culture Office.

This campaign is part of a collaborative effort to encourage shared awareness of the importance of a positive and joyful PAUD-to-primary school transition for children. This approach is also in line with the direction of national policy on 13-Year Compulsory Education, including one year of preschool education.

The “Torang Pe Anak, Torang Pe Masa Depan” campaign serves as a reminder that creating a safe, child-friendly, and joyful learning environment is not the responsibility of one party alone. All elements, from the government and education units to the wider community, have a shared role in ensuring that every child in Morotai has a positive first learning experience as the foundation for their future.



KLA Regional Regulation Socialization in Morotai Involves KREASI in Strengthening Child-Focused Policies

As part of joint efforts to realize a Child-Friendly District (Kabupaten Layak Anak/KLA), KREASI Morotai and the local government continue to encourage the strengthening of policies that support the fulfillment of children’s rights in Pulau Morotai District. This effort was marked by the socialization of the Regional Regulation on Child-Friendly Districts (Perda KLA), which took place on 10–11 March 2026.

The socialization was conducted in parallel across five sub-districts. The activity served as a space to broaden the understanding of stakeholders at the sub-district level regarding the importance of implementing policies that support the fulfillment of children’s rights.

This socialization activity was a collaboration between KREASI Morotai, the Pulau Morotai District Parliament, the Social Affairs and Women’s Empowerment and Child Protection Office as the lead sector, and the Legal Division of the Regional Secretariat of Pulau Morotai District. This cross-sector involvement reflects a shared commitment to strengthening the implementation of Child-Friendly District policies at the local level.

The development of the KLA Regional Regulation went through a series of stages in 2025, starting from the review of the Regent Regulation on Child-Friendly Districts, the implementation of a public consultation, and the harmonization process. During the harmonization stage, the Ministry of Law and Human Rights of North Maluku Province provided input that the regulation, which was originally in the form of a Regent Regulation, should be upgraded into a Regional Regulation.

In the context of strengthening this collaboration, Berce Pawate, Head of the Women’s Empowerment and Child Protection Division, emphasized the importance of involving various parties in realizing a Child-Friendly District. “Collaboration is key to realizing a Child-Friendly District. This requires support from all members of the task force, relevant OPDs, village and sub-district governments, heads of community health centers, and education units. Through this synergy, we hope Morotai can achieve the status of a Child-Friendly District,” she said.

Throughout this process, KREASI Morotai served as a strategic partner of the local government, helping to encourage policy strengthening and support the development process from 2025 through to the implementation stage in 2026.

Through this activity, stakeholders at the sub-district level are expected to understand their respective roles and responsibilities in implementing the KLA Regional Regulation, while also strengthening cross-sector coordination to support the realization of a Child-Friendly District in Morotai. This activity serves as clear evidence that collaboration between the local government and various parties is key to realizing a Child-Friendly District, and reinforces that the fulfillment of children’s rights requires the involvement and shared commitment of all stakeholders.



Anetri's Journey: A School Principal Who Continues Learning with KREASI



Anetri began serving as a school principal at one of KREASI Morotai's partner schools in May 2025. Previously, she had worked as an early childhood education manager, so this transition became a new challenge for her. When she started her role, she immediately faced the reality that many students, both in lower and upper grades, were still unable to read.

"When I first became a principal, I found that in almost every class there were still children who could not read, especially in the upper grades," said Anetri.

The limited number of teachers made the situation even more challenging. There were not enough personnel to support all students. However, facing these various challenges did not stop Anetri from continuing her efforts. She remained actively involved in various activities organized by KREASI Morotai and shared the needs and challenges she encountered in the field. Through this process, the support provided became more contextual and aligned with the school's conditions.

Change began to be felt when KREASI Morotai introduced literacy and numeracy club training, known as the catch-up club. Through this training, Anetri began applying more active and enjoyable learning approaches in the classroom. She used simple media such as letter cards, dotted letter and number worksheets for tracing, as well as activities where students pasted letters and numbers to form words and numbers. Children were also encouraged to write their own names and find letter arrangements from the available cards. Gradually, the classroom atmosphere became more lively, and children became more engaged in the learning process.

"With this method, the children became more enthusiastic. They were very active in looking for the letter cards until they found the right ones and pasted them. They even often asked to learn using this method," said Anetri.

The most noticeable impact was on students' literacy skills. Children who previously did not recognize letters began to show progress, and some were already able to read simple words. Anetri also used students' work as material to evaluate their development, including for further monitoring at home.

Beyond the classroom, KREASI also helped Anetri strengthen a safer and more positive school culture. Through the TPPK training, or Violence Prevention and Response Team training, provided by KREASI Morotai, Anetri began incorporating the values she learned into the school's daily routines. Every morning during assembly, she and the teachers reminded students of things that may seem simple but are often overlooked: not using harsh language and not fighting.

"Every day during morning assembly, we remind the children not to use harsh language and not to fight. Now, incidents like that have decreased significantly compared to before," she said.



Although the formation of the TPPK team still faces challenges due to the lack of teachers, Anetri continues to apply child protection values with the resources she has. To this day, she continues striving to create a school culture that is safe and comfortable.

KREASI's support also came through Technical Support Personnel (TDT) from graduates of Universitas Pasifik Morotai, who assisted the learning process in partner schools. Their presence helped fill the gap in teaching staff at Anetri's school, while also helping ensure that learning in the classroom could continue in a more structured way.

Over time, changes at the school became increasingly visible. Children became more active, more confident, and began to enjoy the learning process. From previously struggling to recognize letters, some students are now able to read, while the classroom atmosphere has become livelier and more interactive than before.

Ulfa's Story: From Lacking Confidence to Becoming a Teacher Trainer

Sharing teaching practices with fellow teachers was not easy for Ulfa. When she was selected as a KREASI Morotai Literacy Master Teacher in 2025, she admitted that she did not yet feel confident in carrying out the role. As a Literacy Master Teacher, Ulfa participated in training and shared the teaching practices she gained with teachers in KREASI Morotai partner schools.

Although she lacked confidence at first, Ulfa continued to carry out the role. Over time, the various learning processes she went through helped her build confidence while also broadening her understanding of teaching and learning. During her journey with KREASI Morotai, her perspective on learning began to change.

"It turns out that teaching is not only about preparing work documents, but about how to achieve the goals of what we have planned in order to shape the next generation of the nation," said Ulfa.

This understanding encouraged her to begin applying various teaching approaches in the classroom. One of these was through literacy and numeracy clubs, or catch-up clubs, which combine learning and play activities. According to Ulfa, this approach helped students understand the material more easily. She also saw students' literacy skills continue to develop.

The experience of directly applying teaching practices became valuable preparation when she shared her knowledge with other teachers. Ulfa did not only share the materials she had received from the training, but also her experience of applying them in the classroom.

Changes were also visible in the school environment. Thanks to the shared commitment of the principal and teachers, the learning community, which had previously been inactive, is now running regularly every Saturday. This activity has become a space for teachers to discuss, share experiences, and learn from one another about classroom teaching practices.



For Ulfa, the forum has become a space to continue learning with her peers while also sharpening her ability to share teaching practices. Through this process, she has become increasingly accustomed to facilitating discussions and sharing experiences with other teachers.

Ulfa's learning journey continues. In 2026, she once again took part in a selection process and was chosen as a Regional Lead Teacher Trainer. Building on her experience as a Literacy Master Teacher, she now equips local facilitators who will support KREASI Morotai partner schools. Through this training, Ulfa also gained a deeper understanding of facilitation and learning assessment.

For Ulfa, every learning opportunity opens up space to continue growing and sharing with other teachers. She hopes that more teachers will continue to develop their capacity and provide meaningful learning for every child.

"Let us work together to improve the quality of our education," she concluded.



Rima's Story: Building Safe and Comfortable Schools Begins with Teachers Who Continue to Learn

Rima is a district facilitator for Safe and Comfortable School Culture (BSAN) and a Grade 1 teacher at one of the elementary schools supported by KREASI Morotai.

At the school where Rima teaches, a Violence Prevention and Response Team (TPPK) had already been established, which is now known as the School Child Protection Team (Tim PAS). However, at the time, teachers had not yet received specific training or socialization on the roles, duties, and responsibilities of the team. As a result, cases were often handled based on each teacher's own understanding and experience.

This limited understanding encouraged Rima to register as a BSAN district facilitator for the KREASI Program in Morotai. She saw the opportunity as a space to learn more about child protection and how to create a safe learning environment for all students.



Through the BSAN district facilitator training, Rima began to understand that creating a safe and comfortable school is not simply about correcting or guiding children when problems occur. Schools also need clear mechanisms to prevent, handle, and follow up on cases of violence.

The material on Safe and Comfortable School Culture helped her see the school's condition from a different perspective. She learned to recognize different forms of violence, map issues occurring within the school environment, and understand the importance of collaboration among schools, parents, and communities in protecting children.

The training also became a space for reflection for Rima. She realized that, in her efforts to discipline students, she had previously used approaches that were not appropriate.

This experience helped her understand that ending violence requires more than good intentions. It requires the right knowledge and approach so that children feel safe while receiving the support they need.

Equipped with the knowledge she gained during the training, Rima plans to share the materials she learned with fellow teachers at her school. She hopes that more teachers will gain the understanding and skills needed to create a safe, welcoming learning environment that supports every child's growth and development.

"I took a lot of notes during the training. Later, I want to share them with my fellow teachers so that we can learn together," said Rima.

For Rima, this training not only added new knowledge, but also helped her understand that ending violence requires the right approach. This understanding has become an important foundation for supporting children while inviting more teachers to build a safe and comfortable learning environment.



Dorfen's Story: Building Better Schools Through Leadership That Continues to Grow

Since 2021, Dorfen has served as a school principal at three different schools in succession. In 2025, he began serving at the school that is now one of KREASI Morotai's partner schools. Throughout his career journey, he had never attended school principal training until 2026, when his school began receiving support from KREASI Morotai.

"All this time, I had never thought about a leader who continues to grow. This training made me see that in a different way," said Dorfen.



At the school he currently leads, Dorfen has built various learning practices that focus not only on academic aspects, but also on shaping students' character. He believes that the learning process begins from the moment students enter the school environment, not only inside the classroom.

Students are encouraged to keep the environment clean and throw trash in the proper place whenever they find it in the school area. In addition, Dorfen also conducts classroom learning supervision to directly observe the teaching and learning process, students' responses, and the approaches used by teachers. These two practices are part of his efforts to maintain the quality of learning at school.

Through the KREASI Morotai training, Dorfen became increasingly aware that school leadership is a continuously developing process and requires ongoing learning spaces so that existing practices can become more focused. He also realized that improving school quality does not depend only on the principal, but also on strengthening teachers' capacity as an important part of the learning process. He then committed to encouraging the teachers at his school to take part in KREASI training as part of efforts to strengthen learning sustainably at the school.

"I am very grateful that KREASI is present and has provided training for us. I gained a lot of new knowledge that is very useful for school development," he said.

With this perspective, Dorfen is committed to strengthening the practices that are already running at the school while also opening learning spaces for himself and the teachers. He believes that better schools grow from leadership that continues to develop and from the willingness to learn together with the entire school community.





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).



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